

HUNTINGDON COLLEGE



2006 - 2007

ACCREDITATION

Huntingdon College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, 404-679-4501) to award the Bachelor of Arts Degree and the Associate of Arts Degree.

NONDISCRIMINATORY POLICY

Huntingdon College admits students of any race, color, sex, age, religion, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, sex, age, religion, disability that does not prohibit the performance of essential educational functions, and, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other College-administered programs.

SUBSTANCE ABUSE POLICY

To achieve its educational aims and to create an environment conducive to the full physical and personal development of students and employees, the College discourages the misuse or abuse of potentially harmful materials or substances. Huntingdon College disallows the possession of alcoholic beverages and illegal and unauthorized drugs within the bounds of the campus. Additionally, it echoes the warning of the Surgeon General on the dangers of tobacco usage.

Any employee who is found in possession of or using alcoholic beverages on the campus is subject to dismissal. Possession of narcotic or hallucinogenic drugs and other agents having potential for abuse, except on a physician's prescription, is strictly prohibited. Any employee found to be possessing, using, manufacturing, dispensing, or distributing such drugs is also subject for dismissal.

Huntingdon College is in full compliance with the Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226). For full details on the Drug-Free Schools and Communities Act, see the Student Handbook.

Cover photograph by Dr. John R. Williams, Professor of History.

This Catalog presents information which, at the time of preparation for printing, most accurately described the courses, curricula, degrees, fees, policies, procedures, regulations, and requirements of the College which apply to students entering the College during the 2006-2007 academic year. The College reserves the right to delete, substitute or supplement any statement in this Catalog without prior notice.

HUNTINGDON COLLEGE



Founded 1854

2006 - 2007
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HUNTINGDON COLLEGE CALENDAR

2006-2007 FALL SEMESTER

August	14	Monday	Deadline for payment of fees for all preregistered students, 4:00 p.m.
August	17-18	Thursday-Friday	Last summer pre-registration for all students
August	19-20	Saturday-Sunday	New student orientation
August	21	Monday	Classes begin, 8:00 a.m.
August	25	Friday	Last day to Drop a course
			Last day to Add with permission of the advisor only
August	30	Wednesday	Last day to Add with permission of advisor, instructor, and instructor's Associate Dean
September	4	Monday	Labor Day - No classes
September	22	Friday	Last day to withdraw from a class without grade penalty and receive a "W"
October	6	Friday	End of mid-term grading period
October	9-10	Monday-Tuesday	Fall Break - No classes
October	18	Wednesday	Last day to change to "P/N" grading, audit and non-credit status
November	1	Wednesday	Last day to withdraw from a course without grade penalty and receive a "WP" or "WF"
November	6-10	Monday-Friday	Spring Preregistration
November	21	Tuesday	Thanksgiving vacation begins, 9:45 p.m.
November	27	Monday	Classes resume, 8:00 a.m.
December	1	Friday	Classes end
December	4	Monday	Final Examinations begin
December	8	Friday	Final Examinations end

EXAMINATION SCHEDULE - 2006-2007 FALL SEMESTER

Examination	8:30 - 10:30 a.m.	11:30 a.m. - 1:30 p.m.	2:30 - 4:30 p.m.
Date	Examination	Examination	Examination
Monday, Dec. 4 th	9:00 a.m. MWF	9:30 a.m. TR	1:00 p.m. MWF
Tuesday, Dec. 5 th	10:00 a.m. MWF	2:00 p.m. MWF	8:00 a.m. TR
Wednesday, Dec. 6 th	8:00 a.m. MWF	11:00 a.m. MWF	11:00 a.m. TR
Thursday, Dec. 7 th	12:00 noon MWF	12:30 p.m. TR	2:00 p.m. TR
Friday, Dec. 8 th	All others not scheduled		

GRADES DUE IN THE OFFICE OF THE REGISTRAR

Examination Date	Grades due in Office of the Registrar
Monday, December 4 th	2:00 p.m. Wednesday, December 6 th
Tuesday, December 5 th	2:00 p.m. Thursday, December 7 th
Wednesday, December 6 th	2:00 p.m. Friday, December 8 th
Thursday, December 7 th	9:00 a.m. Monday, December 11 th
Friday, December 8 th	12:00 noon Monday, December 11 th

For both the Fall and Spring Semesters the following guidelines apply:

- For classes with a start time after 4:30 p.m., the final exam period is scheduled for the first meeting of the course during the week of exams.
- The meeting place for an examination will be the same as for regular classes unless the instructor announces otherwise.
- For a class meeting two or more consecutive periods, the first period will determine the time of the examination. For a class meeting four days a week, the MWF period will determine the time of the examination.
- For a class scheduled TBA (to be arranged) the time of the examination will be arranged by the instructor.

2006-2007 SPRING SEMESTER

January	10	Wednesday	Deadline for payment of fees for all preregistered students
January	16	Tuesday	Registration and Orientation of new students Registration and Fee Payment Deadline for transfer students and others not yet enrolled, 4:00 p.m.
January	17	Wednesday	Classes begin, 8:00 a.m.
January	23	Tuesday	Last day to Drop
January	26	Friday	Last day to Add with permission of advisor only Last day to Add with permission of advisor, instructor, and instructor's Associate Dean
February	20	Tuesday	Last day to withdraw from a course without grade penalty and receive a "W"
March	7	Wednesday	End of Mid-Term grading period
March	8-9	Thursday-Friday	Winter Break - No classes
March	16	Friday	Last day to change to "P/N" grading, audit and non-credit status
March	23	Friday	Spring Break begins, 5:00 p.m.
April	2	Monday	Classes resume, 8:00 a.m.
April	5	Thursday	Last day to withdraw from a course without grade penalty and receive a "WP" or "WF"
April	6	Friday	Good Friday - No Classes
April	11	Wednesday	Senior Test Day, Required for all Seniors - No Classes
April	16-20	Monday-Friday	Fall Preregistration
April	23-25	Monday-Wednesday	Summer School Preregistration
May	7	Monday	Classes end
May	8	Tuesday	"Dead Day"
May	9	Wednesday	Final Examinations begin
May	15	Tuesday	Final Examinations end
May	18	Friday	Baccalaureate
May	19	Saturday	Commencement

EXAMINATION SCHEDULE - 2006-2007 SPRING SEMESTER

Examination	8:30 - 10:30 a.m.	11:30 a.m. - 1:30 p.m.	2:30 - 4:30 p.m.
Date	Examination	Examination	Examination
Wednesday, May 9 th	9:00 a.m. MWF	9:30 a.m. TR	1:00 p.m. MWF
Thursday, May 10 th	10:00 a.m. MWF	2:00 p.m. MWF	8:00 a.m. TR
Friday, May 11 th	8:00 a.m. MWF	11:00 a.m. MWF	11:00 a.m. TR
Monday, May 14 th	12:00 noon MWF	12:30 p.m. TR	2:00 p.m. TR
Tuesday, May 15 th	All others not scheduled		

GRADES DUE IN THE OFFICE OF THE REGISTRAR

Examination Date	Grades due in Office of the Registrar
Wednesday, May 9 th	2:00 p.m. Friday, May 11 th
Thursday, May 10 th	2:00 p.m. Monday, May 14 th
Friday, May 11 th	2:00 p.m. Tuesday, May 15 th
Monday, May 14 th	9:00 a.m. Wednesday, May 16 th
Tuesday, May 15 th	12:00 noon Wednesday, May 16 th

The Summer Session Calendar may be found in the Summer Bulletin which is published in April.

A MESSAGE FROM PRESIDENT J. CAMERON WEST

It's my great pleasure to welcome you to the Huntingdon College community, where **Faith, Wisdom, and Service** are steadfast traditions. You will be able to do more than you ever imagined at Huntingdon – to learn about the world in broad-based liberal arts classes; to travel the world through the Huntingdon tradition of travel/study; and to serve the world through countless opportunities in our student life programs. Make the most of your college years by exploring the many paths Huntingdon provides – paths that will connect you with your future.

Huntingdon is a college of the United Methodist Church where students of all faiths are welcome. Here, your faith journey will be supported through a reflective look at the traditions of Judeo-Christian culture, and through active and engaging ways to build, serve, and strengthen your beliefs.

You will be known at Huntingdon. This is a small college community by choice, one where personal values, integrity, and character are paramount, and where your unique gifts and talents are recognized. You will find encouragement here, not only from the friends you make in the student body but also from the faculty and staff. Through every step of your next four years, the Huntingdon community will be your safeguard.

You are about to discover the best of what you have to offer the world, as well as what the world offers and needs of you. This is an exciting time in your life and in the life of Huntingdon College. How fortunate we are to have this time to grow and learn together. I look forward to knowing you.

Cam West

J. Cameron West
President



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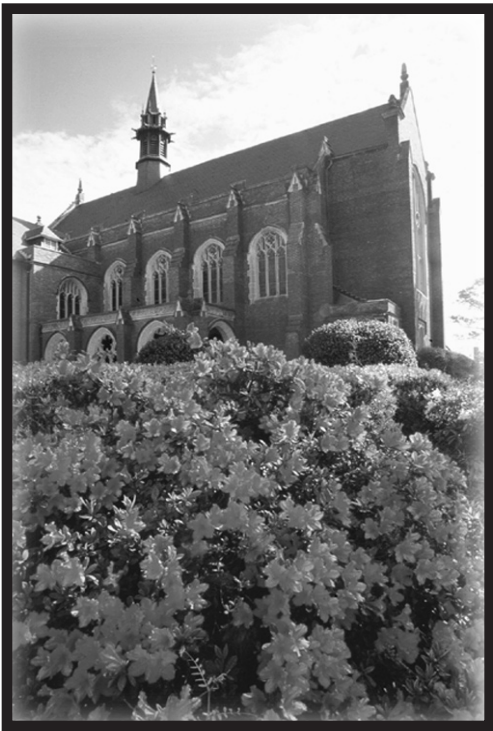
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ABOUT HUNTINGDON COLLEGE

PURPOSE

VISION:

Huntingdon College, grounded in the Judeo-Christian tradition of the United Methodist Church, is committed to nurturing growth in faith, wisdom, and service and to graduating individuals prepared to succeed in a rapidly changing world.

MISSION:

Huntingdon College, a liberal arts college offering an undergraduate education, is committed to a teaching and learning environment that provides its graduates with an educational experience meeting the College's vision.

GOALS:

Huntingdon College, to fulfill its mission, is committed to ensuring that each student will:

- study a core curriculum that develops the student's ability to comprehend new ideas, to examine concepts critically, and to communicate clearly;
- explore in depth one or more fields of knowledge;
- be provided an environment conducive to learning, growth, and maturity;
- be encouraged to develop a sense of vocation by examining career options and postgraduate opportunities;
- be supported and challenged in spiritual and religious development.

ACCREDITATION AND MEMBERSHIP

Huntingdon College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, 404-679-4500) to award the Bachelor of Arts Degree and the Associate of Arts Degree. It also holds membership in the Association of Schools and Colleges of the United Methodist Church, the National Association of Independent Colleges and Universities, the Council of Independent Colleges Tuition Exchange, the Tuition Exchange Incorporated, the Marine Environmental Sciences Consortium, the Montgomery Higher Education Consortium and has membership in the National Collegiate Athletic Association (NCAA), Division III. Huntingdon is also on the approved lists of the University Senate of the United Methodist Church, the American Association of University Women and the Alabama State Board of Education.

HUNTINGDON YESTERDAY AND TODAY

"Enter to Grow in Wisdom. Go Forth to Apply Wisdom in Service."

The inscription engraved in stone over the entrance to majestic Flowers Hall is a tangible reminder of the mission of Huntingdon College. Since its founding in 1854, thousands of young men and women have come to its hallowed halls in search of wisdom. Upon graduation, Huntingdon alumni have taken their places in the service of others, as teachers, ministers, physicians, scientists, and business and civic leaders.

Huntingdon College began operations on February 2, 1854 when its charter was signed by Alabama Governor John Winston. Chartered as the Tuskegee Female College, this was the first of four names under which the College has operated. The cornerstone for the new college building in Tuskegee was laid on April 9, 1855, and on February 11, 1856, the doors of the new school were officially opened under the leadership of Dr. Andrew A. Lipscomb, the first of only 14 presidents in its history. There were four students in the first graduating class of 1856. By September, 1859, the average enrollment was up to 216, and 29 young women were in the graduating class that year.

The College has been supported since its inception by the Methodist Church and in 1872 came under the auspices of the Alabama Conference of the Methodist Episcopal Church, South, and was renamed the Alabama Conference Female College.

As early as 1906, it became evident that because of the changes brought about by the Civil War and by population shifts away from Tuskegee, the growth of the college would be enhanced by relocation to an urban environment. Dr. John Massey, who assumed the presidency of the College in 1876, began the planning and efforts which eventually led to the College being moved to its present location in Montgomery. J.G. Thomas, a landowner in the Cloverdale section of town, then agreed to sell a 50-acre parcel of land to three friends of the College. The land which, when surveyed, turned out to be 58 acres, was bought at \$100 an acre and in turn donated to the College. The newly relocated college opened as the Woman's College of Alabama in the fall of 1910 after a number of setbacks, the most memorable of which was a fire that destroyed the records of the College's first half-century.

Many changes have taken place since the College moved to Montgomery. For example, John Jefferson Flowers Memorial Hall, the most recognizable landmark of the school, was once the only building on campus. There are now more than twenty buildings, including residence halls, a dining hall, two gymnasias and a student center. The College admitted the first male student in 1934 and became coeducational in 1946. Full-time male resident students were admitted in 1954. Under the leadership of Dr. Walter Agnew, the school was renamed Huntingdon College in 1935, in honor of Selina, Countess of Huntingdon, an early supporter of Methodism.

PRESIDENTS OF THE COLLEGE

A. A. Lipscomb	1856 - 1859
G. W. F. Price	1859 - 1863 & 1865 - 1872
Jesse Wood	1863 - 1864
C. D. Elliot	1864 - 1865
H. D. Moore	1872 - 1875
E. L. Loveless	1875 - 1876
John Massey	1876 - 1909
W. E. Martin	1909 - 1915
M. W. Swartz	1915 - 1922
W. D. Agnew	1922 - 1938
Hubert Searcy	1938 - 1968
Allen K. Jackson	1968 - 1993
Wanda Durrett Bigham	1993 - 2003
J. Cameron West	2003 - present

MONTGOMERY

Montgomery is a city that combines Old South charm and the New South. Students are minutes away from a variety of cultural and educational attractions, including the Alabama Shakespeare Festival; several concert series; a civic ballet; a fine arts museum; the state archives and legislature; international business centers and offices; major laboratories; and numerous historical landmarks.

As the capital of the Confederacy and the birthplace of the Civil Rights Movement, Montgomery has definitely secured its place in American history. In 1861, the eyes of the nation turned to Montgomery as Jefferson Davis was sworn in as president of the Confederate States of America. Nearly a century later, Rosa Parks refused to give up her seat on a city bus and ushered in a new era of social change across the nation. In 1965, Dr. Martin Luther King, Jr., ended the Selma-to-Montgomery Civil Rights March on the steps of the capitol, a block away from the church where he began his career as a minister. In addition to a permanent starring role in history as the birthplace of the Confederate States and the Civil Rights Movement, Montgomery has made some center stage appearances in other major productions. The country's first electric streetcar system began operating in Montgomery in 1886. And in 1910, the Wright Brothers brought their daring aviation deeds to Alabama's capital city, establishing the nation's first school for powered flight.

In addition to this historical and cultural diversity, Alabama's capital city is a unique combination of natural and man-made assets. Nature has given the city gently rolling hills and a thick and inviting stand of century-old trees which arch the streets. Nearby, Lakes Martin and Jordan, as well as many wooded areas and rivers, provide a variety of recreational opportunities. Located within easy driving distance of Birmingham (90 miles), Atlanta (170 miles), the Gulf of Mexico (160 miles), and New Orleans (300 miles), Montgomery enjoys a pleasant climate featuring warm summers and mild winters.

THE MAIN CAMPUS

Huntingdon's main campus is a fifty-eight acre naturally picturesque park and is adjacent to one of Montgomery's most beautiful neighborhoods, Old Cloverdale. Eighteen buildings of primarily Gothic design extend along a semicircular ridge overlooking the Green, a lush wooded area and natural amphitheater. The harmony and beauty of the landscape in relation to the Collegiate Gothic buildings owe much to the original campus design of 1908 by the Olmsted brothers. Members of the Olmsted family were the landscape architects for the Biltmore Estate in Asheville, North Carolina, and the Great Mall in Washington, D.C., and served as landscape consultants for such colleges and universities as Harvard, Yale, Johns Hopkins, Smith, and Wellesley.

BUILDINGS AND FACILITIES

John Jefferson Flowers Memorial Hall (1909) is the central figure of a handsome group of Collegiate Gothic buildings. Built of rough-faced brick made especially for the purpose and trimmed in limestone with heavy "reveals" and classic carvings, Flowers Hall compares favorably with the Victorian Gothic

architecture at Oxford and Cambridge universities. The first floor features an entrance hall with a vaulted ceiling and leads to a traditional chapel reminiscent of the chapel at St. John's College, Cambridge. The Ligon Chapel seats over five hundred and is notable for its wainscoted brick walls, its impressive vaulted ceiling terminating sixty-five feet above the floor, and a 114-rank pipe organ designed by Huntingdon Professor Emeritus Harald Rohlig. On either side of the Ligon Chapel are open-air cloisters with beautiful limestone tracery windows and tiled floors. Though Mr. Flowers did not live to see this extraordinary building which bears his name, his widow and children saw it to its completion at an original cost of \$125,000. Today Flowers Hall continues to serve as the centerpiece of the College and Huntingdon's symbol of tradition and quality.

Julia A. Pratt Hall (1912) bears the name of one whose loyal friendship and generosity the College enjoyed from its beginning. Ms. Julia A. Pratt, of Prattville, Alabama. This building of brick and stone followed the same general lines of the collegiate Gothic so admired in the Flowers Memorial Hall. The Hall was originally constructed as a residence for the President and his family, faculty and students.

Massey Memorial Hall (1916) was the third of this group to be located on the campus and in style and architecture corresponds to the Julia A. Pratt Hall. This building was worthily named for Dr. John Massey, whose life and labors contributed so largely to the successful relocating of Huntingdon College in Montgomery.

Student Development Center (1922), commonly referred to as "the Hut," was constructed as the YWCA Building, a social center for the College, and built through the generous contributions of the students and equaled dollar for dollar by the College treasury.

Miriam Jackson Home (1924) was the gift of Dr. and Mrs. Fred M. Jackson of Birmingham, Alabama. Originally used as the infirmary, it was constructed of variegated oriental brick with stone trimming.

Weonona Hanson Hall (1924) bears the name of Mrs. Victor H. Hanson and was made possible by the generous gift of Mr. Hanson together with a subscription fund which was provided by the citizens of Montgomery.

The Art Gallery (1927) was constructed as the "Toy Theatre" providing all the amenities of a modern theatre of that period. In 1972, when it no longer met the needs of the Theater Department, it was renovated to meet the long felt need for an area to exhibit student art works, as well as visiting art shows.

Bellingrath Hall (1928) was built as the science hall and named in appreciation for a generous gift from Mrs. W. A. Bellingrath of Montgomery.

Houghton Memorial Library (1929) was made possible by a gift from the heirs of Mr. Mitchell B. Houghton, who was a member of the Board of Trustees from its first organization until his death on November 4, 1925. This handsome facility is conducive to both study and recreational reading. The Gothic architecture is enhanced on the interior by intricate woodwork, arched doorways, original wood furnishings, and the College's permanent art collection. Through the generosity of the Dixon family, the construction of the Charles and Thelma Dixon Wing of the Houghton Memorial Library was completed in the Spring Semester of 1989. The Dixon Wing, which features an atrium with skylight, provides additional study areas, greatly expanded stack space for a growing book collection, a designated area for archives and special collections of the College and of the Alabama-West Florida Conference of The United Methodist Church.

John E. Trimble Memorial Building (1936) was made possible by a gift from the estate of Mr. Trimble, a native of Alabama and a longtime resident of Montgomery.

Ligon Memorial Hall (1947) is named in honor of the late Robert Fulwood Ligon and his son. It continues to serve as a residence hall. Room options are double occupancy or single room upon availability. Each room is equipped with private phone lines with voice mail and access to the Internet and e-mail. Also provided are a refrigerator/microwave and connections for cable television in each room.

The President's Home (1949) serves not only as the residence of the President, but also as a beautiful setting for receptions and informal gatherings during the course of a college year. The President's home was given to the College by Mr. and Mrs. A. F. Delchamps, Mr. and Mrs. Ollie Delchamps and Miss Annie Delchamps of Mobile. It was dedicated in 1950 to "The glory of God and the service of this institution."

The Delchamps Student Center (1958) provides a multipurpose facility. The building holds a 1500 seat gymnasium for basketball, a fitness training facility with fixed and free weight machines and locker rooms. The facility also contains the Huntingdon Athletic Hall of Fame, the College Bookstore, the the Grill, the Hawk's Nest, and the Post Office.

The Julia Walker Russell Dining Hall (1963) is the first building on campus to be named for an alumna of the College. It houses two dining rooms. The largest, which was remodeled in 1999, has seating for up to 500. The Mary Elizabeth Stallworth Dining Room accommodates smaller groups and organizations.

Hubert F. Searcy Hall (1970) is named in honor of the late Hubert F. Searcy, former Huntingdon College president, in recognition of 30 years of dedicated service. Remodeled in 1999, it continues to serve as a residence hall and is also available for use by individuals attending workshops, conferences, camps, and other activities on campus. Each room is equipped with a private phone line with voice mail and access to the Internet and e-mail. Also provided are a refrigerator/microwave and connections for cable television in each room.

Bowman Ecological Study Center (1981), located in Prattville, Alabama, is a protected area including a cabin, pond and grassy area where students may collect and study samples of plants, trees, and aquatic life. The Center, as well as an endowment for the continual maintenance of the facility, was a gift from Dorothy Bowman of Prattville.

Sybil Smith Hall (1985) is a modern, fully equipped music facility built in the Neo-Gothic style. It houses the Lucile Crowell Delchamps Recital Hall, the Julia Lightfoot Sellers Reception Hall, the faculty of the Music Program, lecture rooms, practice and rehearsal rooms, faculty studios, numerous pianos and several organs, a modern electronic music laboratory, and one of the most extensive recording libraries in the South with more than 10,000 records, CDs, and tapes.

The James W. Wilson Center (1987), the gift of trustee James W. Wilson, Jr., was erected in honor of his father, James W. Wilson. This splendid facility houses the Durr Amphitheater named in memory of James J. Durr, and the Bothfeld Lounge named in honor of Robert Bothfeld, Jr. The lecture rooms, student work stations, and study areas are comfortable and quiet.

The Willard D. Top Stage (1993) is located on the Green and provides a stage setting for the natural amphitheater. During the 1995 Commencement Ceremony, the college community named the stage in honor of Dean Willard D. Top, Vice President for Academic Affairs and Dean of the College from 1971-1995. It is used, weather permitting, for Commencement exercises each Spring Semester, Homecoming, theater productions, and other outdoor activities.

Neal Posey Field (1994) was made possible through the generosity of members of the Huntingdon Athletic Hall of Fame, George S. Gibbs and the late Mary M. Gibbs, class of 1985. The baseball facility includes a raised spectator area, bleachers, and a field house constructed in a collegiate Gothic design and consisting of concession stands, rest rooms, and an integrated press box. The facility was named in honor of Neal N. Posey, who came to Huntingdon in 1957 to establish an intercollegiate athletic program and was head basketball coach until 1979 and Athletic Director until 1985.

The Carolyn and Wynton Blount Hall (1995), made possible in part by a gift of trustee Carolyn S. Blount and the late Wynton M. Blount, is a state-of-the-art facility that has living space for 284 students. Each room is equipped with private phone lines, including voice mail, access to the Internet and e-mail. Also provided are connections for cable television in each room. The suite style housing offers a large living room, two double bedrooms, and two bathrooms. Cluster style housing offers a living room, three double bedrooms, and two and one-half bathrooms. Hotel style housing offers a double bedroom and a private bath. All housing options offer amenities including an energy efficient combination microwave/refrigerator/freezer, a kitchen sink and individual climate control.

THE CLOVERDALE EXPANSION

The Cloverdale Expansion, acquired in 2002, is a twelve acre facility located across Fairview Avenue from the main campus. Formally opened on September 18, 1922, it was originally built as the Cloverdale School. Although initially housing all 12 grades, the facility was used by the Montgomery County School System as the Cloverdale Junior High School through June of 2002.

The **Laurie Jean Weil Center for Teacher Education and Human Performance** was dedicated in the Fall Semester of 2004. Dr. Weil served the College as Chairman of the Huntingdon College Board of Trustees for three consecutive terms. The Center was renovated specifically to house the Athletic Training Program, the Human Performance Program, and the Teacher Education Program.

Charles Lee Field is named in honor of Charles Lee, a 1962 graduate of Huntingdon. In addition to being a Hall of Fame football coach for Jefferson Davis High School (located in Montgomery), Mr. Lee has contributed countless hours as a coach and as an expert in the field of sports medicine to the game of football and to area athletics.

In addition to the Weil Center and Charles Lee Field, the facilities include two academic buildings, a gymnasium, and a field house.

ADMISSION

Huntingdon College welcomes applications from goal centered students who embrace the challenge to learn and to serve others. The admission process focuses on each applicant's interests, goals, academic capabilities and college expectations.

Admissions counselors are available to talk with students and families about the admission process and requirements, financial aid and scholarships, and arranging a campus visit. The Office of Admissions and Financial Aid will also provide a viewbook and other pertinent information as well as the appropriate application packet upon request.

Prospective students are strongly encouraged to visit the campus and to interview with an admission counselor. Campus visits and interviews may be scheduled Monday and Friday at 11:00 AM or 3:00 PM, or Tuesdays and Thursdays at 12:30 PM during the academic year. To arrange an appointment, call the Office of Admissions and Financial Aid at 800-763-0313 or 334-833-4497, e-mail the office at admiss@huntingdon.edu, or visit the College's site on the Worldwide Web at www.huntingdon.edu.

ADMISSION AS A NEW FRESHMAN

Admission to Huntingdon College operates on a rolling basis for the Fall and Spring Semesters. Prospective students are encouraged to apply as early as possible after completion of the junior year of high school.

BASIS OF SELECTION

Huntingdon College is a selective college. Admission decisions are based on a variety of factors, including a strong secondary school preparation demonstrated by course selection and grades, college entrance examination scores, individual achievements and interests, and other indications of ability to benefit from the college experience.

ACADEMIC PREPARATION

An official transcript of a prospective student's work should reflect a balanced academic program of at least fourteen units distributed as follows: English – 4 units, Mathematics – 3 units (including two units above Algebra I), Science – 2 units, Social Studies or History – 3 units, Foreign Language – 2 units.

A student should have a minimum of a 2.25 grade point average based on a 4.00 grading scale and rank in the top 50% of his or her graduating class. A student's grade point average will be recalculated and will be based solely on academic course work.

Applicants who have the General Educational Development (GED) diploma should have satisfied all standard scores on each sub-test and all average standard scores on all GED sub-tests. An official transcript of a prospective student's GED must be submitted for admission. The Faculty Committee on Academic Standing will review the scores. An interview and/or other academic aptitude assessments, as well as letters of recommendation, may be required by the Committee.

COLLEGE ENTRANCE EXAMINATIONS

All applicants must complete the American College Test (ACT) or the Scholastic Aptitude Test (SAT). The candidate should have an ACT composite score of at least 20 with a minimum English sub-score of 20, or a combined SAT score of at least 930 with a minimum SAT critical reading score of 490. The ACT Plus-Writing score or the SAT Writing score and sub-scores may be used for placement. A student should include the Huntingdon College code when requesting test results to be sent to the College. The Huntingdon College ACT code number is 0018; the SAT code number is 1303.

The College may administer a residual ACT on campus, but the test scores are only valid for use by Huntingdon College.

FRESHMAN APPLICATION PROCEDURE

Upon completion of the application sequence described below, a student's credentials will be evaluated, and a decision will be communicated to the applicant as quickly as possible. A student should submit the following items:

1. A completed application form with a nonrefundable application fee of \$20.00;
2. Two official transcripts, one transcript to be sent at the time of application which should include the student's senior year class schedule and a second transcript sent upon completion of the student's senior year certifying graduation. Applicants who have the General Educational Developmental (GED) diploma must submit an official score report in addition to the high school transcript;

3. Official standardized test scores, (either SAT or ACT), sent directly from the agency unless the student's credentials are presented on the high school transcript;
4. A resumé of the student's activities, positions of leadership, and service projects is optional, but encouraged.
5. A campus visit and interview are strongly recommended.

MATRICULATION VERIFICATION PROCEDURES—FRESHMEN

An accepted freshman must acknowledge his or her decision to enroll at Huntingdon by submitting a deposit in the amount of \$250 if the student will be a campus resident, or \$200 if the student will commute from home. Huntingdon College observes the National Candidates Reply Date Agreement by not requiring verification of enrollment or acceptance of financial aid prior to the date established by the National Association for College Admission Counseling. Deposits are due May 1st for Fall Semester and December 1st for Spring Semester, or thirty days from the date of acceptance if accepted after April 1st or November 1st, respectively. **Deposits are refundable if requested in writing before the May 1st or December 1st deadline, respectively.** Freshmen applicants should notify the Office of Admission and the Office of Financial Aid as soon as a firm decision to enroll has been reached. Additional financial aid, housing information, and course registration information will follow as soon as the decision to enroll is made.

All students are required to have health insurance (see the Student Handbook for details). Prior to registration, new students must submit the completed Health Form to the Office of the Dean of Students, including the record of immunization. Immunizations must be up to date as outlined on the Health Form. A physical examination is not required.

Financial Aid and Scholarship procedures should also be completed in a timely manner. Please refer to the Financial Aid section in this catalog for specific information on the process.

Huntingdon is a residential campus. Policies and procedures relating to living on campus and options to live off campus can be found in the Student Handbook. It is very important that the completed Housing Forms and the deposit be sent as soon as a decision is made to enroll. Room assignments are made according to the date the form and deposit are received.

During the New Student Orientation session(s), each student will meet with a First-Year Experience advisor to discuss the curriculum and to register for classes in the Fall or Spring Semester. While on campus, the student may contact the Office of Business and Finance to finalize financial arrangements. Arrangements must be finalized prior to the first day of classes. If all Advanced Placement, College Level Examination Program, International Baccalaureate, and final college and university transcripts have not been received and evaluated by the College, a student's first semester of enrollment may be affected.

All new students for Fall must participate in one of three Orientation and Registration dates during the summer. New students for the Spring semester must also participate in an Orientation and Registration session held prior to the first day of classes of the Spring semester. Information on Orientation and Registration will be sent from the Vice President for Enrollment Management and the Office of Admission as plans are finalized.

ADMISSION AS A TRANSFER STUDENT

Huntingdon welcomes applications from qualified students who wish to transfer from other accredited colleges and universities. Transfer applicants are reviewed and admission decisions are reached as applications become complete.

BASIS OF SELECTION

For the purpose of admission, a transfer student is defined as one who has successfully completed at least 24 semester hours of non-remedial courses at an accredited college or university. Applicants who do not meet this definition must meet the same admission criteria as all other freshmen. In order to be eligible for regular admission to Huntingdon as a transfer student, one must have earned a minimum of a 2.25 or higher GPA on all work attempted at the post-secondary level.

A transfer student must be in good academic standing at all previously attended institutions. Transfer applicants under academic or disciplinary suspension or dismissal from a previous institution cannot be admitted to Huntingdon until such sanctions are lifted. Transfer applicants not meeting the requirements listed above will be reviewed by the Faculty Committee on Academic Standing.

TRANSFER APPLICATION PROCEDURES

To apply for admission as a transfer student, a student should submit the following:

1. A completed application with a nonrefundable application fee of \$20;
2. An official transcript from each of the colleges attended. If currently enrolled, a second transcript will be required indicating completion of the semester and eligibility to return to the institution.

MATRICULATION VERIFICATION PROCEDURES—TRANSFERS

An accepted transfer student must acknowledge the decision to enroll by submitting a tuition deposit of \$250 if the student will be a campus resident, or \$200 if the student will be a commuter. Policies and procedures relating to living on campus and options to live off campus can be found in the Student Handbook. It is very important that the completed Housing Forms and the deposit be sent as soon as a decision is made to enroll. Room assignments are made according to the date the form and deposit are received.

All students are required to have health insurance (see the Student Handbook for details). Prior to registration new students must submit the completed Health Form to the Office of the Dean of Students, including the record of immunization. Immunizations must be up to date as outlined on the Health Form. A physical examination is not required.

During the New Student Orientation session(s), each student will meet with an academic advisor to discuss the remaining College core requirements, the curriculum, and course selections for the semester. If all final college and university transcripts have not been received and evaluated by the College, a transfer student's first semester of enrollment may be affected.

Before classes begin, transfer students must finalize their financial arrangements with the Office of Business and Finance in regard to tuition, room and board, and other fees.

ADMISSION OF INTERNATIONAL STUDENTS

Huntingdon College is pleased to receive and review applications for admission from international students. Since correspondence for international admission can be extensive and time consuming, it is strongly recommended that students apply by May 15th for the Fall Semester, and by October 15th for the Spring Semester.

BASIS OF SELECTION

Huntingdon is authorized under the United States Immigration and Nationality Act to enroll non-immigrant alien students. These students are required to follow the prescribed admissions procedures below and to take either the Test of English as a Foreign Language examination (TOEFL), the SAT, or the ACT, and to provide an official statement of financial resources sufficient to support educational costs.

ACADEMIC PREPARATION

An international freshman applicant must have above average grades (equivalent to a minimum of 2.40 grade point average based on a 4.00 grading scale) in a balanced academic curriculum from the secondary school. An international transfer student must be in good academic standing and eligible to return to the post-secondary institution last attended.

ENTRANCE EXAMINATIONS

Huntingdon does not offer English as a Second Language (ESL) courses and therefore requires evidence of English proficiency for consideration of admission. If the native language is not English, proficiency should be substantiated by a minimum score of at least 500 on the written Test of English as a Foreign Language (TOEFL) or 173 on the computer-based TOEFL; an SAT combined score of 930 with a minimum SAT verbal score of 490; or an ACT composite score of at least 20, with a minimum English sub-score of 20.

FINANCIAL VERIFICATION

All international students must have sufficient funds to cover tuition, fees, textbooks, living expenses, transportation expenses, and other incidental expenses while attending college in the United States. An applicant should be realistic in determining the extent of his or her personal financial resources relative to the total cost. Documentary evidence of means of financial support must be provided before admission decisions can be made.

Federal and State financial aid is not available to international students. Institutional financial aid may be available to highly qualified students. Information concerning financial aid and scholarships can be found in the section titled Financing a Huntingdon Education.

INTERNATIONAL STUDENT APPLICATION PROCEDURE

Upon completion of the application sequence described below, a student's credentials will be evaluated, and a decision will be communicated to the student as quickly as possible. An international student should submit the following items:

1. A completed Application for International Students form. **All sections, including financial information, must be completed, certified, and signed;**
2. A nonrefundable application fee of \$20.00 (U.S. Currency);
3. Official academic transcripts from all secondary schools (high schools) and, if applicable, post-secondary schools (colleges or universities) attended. Transcript(s) in languages other than English must include official, certified English translations, authentic verifying statements, and signatures. **Note: Huntingdon makes every effort to evaluate the transcripts of international students. However, in some cases, it may be necessary to obtain a certified evaluation of the transcript(s). If such an evaluation is required as part of the admission process, transfer of credit evaluation, or athletic eligibility certification process, the student must bear the cost of this professional evaluation. Information regarding this process may be obtained by contacting the Office of Admissions and Financial Aid.**
4. Entrance examination scores (i.e. TOEFL, SAT, ACT) must be sent directly from the testing centers to the Office of Admissions and Financial Aid.

MATRICULATION VERIFICATION PROCEDURES—INTERNATIONAL STUDENTS

An accepted international student must acknowledge his or her decision to enroll at Huntingdon College by submitting the following items:

- A completed Health Form, including a record of immunization and proof of health insurance, must be sent to the Office of Admissions and Financial Aid. If a physician's statement is sent in addition to the Health Form, it must be sent directly from the physician to the Office of Admissions and Financial Aid. Information concerning student health insurance, which is available through Huntingdon College, may be found in the Student Handbook.
- A deposit is required equal to one semester's tuition, fees, room and board, books and miscellaneous fees and expenses, less any financial aid which would be applied to the first semester of attendance.

Upon receipt of the above items a Certificate of Eligibility—Non-Immigrant F-1 Student Status (Form I-20A) will be provided to the admitted student.

Huntingdon is a residential campus. Policies and procedures relating to living on campus and options to live off campus can be found in the Student Handbook. International students should keep in mind that residence hall rooms are assigned based on date of receipt of the completed Housing Forms and all deposits.

During the New Student Orientation session(s), each student will meet with a First-Year Experience or academic advisor to discuss the curriculum and to register for classes in the Fall or Spring Semester. While on campus, the student may contact the Office of Business and Finance to finalize financial arrangements. Arrangements must be finalized prior to the first day of classes.

All new students participate in the New Student Orientation activities. New Student Orientation is held during the summer and continues throughout the semester. Information on Orientation will be sent from the Office of Admissions and Financial Aid as plans are finalized.

ADDITIONAL RESPONSIBILITIES

It is the student's responsibility to comply carefully with all non-immigrant alien requirements as stated in the United States Immigration and Naturalization Service Laws and Regulations.

Upon receipt of the Form I-20A, the international student should apply for a student visa (F-1). Documented evidence of financial support must be attached to the Certificate of Eligibility when applying for the student visa at the United States Embassy or Consular Office. Passport processing can be quite lengthy. It is important to apply for the passport well in advance of the departure date.

A travel information form will be enclosed with the I-20A. The completed form should be returned to the Office of Admissions and Financial Aid when travel arrangements have been finalized.

ADMISSION TO THE HORIZONS PROGRAM

Huntingdon Horizons is a program designed for returning learners, aged 23 and older, who seek admission at Huntingdon College. Horizons admission procedures differ slightly from those of traditionally aged students in order to appropriately assess each student's personal and professional accomplishments and goals, motivation to return to college and academic potential. For further information about the Horizons Program, contact the Office of Admissions and Financial Aid at 334-833-4497 or 800-763-0313.

BASIS OF SELECTION

Generally, evidence of student commitment to academic success and belief in liberal arts education, intellectual curiosity and ability, and open-mindedness are necessary for admittance into the Horizons Program. Grade Point Average (GPA) standards for regular admission of traditional students will be maintained, but Horizons students will not be required to submit college entrance examination (ACT or SAT I) scores. Adults pursuing a degree must be accepted as regular students.

As a freshman, one may be unconditionally admitted to the Horizons Program if he or she is a high school graduate with an academic grade point average of a least 2.25 on a 4.0 scale. Students awarded diplomas through the GED examination should have satisfied all standard scores on each sub-test and all average standard scores on all GED sub-tests. An official transcript of a prospective student's GED must be submitted for admission. The Faculty Committee on Academic Standing will review the scores. An interview and/or other academic aptitude assessments, as well as letters of recommendation, may be required by the Committee.

A transfer applicant may be admitted if he or she has earned a minimum of a 2.25 or higher on all work attempted at the post-secondary level. The majority of the course work must be in college-level academic subjects. Transfer applicants cannot be admitted if they are under suspension or dismissal from another institution.

Freshman and transfer applicants not meeting these requirements will be reviewed by the Faculty Committee on Academic Standing.

HORIZONS PROGRAM APPLICATION PROCEDURE

To apply for admission to the Horizons Program a student should submit the following:

1. A completed Horizons application with a nonrefundable application fee of \$20;
2. An essay or personal statement;
3. Two letters of recommendation;
4. All official transcripts (high school, GED, and all colleges).

In addition, a personal interview with the Director of Admission or the Provost and Dean of the College may be required.

MATRICULATION VERIFICATION PROCEDURES—HORIZONS STUDENTS

An accepted Horizons student must acknowledge the decision to enroll by submitting a tuition deposit of \$200. Horizons students are not eligible to live in the residence halls, to participate in intercollegiate athletics, or to have fraternity or sorority membership.

All students are required to have health insurance (see the Student Handbook for details). Prior to registration new students must submit the completed Health Form to the Office of the Dean of Students, including the record of immunization. Immunizations must be up to date as outlined on the Health Form. A physical examination is not required.

During the New Student Orientation session(s), each student will meet with a First-Year Experience or academic advisor to discuss the remaining College core requirements, the curriculum, and course selections for the semester. If all final college and university transcripts have not been received and evaluated by the College, a student's first semester of enrollment may be affected.

Each Horizons student will meet periodically with an advisor. Before classes begin, Horizons students must finalize their financial arrangements with the Office of Business and Finance in regard to tuition and other fees.

ADMISSION REQUIREMENTS FOR SPECIAL STATUS

INTERNATIONAL EXCHANGE

Students who wish to attend Huntingdon College under the semester or year-long exchange programs available at specific colleges and universities in Northern Ireland and South Korea through the General Board of Higher Education of the United Methodist Church should contact the Office of Admissions and Financial Aid for further information regarding the application and applicable College policies.

SPECIAL STUDENT ENROLLMENT (NON-DEGREE SEEKING)

All non-degree seeking students, designated as special students, may register for regular courses through the Office of the Registrar. Registration is subject to the following restrictions:

1. All prospective special students must affirm completion of high school or the GED and provide all previous college transcripts, or be approved by the Provost.
2. An individual denied admission to Huntingdon College as a degree-seeking student is not eligible to register as a special student.
3. Special students may take classes numbered 300 or above with the approval of the applicable Associate Dean and the Provost.
4. After completing four courses as a special student, a person must have a cumulative grade point average of 2.0 or higher to continue as a special student.
5. Exemptions from any of the above restrictions may be granted only by the Provost.
6. All payment arrangements for special students must be made in accordance with the policies set forth for regular students as defined in this document (see page 12).
7. All special students will be charged at the same rate per credit hour (see page 12) as regular students.
8. Special students are not eligible to live in the residence halls, to participate in intercollegiate athletics, or to have fraternity or sorority membership.
9. Special students are not eligible for any Huntingdon College scholarships or Title IV federal funds.
10. Should the special student subsequently meet regular admissions requirements and choose to become a degree seeking student, official transcripts from the previous colleges and universities will be evaluated.
11. Any credits earned while designated as a special student are applicable toward the degree sought at Huntingdon College.
12. All special students will have to adhere to the same institutional academic policies (except as noted above) as regular students.

For further information or special student applications, contact the Office of Admissions.

TRANSIENT STATUS

Transient status is available to students regularly enrolled and in good standing at another college or university who desire to attend Huntingdon College. A transient student must submit a letter of good standing or a transient form indicating good standing and pre-approved courses from their home institution. This information must be presented to the Office of the Registrar at Huntingdon College at the time of enrollment.

READMISSION TO HUNTINGDON COLLEGE

Former students of Huntingdon College who wish to return to Huntingdon must submit a readmission application and a \$20.00 application fee to the Office of Admissions and Financial Aid. If the student has attended other institutions during the absence from Huntingdon, he or she must have official transcripts sent from each institution. An interview with the Vice President of Enrollment Management and/or the Provost may be required as part of the readmission process. Students who are readmitted by the Vice President of Enrollment Management, the Provost, or the Faculty Committee on Academic Standing must receive clearance from the Office of Business and Finance, the Office of the Dean of Students, and the Office of Financial Aid before they may register and attend classes. Please refer to the section titled Academic Policies and Procedures—Catalog of Choice for possible changes in degree requirements.

ACADEMIC CREDIT POLICIES - INCOMING STUDENTS

ADVANCED PLACEMENT (AP)

Huntingdon College participates in the Advanced Placement Program of the College Entrance Examination Board. Students who have taken college-level courses and who would like to apply for academic credit at Huntingdon should take the appropriate AP Examination and have the test results sent to the Office of the Registrar. The College reviews and evaluates AP courses on an individual basis in the context of a student's proposed area of study. Credit is awarded at the discretion of the College, and students should not assume that credit will be awarded automatically. Three to eight (3 - 8) semester hours of credit are granted for each AP Examination passed with a score of three or higher in courses comparable to Huntingdon College courses. The number of hours granted is determined by the corresponding School. Information regarding specific AP credit granted is available on the College's web site. **A \$25.00 recording fee per awarded credit hour is assessed.**

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

Huntingdon College awards up to 30 semester hours of credit for satisfactory performance (50th percentile or higher) on the tests of the College Level Examination Program provided that the examination area is comparable to a course offered for credit at Huntingdon College. Although students who wish to receive credit granted on this basis are encouraged to take Subject Examinations, the 30 hours permitted may be in Subject Examinations, General Examinations, or both. However, no credit will be granted on the basis of General Examinations taken after the student has entered college. Students wishing to receive credit based on CLEP scores should request the College Entrance Examination Board to send an official score report directly to the Office of the Registrar. Information regarding specific CLEP credit granted is available on the College web site. **A \$25.00 recording fee per awarded credit hour is assessed.**

INTERNATIONAL BACCALAUREATE (IB) PROGRAM

Huntingdon College recognizes the successful achievement of students participating in the curriculum of the International Baccalaureate Program. Students are encouraged to submit their IB examination scores for review. Credit is only awarded for the IB Higher Level Examinations (not the IB Subsidiary Examinations) provided that the examination area is comparable to a course offered for credit at Huntingdon College. Credit is awarded at the discretion of the College, and students should not assume that credit will be awarded automatically. An IB transcript should be sent to the Office of the Registrar for evaluation. **A \$25.00 recording fee per awarded credit hour is assessed.**

DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES)

Huntingdon College recognizes the successful achievement of students participating in the curriculum of DANTES. Students are encouraged to have their official DANTES transcript submitted for review. Credit is awarded for courses in which the content is comparable to a course offered for credit at Huntingdon College. Credit is awarded at the discretion of the College, and students should not assume that credit will be awarded automatically. A DANTES transcript should be sent to the Office of the Registrar for evaluation. **A \$25.00 recording fee per awarded credit hour is assessed.**

TRANSFER OF CREDIT FROM OTHER INSTITUTIONS

Transfer credit is granted for any course taken at an accredited college or university in which the student has earned a grade of "C" or better, or in the case of a course taken on a "Pass/Fail" basis, a grade of "P" (the "P" must equate to a "C" or better), provided that the course is deemed comparable to a course offered for academic credit at Huntingdon College or is of such a nature that it would carry academic credit if it were offered by the College. Courses that do not have an equivalent at Huntingdon College and are of such a nature that it would carry academic credit if it were offered by the College will receive an appropriate prefix and be numbered "000." Courses granted as elective transfer credit will count toward the total number of academic credits required for the baccalaureate degree, but are normally not applicable toward the core curriculum, major or minor requirements.

Transfer credit will not be granted for courses which belong in one or more of the following categories: (a) courses in professional, vocational or sectarian religious study, or (b) courses below the level of introductory courses at Huntingdon College. The College does not grant credit for attendance in service schools or training programs in the Armed Forces unless it can be demonstrated that such attendance is the equivalent of a course or courses offered at Huntingdon College. Academic courses taken while on military service at accredited colleges, universities or language institutes may be transferred in the normal manner. Based on a review of an official transcript, credit may be awarded for general military training. Academic credit will not be granted for work done while a student was placed on academic suspension or the equivalent at a previous institution.

Evaluations of credits earned from other institutions are made after a student has been selected for admission and has indicated an intention to enroll. No student may assume that credit will be given for work at other institutions until a written statement of credit accepted from the Office of the Registrar is received. Grades and credits from other institutions are not included in the student's grade point average at Huntingdon. The only grade average recorded on the student's permanent record is that which he or she earns at Huntingdon College.

A maximum of 64 semester hours earned at two-year institutions may be credited toward the 120 degree requirement.

Courses used to meet teacher certification requirements must have been completed at a regionally accredited institution.

FINANCING A HUNTINGDON EDUCATION

EXPENSES

A quality college education is one of the most important investments a student can make. Recognizing that a college education is one of the largest single expenses a family may incur, Huntingdon College offers a Levelized Tuition Plan to aid in family financial planning. Through the Levelized Tuition Plan, the annual cost of tuition is established when the student first enrolls and remains the same over a consecutive four-year period. The goal of Levelized Tuition is to allow students and families to budget for the four years of study without the worry of future tuition increases.

Students should be aware that although annual tuition costs remain constant for the four-year period, if the family's financial situation changes, the financial aid package may change as well. The cost of tuition does not include *room, board, books, or basic fees*. The Levelized Tuition amount listed here is applicable to new full-time freshman and transfer students in the traditional day program.

Through our Financial Aid program, Huntingdon College provides a variety of options to assist students and families in meeting their financial obligations to the College.

This section outlines the expenses incurred by students entering the College during the 2006-2007 academic year.

NEW STUDENT DEPOSITS AND SPECIAL FEES

Following acceptance to Huntingdon College, each student should submit a deposit in the amount of \$250 if the student will be a campus resident, or \$200 if the student will commute from home. This is due May 1st for the Fall Semester enrollment, or December 1st for the Spring Semester enrollment, or 30 days after the date of acceptance if the acceptance was issued after April 1st or November 1st, respectively. **Deposits are refundable if requested in writing before the May 1st and December 1st deadlines, respectively.**

Application Fee	\$20
Deposit for Residents	\$250
Deposit for Commuters	\$200

TUITION & FEES: 2006-2007

The following charges are made **each semester** unless otherwise noted.

12 or more hours	\$7,995
Fewer than 12 hours (per hour)	\$670
Audit (per hour)	\$670
Overload Fee (per hour over 18 hours)	\$670
Annual Student Fee (payable during first semester of attendance each academic year)	\$700

Annual Student Fee supports a variety of student activities and services, including a travel experience in the junior or senior year, the Huntingdon Plan Computer Program with technical support, Student Government Association (SGA) fees and sponsored events, publications and lectures.

The Huntingdon Plan is a comprehensive program encompassing such areas as curriculum, multicultural travel experience, and the provision of lap-top computers for all students. Eligibility for the Huntingdon Plan travel experience begins with the attainment of Junior status, while ownership of the provided lap-top computer passes to the student upon graduation.

Students who leave Huntingdon College prior to graduation will be charged a fee should he or she not return the computer in satisfactory condition.

ROOM

In recognition of the various needs of the individual student, Huntingdon College offers a variety of room options:

Blount Hall—Six Person Cluster	\$3,200
Blount Hall—Four Person Suite	\$4,155
Blount Hall—Hotel Style Room	\$3,385
Blount Hall—Single (Based on availability in Clusters only)	\$4,595
Ligon Hall - per person	\$3,200
Searcy Hall—Double occupancy	\$3,200
Searcy Hall—Single occupancy only (Based on availability)	\$4,225

BOARD

Huntingdon College offers three board plan options: The 19 "Transferability" Meal Plan allows a student to eat 19 meals per week in the dining hall plus \$50 to spend in the Delchamps Student Center Grill or to purchase extra meals in the dining hall. The 15 "Flex" Meal Plan allows a student to eat 15

of the 19 meals served per week in the dining hall plus \$150 to spend in the Delchamps Student Center Grill, or to purchase extra meals in the dining hall. The 10 "Flex" Meal Plan allows a student 10 of the 19 meals served per week in the dining hall plus \$200 to spend in the Delchamps Student Center Grill or to purchase extra meals in the dining hall. The board charges include 10% state, county, and city sales tax on food. **Food Service and Residence Halls are closed during Holidays.**

COURSE FEES

Accompanist Fee (voice students for a one hour credit lesson)	\$75
Accompanist Fee (voice students for a two hour credit lesson)	\$100
Recital Fee in Music (MUAP 300)	\$25
Recital Fee in Music (MUAP 499A)	\$25
Recital Fee in Music (MUAP 499B)	\$25
Recreation (RECR 309 - Outdoor Recreation)	\$30
Studio Instruction Music (2 one-half hour lessons per week)	\$260
Studio Instruction Music (1 one-half hour lesson per week)	\$210

SPECIAL FEES

AP, CLEP, IB, and DANTES Recording Fee (per awarded credit hour)	\$25
Deferred Payment Plan Administrative Fee (charged during first semester of attendance each academic year for those who participate as described below)	\$250
Returned Check Fee	\$50
Purchase of Cap, Gown, and Hood	cost of item(s)
Transcript of Academic Credit (per copy after first complimentary copy)	\$4
Replacement Fees:	
Car Registration & Parking Decal	\$10
(per decal after first complimentary decal)	
Residence Hall Room Key	cost of item(s)
Mailbox	\$25
Student ID Card	\$10
Biology & Chemistry lab equipment	cost of item(s)

TELECOMMUNICATION SERVICES

Telecommunications voice and data services are provided to all residence hall students. Each residence hall bedroom has modular telephone jacks connected to the campus telephone network. The campus telephone network allows access to local phone service and voice mail system.

Long distance charges are billed directly to students by Huntingdon College. Telecommunications bills are issued monthly to campus box addresses. Telephone bill payments are due on the 25th of each month. Long distance calling privileges are dependent upon responsible utilization of the phone system, which includes paying any amount due beyond basic service.

HEALTH INSURANCE

Huntingdon College requires that all traditional full-time day students enroll in the Student Health Insurance Plan, or demonstrate that they have comparable coverage in another plan. A new Selection/Waiver form must be submitted each academic year.

If the Selection/Waiver form is not completed, signed and returned by the specified date for the corresponding semester (September 15, 2006 and January 19, 2007), the student will automatically be enrolled in and billed for the Huntingdon College Student Health Insurance Plan.

The College requires all students classified as international to purchase a student health plan specifically designed for the international student. Foreign insurance policies are not accepted as proof of adequate medical coverage.

Student athletes are fully responsible for obtaining health insurance coverage that includes coverage of injuries incurred while participating in intercollegiate athletics, prior to participation in any sport-related activity.

The Huntingdon College Student Health Insurance Plan is a partnership of underwriters, health care professionals and participants designed to provide the availability of consistent, quality medical care to all students at an affordable price. Coverages are available for student athletes and international students, although premiums for these coverages may be higher than the cost of the Traditional Plan coverage.

Specific information regarding Plan coverage and cost can be obtained in the Student Life office.

BOOKS AND RELATED SUPPLIES

The cost of books, notebooks, and similar supplies amounts to approximately \$900 in the first year. The cost of subsequent years is more variable and is based on the course selections of the student. A student with a financial aid credit with the College will be permitted to charge books by submitting a request to the Cashier's Office.

FINANCIAL TERMS

BILLING PROCEDURES

Prior to the beginning of each semester, all preregistered students and deposited freshman will receive a statement of estimated charges and aid. These statements are based on preregistration information only and are subject to change. Final charges and aid are posted after the third week of classes. Statements reflecting actual activity will normally be mailed on or before the 15th of each month.

PAYMENT POLICY

All students must sign a promissory note which acknowledges their understanding of their responsibility to pay all charges incurred during an academic year.

Tuition and fees are payable **before** or at the time of registration. Preregistered students should pay according to the estimated bill received. Registration is not complete until tuition, fees, room, board, and any applicable fines have been paid or until satisfactory arrangements through approved scholarships, financial aid, or the Student Accounts Manager have been made.

Estimated bills are prepared based on information available at the time of preparation. Final charges may vary from the estimated billings due to, but not limited to, circumstances that alter residency, number of hours taken, financial aid eligibility, etc. It is the responsibility of each student to pay all charges incurred during an academic year, whether reflected on estimated billings or not.

Students are not permitted to attend classes until their financial affairs are satisfactorily arranged. If a student's account becomes delinquent, the College reserves the right to preclude the student from attending classes. In the event that a student's account is not paid in full by the end of the semester, the student may not be permitted to attend classes the next semester until satisfactory financial arrangements have been made.

There are two payment options:

1. Pay the estimated semester balance in full by the stated deadline on the College's calendar;
2. Enroll in the College's Deferred Payment Plan.

The Huntingdon College Deferred Payment Plan is available for students and parents desiring to pay educational expenses in monthly installments. The deferred payment program is administered by the Student Accounts Manager, and an administrative fee of \$250 is charged for participation in the program. Students who do not enroll in the Deferred Payment Plan, but who do not pay the semester balance in full on a timely basis are charged the \$250 Plan fee. Students who attend only one semester during an academic year are charged the full \$250 Plan fee.

Students enrolled in the Huntingdon College Deferred Payment Plan will receive a payment schedule with their signed promissory note. Failure to remit payment(s) in accordance with the provided statement schedule will result in a late payment fee of \$30 being charged to the student's account. A late payment fee is charged for each delinquent payment.

STATEMENT OF LIABILITY

Should a student leave Huntingdon College owing on his or her account, he or she will be liable for all attorney's fees and other reasonable collection costs and charges necessary for collection. **Students will not be permitted to receive reports or transcripts of their work until all College bills are paid, including library fines, traffic fines, insurance policy assessments, and disciplinary fines.**

REFUND POLICY AND INFORMATION

If a student voluntarily withdraws from Huntingdon College during the first nine weeks of a semester, the following schedule will be used to determine the amount of the refund to the Federal Title IV Student programs.

The policy will also be used to determine the charges that Huntingdon College is allowed to retain (institutional scholarships, endowments, etc. will be prorated to be consistent with the percentage of charges that the school is allowed to retain).

REFUND POLICY (ALL STUDENTS)

Tuition, Fees, Room, and Board	Title IV Refund	College Charges
During the first week-ninth week	100% minus the percentage of the semester completed (calculated by calendar days)	Percentage of the semester completed (calculated by calendar days)
After the ninth week	0%	100%

REFUND PROCEDURES

The student initiates the semester withdrawal from the College in the Office of the Registrar. The student is then instructed to get authorized signatures (on the withdrawal form) from all pertinent administration and staff persons in order to resolve any matters needing attention (prior to the official withdrawal). The Office of the Registrar reviews the completed form and submits information to the appropriate offices regarding the official withdrawal date. The official withdrawal date for financial aid is determined to be the date that the student last attended classes as evidenced by the notification to the Office of the Registrar. The Director of Student Financial Aid reviews the data and applies the refund policy to the student. The amount of any refund due to the student and Title IV programs will be resolved within 14 days of the official notification from the Office of the Registrar.

REFUND COMMENTS

1. **An example of this refund policy is available to students upon request.**
2. Refunds are to be credited to Title IV accounts in the following order: Federal Stafford Loan (Unsubsidized, then Subsidized), Federal Perkins, Federal Parent Loan for Undergraduate Students (FPLUS), Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), other Title IV assistance programs, other federal, state, or institutional programs and lastly, the student.
3. Federal grant overpayments (if applicable) will be communicated to the student for immediate repayment. If satisfactory arrangements are not made by the student to clear the overpayment, then the overpayment will be communicated directly to National Student Loan Data System (NSLDS).

COURSE LOAD ADJUSTMENTS - REFUNDS AND CHARGES

Adjustments will be made to accounts during the first three weeks of classes. If the total number of hours is decreased to fewer than 12 hours after the third week of classes, there is no credit to the account for decreasing the total number of credit hours.

A student is responsible for any charge applicable to the load for which he or she is registered at the end of the third week of classes.

STUDENT BANK

The Cashier's Office maintains a student bank which offers services for the deposit of students' personal funds. Withdrawals may be made in person only. Students may also cash checks up to \$75 if their accounts are in good standing. Payments on accounts may also be made by check. For further information, please contact the Cashier's Office.

FINANCIAL AID

Financial aid is available to Huntingdon College students who need or otherwise qualify for financial assistance in order to attend Huntingdon. Financial aid programs are prepared, using the package concept, which may include aid from the Huntingdon College Scholarship and Grant Programs, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, Federal Stafford Loan, Federal PLUS Loan, and the Federal Work-Study Program. A student is eligible to apply for financial aid after filing an application for admission as a full-time or part-time student, but no financial aid program will be awarded until the student has been accepted. Students admitted as special (non-degree seeking) or transient students are not eligible for financial assistance. All students, dependent, as well as independent, who seek financial assistance in order to attend Huntingdon College, must **annually** file the Free Application for Federal Student Aid (FAFSA) to be considered for all types of federal, state, and institutional aid. From this, a Student Aid Report (SAR) will be produced by the Federal Student Aid Programs Office and sent to the student. Each application for financial aid will be carefully evaluated when all required data has been submitted, and the student will be notified in writing of the financial aid program prepared. The student has at least 14 days to accept or reject the financial assistance offered.

FINANCIAL AID VERIFICATION

Verification of financial aid data is performed in accordance with guidelines provided in the United States Department of Education Verification Guide. The DOE requires that all accounts selected for verification be verified. In isolated instances, however, verification will not be completed if there are no Title IV funds included in a students' award program. The verification process is superseded only by the requirement to resolve conflicting data that is made available to our office and which may affect financial aid awarding. The Director of Financial Aid reserves the right to select a SAR for verification if conflicting data exists.

Student Aid Reports are downloaded on a regular basis throughout the year from EDEXpress. If a SAR is selected for verification and that student has been accepted to the college, a verification packet is sent. SARs received for students in the applied or inquired status are placed on hold until we are notified of their acceptance. Verification packets are sent within 2 days of notification of acceptance. Verification packets include a letter of documentation request with a clear explanation of the required tax returns and W-2s for him/her (if applicable) and his/her parents (if applicable), a permission to make corrections form, as well as the Verification Worksheets offered by the U.S. Department of Education. This packet provides all applicable deadlines for completing the verification process as well as the results if the student fails to complete the process.

These documents are checked for adjusted gross income, number of exemptions claimed, federal tax paid, untaxed income (including earned income credit, etc.), number of family members, number in college, and child support received. Conflicting information including, but not limited to, head of household discrepancies and duplication of exemptions claimed are also noted.

If verification is accurate, federal financial aid can be awarded. If corrections are necessary, changes are made on the EDEXpress by the financial aid office (with appropriate signed documentation). Students are not required to make changes themselves. Financial aid is then packaged based upon the new EFC generated real time by EDEXpress. Students are notified by the CPS online system of a corrected SAR, this will identify changes made and the new calculated EFC. Changes in award status (if applicable) due to verification are sent via an updated award letter.

If further documentation is required to verify necessary items or to correct conflicting documentation, the student is notified by phone or mail of what is needed. Packaging of institutional need based aid and all federal aid is in a "hold" status until requested information is received. The student has until the last day of classes in a semester that they attend to complete verification if he/she wants to be considered for any federal aid that is still available. However, this does not include Stafford and PLUS loans which have a processing time outside of our jurisdiction. Our deadline for submission of an eligible application for these loans is 15 days prior to the last day of class of the academic year. Failure to complete verification within the above time frame will result in no federal aid or need based institutional aid being awarded.

If an overpayment in the Federal programs is determined to have occurred, efforts will be made to adjust the appropriate award program during the course of the academic year. If this is not possible, the student will be requested to make immediate repayment of the overage (provided it is the student's error). Any warranted collection efforts will be made by the Department of Education after referring such matter to them. If the overpayment is caused by school error, Huntingdon College will return the funds and the student will be allowed to repay the institution in a given time period.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

In order for a student to receive awards from the Federal Pell Grant Program, the Federal Supplemental Educational Opportunity Grant Program, the Federal Work-Study Program, the Federal Perkins Loan Program, the Federal Stafford Loan Program, the Federal PLUS Loan Program, the Alabama Student Grant Program, and the Alabama Student Assistance Program, a student must be determined to be making satisfactory academic progress as defined by the **Standards of Satisfactory Academic Progress** located in the section entitled Academic Policies and Procedure of this catalog. A student who fails to meet the Standards of Satisfactory Academic Progress will be placed on **Financial Aid Probation** for the next semester of attendance by the Director of Student Financial Aid and may continue to receive Federal Title IV and state funds during that semester, provided the student is allowed to continue enrollment by the Academic Standing Committee. At the end of that Financial Aid Probation semester, the student must meet the Standards of Satisfactory Academic Progress, or he or she will be ruled ineligible to receive Title IV and state funds for any future semesters of attendance. No student may be placed on Financial Aid Probation for two (2) consecutive semesters. A student who is deemed ineligible for a Federal Pell Grant, a Federal Supplemental Educational Opportunity Grant, Federal Work-Study, a Federal Perkins Loan, a Federal Stafford Loan, a Federal PLUS Loan, an Alabama Student Grant, or an Alabama Student Assistance Grant because of failure to meet the Standards of Satisfactory Academic

Progress, may reestablish his or her eligibility under these programs by subsequently meeting the Standards of Satisfactory Academic Progress, provided the student is allowed to continue enrollment by the Academic Standing Committee.

The time frame for full-time student completion of an undergraduate program cannot exceed 150% of the published length of that program. All students who exceed the 150% maximum time frame are considered to be ineligible for Title IV financial aid. Appeals of this policy must be submitted in writing to the Office of the Provost.

APPLICATION FOR FINANCIAL AID

Students needing financial aid in order to attend Huntingdon College must **annually** file the Free Application for Federal Student Aid (FAFSA). This form is available in the Office of Student Financial Aid or may be accessed on-line at: www.fafsa.ed.gov. A priority deadline of **April 1st** has been established for the Fall Semester enrollment and **November 1st** for the Spring Semester enrollment in order to be considered for all sources of federal and institutional aid. After April 1st, awards will be made on a first-come, first-serve basis. In order to meet the priority deadline, the FAFSA should be filed by March 1st. New students, who must have financial aid in order to attend Huntingdon College, should complete the following three steps:

1. File an application for admission and financial aid with the proper credentials and submit the required supporting documentation. No financial aid program may be completed until a student has been accepted for admission.
2. Submit the FAFSA. Be sure to indicate code #001019 so that an ISIR is sent directly to Huntingdon.
3. Complete the necessary applications for Perkins Loan, Stafford Loan, Work-Study, etc. (if applicable).

TYPES OF FINANCIAL AID

HUNTINGDON COLLEGE SCHOLARSHIP AND GRANT PROGRAMS

Huntingdon College scholarships are normally awarded on an annual basis, with one-half of the annual amount of the scholarship being credited to the student's account during the first semester and the other half during the second semester. Each semester, the federal Title IV and institutional aid is finalized after the institution's official third week enrollment report is released. **Huntingdon College Scholarships and Grants are available to full-time students only.** It is important to know that Huntingdon College scholarship and grant recipients may be eligible to also receive other forms of institutional, federal, and state aid. However, a FAFSA financial aid form must be completed so that the Office of Student Financial Aid can determine eligibility.

Please note:

- that generally only one institutional "merit" scholarship can be awarded to each student;
- once a student matriculates with the College, additional scholarships will not be awarded.

INSTITUTIONAL SCHOLARSHIPS

Minimum qualifications for the following scholarships and grants can be obtained by contacting the Office of Admissions and Financial Aid. Recipients may be required to live on campus, maintain specific grade point average requirements, and participate in school activities.

ACADEMIC HONOR AWARDS

Walter D. Bellgrath Scholarship: This is a full-tuition merit based scholarship, renewable for three additional years of study contingent upon designated institutional requirements being met. On campus residency is required.

James W. Wilson Scholarship: This is a half-tuition merit based scholarship, renewable for three additional years of study.

Catherine N. and James McAndrew Jones Scholarship: A limited number of half-tuition merit based scholarships, renewable for three additional years of study.

M.C. Stallworth, Sr. Scholarship: A limited number of half-tuition merit based scholarships, renewable for three additional years of study.

AWARDS OF CIRCUMSTANCE

Mary Elizabeth Stallworth Scholarship: This is a \$5,750 merit based scholarship, renewable for three additional years of study.

Leon and Myra Allmon Ligon Scholarship: This is a \$4,700 merit based scholarship, renewable for three additional years of study.

Valedictorian Scholarship: This is a half-tuition scholarship, renewable for three additional years of study that will be awarded to the valedictorian of each secondary school. Students must qualify for at least a Ligon Scholarship in order to receive this award. This scholarship will be awarded upon written verification of the designation from the student's secondary school principal or guidance counselor.

Salutatorian Scholarship: This is a \$1,000 scholarship, renewable for three additional years of study that will be awarded to the salutatorian of each secondary school. Students must qualify for at least a Ligon Scholarship in order to receive this award. In addition, this scholarship cannot be awarded to students receiving scholarships at or above the level of the Wilson Scholarship. This scholarship will be awarded upon written verification of the designation from the student's secondary school principal or guidance counselor.

Capital Area & River Region Scholarships: These half-tuition scholarships are available to students from specified Tri-County (Montgomery, Elmore, Autauga) schools.

Cross & Flame Grant: This half-tuition grant is available to active members of the United Methodist Church upon verification by applicable clergy.

Huntingdon Grant: This is a need-based grant available to all students who demonstrate financial need and are not receiving certain other scholarship awards. There is a \$3,000 limit on this grant and other scholarships offered can not be added towards total eligibility of the grant.

Huntingdon Transfer Scholarship: These scholarships for transfer students range in value from \$4,700 to half-tuition per year, based on the student's academic credentials. This scholarship is renewable, provided an acceptable academic record is maintained. Minimum qualifications for this scholarship are a 3.00 cumulative college GPA in full-time course work. A 3.50 GPA earns the student a \$5,750 scholarship, and a 3.75 GPA earns the student a half-tuition.

The Honorable Kay Ivey Girls State Governor Scholarship: A student elected as Girls State Governor of Alabama is eligible to receive a full tuition scholarship. On campus residency is required.

The Legacy of Leadership Girls State Grant: This half-tuition grant is available to participants in Alabama Girls State.

Boys State Scholarship: A student elected as Boys State Governor is eligible to receive a full tuition scholarship. On campus residency is required.

Jr. Miss Scholarship: State winners of these pageants are eligible to receive a scholarship equal to full tuition. On campus residency is required.

Fine and Performing Arts Talent Recognition Awards: Fine and Performing Arts Talent Recognition Awards in the amounts of \$3,000 to \$4,000 are available to students who do not otherwise qualify for Academic Scholarships but who show outstanding talent in the arts. These awards are limited to students who are majoring in a program offered through the School of Arts and Sciences. A formal audition or portfolio review is required for consideration. Final selection of the awardee will be made by a committee of college faculty members (excluding anyone from the Athletics Department).

Alumni Referral Scholarship: This \$1,000 scholarship can be awarded to students based upon written referral from a Huntingdon College alumnus. Scholarships can only be stacked on other institutional scholarships of half-tuition or less and may require on campus residency.

Algernon Sydney Sullivan Foundation Endowed Scholarship: A need-based award given on the basis of demonstrated aid eligibility, academic promise and demonstrated high personal character and commitment to public service.

ALFA & Alabama Power Corporate Partnership Agreement: These half-tuition scholarships are available to employees or dependents of employees from these two companies. Verification of employment and dependent status (if applicable) are required on the application.

Huntingdon College Military Scholarship Program: These half-tuition scholarships, renewable for up to three additional years of study, are awarded to full-time day students who are active duty military personnel, dependents of active duty and retired US military personnel, or who are the surviving spouse or dependent of any U.S. military member killed while on active duty. Verification of this information will be required in addition to the application.

ACHIEVEMENT AWARDS

Walter J. Knabe Memorial Endowed Scholarship: A limited amount of \$9,500 scholarships are available to students and are renewable for up to three additional years, as long as the student remains a full-time residential student, and maintains a minimum cumulative GPA of 3.0 or higher. Academic GPA, official ACT/SAT scores, leadership experience, letters of recommendation, and extracurricular activities will be reviewed to determine eligibility. A Scholarship Committee comprising of specified non-college individuals makes the award selections on this application process.

George Gibbs Art Scholarship: A limited number of \$9000 scholarships for Art majors are available to students who have achieved a GPA of 3.5 and a minimum ACT composite score of 25.

George Gibbs Psychology Scholarship: A limited number of \$9000 scholarships for Psychology majors are available to students who have achieved a GPA of 3.5 and a minimum ACT composite score of 25.

Edwin H. and Mae Rousseau Teague Scholarship: A limited number of \$4,000 scholarships, renewable for three additional years of study, are available to freshmen majoring in chemistry, biology, or mathematics. These scholarships may be awarded in addition to the Wilson scholarship. The recipient must maintain a specific grade point average and live on campus. Final selection of the awardee will be made by a committee of college faculty members.

Patricia Shadoin Williamson Scholarship: A limited number of one-third tuition scholarships are available to students majoring in the humanities. The student should have a strong academic record; must have evidence of leadership ability; must have demonstrated financial need; and is required to live on campus. Final selection of the awardee will be made by a committee of college staff and faculty members (excluding anyone from the Athletics Department). Minimum qualifications for consideration are a 26 ACT/1170 SAT-1 and a 3.3 GPA.

Visual Arts Grant: An undesignated number of Visual Arts grants ranging from \$500 to \$1,000 are awarded each year by a committee from the School of Arts and Sciences. These grants may be added to academic scholarships (except for Bellingrath). A portfolio review is required. The student must major in art.

Performing Arts Participation Grant: An undesignated number of Performing Arts participation grants ranging from \$500 to \$1,000 are awarded each year by a committee from the School of Arts and Sciences each year. These grants may be added to academic scholarships (except for Bellingrath). An audition is required. The student must participate in designated activities associated with this performing arts program.

International Student Scholarship: A limited number of half and three-quarter tuition scholarships are available to international students. The student should have a strong academic record and must have evidence of leadership ability. The student also must live on campus. Final selection of the awardee will be made by a committee of college staff and faculty members (excluding anyone from the Athletics Department).

OTHER SCHOLARSHIPS ADMINISTERED BY HUNTINGDON COLLEGE

A number of endowed and gift scholarships have been established by individuals and foundations to assist students in meeting the educational cost of attending Huntingdon College. Generally, the value of these endowed and gift scholarships range from \$100 to \$4,200 per academic year.

HUNTINGDON COLLEGE ENDOWED SCHOLARSHIP TITLES

The following is a list of the titles of the endowed scholarships:

Walter D. Agnew	Charles and Laura Bottoms
Alabama Power Company	Jeffrey Allen Bottoms
Algernon Sydney Sullivan Foundation	Juanita Prim Bottoms
Esther Claudia Watson Alston	Karen Benson Bottoms
Lillian Pugh Andrews Girls' State	Lillie Marlin Bottoms
Edna Earle Smith Arnold	Marie Belle Bottoms
M.J. Baldwin	Sarah Elizabeth Bottoms
Mary Salter and Dorothy Salter Bankhead	Dr. Sidney and Rebecca Bottoms
Shellie Whigham and Daniel Garland Barnes	Sidney F. Bottoms, Jr.
Hortense Addison Batre	Theodore Brandon Bottoms
Marie C. Benson	Dr. Wilmer R. Bottoms
Steele Lightfoot Bibb	Wilmer R. Bottoms, II
Dr. Wanda D. Bigham	Wilmer R. Bottoms, III
Bonnie Neal Blair	Cawthon A. and Nellie S. Bowen
Blount Estate	Frank William Boykin
Robert and Mildred Blount	Jack and Lois Boykin
Bronwyn Bothfeld Boggs	Ruby McKee Boykin
Helen Marsh Bothfeld	Minerva Patterson Bradley
Matthew Robert Bothfeld	Ethel Andrews Brady
Robert Bothfeld, Jr.	Dr. Mary Jane Brannon
Robert Bothfeld, Sr.	William S. Brewbaker
Stephanie Marie Bothfeld	Mildred Juanita Bull Brown
Theodore Bothfeld	Buchwald, Art/ Special Act Fund
Viola Clark Bothfeld	A. F. Bullard
Arielle Hemp Bottoms	A. F. and Mary Virginia Bullard
Christina Marie Bottoms	Mary Virginia Cumming Bullard

Lora Allen Bynum
 Lucy Scott Bynum
 Margaret Garrett Bynum
 John A. and Joyce K. Caddell
 Elizabeth Andrews Calhoun Memorial Scholarship
 Kate Davis Cannon
 Tom Carr Memorial
 Maurine Peacock Carroll
 Catherine Flowers Chandler
 Lollie Pilley Chapman
 Gordon T. and Winn O. Chappell
 Mattie Carlos Rainey Christie
 Class of 1922
 Class of 1923/ Marguerite Martin Pearson
 Class of 1924/ Alliegene Edwards Farmer
 Class of 1924/ 75th Reunion
 Class of 1932
 Class of 1933
 Class of 1936
 Class of 1938
 Class of 1939
 Class of 1941
 Class of 1943
 Class of 1944
 Class of 1945/Jane Greene Collins
 Class of 1946/ Earle Danley Memorial
 Class of 1950
 Class of 1951
 Class of 1952
 Class of 1953
 Class of 1955
 Class of 1957/ Kathryn Glass Ledbetter
 Class of 1958
 Class of 1969
 Dean Leonard L. Clifton
 Mr. and Mrs. Louis M. Collins
 Hazel Alverson Collins
 Clarence L. Cross
 Jennie Dickson Cross
 Lillian Crowell
 Dexter Cummings
 Ladye Portis Cunningham
 Dorothy Dannelly
 Clarence M. Dannelly
 Sallie Caldwell & Edward Dannelly
 A. C. Darling
 Marion D. and Alice E. Davis
 Laurel L. Davis, Sr.
 Lena Vail Davis
 Mildred and Celeste Davis
 Winnie J. Davis
 Wayne and Faye Dawson
 Joseph L. Dean, Jr.
 Lucile C. Delchamps
 A. Fred Delchamps, Jr.
 Ralph L. and Ruby M. Dill
 Thelma Chapman Dixon
 Carolyn R. Drum
 Leo J. Drum, Jr.
 Paul A. and Louise Calhoun Duffey
 Frank Earle
 Charles W. and Clercie S. Edwards
 Lula D. and W. Foster Eich, Jr.
 Lillian Roberts Eleazer
 Beatrice Ellis
 Rhoda C. and Connie T. Ellison
 John T. and Eva Cooper Ellison
 Joseph C. Ellisor

Nell and Virginia Espy
 Faculty/Staff
 Margaret Gillis Figh
 James Drury Flowers
 Mrs. T. M. Francis
 Hilda Norman Friday
 Joan Coley Fuller and Jean Coley Harrison
 Emily Jeannette Garrett
 Dr. William S. Garrett Memorial Scholarship
 Garrick Family
 Cecile C. Gayle
 David Wesley Gibbs
 Mary Dell Mathews
 Dorothy Kreis Golab
 Bishop W. Kenneth Goodson
 Jessie L. Goodwyn
 Evelyn, Rachael and Margaret Gorrie
 Samuel H. and Eugenia M. Graves
 Jose Florencio Tallet Grenier Memorial
 Mr. and Mrs. Walter Griffin
 Essie and E.M. Grimsley
 Dorothy Huffine Grossman
 Dorothy Huffine Grossman II
 Dorothy Huffine Grossman III
 David and Betty Bottoms Grundy
 Jennifer M. Grundy
 Thomas M. Grundy
 Elizabeth Morris Hackney
 Thomas B. and Marguerite R. Hall
 Angie Sue Hannah
 Clyde and Helen Harbeson
 Roy Address Harris and Wiley Fletcher Harris, Sr.
 Theresa Hillhouse Harris
 George and Gay Hasson
 Francis and Mildred Hastings and Sarah Purvis
 Delia V. and Joseph Bowen and William D. Haughton
 Woodward Heflin
 Howell and Elizabeth Heflin
 Ida Bentley Hicks
 Bernice Williams Hightower
 Truman Hobbs
 James and Elizabeth Hodgson
 Mary Ethel Hodnette
 M. B. Houghton
 Fontaine Maury Howard
 Netta Jones Ingalls
 Allen K. Jackson
 Lynn E. Jackson
 Reverend J. M. and Eunice Johnson
 Laura Rogers Jolly
 Mack H. and Evelyn O. Jolly
 Vivian B. Jones
 Clarence Leigh Gordon Kelley
 Roy Wood and Flora Warner Kimbrough
 Gladys Dill Kirby
 Lucretia Hope Kirby
 Walter J. Knabe
 Helen Burford Lambert
 Jean Bellingrath Lane
 Sybil Smith Lebherz
 Sybil Smith Lebherz / L. B. Smithart
 Charles T. Lester
 The Liberty Corporation/WSFA
 Mary Ella Lightfoot
 Helen W. Loeb
 Neal and Elizabeth Logue
 Joe E. Long
 Frank O. and Leila Pearson Lowry

Ida Little Lundy
 Besse Chapman Lyon
 Lida E. Malone
 Johnnie Ross Malone
 Maude Lowrey Mancini and Orlando Joseph Mancini
 Percy Lee Marsh
 Viola Meyer Marsh
 Panthea M. Marshall
 Mary Esther United Methodist Church
 John Massey
 C. B. Mathews
 L. C. and Sallie Mathison
 Drs. Joyce Bottoms and Jerrell Mathison
 Laura Nell Mathison
 Mr. and Mrs. B. H. Matthews
 McCann Music
 Hubert E. McCrary
 Annie Clyde Taylor McDonald
 Betty McMahon
 Daniel Houston and Mary Frazer McNeal
 Michael Boozer
 Heidi Marsh Miller
 Holly Bothfeld Miller
 Terry Miller, Jr.
 Jennifer Crump Minch
 Annie Delchamps Moore
 Marvin Mostellar
 Robert Brannon Nickles
 Hattie Head Owens
 Herbert A. Patterson
 Maureen L. Patterson
 Robbie Wood Patterson
 Sarah Maude Nation Patterson
 Eliza B. and Eleanor H. Paul
 Annie Pearson and Emma Steed
 Laura Cousins Suydam Pitts
 Betsy Plummer
 Frank Plummer
 Ethel Burns Prescott
 Henry Lewis Pugh, Sr.
 Claude M. "Deacon" & Emily Tyson Reaves
 Frances Reid Yancey
 Sarah Gertrude Rhodes
 John Solon Robertson
 Alyce S. Robertson
 Jean Rodgers
 Harald Rohlig
 Catherine Dixon Roland
 Paul and Margaret Russell
 Arthur & Roberta Wood Sample
 Sue Cross Savage in Music
 Kate Lee Reaves Schrieber
 Christine and Hubert Searcy
 Julia Lightfoot Sellers

Mildred T. and Roy Sellers
 Shannon Sellers
 Ella Smilie Sessions
 Lennis Elliott Shelton
 Marie Vaughn Baker Sinclair
 W. Lorenzo Sinclair
 Wyn Gray Sittason
 Loyd D. Smilie
 Jane M. Smith
 Ruth and Hulet Smith
 Sybil Leberherz/ L. B. Smithart
 Phyllis Gunter and William Snyder
 Sonat, Inc.
 Samuel E. Spencer
 Martha, Lucy and Janie Stabler
 M. C. Stallworth, Sr.
 Luke and Helene Stanaland
 Thomas and Emma Staton
 Stegall Fellows Endowment Scholarship
 Mary Elizabeth Garner Stinson
 Donald Ream Stokely
 Olive Matthews Stone
 Paul T. and Lessie Mae Stone
 Larry Strickland Christian Vocation Scholarship
 Lawrence, Ethel and Elizabeth Studstill
 Enriqueta BuenoTallet
 Ned Duke Taylor
 Bessie Teague
 Edwin H. and Mae Rousseau Teague Memorial
 William Elias Thigpen
 Mabel Randall and Jonathan Render Thomas
 John S. Tilley
 Dr. and Mrs. John N. Todd, III
 Dr. and Mrs. Charles G. Tomberlin
 Margaret Ennis Tucker
 Nadia Brooks Tuley
 Marjorie Dixon Vick
 Mary George Waite
 Mary George Waite Girls' State
 Ella Jernigan Ward
 Elinor M. and Lloyd C. Warr
 Naomi Coale and George Warren
 Shirley Parker Watkins
 Edna Johnson Webb
 Olice Mashburn Webster
 Weil Brothers Cotton, Inc.
 Leonel and Cecile Weil
 Ray E. and Katherine G. Whatley
 Anne Strickland White
 Dan and Julia Whitsett
 Susie and Earl Williams
 Mary Olivia Williamson
 Patricia Shadoin Williamson
 Florence and Robert Wood

Several organizations provide scholarships from year to year to worthy students. These include (but are not limited to) the following: United Daughters of the Confederacy Scholarship, Air Force Aid Society, First United Methodist Church-United Methodist Women, Alabama Association of Independent Colleges, the Russell Foundation, and the J.L. Bedsole Foundation. Interested students should contact the Office of Admissions and Financial Aid for application and qualification information.

FEDERAL PROGRAMS

Federal Pell Grant Program: This is a federal entitlement program providing grants to eligible students of up to \$4,050 (2006-2007). The amount of each grant is determined by review of the SAR or ISIR. These reports are generated by the Federal Student Aid Programs Office from the data submitted on the FAFSA. No Federal Pell Grant award may be made to a student until a SAR is submitted or an ISIR is received.

Federal Supplemental Educational Opportunity Grant Program (FSEOG): The FSEOG is a program which may be available to students who demonstrate exceptional financial need and are Federal Pell Grant recipients. The amount ranges from \$500 to \$1,200 per year. Only a limited number of FSEOG grants can be awarded each year.

Federal Perkins Student Loan Program: This is a federal program administered by Huntingdon College that provides loans to students who can demonstrate high financial need. The maximum accumulated loan for an undergraduate student is \$20,000, with a further limit of \$4,000 annually. The size of the loan is based on the student's demonstrated need and the other components of the financial aid package. Repayment of the Perkins Loan must begin nine months after the borrower graduates or ceases to be at least a half-time student. Interest shall accrue from the beginning of the repayment period and shall be at the annual percentage rate of five percent (5%) on the unpaid balance, except that no interest shall accrue during any deferment period.

Federal Work-Study Program (FWS): This is a federal program available to qualified students who demonstrate financial need. Students are employed on campus in positions such as classroom assistants, laboratory assistants, recreation assistants, and library assistants. Preference is given to students with the greatest demonstrated need, with the typical student working approximately 6 hours per week.

Federal Stafford Student Loan Program: Stafford student loans are federally guaranteed loans available to qualified students. There are two types of Federal Stafford loans. They are the Subsidized and Unsubsidized loans and profile only minor differences. One of the differences is that Subsidized loans are need-based and offer the feature of repayment being deferred, while the Unsubsidized loan is non need-based and requires interest to begin being repaid or capitalized immediately. Annual loan limits for each program are as follows:

	Dependent Student		Independent Student	
	Subsidized	Unsubsidized	Subsidized	Unsubsidized
Freshman	\$2,625	\$2,625	\$2,625	\$ 6,625
Sophomore	3,500	3,500	3,500	7,500
Junior	5,500	5,500	5,500	10,500
Senior	5,500	5,500	5,500	10,500

Any combination of **Subsidized** and **Unsubsidized** loans cannot exceed the applicable students' **Unsubsidized** loan limits. It should also be noted that the banks and guarantee agencies may take up to 3 percent out of the Subsidized loan and Unsubsidized loan in the form of prepaid origination fees and insurance premiums. The actual size of the loan is based on the student's demonstrated financial need and the other components of the financial aid package. These loans are available through commercial banks, but students should contact the Office of Student Financial Aid regarding eligibility requirements and the application process. Repayment of the Subsidized loan must begin six months after the borrower graduates or ceases to be a half-time student. Repayment of the Unsubsidized loan must begin with immediate repayment or capitalization of interest only. The interest rate is adjusted annually and may not exceed eight and one-quarter percent (8.25%).

Federal PLUS Loan Program: PLUS (Parental Loan for Undergraduate Students) loans are available to parents of dependent undergraduate students. PLUS Loans may not exceed the student's cost of attendance less the financial aid assistance he or she will receive during the period of enrollment. It should also be noted that banks and guarantee agencies may take up to 3 percent out of these loans in the form of prepaid origination fees and insurance premiums. The actual size of the loan is contingent upon other factors of the financial aid package. These loans are also available at the same places as Federal Stafford Loans, but students should contact the Office of Student Financial Aid regarding eligibility requirements and the application process. Repayment of the PLUS Loan begins immediately. The interest rate is adjusted annually and may not exceed nine percent (9%).

STATE PROGRAMS

Alabama Student Assistant Program (ASAP): This is a state program offering grants to eligible undergraduate Alabama students (without a previous bachelor's degree) who meet financial need requirements. In order to receive consideration for this grant, students must also be eligible for the Pell Grant. Recipients must be enrolled full-time, be making satisfactory academic progress and not be preparing for a church-related vocation.

Alabama Student Grant Program (ASGP): This is a state program offering grants historically of about \$360 per year to full-time undergraduate students (without a previous bachelor's degree) who are legal Alabama residents and are attending approved independent colleges or universities within the state. The Alabama Student Grants are not made on the basis of need but rather on residency. Alabama

residents carrying a minimum of six semester hours (1/2 load) are eligible for a grant historically of about \$180 per year. Students preparing for church-related vocations are not eligible to receive the Alabama Student Grant. To qualify for the grant only one course in religion, Christian Education, or church music per semester is allowed within the six-hour part-time load, or twelve-hour full-time load. Additional religion courses may be taken if they are in excess of the six- or twelve-hour loads. Applications for the Alabama Student Grant Program may be obtained at the Office of Student Financial Aid and filed with this office by the appropriate deadline dates (specified on the application). Applications are not considered complete until all the necessary supporting information and documentation is received by the Office of Student Financial Aid per state regulations; each grant shall be renewable annually for the number of hours normally required by the institution for the course of study in which the student is enrolled. Eligibility for the grant is lost once total hours earned and attempted exceeds (by more than 25%) the number of hours required for the individual student's course of study.

RESERVE OFFICERS TRAINING CORPS (ROTC)

Army and Air Force: These scholarships range in award amount of \$4000 to full tuition and fees. For more information about these scholarships and their requirements, please contact your Guidance Office or Huntingdon College's Office of Admissions.

PRIVATE FOUNDATION SUPPORT: BELLINGRATH-MORSE FOUNDATION

Huntingdon College gratefully acknowledges the generous annual support of the Bellingrath-Morse Foundation, Theodore, Alabama. Huntingdon College has long been a partner in higher education with the Bellingrath-Morse Foundation. As Walter Bellingrath said, "The greatest hope for the people is the best possible liberal education through our privately supported Christian colleges, where the well rounded development of mental powers and the building of character go hand in hand."

STUDENT LIFE

STUDENT RESPONSIBILITIES

As with any community, it is necessary to have guidelines and directions which will enable each person to achieve their optimal potential. Academic experiences and extracurricular life at Huntingdon offer the student an opportunity for growth in the most affirmative way. Students are responsible for acquainting themselves with the College's policies and requirements in this catalog and in the Student Handbook.

STUDENT INVOLVEMENT

Huntingdon College provides co-curricular and extra curricular activities for students that support a well-rounded education through self-expression, cognitive growth, and the development of a spirit of service and leadership. Through the planned cooperative efforts of the Dean of Students Office and the Student Government Association, opportunities for involvement are available for a wide variety of experiences. The activities, services, and responsibilities described in this section are part of the total educational mission of Huntingdon College. The Huntingdon College Student Handbook, available from the Dean of Students Office, and located on the College's web site, contains more detailed information.

Activities for Huntingdon College students are designed to cover a broad range of student interests. All students are encouraged to participate in these activities. Activities of campus organizations are approved through the Dean of Students Office. A master calendar is maintained by the Director of Conference Services and Event Planning to ensure planning congruency.

STUDENT GOVERNMENT

The Student Government Association (SGA), authorized by the College administration, embraces the entire student body.

INTERCOLLEGIATE ATHLETICS

The Athletic Program at Huntingdon is designed to provide opportunities for competitive athletics while enriching the total college-life experience of each student-athlete and of students in general. Opportunities are available for young men and women to reach their potential through performance, to further their experiences in teamwork, physical well-being, positive citizenship, and commitment to principles espoused by a talented coaching staff. Huntingdon students have come to expect fast-paced excitement and school-spirit building opportunities that accompany these competitive athletic events. Athletic success has been, and continues to be, an integral part of the traditions that make Huntingdon a very special undergraduate institution.

Huntingdon's teams are committed to excellence in athletics and academics as evidenced by consistently earning national championships, national tournament appearances, and regional rankings. Teams have produced numerous All-Americans, Academic All-Americans, All-Region, All-Conference, and Academic All-Conference players. The College is a member of the National Collegiate Athletic Association (NCAA), Division III.

Intercollegiate athletic competition is offered in the following sports:

Men

Baseball	Basketball
Football	Golf
Soccer	Tennis

Women

Basketball	Soccer
Softball	Tennis
Volleyball	

INTRAMURAL PROGRAMS

The program of intramural athletics at Huntingdon is supervised by the Office of the Dean of Students. This program is designed for the entire student body to participate on a voluntary basis in seasonal team and/or individual sports. Competitive and recreational teams are formed for both men and women in activities such as flag football, basketball, golf, and softball. The Huntingdon SGA Intramural President serves in an advisory capacity in conjunction with the SGA.

RELIGIOUS ACTIVITIES

The **Campus Ministries Association (CMA)** is an organization established to represent the entire student body and welcomes every Huntingdon student to participate in all ministries and programs it sponsors. The Association is bound together by a common loyalty to the Christian faith and has as its purpose to involve the campus community, through inquiry, concern, worship, prayer, and various activities, in a search for deeper meanings and experiences of the Christian faith. To accomplish this, CMA sponsors a varied program of religious activities on campus which include a weekly Bible study, a

fall retreat, a fall festival, a spring spiritual life week (culminating with a spring retreat), accountability groups, prayer breakfasts, social service ministries, mission trips, and other events. This organization has the Director of Campus Ministries as advisor, but is totally student-led.

GREEK ORGANIZATIONS

There are five nationally affiliated Greek organizations on campus, two for men, Sigma Phi Epsilon and Kappa Sigma, and three for women, Alpha Kappa Alpha, Alpha Omicron Pi and Chi Omega. The Greeks are under the general supervision of the Office of the Dean of Students and the individual group advisors. Membership is by invitation. The purpose of the Greek organizations is to broaden the co-curricular activities and leadership opportunities on the Huntingdon campus.

The **Panhellenic Association** and **Interfraternity Council (IFC)** coordinate their respective rush activities. Together they serve as a decision making body concerning Greek activities in the fall and Greek Week in the spring.

Alpha Omicron Pi, founded in 1897 at Barnard College, has a tradition of friendship and was brought to Huntingdon College in the spring of 1975.

Chi Omega was founded April 5, 1895, at the University of Arkansas and brought to the Huntingdon College campus in February, 1976.

Sigma Phi Epsilon was founded at Richmond College on November 1, 1901. The Alabama Zeta chapter at Huntingdon was formed in February of 1977.

Kappa Sigma was founded at the University of Virginia in Charlottesville, Virginia, in 1869. The Huntingdon Chapter of Kappa Sigma began as a colony January 23, 1981.

Alpha Kappa Alpha was founded in 1908 at Howard University and brought to the Huntingdon College campus in the spring of 1999.

CLUBS AND ORGANIZATIONS

For more detailed information on the following clubs and organizations, contact the Office of the Dean of Students.

The **Behavioral Sciences Club**, open to all students interested in the field of psychology, is designed to promote discussion of significant topics in this field and to explore, through visiting speakers, the application of this discipline in society, business, and industry.

The **Business Club** is open to all students interested in learning about current business issues. The primary purposes are to provide academic support, social interaction, and a speakers series.

The **Chemistry/Pre-med Club** promotes, explores, and develops interests in chemistry, medicine, and science in general. Guest speakers, field trips to laboratories and hospitals, and films are included in the regularly scheduled meetings. An important annual function is the Chem-Bowl for high school chemistry teams. Membership is available to any student who is studying or has completed courses in chemistry or premedical studies.

Circle K International is a service club promoting leadership, self-development, and friendship through participation in campus and community projects. Sponsored by the Capital City Kiwanis Club of Montgomery, chartered by Kiwanis International, it is open to all students.

Chi Rho is an organization of students who have committed their lives to some church-related vocation, or are considering doing so. They meet monthly to discuss their role on the campus, their professional training, and they serve churches in the summer. They also host representatives of various seminaries who visit the campus.

College Bowl, the varsity sport of the mind, is an organization open to any student interested in intellectual development and academic competition. A team of four students may compete in intramural competition. The intramural championship team, along with selected all-stars, is invited to participate in the intercollegiate team.

College Republicans, as an organized group, began at Huntingdon in 1990. The organization's purpose is to raise the political awareness of the college community. Membership is open to any Huntingdon student who has an interest in supporting the Republican Party. Activities are not limited to election years. The College Republicans assume an important role in campus politics, assisting certain candidates with their campaigns, and keeping a careful watch on issues pertaining to students. Although the organization is devoted to politics, it offers a number of service projects each year that not only benefit the campus, but also the community.

Dance to Glorify is a student organization dedicated to praise and worship through movement. The club goals are to express praise through personal student interpretation, involve and expose the community to praise dance, and expand the idea of traditional worship to include the dance art form.

The **Exercise Science, Physical Education, Recreation, and Athletic Training Students (EXsPERaTS) Club** is open to and strongly encouraged for all students enrolled in Athletic Training or Human Performance courses at Huntingdon College.

The **Fellowship of Christian Athletes (FCA)** states as its purpose: "To present to athletes and coaches, and all whom they influence, the challenge and adventure of receiving Jesus Christ as Savior and Lord, serving Him in their relationships and in the fellowship of the church."

Habitat for Humanity (HFH) is an organization dedicated to the task of eliminating substandard, poverty housing and homelessness. By living the "theology of the hammer" the Huntingdon Chapter of HFH attempts to do its part in bringing to a reality the motto "No more shacks!"

The **International Student Association (ISA)** was formed to provide the College's international students with social support and assistance, and to promote cross-cultural understanding between the international students and the rest of the College community. All students are eligible to be members of the ISA with full voting rights and privileges.

A student chapter of the **Mathematical Association of America** is hosted by the College. Membership to the professional organization is open to all students with an interest in mathematics.

The **Mathematics and Computer Science Club** promotes interest in mathematics and computer science, and membership is available to all students who are interested in these fields.

The **Natural Science Club**, sponsored by the School of Sciences, is open to all students who have an interest in biologically oriented activities including hiking, canoeing and camping, nature study, learning more about careers in the sciences, and increasing the Huntingdon College community's awareness of environmental issues.

The **Rowing Club's** goal is to practice good sportsmanship and build character, while improving rowing abilities. The club represents the school at various rowing functions throughout the southeast. The Rowing Club is open to all students regardless of previous rowing experience.

SERVICE OPPORTUNITIES

Huntingdon students will find a variety of service opportunities, both on the campus and in the community. All students are encouraged to take advantage of the opportunities to develop their leadership skills, citizenship, and potential for future achievements.

COMMUNITY SERVICE

Huntingdon students play a vital role in service to the community and are provided opportunities for ethical leadership. Such civic responsibility is met in part through cooperation with city-wide agencies such as the United Way, the American Red Cross and Habitat for Humanity. Students work in local churches as musicians and youth directors. Psychology classes work closely with local welfare agencies, aiding a variety of people. Students from other disciplines obtain practical experience by working in businesses and schools. Those interested in theater may be active in the Alabama Shakespeare Festival. Many students tutor school children from low socioeconomic backgrounds. In these and other ways Huntingdon students can "grow in wisdom" during the college years and "apply wisdom in service."

HUNTINGDON COLLEGE FIRST-YEAR ORIENTATION GUIDES (FROGS)

Huntingdon College First-Year Orientation Student Leaders are sophomores, juniors and seniors who assist with the New Student Orientation. These students are carefully selected and trained to serve as resources and role models as they function to support first-year students experiencing the transition into the Huntingdon community.

HUNTINGDON COLLEGE FIRST-YEAR ORIENTATION STUDENT LEADERS (FOSLS)

Huntingdon College First-Year Orientation Student Leaders are sophomores, juniors and seniors who assist with BIG RED Student Life Orientation. These students are carefully selected and trained to assist incoming students with transitional issues into the Huntingdon College Community

HUNTINGDON HOSTS

The Huntingdon Hosts are a select group of male and female students who promote pride in the College and provide services in all its social functions with visitors, students, alumni, and friends. Primarily, this organization conducts campus tours and assists visitors at Huntingdon, conveying the high standards and congeniality which exist on the campus.

PUBLICATIONS

The **Gargoyle** is a newspaper published by students.

Bells and Pomegranates, the College annual, gives a review of college life.

The Prelude, a literary magazine, annually presents creative writings by Huntingdon students.

The **Student Handbook**, published annually, contains information regarding the Student Government Association and its subsidiary organizations, the College's rules and regulations and student activities.

STUDENT AWARDS

Each year, during the Spring Semester, an Awards Convocation is held for the purpose of providing recognition to students whose campus leadership, service and scholarship have entitled them to be selected for such awards.

The **Accounting Achievement Award** is given to the accounting student who exemplifies the professional and personal characteristics necessary for success in Public Accounting. This award is presented by the Montgomery Chapter of the Alabama Society of Certified Public Accountants.

The **Algernon Sidney Sullivan Award** seeks to perpetuate the excellence of character and humanitarian service of Algernon Sydney Sullivan by recognizing and honoring such qualities in others.

The **Alpha Psi Omega Award** is given to the member of Alpha Psi Omega who has done outstanding work for the Theater Program and whom the members of the honorary theatric fraternity feel has contributed the most to all productions.

The **American Institute of Chemists Award** is given each year to the outstanding senior majoring in chemistry. The award is based on recognition of potential advancement in professional chemistry and on leadership, ability, character, and scholastic achievement.

The **Warren Andrews Award** was established in honor of Dr. Andrews, who was head of the Business Department for many years. The Andrews Award is given each year to the outstanding senior student in business administration.

The **Jimmy Baker Spirit Award** is presented each year to the student organization which has been, in the opinion of the Student Government Association, the most active and positively influential in student activities.

The **Athletic Training and Human Performance Outstanding Graduating Senior Award**, based on a nomination/application and faculty committee review process, goes to the Athletic Training or Human Performance student who demonstrates that they have distinguished themselves above their fellow prospective graduates regarding academic achievement (GPA), character, leadership, and service.

The **Athletic Training and Human Performance Outstanding Major of the Year Award**, based on a nomination/application and faculty committee review process, goes to the Athletic Training or Human Performance student who demonstrates that they have distinguished themselves above and beyond their peers regarding academic excellence (GPA), high moral character, leadership, and service.

The **Libris Award** is presented annually by the library faculty and staff to an outstanding student library assistant. Established in the 1992-93 academic year, the award recognizes exemplary performance of responsibilities in a manner contributing to a high level of library service.

The **L.G. Bailey Psychology Award** was founded by Mrs. Frances Saunders Britt in memory of her psychology professor, Dr. L.G. Bailey. It is given to the senior judged to be the outstanding student of the year in psychology.

The **Barber Dairies Scholarship** is awarded annually to an outstanding student in the Business Program. The recipient of this scholarship is a full-time student with junior standing; demonstrates leadership ability, entrepreneurial ability, and financial need; and is a permanent resident within the Barber marketing area, and plans to pursue a business career in this area.

The **Hortense Batre-Colonial Dames Scholarship** is awarded each year to the outstanding junior or senior history major at Huntingdon College. The recipient, who is selected by the History Program faculty, must have completed at least 12 hours in American history. The award, established in 1938, is given in honor of Hortense Batre, the founder of the Society of Colonial Dames in Alabama.

The **Beta Beta Beta Award** is presented annually by the Beta Nu Chapter to the graduating biology major who is judged to be the most outstanding senior in the field of biology.

The **Everett L. Bishop Award** is given annually to the junior biology student who has shown the greatest promise based on progress since entrance to Huntingdon.

The **Henry L. Bonner Award** was established in honor of Dr. Bonner, who was head of the Department of Education at Huntingdon for many years. It is awarded annually to the most outstanding senior in education.

The **Myrtle S. Bonner Award** is given each year to the most outstanding senior in secondary education.

The **Business Club Award** is given annually to the member chosen by the club as the most productive member.

The **Christopher H. Cain Outstanding SGA Member Award** is presented yearly to the member chosen by the SGA as the most productive member.

The **CRC Freshman Chemistry Achievement Award** is given each year to the outstanding freshman chemistry student as selected by the chemistry faculty.

The **Marion Black Cantelou Chemistry Award** is given each year to the graduating senior chemistry major who is outstanding in analytical and other areas of chemistry as well as in general character and attitude.

The **Joseph L. Dean, Jr., Memorial Award** is given each year to the graduating English major who has achieved the best record in English.

The **Dungeon Theater Award** is given annually to the outstanding senior student in theater.

The **Algie Hardwick Hill Prize in Creative Writing** is given each year to a student, who in the opinion of the English and Creative Writing Programs, deserves commendation for demonstrated creative writing ability and for contribution to the publishing of creative writing on the Huntingdon College campus.

The **Julia Rinehart Hughes History Award**, established by her family as a memorial to her as a member of the faculty, recognizes a graduating senior who has exemplified, to an unusual degree, genuine interest in the study of history and has maintained an outstanding record in history and in all college studies.

The **Loyalty Award** is given each year at Commencement by the President of the College to the graduating student chosen by the senior class as the most loyal to the College, loyalty being interpreted broadly in terms of spirit and service.

The **Mathematical Faculty Award** is given each year to the student who has exhibited the greatest potential in the areas of creativity, innovation, scholarship, and service to the mathematical sciences.

The **Montgomery Art Guild Award** is given annually to the graduating senior art major recognized as the most outstanding in art talent and achievement and in total academic attainment.

The **Montgomery Chapter of the Alabama Society of CPAs Scholarship Award** is given to an outstanding junior or senior accounting student selected by the Business Program.

The **Irene Brinson Munro Award** is given annually to a graduating senior majoring in history or political science who has, at the beginning of the student's final semester, the highest average in all attempted courses in all disciplines who will have at graduation at least eighteen hours in world history and/or political science and an average of at least 3.00 in these courses.

The **Lela Niles Award** is given annually to the upperclassman chosen by the music faculty as outstanding in musical ability, dependability, and high ideals in the field of music. The award is a memorial to Miss Lela Niles, a former member of the music faculty.

The **Organic Chemistry Achievement Award** is presented each year to the outstanding student in organic chemistry as selected by the chemistry faculty.

The **Louise Panigot Award** is given annually to the senior graduating with a religion major, whose overall academic average in all subjects is above 3.00 and who, in the judgment of the program faculty, holds the greatest promise for scholarly achievement in the field of philosophy and the academic study of religion.

The **Margaret Read Scholarship Medal** is presented at commencement each year to the graduating student having the most outstanding record in scholarship. This award was established by Mr. Ralph Wickersham.

The **Gregory E. Sellers Award** is presented to a senior majoring in Business Administration or Accounting who has demonstrated scholarly achievements, contributions to the Business program, and leadership in many areas of campus life. The award is sponsored by Wilson Price.

The **Margaret Hicks Shadoin Community Service Award** is presented to the student organization that completes the most community service hours as a group. To be considered, the groups must have completed a minimum of 100 hours of community service each semester divided as 50 on-campus hours and 50 off-campus hours. Additionally, the organization will have a cumulative participation of at least 50 percent of its members in scheduled community service events each semester. The participation requirement may be distributed throughout the semester, and each member can be counted once per semester.

The **Lessie Mae Hall Stone Religion and Philosophy Award** is presented annually in the spring to the graduating senior with a major in religion who has the highest academic average for all courses in all disciplines through the academic semester preceding the granting of the award. A minimum 3.00 average is required.

The **Student Mentor of the Year Award** is given each year to the student who has completed four semesters of mentoring, or is completing a fourth semester, and who has best exhibited a love of learning and a spirit of service while giving academic assistance to his or her peers.

The **Student Art Purchase Prize Award** is presented to the student whose work is selected for acquisition by the Library for inclusion in its visual art collection. Selection is made by the Art Program faculty and the library director from eligible works exhibited in the annual Student Art Show.

The **Virginia Hicks Sutter Community Service Award** is awarded to a full-time student in good standing who has completed the most community service hours both on and off campus. The recipient must complete a minimum community service requirement of 16 hours on-campus and 16 hours off-campus.

The **Kevin Teague Outstanding Service Award**, based on a nomination/application and faculty committee review process, goes to the Athletic Training or Human Performance student who demonstrates that they have distinguished themselves above their peers regarding college, community, and/or professional service.

The **Frank T. Thompson Award for Creativity** is given each year by the Huntingdon Publications Union to the senior who has demonstrated the greatest creativity in work on *The Gargoyle*, *Bells and Pomegranates*, or *The Prelude*.

The **Willard D. Top Award** is presented at Commencement to a graduating senior who exemplifies an outstanding commitment to academics and service to Huntingdon College. The recipient must be a member of Alpha Beta and be ranked in the top ten percent of the students inducted into Sigma-Sigma-Sigma that academic year. The award, established in 1995, is given in honor of Dean Willard D. Top in recognition of his 24 years of outstanding commitment to academics and service to Huntingdon College.

The **Mary George Waite Award** is given annually to a deserving upperclassman for study of the organ. This award was established by Mr. and Mrs. Robert Bothfeld.

The **Wall Street Journal Award** is given each year to the outstanding senior majoring in business administration.

The **Earl Williams Mathematics Award** is given to the senior who has made the highest achievement in the field of mathematics during the four years of the college courses.

Three **Jane Williams Awards** are decided early in each academic year and given during the Spring Semester to sophomores who excelled during their freshman year: one in scholarship, one in general activities, and one in athletics.

Who's Who Among Students in American Universities and Colleges recognizes Huntingdon College students who have been selected as national outstanding campus leaders. Nominees are selected by the Honors Committee. The criteria for selection are: satisfactory grade point average; participation and leadership in academic and extra curricular activities; constructive influence, citizenship and service to Huntingdon; character, esteem and a positive presence on campus; and potential for future achievement. They join an elite group of students from more than 1,900 institutions of higher learning in all 50 states, the District of Columbia and several foreign nations.

The Huntingdon College **Women's Center Senior Service Award** is awarded to a graduating woman student whose exemplary service to the Huntingdon community, through the Women's Center, has greatly benefited the women of our community.

HONORARY SOCIETIES

Alpha Beta is a society honoring upper-class students for excellence in scholarship and encouraging high scholastic attainments among other students.

Alpha Psi Omega, a national honorary dramatic fraternity, installed Beta Eta chapter at Huntingdon College on February 2, 1929. This fraternity recognizes students who have attained a high standard of work in dramatics and provides fellowship for those interested in college theater.

Beta Beta Beta, a national honorary biological fraternity, installed the Beta Nu chapter at Huntingdon College in May, 1946. The fraternity's membership consists of juniors and seniors who have an active interest in biology, have completed at least three semester courses in biological sciences of which at least one is not an introductory course, and have a grade point average of 3.00 or above in biology.

Gamma Mu is a music society affiliated with the American Federation of Music Clubs. It recognizes upper-class students for excellence in scholarship and musical performance and encourages high attainment among other music students.

Kappa Delta Epsilon, established in March of 1933, was formed as a national honorary professional education organization. The Gamma Theta Chapter was installed at Huntingdon College in February of 1992. Its purpose is to promote the cause of education.

The Alabama Epsilon Chapter of **Kappa Mu Epsilon**, chartered in April, 1965, on the Huntingdon campus, is a national honorary society open to majors and minors in mathematics who have superior records in mathematics.

The Sigma Chapter of **Kappa Pi**, national honorary art fraternity, was organized in January, 1938. The purpose of the fraternity is to promote greater interest in the knowledge and appreciation of art. Membership is based on artistic and academic excellence.

Lambda Pi Eta is an honorary society recognizing outstanding academic performance among communication students. Lambda Pi Eta was chartered in 1985 at the University of Arkansas, and its mission is to recognize, foster, and reward scholastic achievement while stimulating interest in the field of communication.

Omicron Delta Kappa, the national leadership honor society for college students, recognizes and encourages superior scholarship, leadership, and exemplary character. Omicron Delta Kappa was founded at Washington and Lee University. The Huntingdon Circle was chartered in 1988.

Phi Eta Sigma is the largest national society honoring outstanding academic attainment by college freshmen. The Huntingdon College Chapter, installed in April, 1986, offers recognition and encouragement to those students who achieve an exceptional academic record during their first year of college work.

Pi Alpha Sigma is a scholastic honor society for college students majoring in either Athletic Training or Human Performance.

Psi Chi is a national honorary society for junior and senior students majoring or minoring in psychology. Requirements for membership include a "B" average in at least nine hours in psychology.

Sigma Beta Delta is the national honorary society established to encourage and recognize scholarship and accomplishment among students of business, management, and administration. Its aim is to encourage and promote aspirations toward personal and professional improvement and a life distinguished by honorable service to humankind.

Sigma Sigma Sigma is an honorary society for seniors. Members are elected by the faculty and those members honored during the preceding year. The basis of selection is high attainment in scholarship, spirit, and service.

Sigma Tau Delta is the national honorary society for students who value English language and literature. Sigma Tau Delta takes as its purpose the encouragement of study of the chief literary masterpieces, the encouragement of worthwhile reading, the promotion of the mastery of writing, and the promotion of the spirit of fellowship among its members. Huntingdon's chapter was chartered in 1994.

STUDENT RESOURCES

A broad array of support services and resources are offered to the students of Huntingdon College including the **Campus Ministries Office**, the **Office of Career Services**, the **Wellness Center**, and the **Counseling Center**. The Student Handbook contains detailed descriptions of the roles and services provided by these offices.

THE BOOKSTORE

The Huntingdon College Bookstore, operated by Follett College Stores and located in the Delchamps Student Center, carries all textbooks (both new and used) and a variety of supplies required for Huntingdon students, such as computer software and school and residence hall supplies. The bookstore also carries gift items and greeting cards. During the Fall and Spring Semester hours of operation are 8:30 AM - 4:30 PM, Monday - Friday. During summer sessions, hours of operation are 9:00 AM - 3:00 PM, Monday - Friday. For special occasions, the bookstore will have posted hours of operation.

THE POST OFFICE

At the beginning of each semester, full-time residential and commuting students are assigned a post office box (at no charge). This service is also available for part-time students upon request. To obtain their box number and key, students should contact the Huntingdon College Post Office, commonly referred to as the "mail room," located in the Delchamps Student Center. Students are responsible for checking their post office boxes regularly since this, in addition to e-mail, is an official means of communication between the College and the students.

STUDENTS WITH DISABILITIES/LEARNING ASSISTANCE

Huntingdon College is strongly committed to providing equal access to all facilities, programs, and services of the College. Our goal is to foster an environment free of discrimination and bias in which all qualified students have access to educational opportunities.

SECTION 504/ADA COORDINATOR

The Associate Dean of Faculty for College Services is the official Section 504/ADA compliance officer for the College. The Business Manager is the contact for all matters concerning the physical plant facilities for Huntingdon and for matters relating to staff personnel at the College. The Associate Dean of Faculty for College Services is the contact person for faculty for matters relating to specific academic requests. The Dean of Students is the contact person for students with specific non-academic

requests. The persons in these positions are responsible for assisting with the coordination of efforts to comply with federal regulations which require equal access to all programs and services of the College to individuals with disabilities with respect to his or her assigned area(s). Any student, faculty or staff member may contact any one of the persons in the named positions for clarification, appeal or resolution of a disability-related issue.

The Administrative Assistant to the Associate Dean of Faculty for College Services is the Intake Coordinator for students with disabilities who request services and/or accommodations to minimize the effects of their disabilities. Students must voluntarily identify themselves and provide current, official documentation of disability in order to become eligible for reasonable accommodations. If documentation is inadequate, the student may be asked to provide additional information/evaluation.

ACADEMIC POLICIES AND PROCEDURES

ACADEMIC POLICIES

It is the responsibility of the student to be familiar with and to complete the requirements for the degree being sought. The faculty and staff of Huntingdon College will assist each student, but it is the student who must insure that all core, major, degree, and graduation requirements have been completed in the manner outlined in this catalog. This catalog presents the requirements for students entering Huntingdon during the 2006-2007 academic year.

The College reserves the right to change its academic policies and requirements. Such changes will be publicized to minimize inconvenience to students. Huntingdon College also reserves the right to modify or discontinue any academic offerings or degree programs when necessary. In such cases, the College will make reasonable efforts to allow current students to complete the program or will assist in their transfer to other acceptable programs.

ACADEMIC SCHEDULE

The academic year is divided into two semesters: the first beginning in August and ending before Christmas (Fall Semester), the second beginning in January and ending in May (Spring Semester). The official College calendar for 2006-2007 is located on pages at the beginning of this publication. The summer session calendar may be found in the Summer Bulletin which is published to the College's web site each Spring Semester.

During the semester, classes are held five days a week, Monday through Friday. The normal three credit hour class schedule calls for each class to meet for three 50-minute or two 75-minute sessions each week.

The Huntingdon College schedule of classes is published on the College's web site for information purposes. The College reserves the right to cancel, postpone, combine or change the time of any class for which there is not sufficient enrollment or for other reasons deemed in the best interest of the institution.

CATALOG OF CHOICE

Each catalog presents the requirements for students entering Huntingdon during that particular academic year and is the catalog the student's academic advisor(s) and Registrar will use in verifying degree requirements for graduation. Any petition to change catalogs must be submitted using the appropriate form and approved by the student's academic advisor(s) and the student's Associate Dean(s). The student may choose whether the change in catalog will apply to all requirements, which includes core, major, minor, and graduation requirements, or only to the requirements of a specific major. The catalog of choice must be a catalog dated a year in which the student is or was enrolled at Huntingdon. If there is an enrollment break of four or more years, the student must use the catalog issued for the year in which the student is readmitted.

A student may not submit a petition for a catalog change during his or her terminal semester.

CLASS ATTENDANCE

All students are required to attend, at a minimum, 75% of the meetings of every class in which they are enrolled. Individual faculty may set more stringent attendance policies. Failure to meet minimum attendance requirements will result in a failing grade.

Students are expected to arrive for class on time. Failure to be punctual may, at the discretion of the instructor, be recorded as an absence. Individual faculty may set more stringent policies regarding prompt attendance.

Faculty are expected to recognize that participation in an extracurricular event is a significant component in college life, and that some extracurricular events may necessitate student absences. Faculty are encouraged to make every effort to accommodate students who miss class because of obligations in college sanctioned events. Students are expected to provide adequate notification of expected absences, and to make up missed work or examinations according to the faculty member's criteria.

Faculty are expected to take roll at every class meeting and report absences as required on grade sheets.

Faculty recognizing a pattern of absences or excessive absences should notify the Dean of Student Life. The Dean of Student Life will assume responsibility for notifying the student's advisor(s) and dean, and for investigating the reported absences. The Dean of Student Life will report back to the appropriate dean, the advisor, and the student's instructors the results of the investigation.

CONVOCATION ATTENDANCE

Each semester there are a variety of all-college convocations. All full-time day students are expected to attend these programs. Dates and specific information about the programs are published at the beginning of the Fall and Spring Semesters by the Office of the Provost/Dean of the Faculty.

COURSE LOAD

A student must be registered for a minimum of 12 hours of credit per semester to be considered a full-time student. The normal load for a student planning to graduate with a degree in four years is 15 academic credits per semester or 30 credits each academic year.

Work successfully completed during a summer session is counted toward the 120 academic credits required for graduation, as is the case with transfer or advanced placement credit, but it does not count in the application of Standards of Satisfactory Progress (see page 38) in any academic year.

First-Semester Freshman enrollment is limited to a maximum of five (5) courses worth 3 or more credit hours and a maximum of 18 credit hours. First-Semester Transfer students may enroll in at most 22 hours their first semester. For subsequent semesters transfer students are subject to the GPA requirements for all students.

All returning students wishing to take more than 17 credit hours must have a GPA of 3.0 or higher for the preceding Fall or Spring Semester. In unusual circumstances a student who does not meet this requirement may be permitted to take more than 17 credit hours with permission of the advisor and the student's Associate Dean(s), or in the case of a student who has not declared a major, with the permission of the Provost/Dean of the Faculty. Candidates for the upcoming commencement who do not meet the GPA requirement to take more than 17 credit hours may do so with the permission of the advisor and the Registrar. Students may not enroll in more than 22 hours during the Fall or Spring Semester or more than seven credit hours during the traditional Summer Session. Note: Enrollment in more than 18 hours results in Overload Fees (see page 12 for details).

FINAL EXAMINATIONS

Final examinations are held during specific days at the end of each semester. Attendance at all scheduled and announced final examinations is required. The timetable for these examinations is listed with the College's calendar at the beginning of this catalog and is available on the College's web site.

A student who is unable to take a final examination at the scheduled time may not reschedule the examination without written permission from the instructor's Associate Dean. Permission will be granted only for illness or other compelling reasons, such as participation in scheduled events off-campus as an official representative of the College. Students with more than two exams officially scheduled on the same day may submit a petition to the student's Associate Dean for rescheduling consideration.

APPLICATION FOR GRADUATION

All students must file with the Registrar an application to graduate. The form, available on-line only, should be submitted during or prior to preregistration for the final academic year. The form is used for major verification and to determine eligibility for graduation. Failure to submit the form may cause a delay in graduation due to unfulfilled requirements and/or faculty approval to graduate.

A Spring Semester candidate for graduation must have all official final transcripts on file in the Office of the Registrar on or before May 1st. This deadline will likely prevent a candidate for graduation from taking courses off-campus, including consortium courses, during the Spring Semester preceding graduation.

A student taking classes in his/her final term of Summer or Fall must have all official final transcripts sent to the Office of the Registrar immediately following the completion of the respective term in order to secure the corresponding Summer or Fall graduation date.

Note should be taken that an official transcript is one that is mailed directly from the corresponding institution to the Office of the Registrar at Huntingdon College. No "student issued" or hand-carried transcripts will be accepted.

All financial obligations to the College must be discharged before a final transcript indicating graduation will be issued. The conferral of the degree is officially certified by the student's transcript of record.

REGISTRATION PROCEDURES

On specific dates in the latter part of each semester, as stated in the College Calendar, currently enrolled students may preregister for the upcoming semester. Final registration takes place at the beginning of a new semester on dates indicated in the College calendar. During final registration newly-entering students and others not preregistered may register for the semester. **Each student must register in person. Students must have their schedules approved by their faculty advisor(s) before submitting their schedule to the Office of the Registrar.**

Students who do not complete registration properly or who fail to clear all financial obligations to the College are not considered officially enrolled and will be denied all credit for the semester. Registration after the announced registration period involves payment of a late registration fee. **A student may not register and enter classes after the first five business days of the semester.**

PREREQUISITES

It is the student's responsibility to check prerequisites for any course for which he or she registers. A prerequisite is a course or other preparation that must be completed before enrolling in an advanced course. The student is responsible for determining, prior to registration, if all prerequisite requirements have been met for individual classes in which enrollment has occurred. Prerequisite information is contained in the course description section of the catalog. Students may automatically be removed from courses by the Office of the Registrar for which they have not completed the prerequisite.

CHANGES IN REGISTRATION

For the first five business days of each semester (for specific dates, see College calendar pages ii and iii), a student may add or drop courses. Courses dropped during this period are removed from the student's transcript. During business days six through eight of each semester (for specific dates, see College calendar pages ii and iii), a student may add classes by permission of the student's advisor, the instructor, and the instructor's Associate Dean. To add or drop a course, a student must bring a Add/Drop form to the Office of the Registrar with appropriate signatures. Unless a course change is made in this manner, it has no official standing and will not be recognized by the College.

WITHDRAWAL FROM A COURSE

After the end of the official Add/Drop period, but prior to the end of the tenth week of the semester, a student may withdraw from a course by returning a completed **Course Withdrawal Form** to the Office of the Registrar signed by the student, the instructor, and by the student's Academic Advisor (or the Director of the FYEX Program, if the student has not declared a major) and brought by the student to the Office of the Registrar. If the Course Withdrawal Form is formally received by the Office of the Registrar prior to the end of the fifth week (for specific dates, see College calendar pages ii and iii), the student's transcript will indicate a grade of "W." If the Course Withdrawal Form is formally received by the Office of the Registrar after the end of the fifth week but prior to the end of the tenth week (for specific dates, see College calendar pages ii and iii), the student's transcript will indicate a grade of "WP" or "WF" as assigned on the form by the instructor. The form must be brought by the student to the Office of the Registrar. Unless a course withdrawal is handled in this manner, it has no official standing and will not be recognized by the College, and the student will remain enrolled in the course and receive an appropriate grade, typically an "F."

In relation to withdrawing from one or more courses, please note the following:

- the grades of "W," "WP," and "WF" are not used in the calculation of the grade point average;
- financial adjustments will not be made for withdrawals formally processed after the third week, or if a student retains full-time status;
- withdrawal may also affect athletic eligibility, on-campus residency, or veteran's benefits.

PASS/NO CREDIT

A student who chooses to take a course on a Pass/No Credit basis, other than courses taught strictly on a Pass/No Credit basis, must complete the **Application for a Course to be Evaluated on Pass/No Credit Basis** card any time during the first eight weeks (for specific dates, see College calendar pages ii and iii). Courses used to satisfy the basic degree requirement, i.e. core curriculum, major or minor, may not be taken on a Pass/No Credit basis. A graded course may not be repeated on a Pass/No Credit basis. A grade of "P" is assigned when a student satisfactorily completes the P/NC course with the equivalent of a "D" or better at which point the student earns the respective credit hours. Otherwise the student will receive an "N," and no credit will be awarded. Pass/No Credit classes are not reflected in the student's grade point average. The application is available in the Office of the Registrar.

AUDIT (NO-CREDIT OPTION FOR COURSES WHICH DO NOT REQUIRE PARTICIPATION)

Students who wish to audit a course are required to complete an **Application for a Course to be Evaluated on an Audit Basis** and file it with the Office of the Registrar. Students who register for a course in this manner are expected to attend all regular classes. Students auditing a class may participate at the discretion of the instructor. A student who first enrolls for auditor status may change to credit status only during the first five business days of each semester. Students who first register for credit may change to auditor status any time during the first eight weeks (for specific dates, see College calendar pages ii and iii). Courses audited are not included in the total credits earned or the cumulative grade point average. However, the credit value of any course audited is computed in the assessment of tuition. Courses used to satisfy the basic degree requirement, i.e. core curriculum, major or minor, may not be taken on an Audit basis.

NON-CREDIT (NO-CREDIT OPTION FOR COURSES WHICH REQUIRE PARTICIPATION)

Students who wish to enroll in a course for non-credit are required to complete an **Application for a Course to be Evaluated on a Non-Credit Basis** and file it with the Office of the Registrar. Students who register for a course in this manner are expected to attend all regular classes. A student who first enrolls for non-credit may change to credit status only during the first five business days of each semester. Students who first register for credit may change to non-credit status any time during the first eight weeks (for specific dates, see College calendar pages ii and iii). Courses taken for non-credit are not included in the total credits earned toward a major or degree or the cumulative grade point average. However, the credit value of any course taken for non-credit is computed in the assessment of tuition. Courses used to satisfy the basic degree requirement, i.e. core curriculum, major or minor, may not be taken on a Non-Credit basis.

REPEATING COURSES

Although Huntingdon does not remove the original grade from the permanent record, the College will permit a student to repeat a course under the conditions listed below.

A student:

- may have only one lower course grade of any given course removed from the computation of the cumulative GPA;
- may not repeat a course for a higher grade on a pass/no credit basis unless the course was initially taken on a pass/no credit basis;
- may not repeat a course that was originally taken on a Pass/No Credit basis for a grade and count the hours twice;
- may not repeat for a higher grade at another college or university a course initially taken at Huntingdon College;
- must complete, sign, and submit a **Request to Repeat a Course** form at the time of registration in order to take advantage of this policy.

*Additional credit hours may not be earned when repeating a course for a higher grade.
Huntingdon College does not guarantee the availability of any course for repetition.*

ACADEMIC CREDIT POLICIES

TRANSFER CREDIT (CREDIT ELSEWHERE)

A currently enrolled student who wishes to take course work at another college or university and apply that work toward the requirements for a Huntingdon College degree must secure approval of his or her program advisor, Associate Dean, the Teacher Certification Officer (if the student is seeking teacher certification), and the Registrar. The Registrar will determine suitability of the course and certify the student's academic standing and course equivalency. **Credit may not be granted at Huntingdon for any course not specifically approved in advance.**

A student:

- may not repeat at another college or university a course initially taken at Huntingdon College;
- who has accumulated as many as 64 semester hours from two year institutions, may only take work at a four year college or university;
- may not exceed the normal load permitted at Huntingdon College during the same period;
- may not take at the other college or university any course or courses being offered at Huntingdon College in the same semester or term;
- may not apply correspondence or extension credit toward a major;
- may not take more than one course in the last 30 hours outside of Huntingdon College (excluding courses through the Montgomery Higher Education Consortium).

Refer to the section titled Application for Graduation (page 33) for additional restrictions on transfer credit that apply to candidates for graduation.

An official transcript showing completion of coursework must be sent to the Huntingdon College Office of the Registrar in order for credit to be granted. Credit will be granted for any approved course completed with a grade of “C” or better, or in the case of a course taken on Pass/Fail basis, a grade of “P” (the “P” must equate to a “C” or better). The credit granted is indicated on the student’s transcript; however, the only grades recorded on the student’s permanent record are those which he or she earns at Huntingdon College.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

Credit will not be granted for General Examinations taken after the student has entered college. Credit will not be granted for a lower sequence course if a more advanced course has been completed. In any one discipline a maximum of 12 semester hours may be earned. Huntingdon awards up to 30 semester hours of credit for satisfactory scores (50th percentile or higher) on the College Level Examination Program.

Current students who wish to take courses under this agreement must secure the approval of their academic advisor, the Teacher Certification Officer (if the student is seeking teacher certification) and the Registrar. Students should contact the Office of the Registrar if they have questions concerning CLEP. **A \$25.00 recording fee per awarded credit hour is assessed.**

CONSORTIUM COURSE WORK

Full-time students may enroll in one course per semester under the Montgomery Higher Education Consortium which include Auburn University Montgomery and Faulkner University. Tuition and registration fees are covered by tuition paid at Huntingdon. Special fees (e.g. laboratory fees) are the responsibility of the student. Students who wish to take courses under this agreement must secure the approval of their academic advisor(s), Associate Dean(s), the Teacher Certification Officer (if the student is seeking teacher certification) and the Registrar. **Credit may not be granted for a course not specifically approved in advance.**

A student may not:

- repeat at another college or university a course initially taken at Huntingdon College;
- exceed the normal load permitted at Huntingdon College during the same period;
- take at another college or university in the area any course or courses being offered at Huntingdon College in the same semester or term;

Refer to the section titled Application for Graduation (page 33) for additional restrictions on transfer credit that apply to candidates for graduation.

For Consortium coursework, the title, grade and quality points from each course taken through the Consortium are recorded on the student’s transcript with the Huntingdon courses taken during the corresponding semester. Furthermore, the grade and quality points impact the student’s academic record quantitatively with both semester and cumulative GPA as though the course was taken Huntingdon.

An official transcript at the end of each corresponding semester is required by the Huntingdon College Office of the Registrar. Approved consortium courses may count toward the terminal residence requirement of 30 semester hours.

Details of the conditions of eligibility, policies, procedures, and consequences of participation are available from the Office of the Registrar upon request.

GRADING POLICIES

COURSE GRADES AND POINTS

The quality of achievement in a course is measured as follows:

- A Excellent; earns four grade points per semester hour.
- B Good; earns three grade points per semester hour.
- C Average; earns two grade points per semester hour.
- D Poor; earns one grade point per semester hour.
- F Unsatisfactory; earns no grade point per semester hour.
- I Incomplete; a temporary notation used only when course requirements have not been completed **due to illness or extenuating circumstances beyond the control of the student.** The assignment of an Incomplete must be approved by the instructor’s Associate Dean prior to being processed by the Office of the Registrar. The instructor will also submit to the Office of the Registrar a preliminary final grade (based on the student’s performance to-date). If a final grade is not assigned by the instructor prior to the beginning of the exam period of the next regular semester, then the preliminary grade will be assigned as the final grade by the Office

of the Registrar. During the period the Incomplete is on the student's record, the transcript will indicate both the "I" and the preliminary grade (e.g. "IB" would appear if the preliminary grade assigned is a "B.")

It is the student's responsibility to maintain contact with the instructor, to complete the course work, and to verify that the instructor submits a final grade to the Office of the Registrar.

The temporary notation, regardless of the preliminary grade, does not count in the calculation of GPA. The student will be notified in writing of all grade adjustments and the affects on the applicable semester GPA and cumulative GPA. **An Incomplete cancels eligibility for annual honors, i.e. Dean's List of Honors, Dean's List of High Honors, and graduation honors. In addition, an Incomplete may prohibit a student from participating in College sponsored activities.**

- N No credit; used for a course graded on a Pass/No Credit basis. If a grade of "F" is earned, the grade will be recorded as "N." This does not count in the grade point average.
 - P Pass; used for courses graded on a Pass/No Credit basis. If a grade of "A," "B," "C," or "D," is earned the grade will be recorded as "P." Semester hours are earned, but not grade points, and thus, does not affect the student's GPA.
 - S Satisfactory; used for attendance courses in which credit cannot be earned. This does not count in the grade point average.
 - U Unsatisfactory; used for attendance courses in which credit cannot be earned. This does not count in the grade point average.
 - W Withdrawal; indicates that the student withdrew from the course during the first five weeks of the semester or from the College prior to the end of the tenth week of the semester.
 - WP Withdraw Passing; indicates the student was passing the course at the time of withdrawal, which occurred after the fifth week and prior to the end of the tenth week of the semester.
 - WF Withdraw Failing; indicates the student was failing the course at the time of withdrawal, which occurred after the fifth week and prior to the end of the tenth week of the semester.
- Note: Grades of W, WP, and WF are not used in the calculation of the grade point average.**
- Y Audit; designation for a course in which a student elects not to earn credit and active participation is not required. Participation courses, i.e. laboratory, music (private instruction), art (ceramics), etc., cannot be audited. This does not count in the grade point average.
 - Z Non-Credit; designation for a course in which a student elects not to earn credit and active participation is required. This does not count in the grade point average.

GRADE REPORTS AND GRADE POINT AVERAGE

All grades are entered into the student's permanent record (transcript) at the end of each semester. Huntingdon College grade reports are made available to students on the College's web site. Upon request semester grades will be sent to the student's permanent address on file with the Office of the Registrar at the completion of the semester.

The grade report will indicate the final grades for all courses taken during the semester, the semester hours attempted, the quality points and credits earned, and the semester grade point average. Also included on the grade report will be a record of the total number of hours attempted, the total quality points earned, and the cumulative grade point average. The grade point average is computed by multiplying the quality points earned by the credit hours of each course and then by dividing the total quality points earned by the total credit hours attempted as indicated by the following example:

3 semester hours with an	A • 4	=	12 quality points
3 semester hours with a	B • 3	=	9 quality points
3 semester hours with a	C • 2	=	6 quality points
3 semester hours with a	D • 1	=	3 quality points
<u>3 semester hours with an</u>	<u>F • 0</u>	<u>=</u>	<u>0 quality points</u>
15 semester hours			30 quality points
30 quality points ÷ 15 hours attempted = 2.00 GPA			

CHANGE IN GRADE/GRADE APPEALS

A course grade, which has been reported by an instructor to the Office of the Registrar, cannot be changed without a properly executed **Adjustment of Student's Academic Record** card signed by the instructor and the instructor's Associate Dean. Students who believe that an incorrect grade was awarded by the instructor, or who perceive that other problems may exist for which an appeal is warranted, should contact the Office of the Provost for a current copy of the academic grievance procedure.

ACADEMIC HONORS

DEAN'S LIST

At the end of each regular semester, the Provost/Dean of the Faculty issues a list of students who have achieved academic distinction. To be eligible for the Dean's List, a student must have received letter grade evaluations on at least twelve hours during the semester and must have completed all course work for the semester. An Incomplete (I) on a student's grade report precludes the student's inclusion on the Dean's List.

The **Dean's List of High Honors** recognizes those who achieve semester grade point averages in the range of 3.80 - 4.00.

The **Dean's List of Honors** recognizes those who achieve semester grade point averages in the range 3.60 - 3.79.

HONORS AT GRADUATION

Honors at graduation are conferred upon students who complete work for the Bachelor of Arts degree with high distinction: Cum Laude, Magna Cum Laude, and Summa Cum Laude. These honors are recorded on the student's transcript and diploma.

To be eligible for Cum Laude and Magna Cum Laude status, a student must complete a minimum of 45 hours at Huntingdon College evaluated on a graded basis and have a minimum GPA of 3.5. To be eligible for Summa Cum Laude status, a student must complete a minimum of 120 hours at Huntingdon College evaluated on a graded basis.

The minimum GPA to have the honor of Cum Laude or Magna Cum Laude conferred, is based on the number of hours graded at Huntingdon College and is calculated using a linear scale. Examples of the linear scale are given in the table below. Details of the calculation process are available from the Office of the Registrar.

	Required GPA for Cum Laude status	Required GPA for Magna Cum Laude status
120 hours graded	3.500	3.750
90 hours graded	3.600	3.825
60 hours graded	3.700	3.900
45 hours graded	3.750	3.938

Students may also receive program honors upon the recommendation of the major program and the corresponding school, a grade of A or B in Program Honors 491, and a final cumulative grade point average of 3.50 or higher.

ACADEMIC STANDING

CLASSIFICATION OF STUDENTS

Class designation is based on the number of hours the student has earned in courses offered at Huntingdon College, transferred from other accredited institutions, or awarded through AP, CLEP, IB, or DANTES credit. The following is an explanation of class designation:

Freshman: A student who has earned **0 - 23 hours of credit.**

Sophomore: A student who has earned **24 - 56 hours of credit.**

Junior: A student who has earned **57 - 89 hours of credit.**

Senior: A student who has earned **90 or more hours of credit.**

Class designation does not necessarily reflect the student's readiness to graduate, progress in the chosen program of study, or the number of semesters of attendance.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

Each student is expected to maintain satisfactory academic standing and progress toward the baccalaureate degree. Continuation in college, various privileges, and opportunities for leadership activities are governed by the student's academic standing and classification. Students who do not maintain a grade average of sufficient quality to insure meeting graduation requirements are subject to academic disciplinary action.

SATISFACTORY PROGRESS

Satisfactory progress toward degree completion is defined as meeting or exceeding the following cumulative grade point average (GPA) requirements. Total Hours Attempted refers to the sum of hours transferred, AP, CLEP, IB, or DANTES credit hours, and the number of hours attempted at Huntingdon College.

- At the end of the first semester in which a student has 24 or more Total Hours Attempted, a student should have a cumulative grade point average of at least 1.70.
- For any subsequent semester, the following table provides the requisite minimum cumulative GPA based on Total Hours Attempted:

Total Hours Attempted	Minimum Cumulative GPA
24 - 56	1.80
57 - 89	1.90
90 or more	2.00

SCHOLASTIC PROBATION

A student will be placed on scholastic probation for the following regular semester (Fall or Spring Semester) of enrollment if one of the following occurs:

- the student earns in any regular semester (Fall or Spring Semester) a grade point average of less than 1.50;
- the student fails more than one-third of the academic load in any regular semester;
- the student is not making Satisfactory Progress, as defined above, toward degree completion.

These criteria are reviewed after grades have been posted at the end of each regular semester (Fall or Spring) to determine a student's probationary status for the subsequent regular semester of enrollment. While on Scholastic Probation, a student is not in "good standing" and may not participate in any extracurricular activities. Extracurricular activities are defined as those sponsored by any agency of the College and for which the student does not receive a grade.

Additionally, students who receive an Incomplete in one or more courses and are in danger of not maintaining satisfactory progress may be subject to placement on Extracurricular Ineligibility. With this status, a student is not in "good standing" and may not participate in extracurricular activities, but since this is an institutional designation, it does not appear on the student's transcript. At the point when all Incompletes have been replaced by a grade, the student's extracurricular ineligibility status will be reviewed and adjusted as appropriate.

ACADEMIC SUSPENSION

A student whose academic performance results in Scholastic Probation being assigned at the end of three consecutive regular semesters of enrollment will be placed on Academic Suspension. Being placed on Academic Suspension means that the individual is not eligible to attend courses at Huntingdon until the suspension has been removed. Students who have been suspended must petition the Provost/Dean of the Faculty in writing for readmission. The first suspension will ordinarily be for the duration of one regular semester (Fall or Spring), the second suspension for a full academic year, both beginning immediately following the semester of suspension.

WITHDRAWAL FROM THE COLLEGE

Students wishing to withdraw during a semester of attendance must obtain an **Application for Student Withdrawal** form in the Office of the Registrar to certify exit conferences with the Vice President for Enrollment Management, the Dean of Students, the Director of Financial Aid (if applicable), and the Student Account Manager or Cashier's Office.

Withdrawal must be completed in person and will only be recognized with the completion and return of the withdrawal form to the Office of the Registrar. A telephone call, or written statement of any kind (other than the Application for Student Withdrawal form), indicating the intent to withdraw does not constitute an official withdrawal. Grades assigned at the time of withdrawal will be determined by the date of the withdrawal. Students withdrawing on their own initiative prior to the end of the tenth week of the semester (for specific dates, see College calendar pages ii and iii) of classes will be assigned a "W" in lieu of a regular grade for each course. After these dates, a grade of "F" is recorded unless the withdrawal is caused by an emergency beyond the control of the student, in which case a "W" is assigned with the approval of the Provost/Dean of the Faculty. The College may require withdrawal at any time if it deems it to be in the best interest of either the student or the College. If the cause for withdrawal is sufficient and the standing of the student warrants, it will be permitted without assignment of grades; otherwise, the grade will be "F" in each subject.

LEAVE OF ABSENCE

A leave of absence means that a student in good academic and financial standing, who is eligible for continued enrollment, ceases to be enrolled and is guaranteed readmission.

Students submit a written **Application for Leave of Absence** to the Office of the Vice President for Enrollment Management prior to the beginning of the semester in which the leave will take effect. To be confirmed, leave forms must be signed by both the student and the Vice President for Enrollment Management.

Leaves are granted for a finite period of time, and normally may not exceed two regular semesters. A leave normally will not be granted to students on Scholastic Probation or Disciplinary Probation.

While on leave, the student's status is temporarily inactivated. A leave of absence guarantees an individual's readmission only if the student returns within the time frame agreed upon in the Application for Leave of Absence. A leave does not guarantee housing upon the student's return.

Upon readmission, students must reapply for financial aid according to the Office of Financial Aid policies and procedures in effect at that time. The student is also subject to any other College policies that may have been implemented during the student's absence.

TRANSCRIPTS

A transcript may only be issued by the Office of the Registrar upon written request of the student or former student. One should allow five to seven working days after clearance from the Business Office for processing. During the busiest periods (processing of final grades, registration, graduation), transcripts may be delayed.

Official copies of Huntingdon College transcripts bear the College seal and the College Registrar's or Associate Registrar's signature and are sent directly to the schools, organizations, or individuals as indicated on the signed written request of the student or former student. Upon signed written request, individuals may also receive official copies of his or her transcript which are stamped "Issued to Student."

An initial transcript is provided free of charge as a service to students. Subsequent requests are \$4.00 per transcript. All transcripts are sent first-class mail. Other methods of delivery (e.g. overnight, etc.) are available on request and for an additional charge.

Requests for transcripts received by FAX will be processed provided the request contains the required information, and a valid credit card number with expiration date for billing purposes. (Detailed instructions are available by calling 334-833-4430.) If the FAX does not contain the correct credit card information, transcripts will not be issued until the appropriate fee is received. Copies of transcripts will not be sent as a FAX unless so stipulated in the written request. Huntingdon assumes no responsibility for confidentiality for such records.

Transcripts will not be provided for students, current or former, or alumni with overdue accounts or other financial obligations to the College. Once a student's financial obligations to the College have been met, it is the requestor's responsibility to ask the Cashier's Office to notify the Office of the Registrar of the release of the transcript.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Huntingdon College complies with the provisions of the Family Educational Rights and Privacy Act of 1974, as amended. This federal law provides that an institution will maintain the confidentiality of student records, and it provides students and parents of dependent students with the right to inspect and review information contained in their educational records, to challenge the contents of their educational records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels are unacceptable.

At its discretion, in response to individual inquiry or by publication, the College will provide Directory Information in accordance with the provisions of the Act to include: student name, address, telephone number, date and place of birth, major field of study, classification, study load, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Students may withhold Directory Information by notifying the Office of the Registrar in writing.

A detailed statement of policies and procedures pertinent to Huntingdon's implementation of FERPA is available on the College's web site.

VETERANS' AFFAIRS

Huntingdon College is approved for the education of veterans eligible for benefits under programs of the Veterans Administration. Approval is granted by the State Approving Agency of the State Department of Education under authority of Title 38, United States Code, Chapter 36, Section 3675. The Department of Veterans Affairs (DVA) regulations (Title 38, Code of Federal Regulations) determines the eligibility of veterans, service personnel, and other eligible individuals, and approves the payment of benefits.

The programs under which students may be eligible for DVA educational benefits are listed below. To determine specific eligibility requirements students should direct their questions to the DVA Regional Office at 1-800-827-1000.

A partial listing of entitlement programs includes:

- Montgomery GI Bill Active Duty Educational Assistance Program (Chapter 30)
- Post Vietnam Era Veterans Educational Assistance Program (VEAP) (Chapter 32)
- Survivors' and Dependents' Educational Assistance Program (Chapter 35)
- Montgomery GI Bill Selected Reserve (Chapter 1606)
- Reserve Education Assistance Program (Chapter 1607)

Students expecting to receive benefits must file an application for benefits with the Office of the Registrar, as certification cannot be made until the application is on file. Students receiving benefits must adhere to the rules and regulations established by the Department of Veterans Affairs. Specific guidelines have been established in regard to admission to the College; evaluation of prior credit; matriculation and satisfactory progress; proper degree pursuit and change of program; changes in enrollment, repeated or excessive courses, and overpayment; and attendance policy. Questions concerning these areas may be addressed to the Office of the Registrar.

REQUIREMENTS FOR GRADUATION

GENERAL DEGREE REQUIREMENTS

The College awards the degree of Bachelor of Arts (B.A.) to candidates approved by the faculty. Degrees are conferred at the annual commencement ceremony by the President through the power vested in that office by the Board of Trustees of Huntingdon College. The College requires each undergraduate to plan, with the help of an academic advisor and within the framework of the general degree requirements, a program of liberal education suited to his or her particular needs and interests.

A student should carefully study all courses and other requirements needed for the degree. Each student is responsible for all requirements as stated, and careful attention to the core and the specific program of study will result in completion of the requirements for graduation in the minimum time.

- The minimum requirement for a Huntingdon degree is 120 semester hours, of which a maximum of four may be in physical activities.
- At least 25% of the hours required for graduation must be completed at Huntingdon College.
- Not more than one course in the last 30 hours may be taken outside of Huntingdon College (excluding courses through the Montgomery Higher Education Consortium).
- A maximum of ten percent (12 credit hours) of the courses used to meet the 120 hour graduation requirement may be seminars, which are listed under the various academic disciplines.
- A cumulative grade point average of 2.00 is required on all courses taken at Huntingdon. In addition, a cumulative grade point average of 2.00 must be maintained on all courses taken at Huntingdon after junior standing (57 hours) is attained. At least 90 semester hours or a minimum of three-fourths of the academic work completed must be earned on a graded basis.
- A grade of "C" or higher is required in each course presented to fulfill the requirements for a major or minor. For some programs or individual majors, these requirements are higher.
- Participation in local and or national program testing in the major field, administered on Senior Test Day, is also required of all students.
- Successful completion of the Basic Computer Competency Test (see page 45).
- Completed graduation application is required the semester prior to graduation (see page 33).
- All students entering Huntingdon College for the first time are required to enroll in and successfully complete the one semester hour course entitled "The First-Year Experience Seminar, FYEX 101." Transfer students who have completed and transferred 18 or more semester hours of college credit, exclusive of dual enrollment, AP, CLEP, IB, and DANTES credit, are exempt from taking this course.

CORE CURRICULUM

As a liberal arts, Methodist-related institution, Huntingdon College provides a core curriculum that has as its mission:

- to assist students in making a successful transition into the collegiate environment;
- to develop in students the ability to gather, analyze and effectively use information to build knowledge;
- to develop an understanding of the value of examining ideas and issues from a variety of perspectives;
- to develop fundamental skills in written and oral communications;
- to develop a breadth of knowledge in the humanities, arts, natural and social sciences and recognize the interrelatedness of knowledge;
- to understand the Judeo-Christian tradition; and
- to develop an appreciation for the value of contributing positively to one's community.

To fulfill the mission of the Core Curriculum, the College's Faculty has prescribed a curriculum which each student must complete. This curriculum consists of a combination of specifically required courses and of academic areas from which a student selects a predetermined number of courses. Furthermore, because some of these courses are so fundamental to the mission of the core curriculum or to the mission of the College, enrollment in the course is required, meaning the student may not drop or withdraw, during the student's first year of attendance.

The description of the core curriculum is divided into two parts: Core Overview and Core Courses. The Core Overview is a list of the seven categories in which the requirements have been sorted. In this overview, a brief statement of the academic intent of the courses is given, as well as statements regarding which courses are required during the first year of enrollment. The second part of the description, Core Courses, is a listing of the specific courses which fulfill the requirement in each of these seven areas of the core curriculum.

CORE OVERVIEW

- I. **Transition to College Life** (1 hour) - A seminar designed to aid the student in adjusting to the collegiate environment and its expectations. **This course is required (cannot drop or withdraw) during the first semester of enrollment for each student admitted as a New Freshman or admitted as a Transfer student with less than 18 hours of transfer credit.**
- II. **Written and Oral Communication** (9 hours) - Composition and public speaking courses designed to enhance the student's ability to communicate. **The composition courses are required (cannot drop or withdraw) during the students first year of enrollment - Composition I during the Fall Semester and Composition II during the Spring Semester (assuming successful completion of Composition I).**
Students with a score of 28 or higher on English sub-score of the ACT are exempt from the first composition course (ENGL 103, Composition I).
- III. **Judeo-Christian Tradition** (12 hours) - Biblically based courses which broaden a student's understanding of the Judeo-Christian tradition. **All incoming students are required (cannot drop or withdraw) to take one course in religion during each of the first two semesters of enrollment.** A student admitted as a New Freshman or admitted as a Transfer with less than 57 hours is required to complete four courses (12 hours) of Religion at Huntingdon. Specifically, the student is required to take the Judeo-Christian Tradition Part I during the first year of enrollment and two additional courses from the Judeo-Christian Tradition Part II list. A Transfer student admitted with 57 or more hours is required to complete two courses (6 hours) chosen from the Judeo-Christian Tradition Part II list (see below) at Huntingdon.
- IV. **Historical Foundation** (6 hours) - Two courses designed to enhance the student's knowledge of the development of western civilization.
- V. **Aesthetic Expression** (9 hours) - This category, designed to expand the student's understanding and appreciation of aesthetic expression, consists of a two course requirement in literature and a one course requirement in either art or music appreciation.
- VI. **Science and Mathematics** (9 hours) - Science and mathematics courses, two in science and one in mathematics, intended to expand the student's understanding of scientific knowledge and procedures and the logical thought processes related to mathematics.
- VII. **Social Awareness** (3 hours) - One course, chosen from a list of three, designed to increase the student's understanding of one of three academic areas.

CORE COURSES

I. TRANSITION TO COLLEGE LIFE

First-Year Experience Seminar (FYEX)		1 hour
101	Huntingdon 101: First-Year Experience Seminar ¹	1
¹ Required (cannot drop or withdraw) first semester of enrollment.		

II. COMMUNICATION: WRITTEN AND ORAL

Written Communication

English (ENGL)		6 hours
103	Composition I ²	3
104	Composition II ³	3
² Required (cannot drop or withdraw) Fall Semester of first year of enrollment.		
³ Required (cannot drop or withdraw) Spring Semester of first year of enrollment.		

Oral Communication

Communication Studies (CMST)		3 hours
233	Effective Public Communication	3

III. JUDEO-CHRISTIAN TRADITION

Judeo-Christian Tradition Part I (6 hours)

Religion (REL)		6 hours
101	Survey of the Hebrew Scriptures ⁴	3
102	Survey of the New Testament Scriptures ⁵	3
⁴ Required (cannot drop or withdraw) Fall Semester of first year of enrollment.		
⁵ Required (cannot drop or withdraw) Spring Semester of first year of enrollment.		

Judeo-Christian Tradition Part II (6 hours)

two courses chosen from:

Religion (REL)		6 hours
201	Introduction to Christian Theology	3
233	World Religions	3
250	Christian Ethics	3
311	Torah and Prophets	3
312	Jesus and Gospels	3
313	Wisdom and Poetic Literature	3
314	Pauline and Johanne Texts	3
345	Methodism	3
400	Special Topic - Theology and Ethics	3
401	Special Topics (Biblical Topic)	3

Note: Each of the above courses numbered above 300 have either REL 101 or REL 102, or both, as a prerequisite - see course descriptions (starting on page 130) for specific prerequisites.

IV. HISTORICAL FOUNDATION

History (HIST)		6 hours
101	Western Civilization I	3
102	Western Civilization II	3

V. AESTHETIC EXPRESSION

Fine Art Appreciation **3 hours**

one course chosen from:

Art (ART)		
210	Art Appreciation	3

Music (MUS)		
210	Music Appreciation	3

Literature **6 hours**

two courses chosen from:

English (ENGL)		
211	English Literature I	3
212	English Literature II	3
221	American Literature I	3
222	American Literature II	3

VI. SCIENCE AND MATHEMATICS

Biological Science Requirement **3 hours**

one course chosen from:

Biology (BIOL)		
101	Principles of Biology	3
161	Environmental Science	3

Physical Science Requirement **3 hours**

one course chosen from:

Chemistry (CHEM)		
105	General Chemistry	3

Physical Science (PHSC)		
102	Physical Science	3

Mathematics Requirement

3 hours

Mathematics (MATH)

one course chosen from:

175	Mathematical Concepts for the Natural and Social Sciences	3
176	Mathematical Concepts in the Digital Age	3
255	Calculus I	3

VII. SOCIAL SCIENCE

Social Science Requirement

3 hours

one course chosen from:

Economics (ECON)

201	Principles of Microeconomics	3
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Psychology (PSYC)

201	General Psychology	3
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Political Science (P SC)

201	American Government	3
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COMPUTER COMPETENCY

The College expects its graduates to be competent in the use of the computer including the basic skills of:

1. essential computer operations and terminology;
2. using the World-Wide-Web;
3. sending and receiving e-mail;
4. preparing documents with word-processing software; and
5. preparing reports with spreadsheet software.

To demonstrate this competency, students are required to successfully complete the Basic Computer Competency Test. This is normally done the students' first year at the College but must be done prior to graduation. The College assists students in accomplishing this through the First-Year Experience Program.

THE MAJOR

Each student is expected to acquire considerable mastery of a particular discipline or interdisciplinary area and achieve a breadth of intellectual experience. Therefore, the student must complete a major, an interdisciplinary major or a four-year teacher education program (which contains a major). Students are responsible for meeting the requirements of a major as stated in the catalog for the year in which they matriculated, although they have the option of meeting requirements in the major that may have been changed subsequent to matriculation by changing catalogs. Transfer students must earn a minimum of nine semester hours of the hours required for their major at Huntingdon College. Of these nine hours at least three hours must be numbered 300 or above.

A student who completes requirements for multiple majors will have each major recorded on the official transcript. Hours in courses which apply to multiple majors may count toward both majors as long as at least 21 non-repetitive hours are taken in each major, and the requirements set by the program are met. A student who selects a major with a required area of concentration should identify the area of concentration upon declaring the major. The area of concentration will also be recorded on the official transcript.

CHANGE OF MAJOR

To change a major, the student must contact the Associate Dean of the School in which the new major is housed. **Change of Major** forms are available in the Office of the Registrar and on the College's web site. The completed form must be returned to the Office of the Registrar before the change of a major and advisor can be initiated and the new major listed on the student's record.

DISCIPLINARY MAJOR

The courses for a disciplinary major may include introductory or basic prerequisite courses in addition to higher level courses in the major program or in the major program and related program areas. A minimum of 30 semester hours and a maximum of 42 semester hours in a discipline may be credited toward the 120 degree requirement. Students who exceed the 42 hour limit in a discipline increase the total number of academic hours required for graduation (the number of hours in excess determines the additional hours required).

Disciplinary majors are available in Accounting, Athletic Training, Art, Biology, Biochemistry, Business Administration, Cell Biology, Chemistry, Communication Studies, Elementary Education, English, History, Human Performance, Mathematics, Piano Pedagogy/Performance, Political Science, Psychology, Religion, and Theater Studies. The courses required for a disciplinary major are specified by the program and appear in the section titled Courses of Instruction.

SELF-DESIGNED MAJOR

An alternate means of satisfying the major requirement is the Self-Designed Interdisciplinary major, which must promise benefits not obtainable through any established major. This major provides an opportunity for a student in an area that can best be covered by selecting course work from two or three academic programs and is developed in consultation with the Associate Dean(s) involved. The final proposal for the Self-Designed Interdisciplinary major must be submitted by the Associate Dean(s) to the Committee on Academic Policy no later than midterm of the second semester of the sophomore year for approval and assignment of advisor(s). The proposal should include a complete listing of courses as well as a description of the manner in which the senior capstone, if required, will be structured. The major consists of not fewer than 36 hours of courses suited to the student's educational objectives. Eighteen of these 36 hours must be in 300 or 400 level courses offered at Huntingdon College or approved for credit by the faculty, and must be related to the area of concentration or interest.

Grade requirements for the interdisciplinary majors are consistent with those for disciplinary majors.

TEACHER EDUCATION PROGRAM

The Teacher Education Program leads to a Bachelor of Arts degree with teacher certification approved by the Alabama State Board of Education. The program offers a major in Elementary Education, as well as, secondary and P-12 certification in selected fields. The secondary certification programs are Chemistry, History, and Mathematics. Secondary certification is also available in the comprehensive field of English Language Arts with a major in English. P-12 certification is available in Art.

MINOR

Academic minors are available to students who wish to supplement their major field of study with another academic concentration without fulfilling all the requirements of a second major. Minors are available in some programs, but not all. The minimum requirement for a minor is 18 semester hours. A student who completes requirements for multiple minors will have each minor recorded on the official transcript. Hours in courses which apply to multiple minors may count toward both as long as at least 15 non-repetitive hours are taken in each minor and the requirements set by each program are met.

A SECOND DEGREE

A student who has an undergraduate degree from another institution and comes to Huntingdon College must:

1. Meet the current core requirements.
2. Fulfill the requirements of the major sought.
3. Earn at least 30 semester hours of academic work at Huntingdon College. If more than 30 hours are required, the final 30 hours must be at Huntingdon College.

ACADEMIC PROGRAMS

THE HUNTINGDON PLAN

The “Huntingdon Plan” emphasizes the Judeo-Christian tradition and leadership and is grounded in ethical debate and service. It reflects the College’s commitment to providing a comprehensive educational experience. Preparation for postgraduate education and for living and working in a global community are aided by new emphases on computerized technology and a variety of opportunities to study abroad with Huntingdon faculty. In their first year, students will individually receive computers and have access to a variety of research and study resources through the campus network and the Internet.

The Huntingdon Plan seeks to educate the whole person for the 21st Century while remaining true to the motto which has reflected the College’s goals for its students since 1854: “*Enter to grow in wisdom. Go forth to apply wisdom in service.*” Through academic courses and student life programs, students are provided with a rich array of classes, internships, service opportunities, and travel options to make this motto a personal reflection of the Huntingdon experience.

ACADEMIC PROGRAMS

The academic programs at Huntingdon College are divided into two schools: The School of Business, Applied Sciences, and Education and The School of Arts and Sciences. A brief description of the programs within each School is given in the paragraphs below. A detailed description of the requirements for specific majors, minors, and teacher certification options are listed alphabetically by program in the section titled Courses of Study. The complete listing of disciplinary courses is given in the section titled Courses of Instruction. To assist the reader, the page numbers for each program and the corresponding disciplinary course offerings are listed following the description of the program.

SCHOOL OF ARTS AND SCIENCES

ART PROGRAM PAGE 59

The Art Program offers courses of study in studio art, art history, digital art, and art theory leading to a major in Art.

Major: Art

Concentrations: Digital Art, Fine Art

Minor: Art

Teacher Certification: Art (P-12)

Disciplinary Courses:

Art (ART) page 90

BIOLOGY PROGRAM PAGE 59

The Biology Program offers a strong curriculum with options of a major in Biology or Cell Biology. Both majors provide the student with a knowledge base and the skills necessary for a career in the biological sciences. The courses of study are broadly based and include offerings ranging from classical studies in botany, zoology and ecology to cutting edge instruction in cell and molecular biology.

Major: Biology, Cell Biology

Minor: Biology, Marine Science

Disciplinary Courses:

Biology (BIOL) page 94

Marine Science (MSCI) page 116

CHEMISTRY PROGRAM PAGE 60

The Chemistry Program offers lecture and laboratory courses that enable the student majoring in Chemistry to gain solid foundations in the principles and practice of chemistry. The majors in Chemistry and Biochemistry emphasize hands-on experience with the instruments and techniques of chemistry.

Major: Biochemistry, Chemistry

Minor: Chemistry

Teacher Certification: Chemistry (grades 6 through 12)

Disciplinary Courses:

Chemistry (CHEM) page 98

Physical Science (PHSC) page 127

Physics (PHYS) page 127

HISTORY PROGRAM PAGE 62

The History Program examines the interaction and influence, over time, of individual, social, and cultural factors on human development. History examines the forces which have shaped and influenced the development of human institutions, thought and behavior as nations, and as social forces.

Major: History

Minor: History

Teacher Certification: History (grades 6 through 12)

Disciplinary Courses:

Current Affairs (CAFF)	page 105
History (HIST)	page 112

LANGUAGE AND LITERATURE PROGRAM PAGE 62

The Language and Literature Program offers courses in composition, literature, literary criticism, creative writing, and foreign languages.

Major: English

Concentration: Creative Writing (optional)

Minors: Creative Writing, English, Women's Studies

Teacher Certification: English Language Arts (grades 6 through 12)

Disciplinary Courses:

Creative Writing (CRWR)	page 104
English (ENGL)	page 108
French (FREN)	page 110
German (GERM)	page 111
Library (LIBR)	page 116
Spanish (SPAN)	page 131
Women's Studies (WMST)	page 135

MATHEMATICS PROGRAM PAGE 63

The Mathematics Program emphasizes the development of quantitative and analytic skills, mathematical thinking and the presentation of concise, logical arguments in both oral and written form.

Major: Mathematics

Minor: Mathematics

Teacher Certification: Mathematics (grades 6 through 12)

Disciplinary Courses:

Computer Literacy (COMP)	page 103
Computer Science (CMPS)	page 103
Mathematics (MATH)	page 120

MUSIC PROGRAM PAGE 64

The Music Program endeavors to offer superior professional training in music performance in the context of a liberal arts education. Consistent with the educational orientation of the College, music studies center upon the classical tradition of western music while recognizing the important contribution of music from other cultures and traditions. In order to accomplish these goals, music graduates are expected to possess skills in and an understanding of music theory and history, as well as an appropriately high level of achievement in performance.

Major: Piano Performance/Pedagogy

Minor: Music

Disciplinary Courses:

Applied Music Ensembles (MUAP)	page 125
Applied Music Performance (MUAP)	page 125
Music (MUS)	page 122
Studio Instruction	page 133

POLITICAL SCIENCE PROGRAM PAGE 65

The Political Science Program is designed to provide a comprehensive introduction to the discipline, covering the subfields of American government, political theory and law, comparative government and international relations. To achieve this, most courses explore two major topics and weave together historical and theoretical approaches with comparisons among developed countries.

Major: Political Science

Minor: Political Science

Disciplinary Courses:

Political Science (P SC)	page 127
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PSYCHOLOGY PROGRAM PAGE 66

The Psychology Program offers a general program of study in psychology that prepares students for a wide variety of postgraduate opportunities. Required courses for the major provide the student with a thorough background in basic psychological concepts and theories, statistical procedures and research methods and an introduction to human services. Students also gain experience in critical thinking and analytical skills.

All students are encouraged to take one or more classes in Psychology since almost any profession that a student might choose will incorporate psychological principles in its training and practice.

Major: Psychology

Minor: Psychology

Disciplinary Courses:

Psychology (PSYC) page 128

RELIGION PROGRAM PAGE 66

The Religion Program at Huntingdon College is designed with two purposes in mind. 1) To focus on a critical assessment of the truth claims of the Judeo-Christian tradition with the objective of rendering those truth claims assessable to a new generation. 2) To examine other religious traditions with the objective of gaining a better understanding of the beliefs and values of other cultures.

Major: Religion, Religion (Ministries Concentration)

Minor: Religion

Disciplinary Courses:

Christian Education (CHED) page 100

Philosophy (PHIL) page 126

Religion (REL) page 130

THEATER STUDIES PROGRAM PAGE 67

The Theater Program offers courses in acting and technical production for the general education of all students, as well as an in-depth study for those seeking a professionally-oriented training. The Theater presentations provide the opportunity for participation in every type of theatrical experience, from children's theater to the classics. Interdisciplinary internships with directors and designers from the Alabama Shakespeare Festival may be available during the junior and senior years after students successfully complete preparatory courses. Internships with Alabama Shakespeare Festival are also available in the following areas: theater management, administration, publicity, and all of the technical theater design areas. Students who major or minor in the area are encouraged to seek membership in the Theater Honorary Society, Alpha Psi Omega, or the theater Players.

Major: Theater Studies

Disciplinary Courses:

Theater (THEA) page 133

Applied Performance Courses:

Applied Dance (DNAP) page 105

Applied Theater (THAP) page 135

SCHOOL OF BUSINESS, APPLIED SCIENCES, AND EDUCATION**ATHLETIC TRAINING PROGRAM PAGE 68**

The Athletic Training Program is designed to prepare students for career opportunities in field of athletic training.

Major: Athletic Training

Disciplinary Courses:

Athletic Training (ATHT) page 92

BUSINESS PROGRAM PAGE 70

The Business Program encompasses the disciplines of Accounting, Business Administration, and Economics. The program offers a major in Accounting and both a major and minor in Business Administration. The program also offers an endorsement in Economics and Finance with the Business Administration Major and a Fifth Year Program in Accounting.

Majors: Accounting, Business Administration

Options:

Fifth Year Program in Accounting

Business Administration Emphasis in Economics and Finance

Minor: Business Administration

Disciplinary Courses:

Accounting (ACCT)	page 89
Business Administration (BADM)	page 96
Economics (ECON)	page 105

COMMUNICATION STUDIES PROGRAM PAGE 71

The Communication Studies Program offers a major in Communication Studies and minors in both Communication Studies and Media Studies.

Major: Communication Studies

Minors: Communication Studies, Media Studies

Disciplinary Courses:

Communication Studies (CMST)	page 101
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HUMAN PERFORMANCE PROGRAM PAGE 72

The mission of the Human Performance Program at Huntingdon College is to prepare students for career opportunities in fields of sport management, fitness leadership, exercise science, corporate recreation, leisure management, physical therapy, adapted physical activity, health promotion, and teaching. Students who plan to attend graduate school should seek advice through their program major advisor.

All students are encouraged to select courses in human performance, health, and recreation as elective hours for graduation. These courses provide a variety of experiences related to individual physical, social and psychological health.

Major: Human Performance

Concentrations: Church Recreation, Exercise Science, Recreation Leadership, Sport Management, and Sport Pedagogy

Minor: Human Performance

Disciplinary Courses:

Human Performance (HP)	page 113
Recreation (RECR)	page 130

TEACHER EDUCATION PROGRAM PAGE 76

The Teacher Education Program at Huntingdon College offers the following programs leading to certification by the Alabama State Board of Education: Elementary, Secondary Teaching Field Programs (grades 6 through 12) and P-12 Teaching Programs (preschool through grade 12). Additional information on the Teacher Certification Program is listed later in this section under the heading of Pre-professional Programs.

Major: Elementary Education

Secondary Certifications:

Chemistry, English Language Arts, History, and Mathematics

P-12 Certification:

Art

Disciplinary Courses:

Education (EDUC)	page 106
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PRE-PROFESSIONAL STUDIES

DUAL DEGREE—ENGINEERING

DR. ANTHONY J. CARLISLE, SCHOOL OF ARTS AND SCIENCES, ADVISOR

Huntingdon College has a cooperative arrangement with Auburn University in which a student may pursue an engineering degree by attending Huntingdon College for approximately three years and Auburn University for approximately two years. Upon completion of all requirements, the student is awarded a baccalaureate degree from Huntingdon College, as well as the appropriate engineering bachelor's degree from Auburn University. Careful planning of the student's program is especially important, and the student should contact the School of Sciences at the beginning of his or her college work and be careful to maintain this connection throughout the college career.

Students pursuing the Engineering Dual-Degree program or planning on graduate studies in engineering should carefully plan their curriculum. Suggested courses of study are listed on page 82.

LAW**DR. JOHN R. WILLIAMS, SCHOOL OF ARTS AND SCIENCES, ADVISOR**

A student planning to pursue a career in law is best advised to concentrate on areas of study aimed at developing skills in oral and written expression and the comprehension of language, a critical understanding of the human institutions and values closely related to law, and a logical and systematic approach to solving problems. No particular major is required, although an interest in a particular field of law may indicate a choice of major. Students interested in the possibility of a legal career should consult with the pre-law advisor.

MEDICINE, DENTISTRY, AND OPTOMETRY**DR. ERASTUS C. DUDLEY, SCHOOL OF ARTS AND SCIENCES, ADVISOR**

Students interested in pursuing these professions upon graduation from Huntingdon should meet with an advisor during or before their first registration. Undergraduate courses required for admission into medical, dental, or optometry schools are similar, and the importance of a good academic record cannot be over emphasized. Students interested in these careers may choose any undergraduate major as long as they have completed the specifically required courses listed on page 84.

PHARMACY**DR. MAUREEN KENDRICK MURPHY, SCHOOL OF ARTS AND SCIENCES, ADVISOR**

This course of study is designed to prepare students for pharmacy school. While currently it is possible for a student to be admitted to pharmacy school after completion of three years of appropriate coursework, a student should complete the degree at Huntingdon College to ensure solid preparation for pharmacy school and to have viable options should the student decide not to attend pharmacy school. Additionally a student should carefully consider the fact that many pharmacy schools are moving toward requiring the completion of a 4-year undergraduate degree for admission. Although there are required courses in other areas, the required science courses are listed on page 84.

PHYSICAL THERAPY**MR. SHELBY SEARCY, SCHOOL OF BUSINESS, APPLIED SCIENCES, AND EDUCATION, ADVISOR**

A student planning to apply for admission to a physical therapy program upon the completion of the baccalaureate degree should closely follow the Pre-Physical Therapy course of study. This course of study is designed for students interested in physical therapy and allows the student to choose any undergraduate major.

To ensure completion of requisite course work, students should enter the Pre-Physical Therapy course of study as early in their baccalaureate career as possible. Students should contact the Pre-Physical Therapy advisor who, along with the student's major advisor, will assist the student in planning coursework. Any necessary substitutions in the course of study core must be approved by the Pre-Physical Therapy advisor. Students must also maintain an overall GPA of at least 3.00. The suggested courses are listed on page 84.

RESERVE OFFICERS TRAINING PROGRAMS

Huntingdon, in cooperation with Alabama State University and the Department of the Air Force and Auburn University Montgomery and the Department of the Army, provides the opportunity for Huntingdon students to enroll in Aerospace Studies (Air Force ROTC) and Military Science (Army ROTC). Upon successful completion of the reserve officer training programs and the undergraduate degree at Huntingdon, a student will receive a commission in the appropriate military service.

The nationwide ROTC program is the major source of officer procurement. The purpose of ROTC is to offer educational experiences which will develop an appreciation for democracy, prepare students for responsible citizenship, and train students for management and leadership in the appropriate military service.

AEROSPACE STUDIES..... PAGE 85

Minor: Aerospace Studies

Disciplinary Courses:

Aerospace Studies (AERO) page 90

MILITARY SCIENCE STUDIES PAGE 85

Minor: Military Science

Disciplinary Courses:

Military Science (MILS) page 121

TEACHER EDUCATION PROGRAM

MR. SHELBY SEARCY, SCHOOL OF BUSINESS, APPLIED SCIENCES, AND EDUCATION, ADVISOR

The purpose of a teacher certification program is to prepare prospective teachers to use appropriate knowledge bases and professional judgment to select, implement, and evaluate diverse teaching strategies and resources which facilitate optimal lifelong learning and encourage productive citizenship. The knowledge and abilities which comprise the professional studies core of a teacher certification program address competencies needed by prospective teachers. Regardless of the areas of specialization, pre-service teachers will demonstrate an appreciation for students and their individuality, an attitude of responsibility for the learning of all students, and a commitment to the teaching profession and to becoming lifelong learners.

To accomplish this objective, Huntingdon College offers the following programs leading to certification by the Alabama State Board of Education: Elementary Education, Secondary Teaching Field Programs (grades 6 through 12) and P-12 Teaching Programs (preschool through grade 12). Course requirements and programs are subject to approval by the Alabama State Board of Education.

Secondary Teaching Field Programs require completion of a major in one teaching field. Options are Chemistry, English Language Arts (comprehensive), History, and Mathematics.

A P-12 Teaching Field Program is available in Art.

Students should consult the Teacher Certification Officer for further information. Admission to Huntingdon College does not qualify a student for admission to the Teacher Certification Program.

Details on the various certification programs begin on page 76.

THEOLOGICAL OR MINISTERIAL

DR. FRANK BUCKNER, SCHOOL OF ARTS AND SCIENCES, ADVISOR

Students contemplating theological study may choose any field for their major work and are encouraged to undertake a broad cultural preparation, choosing courses that will help them develop communication skills, an understanding of human nature and values, and creative thinking. They should consider the following subjects: language and literature; history, non-Western cultures as well as European; natural science; psychology; the fine arts; religious studies and philosophy. Huntingdon College, in cooperation with the United Methodist Church, offers tuition assistance to Methodist students who are preparing for careers in ministry. Information on these opportunities may be obtained from the advisor or the Director of Financial Aid.

Students interested in pursuing a career in Christian Education (Youth or Children's Ministries) may choose virtually any field for their major work. Any major earned from a liberal arts college will adequately prepare them for further study in a seminary. Suggested courses of study are listed on page 86.

VETERINARY MEDICINE

DR. PAUL GIER, SCHOOL OF ARTS AND SCIENCES, ADVISOR

A student interested in a career in veterinary medicine should contact the advisor each year for a review of academic progress and to discuss summer programs and/or employment opportunities that will enhance his or her preparation for entry into this field.

Entrance requirements vary from one veterinary school to another, and a student should become acquainted with the requirements of those particular schools that seem to be the most appropriate choices for that student. The student should confer with the advisor in order to determine the courses that will assure proper preparation for the Veterinary Admissions Test (VAT). Pre-veterinary students should be aware that some veterinary schools require the Medical College Admissions Test (MCAT) or the Graduate Record Examination (GRE) instead of or in addition to the VAT. Veterinary school applications are typically due almost a year in advance of the expected enrollment, so prospective students need to begin the application process during their junior year.

ACADEMIC OPTIONS

PROGRAM HONORS

An outstanding student in a particular major has the opportunity to create an individualized honors project within the major to meet a particular need and interest. Each participant must be a senior, or in exceptional cases a junior, who has a cumulative grade point average of at least 3.50 in all subjects, or a grade point of 3.20 in all subjects and at least 3.60 in the major subject. A written application, available in the Office of the Registrar, which requires the signatures of the appropriate Program Coordinator and Associate Dean, must be submitted to the Office of the Registrar prior to the semester during which the project will be pursued. Applications are reviewed by the Faculty Honors Committee.

INDIVIDUAL STUDY

Students with sophomore or higher standing may engage in an individual study project. The project is designed in consultation with an instructor who will direct the course of study and who will evaluate the final project. Such a project may call for a systematic reading program, library investigation, laboratory project, studio work, field study, or creative expression. Students intending to apply their projects toward a major or minor must register for letter-grade evaluation.

An individual study may equate to a course offered at Huntingdon College that the student is unable to complete in a traditional manner. If the course is used to satisfy a core or major requirement it must be taken on a graded basis.

INTERNSHIP

In order to broaden and enhance a strong academic foundation, participation as a student intern is available to Huntingdon College students who meet academic requirements. An internship can be invaluable in helping a student assess career goals by providing on-the-job experience. This experience can be of great assistance to those seeking full time employment and/or admission to graduate school. Students interested in internships should contact the Internship Coordinator for more information. Requirements and academic credits for internships vary according to the applicable program, but generally a student must have sophomore standing and a 2.50 GPA to participate in the internship program.

Enrolling in a disciplinary internship course outside of the student's major area requires the permission of the student's Associate Dean and the secondary discipline's corresponding Associate Dean, if applicable.

ACADEMIC ENRICHMENT

THE STALLWORTH CHAIR OF LECTURESHIP IN THE LIBERAL ARTS

In the fall of 1985, the Stallworth Chair was established by Miss Mary Elizabeth Stallworth in honor of her parents, Mr. and Mrs. John McCreary Stallworth, and her brother, Mr. John Morris Stallworth, to provide funding for visiting lecturers and scholars. The income provided is to be used by the President of the College for special lectures, for seminars to be offered to students and constituents of the College, and for scholars and artists who will be invited for a visiting residency on the campus. The speakers and subjects chosen may be drawn from any discipline of the College. In the selection of participants, the emphasis will be focused on the College's commitment to preparing students for leadership in the church and for effective citizenship.

OFF-CAMPUS EXPERIENCES

CONSORTIA STUDY OPPORTUNITIES

Huntingdon students may participate in the Marine Environmental Sciences Consortium located at Dauphin Island, Alabama. Specific courses available are listed under the Marine Science disciplinary courses (page 116).

Huntingdon College is a member of the Montgomery Higher Education Consortium with Auburn University Montgomery and Faulkner University. Students officially registered and enrolled on a full time basis in any of the three institutions will be allowed to cross-enroll at another institution for a maximum of one course during a given regular semester. In this program, tuition and registration fees are waived by the host institution. Students may be cross-enrolled upon approval of their Associate Dean, the Teacher Certification Officer (if the student is seeking certification), the Registrar and upon presentation of a complete consortium agreement application to the Registrar of the host institution. Additional information on this consortium agreement is given in the section titled Academic Policies and Procedures.

TRAVEL/STUDY ABROAD

Embracing Mark Twain's view that "Travel is fatal to prejudice, bigotry, and narrow-mindedness," Huntingdon College sponsors a variety of travel abroad programs. Many of these programs are organized directly by individual faculty of the College. Recently they have taken students throughout Great Britain, Europe, Costa Rica, Peru, China, Hawaii, and the Caribbean.

Huntingdon College is committed to helping all students have a travel or study abroad experience during their junior or senior year. Students will have financial support to help defray the travel costs or (with the approval of the Travel Committee) to be applied to a more lengthy foreign study experience. Semester or year-long exchange programs are available with colleges and universities in Northern Ireland and South Korea through the General Board of Higher Education of the United Methodist Church.

RESOURCES

THE FIRST YEAR EXPERIENCE AT HUNTINGDON

As part of the development of the "whole student" at Huntingdon College, a "First-Year Experience" Program for students has been developed. The program is in its third year and is led by Dr. Maureen Murphy, Director of the First-Year Experience Program.

The mission of the 2006 First-Year Experience Program at Huntingdon is to mentor new students during their transition into our college community. The First-Year Experience seeks to promote academic excellence, foster spiritual and emotional wellness, and provide and support opportunities for social development. The sequenced schedule of events and activities persists over a 12-month period, beginning with the FYECP-The First-Year Early Communication Program, in which each first year student is paired up with their First-Year Seminar Instructor the moment the student sends his or her deposit to Huntingdon College. During the FYECP, each First-Year Seminar Instructor regularly communicates with each first year student in his or her group, even before the class begins in August. The First-Year Experience not only links incoming students with the institution, but also with faculty, staff, and administrators who serve as First-Year Seminar Instructors.

During summer orientation, each first year student will enroll in FYEX 101, the First-Year Experience Seminar, a one semester (one hour) course that focuses upon learning about the College, its mission, and the Honor Code, as well as acquiring some practical study skills, program advice, and methods for career exploration. This course will meet once a week during Fall 2006 Semester. The theme of this year's First-Year Experience Program and Seminar is "Oh, The Places You'll Go!" Transfer students who have completed and transferred 18 or more semester hours of college credit, exclusive of dual enrollment, AP, CLEP, IB, and DANTES credit, are exempt from taking this course. The 2006 First-Year Experience Program includes:

- FYECP-The First-Year Early Communication Program described earlier.
- HAWKS 2006 Summer Orientation-The early summer registration and orientation program for incoming first year students.
- First-Year Experience Seminar-A one credit course that is a required component of all first year students (except for transfer students as described earlier) during their first semester. The course is designed to mentor students during their transition into Huntingdon community by identifying resources within the College to assist them in achieving their goals. Career and vocation exploration for students are also important parts of the course.
- Making Connections-The programs in the residence halls and on campus are designed to complement the "Oh, The Places You'll Go!" theme, including topics such as time management, credit and money management, diversity, and honor on the Huntingdon campus.
- ANTS- Faculty, staff, and administration "assist new and transfer students" by helping students move in on "Campus Move-In Day."
- Supplemental Instruction (SI)- Upper-level students assist first year students by providing supplemental instruction in the evenings.
- Your First College Year (YFCY)- An end of the year assessment program to see how well first year students succeeded during their first year at Huntingdon and also assess how well the College did helping first year students to be successful during their first year.

Although this program is primarily designed for students entering in the Fall Semester, a similar program is implemented for students entering in the subsequent Spring Semester.

ACADEMIC ADVISING

Huntingdon believes that conscientious and well-informed advising of students on an individual basis is an important part of the academic program. Sound academic advice can make the difference between a coherent and exciting education that satisfies personal and professional goals and one that is fragmented and frustrating. Academic advising helps the student address not simply course selection and scheduling, but also define what a liberally educated person should know.

Since students are responsible themselves for meeting academic goals and requirements, they are urged to take full advantage of the help and information the advisor can offer. They should take the initiative in making appointments with the advisor for academic and other counsel. The academic advisor approves the students' schedule of courses at the time of registration and any subsequent changes thereafter. Advisors expect to be consulted whenever academic problems arise and are especially concerned with the academic progress of their advisees.

Students who have chosen specific program majors receive guidance from the coordinator of their major program or his or her designee. Students in Teacher Certification programs such as Elementary Education, Secondary and P-12 programs receive counsel regarding certification requirements from designated advisors in the Teacher Certification Program and the disciplinary program advisor. Students pursuing a preprofessional program of study (Chiropractic, Dentistry, Engineering, Law, Medicine, Optometry, Pharmacy, Physical Therapy, Theology or Veterinary Medicine) receive counsel regarding academic matters from faculty members designated as the pre-professional advisors.

Each student who has not chosen a major or a career objective for which there is a special advisor is counseled by an advising group chosen to assist students who are undeclared. Students who are undeclared are expected to select courses which will enable them to begin satisfying the college core, to explore possibilities for a major and perhaps to continue study in a field of interest to them. All students, in planning their first year and a half, should examine the requirements for any major of potential interest.

THE LIBRARY

Houghton Memorial Library houses a collection of approximately 110,000 print volumes, collections of periodicals in print and electronic formats, non-print resources including videocassette and DVD formats, and electronic databases. The Library's resources are available through its web site and Countess, the on-line catalogue. These resources are augmented by a reciprocal borrowing agreement with other local academic libraries through the Montgomery Higher Education Consortium and through standard interlibrary loan procedures. The library faculty and staff provide orientation and instruction in the effective use of the Library through one-on-one and class sessions including the Library Research Methods course offered in the College's curriculum. During the regular school semesters, the facility is open seven days a week. The Library is an institutional member of the American Library Association and the Association of College and Research Libraries, as well as the Southeastern Library Network (Solinet) and is an Affiliate of the Network of Alabama Academic Libraries.

COURSES OF STUDY



SCHOOL OF ARTS AND SCIENCES

ASSOCIATE DEAN OF FACULTY: ANTHONY J. CARLISLE, Ph.D.

ART PROGRAM

PROGRAM COORDINATOR: CHRISTOPHER M. PAYNE, M.F.A.

MAJOR IN ART:

The major offers two concentrations, Fine Art and Digital Art, each requires completion of 39 hours.

MAJOR CORE REQUIREMENTS

Art (ART)	21 hours
151 Exhibition Attendance (each semester of attendance)	0
201 Two Dimensional Design	3
202 Three Dimensional Design	3
203 Drawing	3
303 History of Art I	3
304 History of Art II	3
401 Advanced Studio I	3
499 Senior Capstone in Art: Art Series and Exhibition	3

CONCENTRATION IN DIGITAL ART

Art (ART)	18 hours
211 Digital Imaging	3
213 Photography	3
241 Graphic Design	3
311 Intermediate Digital Imaging	3
one course chosen from	3
402 Advanced Studio	3
491 Honors in Art	3
Elective in Art or Computer Science (approved by the Program Coordinator)	3

CONCENTRATION FINE ART

Art (ART)	18 hours
207 Ceramics	3
250 Painting	3
402 Advanced Studio II	3
Electives in Art	9

Students planning to pursue graduate study in art history should study two foreign languages.

MINOR IN ART:

The minor requires completion of 18 hours.

Art (ART)	18 hours
Electives in Art	18

TEACHER CERTIFICATION, ART (GRADES P-12):

Reference should be made to the Teacher Education Program, page 76, for specific requirements.

BIOLOGY PROGRAM

PROGRAM COORDINATOR: ERASTUS C. DUDLEY, Ph.D.

MAJOR IN BIOLOGY:

The major requires completion of 50 hours.

Biology (BIOL)	36 hours
101* Principles of Biology	3
103 Principles of Biology Laboratory	1
202 General Biology - Zoology	4
227 General Biology - Botany	4
231 Genetics	4
322 Cell Biology	4
336 Ecology	4
Electives in Biology	12
Chemistry (CHEM)	8 hours
Electives in Chemistry** including Laboratory	8
Mathematics (MATH)	6 hours
Electives in Mathematics**	6

MAJOR IN CELL BIOLOGY:

The major requires completion of 59 hours.

Biology (BIOL)	(at least) 24 hours
101* Principles of Biology	3
103 Principles of Biology Laboratory	1

* Course satisfies a requirement in the College's Core.

** Course selection could satisfy a requirement in the College's Core.

one course chosen from	4
202 General Biology - Zoology	4
227 General Biology - Botany	4
231 Genetics	4
322 Cell Biology	4
422 Advanced Cell and Molecular Biology	4
one course chosen from	4 or 5
336 Ecology	4
343 Field Biology	5
Chemistry (CHEM)	18 hours
105* General Chemistry I	3
106 General Chemistry II	3
115 General Chemistry I Laboratory	1
116 General Chemistry II Laboratory	1
305 Organic Chemistry I	3
306 Organic Chemistry II	4
315 Organic Chemistry I Laboratory	2
316 Organic Chemistry II Laboratory	1
Mathematics (MATH)	6 hours
Electives in Mathematics**	6
Major Electives	(at least) 11 hours
Biology (BIOL)	
214 Human Anatomy and Physiology I	4
215 Human Anatomy and Physiology II	4
325 Microbiology	4
334 Immunology	3
414 Histology	4
416 Developmental Biology	4
Chemistry (CHEM)	
406 Biochemistry I	3
407 Biochemistry II	3
416 Biochemistry I Laboratory	1
417 Biochemistry II Laboratory	1

Students who plan to go to graduate or professional school after graduation are strongly encouraged to take one year of Organic Chemistry, one year of Physics and one year of Calculus.

MINOR IN BIOLOGY:

The minor requires completion of 20 hours.

Biology (BIOL)	20 hours
101* Principles of Biology	3
103 Principles of Biology Laboratory	1
231 Genetics	4
322 Cell Biology	4
336 Ecology	4
Electives in Biology	4

MINOR IN MARINE SCIENCE:

The minor requires completion of 16 hours. All Marine Science courses are taught during the summer session at the Dauphin Island Sea Laboratory.

Marine Science (MSCI)	16 hours
Electives in Marine Science	16

CHEMISTRY PROGRAM

PROGRAM COORDINATOR: MAUREEN K. MURPHY, Ph.D.

MAJOR IN CHEMISTRY:

The major requires completion of 57 hours.

Biology (BIOL)	6 hours
Electives in Biology**	6
Chemistry (CHEM)	37 hours
105* General Chemistry I	3
106 General Chemistry II	3
115 General Chemistry I Laboratory	1
116 General Chemistry II Laboratory	1
305 Organic Chemistry I	3
306 Organic Chemistry II	4
307 Advanced Inorganic Chemistry	3
315 Organic Chemistry I Laboratory	2
316 Organic Chemistry II Laboratory	1
321 Analytical Chemistry I	4
322 Analytical Chemistry II	4

* Course satisfies a requirement in the College's Core.

** Course selection could satisfy a requirement in the College's Core.

409	Physical Chemistry I	3
410	Physical Chemistry II	3
419	Physical Chemistry I Laboratory	1
420	Physical Chemistry II Laboratory	1
Mathematics (MATH)		6 hours
255*	Calculus I	3
256	Calculus II	3
Physics (PHYS)		8 hours
251	General Physics I	4
252	General Physics II	4

MAJOR IN BIOCHEMISTRY:

The major requires completion of 66 hours.

Biology (BIOL)		16 hours
101*	Principles of Biology	3
103	Principles of Biology Laboratory	1
231	Genetics	4
322	Cell Biology	4
422	Advanced Cell and Molecular Biology	4
Chemistry (CHEM)		36 hours
105*	General Chemistry I	3
106	General Chemistry II	3
115	General Chemistry I Laboratory	1
116	General Chemistry II Laboratory	1
305	Organic Chemistry I	3
306	Organic Chemistry II	4
315	Organic Chemistry I Laboratory	2
316	Organic Chemistry II Laboratory	1
321	Analytical Chemistry I	4
406	Biochemistry I	3
407	Biochemistry II	3
409	Physical Chemistry I	3
416	Biochemistry I Laboratory	1
417	Biochemistry II Laboratory	1
446	Metals in Biological Systems	3
Mathematics (MATH)		6 hours
255*	Calculus I	3
256	Calculus II	3
Physics (PHYS)		8 hours
251	General Physics I	4
252	General Physics II	4

Note: Chemistry majors are required to take the laboratory course which accompanies a given lecture course (recommended for other students also). Laboratory courses may not be taken prior to the related lecture course.

Students planning to pursue graduate study in chemistry should include in their undergraduate program Chemistry 385 or 485, 430, and at least one course in computer science. They should also plan to take the Graduate Record Examination (GRE). Students planning to apply to medical school should include Chemistry 406 and 407.

Upper level majors interested in summer research opportunities should see their chemistry advisor.

All majors must take the Major Field Test (MFT) and/or other selected assessment tests, as required for selected courses, before graduation.

MINOR IN CHEMISTRY:

The minor requires completion of 18 hours.

Chemistry (CHEM)		8 hours
105*	General Chemistry I	3
106	General Chemistry II	3
115	General Chemistry I Laboratory	1
116	General Chemistry II Laboratory	1
Minor Electives		10 hours
at least one of the following must be included in the elective hours		
Chemistry (CHEM)		
305	Organic Chemistry I	3
306	Organic Chemistry II	4
315	Organic Chemistry I Laboratory	2
316	Organic Chemistry II Laboratory	1
321	Analytical Chemistry I	4
322	Analytical Chemistry II	4

TEACHER CERTIFICATION, CHEMISTRY (GRADES 6-12):

Reference should be made to the Teacher Education Program, page 76, for specific requirements.

* Course satisfies a requirement in the College's Core.

HISTORY PROGRAM

PROGRAM COORDINATOR: JOHN R. WILLIAMS, Ph.D.

MAJOR IN HISTORY:

The major requires completion of 39 hours.

History (HIST)	36 hours
101* Western Civilization I	3
102* Western Civilization II	3
205 American History to 1877	3
206 American History, 1877 to the Present	3
215 Introduction to Historical Study	3
Electives: U.S. colonial or national history	6
Electives: European history	6
Electives in History	6
one course chosen from	3
307 Colonial Latin America	3
308 Recent Latin America	3
309 The Middle East	3
310 The Far East	3
Political Science (P SC)	3 hours
201* American Government	3
Note: One 3-hour course from the following may be substituted for 3 hours in history.	
Art (ART)	
303 History of Art I	3
304 History of Art II	3
Theater (THEA)	
414 History of Theater and Acting Styles	3
Economics (ECON)	
203 Economic Development of the United States	3
303 History of Economic Thought	3
Music (MUS)	
340 History and Literature of Music of the Middle Ages to 1775	3
341 History and Literature of Music from 1775 to the Present	3
Political Science (P SC)	
314 Political Theory & Constitutional Law	3

MINOR IN HISTORY:

The minor requires completion of 18 hours.

History (HIST)	18 hours
101* Western Civilization I	3
102* Western Civilization II	3
205 American History to 1877	3
206 American History, 1877 to the Present	3
Electives in History	6

TEACHER CERTIFICATION, HISTORY (GRADES 6-12):

Reference should be made to the Teacher Education Program, page 76, for specific requirements.

LANGUAGE AND LITERATURE PROGRAM

PROGRAM COORDINATOR: JACQUELINE A. TRIMBLE, Ph.D.

MAJOR IN ENGLISH:

The major requires completion of 36 hours.

English (ENGL)	36 hours
Each of the following courses:	
211* English Literature I	3
212* English Literature II	3
221* American Literature I	3
222* American Literature II	3
312 18 th and 19 th Century British Literature	3
331 Contemporary Literature	3
411 Chaucer	3
416 Shakespeare	3
419 Critical Theory	3
499 Senior Capstone in English	3
Electives in English (ENGL) or Creative Writing (CRWR) numbered 200 or above	6
Note: A maximum of 3 credit hours in Creative Writing practica may be used as electives hours within the English Major to fulfill requirements.	

Majors are advised to complete a minor in a field of study related to English or to elect an equivalent number of hours divided between two or more related fields. Those suggested are communication studies, history, and art.

* Course satisfies a requirement in the College's Core.

Students who plan to pursue graduate study in English should study either French or German, preferably both, and should seek counsel in choosing the major electives.

All those majoring in English or seeking a degree with a teaching field in English Language Arts are required to participate in program testing during the spring of their junior and senior years.

CONCENTRATION IN CREATIVE WRITING (WITH ENGLISH MAJOR):

The English major with a concentration in Creative Writing requires completion of 12 hours in addition to the courses required for the English major.

Creative Writing (CRWR)	12 hours
201 Introduction to Creative Writing	3
Electives in Creative Writing (CRWR)	9

MINOR IN CREATIVE WRITING:

The minor requires completion of 18 hours.

Creative Writing (CRWR)	12 hours
201 Introduction to Creative Writing	3
Electives in Creative Writing (CRWR)	9
English (ENGL)	6 hours
Electives in English (ENGL) numbered above 200	6

MINOR IN ENGLISH:

The minor requires completion of 18 hours.

English (ENGL)	18 hours
211* English Literature I	3
212* English Literature II	3
Electives in English (ENGL) numbered above 200	12

TEACHER CERTIFICATION, ENGLISH LANGUAGE ARTS (GRADES 6-12):

Reference should be made to the Teacher Education Program, page 76, for specific requirements.

MINOR IN WOMEN'S STUDIES

The **Women's Studies** minor is an interdisciplinary, cross-cultural program of study about women and men in society with both historic and contemporary contexts and perspectives.

The minor requires the completion of 18 hours, 9 hours of required courses and 9 hours of electives. Elective courses offered as disciplinary Special Topics or Seminars may count toward the minor with the approval of the Women's Studies Coordinator. No more than two courses from the same program may be counted toward the minor.

The minor requires completion of 18 hours.

Women's Studies (WST)	
201 Critical Perspectives in Women' Studies	3
English (ENGL)	
213 Literature by Women	3
Psychology (PSYC)	
311 Psychology of Women	3
Electives	
Electives as described above	9

MATHEMATICS PROGRAM

PROGRAM COORDINATOR: SALLY A. CLARK, Ph.D.

MAJOR IN MATHEMATICS:

The major requires completion of 39 hours.

Computer Literacy (COMP)	3 hours
105 Computers and Society	3
Mathematics (MATH)	36 hours
255* Calculus I	3
256 Calculus II	3
313 Discrete Mathematics	3
320 Linear Algebra	3
355 Calculus III	3
356 Calculus IV	3
366 Introduction to Abstract Mathematics	3
499 Senior Capstone	3
Electives (four courses numbered 300 or above)	12

Entering freshmen should consult with their academic advisors and the Mathematics Program Coordinator concerning the level at which they begin their study of mathematics.

Students who intend a limited amount of study in this program are advised to include Mathematics 171 or 175 among their choices. The student planning to pursue graduate study in mathematics should complete more than the minimum requirements of the major and should study either French or German, preferably both.

Students majoring in the program may be required to participate in local and/or national aptitude testing and/or program evaluation.

* Course satisfies a requirement in the College's Core.

MINOR IN MATHEMATICS:

The minor requires completion of 18 hours:

Computer Literacy (COMP)	3 hours
105 Computers and Society	3
Mathematics (MATH)	15 hours
255* Calculus I	3
256 Calculus II	3
313 Discrete Mathematics	3
Electives numbered 300 or above	6

TEACHER CERTIFICATION, MATHEMATICS (GRADES 6-12):

Reference should be made to the Teacher Education Program, page 76, for specific requirements.

MUSIC PROGRAM

PROGRAM COORDINATOR: RONALD R. SHINN, D.M.A.

PERFORMANCE REQUIREMENTS FOR ADMISSION AS A PIANO PERFORMANCE/PEDAGOGY MAJOR:

Entering students will be expected to demonstrate the following proficiencies by written examination and a hearing before the music faculty:

- A. An adequate performing ability in a major applied area (auditions will take place on published scholarship days or by special arrangement with the music office, but no later than the opening of the semester)
- B. An elementary knowledge of the structure of music
- C. A satisfactory aural ability
- D. An appropriate keyboard ability

Students who are judged to be deficient in one or more of the areas listed above will be assisted in removing the deficiencies. They may enroll in Music 105, 106, Music Fundamentals, and/or Applied Music for noncredit until proficiency is demonstrated to the music faculty as required.

Admission to the piano performance/pedagogy program is by formal audition and is based on a vote of the music faculty.

ADDITIONAL REQUIREMENTS FOR GRADUATION:

All majors must pass a proficiency examination in theory, ear training, and sight-singing, as well as one in the major performance area by the end of the sophomore year, at which time the faculty will make recommendations for further study. These requirements are on file in the music office and may be examined at any time.

Majors, and minors in theory, must take and pass a piano proficiency examination before graduation. In general, the student will be expected to complete this requirement by the end of the sophomore year.

Students who transfer to Huntingdon prior to the completion of the sophomore year will be expected to pass the above proficiency exams prior to graduation. Students who transfer following completion of the sophomore year must show evidence of passing comparable proficiencies or will be expected to pass the above examinations.

Students who fail to earn at least a grade of "C" in any course required for a degree program in music that serves as a prerequisite for a more advanced course must repeat the lower level course before proceeding to the advanced course.

A maximum of 69 hours in music may be credited toward the 120-hour degree.

MAJOR IN PIANO PERFORMANCE/PEDAGOGY:

The major requires the completion of 43 hours.

Core Music Components (22 hours)

Music (MUS)	22 hours
107 Theory and Harmony I	2
108 Theory and Harmony II	2
109 Sight Singing and Ear Training I	2
110 Sight Singing and Ear Training II	2
201 Theory and Harmony III	2
202 Theory and Harmony IV	2
205 Sight Singing and Ear Training III	2
206 Sight Singing and Ear Training IV	2
340 History and Literature of Music of the Middle Ages to 1775	3
341 History and Literature of Music from 1775 to the Present	3

Performance Components (16 hours)

Applied Music (MUAP)	0 hours
149P Piano Performance (taken each semester)	0
151 Recital Attendance (taken each semester)	0
200 Sophomore Performance Proficiency	0
209 Piano Proficiency	0
300 Half Junior Recital	0
499B Senior Capstone in Music: Full Recital	0
Music (MUS)	0 hours
200 Theory Proficiency	0

* Course satisfies a requirement in the College's Core.

Piano (PIAN)	16 hours
121 Studio Instruction in Piano	2
122 Studio Instruction in Piano	2
221 Studio Instruction in Piano	2
222 Studio Instruction in Piano	2
321 Studio Instruction in Piano	2
322 Studio Instruction in Piano	2
421 Studio Instruction in Piano	2
422 Studio Instruction in Piano	2
Teaching Components (5 hours)	
Music (MUS)	5 hours
313 Piano Pedagogy	2
314 Piano Pedagogy	2
481 Internship in Teaching Piano	1

MINOR IN MUSIC**CONCENTRATION IN PERFORMANCE - 19 HOURS**

Music (MUS)	11 hours
107 Theory and Harmony I	2
108 Theory and Harmony II	2
109 Sight Singing and Ear Training I	2
110 Sight Singing and Ear Training II	2
210* Music Appreciation	3
Studio Instruction (designation depends on instrument)	8 hours
8 hours in a primary performance area	8
Applied Music (MUAP)	0-4 hours
0 - 4 hours of ensemble (for credit or non-credit)	4
(minors in vocal and non-keyboard instrumental must participate in the ensemble relating to their primary performance area)	
151 Recital Attendance (4 semesters satisfactory completions)	0

CONCENTRATION IN MUSIC LITERATURE - 18 HOURS

Music (MUS)	14 hours
107 Theory and Harmony I	2
108 Theory and Harmony II	2
109 Sight Singing and Ear Training I	2
110 Sight Singing and Ear Training II	2
210* Music Appreciation	3
one course chosen from	3
340 History and Literature of Music of the Middle Ages to 1775	3
341 History and Literature of Music from 1775 to the Present	3
Applied Music (MUAP)	0 - 4 hours
4 hours of ensemble (for credit or noncredit)	
151 Recital Attendance (4 hours of satisfactory completion)	0
Electives (MUS, MUAP, or Studio Instruction)	0 - 4 hours
Electives to complete the 18 hours	

POLITICAL SCIENCE PROGRAM

PROGRAM COORDINATOR: JEREMY R. T. LEWIS, Ph.D.

MAJOR IN POLITICAL SCIENCE:

The major requires completion of 39 hours.

History (HIST)	3 hours
one course chosen from	3
205 American History to 1877	3
206 American History, 1877 to the Present	3
Political Science (P.S.C)	36 hours
201* American Government	3
212 American Policy System	3
302 Comparative Government	3
303 International Relations	3
305 Presidency and Congress	3
311 Voters, Parties & Elections	3
314 Political Theory & Constitutional Law	3
499 Senior Capstone in Political Science	3
Electives in Political Science	12

MINOR IN POLITICAL SCIENCE:

The minor requires completion of 18 hours in political science.

Political Science (P.S.C)	18 hours
201* American Government	3
Electives in Political Science	15

* Course satisfies a requirement in the College's Core.

PSYCHOLOGY PROGRAM

PROGRAM COORDINATOR: EMMA K. HARRELL, Ph.D.

MAJOR IN PSYCHOLOGY:

The major requires completion of 36 hours.

Psychology (PSYC)	36 hours
201* General Psychology	3
203 Research Design and Analysis	3
204 Research Methods	3
305 Theories of Learning	3
307 Theories of Personality	3
327 Lifespan Development	3
401 Physiological Psychology	3
404 Abnormal Psychology	3
Electives in Psychology	12

MINOR IN PSYCHOLOGY:

The minor requires completion of 18 hours.

Psychology (PSYC)	18 hours
201* General Psychology	3
327 Lifespan Development	3
404 Abnormal Psychology	3
Electives in Psychology	9

RELIGION PROGRAM

PROGRAM COORDINATOR: FRANK W. BUCKNER, Ph.D.

MAJOR IN RELIGION:

The major requires completion of 36 hours.

Religion (REL)	30 hours
201* Introduction to Christian Theology.....	3
233 World Religions	3
one course chosen from	3
311* Torah and Prophets	3
313* Wisdom and Poetic Literature	3
one course chosen from	3
312* Jesus and Gospels	3
314* Pauline and Johanne Texts	3
one course chosen from	3
400 Special Topics (Theology and Ethics)	3
401* Special Topics (Bible)	3
Electives in Religion numbered 200 or above	12
one course chosen from	3
Philosophy (PHIL)	
250 Ethics	3
Religion (REL)	
250* Christian Ethics	3

Note: Any course in Philosophy (PHIL) may count toward the elective hours in the major.

Foreign Language	6 hours
Successful completion, or placement out of, the first year (101 and 102) of a foreign language.	

MAJOR IN RELIGION - MINISTRY CONCENTRATION:

The major requires completion of 48 hours.

Christian Education (CHED)	12 hours
200 Introduction to Christian Education	3
330 Age Level Ministries	3
360 Advanced Topics in Christian Education	3
461 Field Work II	3
Education (EDUC)	6 hours
201 Foundations of Education	3
401 Human Growth, Development, and Learning	3
Human Performance (HP)	6 hours
110 Foundations of Physical Education and Sport	3
203 Psycho-Social Aspects of Physical Activity	3
Religion (REL)	18 hours
201* Introduction to Christian Theology.....	3
233 World Religions	3
one course chosen from	3
311* Torah and Prophets	3
313* Wisdom and Poetic Literature	3

* Course satisfies a requirement in the College's Core.

one course chosen from	3
312* Jesus and Gospels	3
314* Pauline and Johanne Texts	3
one course chosen from	3
400 Special Topics (Theology and Ethics)	3
401* Special Topics (Bible)	3
one course chosen from	3
Philosophy (PHIL)	
250 Ethics	3
Religion (REL)	
250* Christian Ethics	3
Foreign Language	6 hours
Successful completion, or placement out of, the first year (101 and 102) of a foreign language.	

MINOR IN RELIGION:

The minor is 18 hours beyond Religion 101 and 102.

Religion (REL)	18 hours
201* Introduction to Christian Theology.....	3
one course chosen from	3
211 Introduction to Religious Studies	3
233 World Religions	3
one course chosen from	3
311* Torah and Prophets	3
312* Jesus and Gospels	3
313* Wisdom and Poetic Literature	3
314* Pauline and Johanne Texts	3
Electives in Religion	9

THEATER STUDIES PROGRAM

PROGRAM COORDINATOR: FIONA MACLEOD, M.F.A.

MAJOR IN THEATER STUDIES:

The major requires the completion of 40 hours.

Applied Theater (THAP)	4 hours
the following course completed a total of four (4) semesters	4
150 Performance Workshop Theater	1
English (ENGL)	15 hours
one course chosen from	3
211* English Literature I	3
212* English Literature II	3
one course chosen from	3
221* American Literature I	3
222* American Literature II	3
312 18 th and 19 th Century British Literature	3
334 Drama	3
416 Shakespeare	3
Theater (THEA)	15 hours
213 Acting and Directing	3
214 Intermediate Acting	3
316 Stage Management and Directing for Theater and Television	3
414 History of Theater and Acting Styles	3
415 Advanced Acting and Studies in Period Form	3
Electives: two courses chosen from:	6 hours
Creative Writing (CRWR)	
201 Introduction to Creative Writing	3
307 Writing for Film	3
English (ENGL)	
213 Women's Literature	3
331 Contemporary Literature	3
Theater (THEA)	
371 Seminar in Theater	3
372 Seminar in Theater	3

* Course satisfies a requirement in the College's Core.

SCHOOL OF BUSINESS, APPLIED SCIENCES, AND EDUCATION

ASSOCIATE DEAN OF FACULTY: SAMIR MOUSSALLI, Ph.D.

ATHLETIC TRAINING PROGRAM

PROGRAM COORDINATOR: WANDA S. SWIGER, Ed.D., ATC/L

The Athletic Training major is an entry-level athletic training education program designed to prepare students to work in the field of athletic training and perform the tasks and duties of a certified athletic trainer. The certified athletic trainer is an allied health professional educated to assist in the prevention and care of injuries that might be experienced by those who are physically active. The primary duties and responsibilities of the certified athletic trainer fall into the following domains: prevention of injuries; recognition, evaluation, and assessment of injuries and illnesses; immediate care of the injured or ill athlete; treatment, rehabilitation, and reconditioning of injuries; organization and administration; and professional development and responsibility. A primary objective of the Athletic Training Education Program is to prepare students to take the National Athletic Trainers' Association Board of Certification Examination. Successful completion of the certification examination enables one to practice as a highly trained allied health professional who is responsible for the general health, prevention of injuries, and the care of injuries of those who are physically active. Certified athletic trainers find employment with professional athletic teams, collegiate athletic teams, secondary schools, sports medicine clinics, and health and wellness centers. The Athletic Training Education Program is accredited by the Commission for Accreditation of Allied Health Education Programs (CAAHEP). Graduation from Huntingdon College does not guarantee NATA-BOC Certification.

ADMISSION TO THE ATHLETIC TRAINING EDUCATION PROGRAM

Students interested in preparation for a career in the field of athletic training are encouraged to declare their intention as early as possible. Students are admitted into the pre-professional Athletic Training Education Program (ATEP) under conditional status upon initial enrollment in the College. Application to the program must be submitted during the second semester the student is enrolled at the College. The selection of students and full admission into the program is based on the student's demonstration of a sincere interest in the field of athletic training, the student's demonstration of an ability to benefit from the educational program, and fulfillment of the knowledge, skills, and competencies essential to practicing in the profession of athletic training. Information relative to the Technical Standards is listed in the program Student Manual. Admission to the program is competitive and is based on satisfactory completion of the following admission standards:

1. Completion of at least twenty-four (24) semester hours with an overall GPA of 2.5 on a 4.0 scale.
2. Submit a written request to the coordinator of the ATEP for an application packet.
3. The completed application form, two letters of recommendation, and contact information for one phone reference are to be mailed to the coordinator of the ATEP. These materials must be postmarked on or before April 1.
4. Completion of Athletic Training (ATHT) 101, Principles of Athletic Training, ATHT 103, Athletic Training Practicum, and Biology (BIOL) 101, Principles of Biology (or course with similar content), each with a grade of "C" or better.
5. The student must complete a pre-professional experience that includes observations and participation in the athletic training setting during the semester in which he/she will be making application for admission to the program. This experience will be completed when enrolled in ATHT 103, typically during the second semester of enrollment at the College. The student must complete a minimum of 70 hours of observation and participation during the pre-professional experience. Twenty-five (25) hours of this experience must be completed in the traditional athletic training setting. At the completion of the experience the student must demonstrate satisfactory completion of a basic athletic training skills evaluation. This skills evaluation will assess the student's ability to perform basic first aid and CPR skills and athletic taping and wrapping skills. The student's performance during this pre-professional experience and performance on the basic athletic training skills evaluation will be used as part of the selection criteria for admission into the program. A copy of the basic athletic training skills evaluation may be obtained from the program coordinator. Any exceptions to this pre-professional experience must be approved by the program coordinator.
6. Once the application packet is completed and submitted to the Program Coordinator, each applicant will be interviewed by the Athletic Training Committee. This Committee will determine which applicants are admitted to the Athletic Training Education Program. Students selected for admission into the program will be notified in writing by the Program Coordinator.
7. Applicants who do not meet the stated criteria may be considered on an individual basis for conditional status admission. The Athletic Training Committee will stipulate the terms of the conditional status admission in writing to the applicant. Students admitted under the conditional status must carefully follow the stipulations set forth by the Athletic Training Committee. If the student is unable to meet the stated stipulations, then he/she will not be allowed to continue in the Athletic Training Education Program.

TRANSFER STUDENT ADMISSION

Admission into the program is competitive due to efforts to maintain appropriate student-faculty ratios and the availability of appropriate clinical resources. Students desiring to transfer from another institution of higher education to Huntingdon College to enter into the Athletic Training Education Program must meet the following requirements:

1. The student must be accepted to Huntingdon College according to the academic guidelines of the College for transfer students.
2. The student must submit official transcripts from all institutions of higher education which the student has attended.
3. The student must be classified as a sophomore (minimum of 24 hours of credit) or higher and have an overall GPA of 2.5 on a 4.0 scale.
4. Submit a written request to the coordinator of the ATEP for an application packet.
5. Completion of Athletic Training (ATHT) 101, Principles of Athletic Training, ATHT 103, Athletic Training Practicum, and Biology (BIOL) 101, Principles of Biology (or course with similar content), each with a grade of "C" or better.
6. The completed application form, two letters of recommendation, and contact information for one phone reference are to be mailed to the coordinator of the ATEP. These materials must be postmarked on or before April 1. One letter of recommendation must come from the student's previous supervising athletic trainer if the student wishes to submit hours of clinical and/or field experience.
7. If the student has completed athletic training courses at another institution and received credit for the course, a copy of the syllabus for the courses must be submitted to the Program Coordinator when the student makes application to the program. If a course resembling ATHT 101 has been completed with a grade of "C" or better, then the student will not be required to repeat this course. If the student has not completed an introductory athletic training course, then the student will be required to enroll in ATHT 101. The student will be required to complete all other athletic training courses.
8. The transfer student must demonstrate through appropriate documentation the completion of a minimum of 70 hours of observation and participation in the field of athletic training. Twenty-five (25) hours of this experience must be completed in the traditional athletic training setting. The student must submit a letter of recommendation from the supervising athletic trainer(s) under which the student completed the field experience. The transfer student must also demonstrate satisfactory completion of a basic athletic training skills evaluation. This skills evaluation will assess the student's ability to perform basic first aid and CPR skills and athletic taping and wrapping skills. The student's performance during the athletic training experience and performance on the basic athletic training skills evaluation will be used as part of the selection criteria for admission into the program. A copy of the basic athletic training skills evaluation may be obtained from the program coordinator. The student will be allowed to transfer a maximum of 150 hours of clinical and/or field experience to the ATEP. Appropriate documentation must accompany these hours. If the student has not completed a minimum of 70 hours in the field of athletic training or cannot successfully complete the basic athletic training skills evaluation, then the student will be required to enroll in ATHT 103 (Practicum in Athletic Training) prior to making application for admission to the program. Any exceptions to these requirements must be approved by the program coordinator.
9. Once the application is completed and submitted to the Program Coordinator, each applicant will be interviewed by the Athletic Training Committee. This Committee will determine which applicants are admitted to the Athletic Training Education Program. Students selected for admission into the program will be notified in writing by the Program Coordinator.
10. Applicants who do not meet the stated criteria may be considered on an individual basis for conditional status admission. The Athletic Training Committee will stipulate the terms of the conditional status admission in writing to the applicant. Students admitted under the conditional status must carefully follow the stipulations set forth by the Athletic Training Committee. If the student is unable to meet the stated stipulations, then he/she will not be allowed to continue in the Athletic Training Education Program.

MAJOR IN ATHLETIC TRAINING:

The major requires completion of 65 hours.

Athletic Training (ATHT)		33 hours
101	Principles of Athletic Training	3
103	Athletic Training Practicum	2
204	Therapeutic Modalities	4
206	Evaluation and Recognition of Injuries to the Lower Extremity	4
214	Clinical Experience in Athletic Training I	1
216	Clinical Experience in Athletic Training II	1
304	Evaluation and Recognition of Injuries to the Upper Extremity	4
306	Use of Therapeutic Exercise for the Management of Athletic Injuries	4
314	Clinical Experience in Athletic Training III	1
316	Clinical Experience in Athletic Training IV	1
400	Evaluation and Recognition of General Medical Injuries and Injuries to the Spine	4
401	Clinical Experience in Athletic Training V	1
499	Senior Capstone in Athletic Training	3

Biology (BIOL)	8 hours
214 Human Anatomy and Physiology I	4
215 Human Anatomy and Physiology II	4
Human Performance (HP)	21 hours
200 Nutrition and Exercise	3
301 Training and Conditioning for Performance	3
302 Organization and Administration in Human Performance Programs	3
306 Adapted Physical Activity Programs	3
314 Community Health	3
408 Kinesiology	3
433 Physiology of Exercise	3
Psychology (PSYC)	3 hours
201* General Psychology	3

BUSINESS PROGRAM

PROGRAM COORDINATOR: CINZIA BALIT MOUSSALLI, Ph.D.

PROGRAM CORE - 33 HOURS

Accounting (ACCT)	6 hours
201 Elementary Accounting I	3
202 Elementary Accounting II	3
Business Administration (BADM)	18 hours
200 Introduction to Business	3
203 Quantitative Methods in Management	3
302 Business Law	3
303 Principles of Marketing	3
311 Business Finance	3
312 Principles of Management	3
Computer Literacy (COMP)	3 hours
105 Computers and Society	3
Economics (ECON)	6 hours
201* Principles of Microeconomics	3
202 Principles of Macroeconomics	3

MAJOR IN ACCOUNTING

The major requires completion of 63 hours.

Program Core Curriculum	33 hours
Accounting (ACCT)	30 hours
301 Intermediate Accounting I	3
302 Intermediate Accounting II	3
321 Cost Accounting	3
322 Managerial Accounting	3
335 Income Tax Procedures, Individual	3
371 Seminar in Accounting	3
401 Auditing I	3
402 Auditing II	3
403 Advanced Accounting	3
499 Senior Capstone in Accounting	3

FIFTH YEAR OPTION - ACCOUNTING MAJOR (27 HOURS)

Accounting (ACCT)	6 hours
435 Advanced Income Tax, Corporations	3
441 Government and Not-for-Profit Accounting	3
Economics and Finance	12 hours
Four courses chosen from:	
Business Administration (BADM)	
403 International Finance	3
Economics (ECON)	
305 Financial Institutions	3
407 Intermediate Microeconomic Theory	3
408 Intermediate Macroeconomic Theory	3
Mathematics (MATH)	
255* Calculus I	3
Business Administration	9 hours
Three courses chosen from:	
Business Administration (BADM)	
306 International Business	3
315 Organizational Behavior	3
333 Entrepreneurship	3
406 Human Resource Management	3

* Course satisfies a requirement in the College's Core.

MAJOR IN BUSINESS ADMINISTRATION:

The major requires completion of 45 hours.

Program Core Curriculum**Business Administration (BADM)****33 hours****one course chosen from** **12 hours**

306	International Business.....	3
333	Entrepreneurship	3
315	Organizational Theory and Behavior	3
406	Human Resource Management	3
499	Senior Capstone in Business Administration: Strategic Planning	3

MAJOR IN BUSINESS ADMINISTRATION WITH ENDORSEMENT IN ECONOMICS AND FINANCE:

At the end of the fourth semester of enrollment a business major with cumulative GPA of 3.0 or higher who has completed the courses listed below and earned a grade of at least a “B” in the Economics and Mathematics courses will be eligible to follow the more challenging track leading to a Business Major with an Endorsement in Economics and Finance.

Accounting (ACCT)

201	Principles of Accounting I
202	Principles of Accounting II

Business Administration (BADM)

200	Introduction to Business
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Economics (ECON)

201	Principles of Microeconomics
202	Principles of Macroeconomics

Mathematics (MATH)

175*	Mathematical Concepts for the Natural and Social Sciences
255*	Calculus I (recommended)

Students with a grade of “B” or better in each of the following courses (21 hours beyond the program core) will graduate with the major in Business Administration and an Endorsement in Economics and Finance noted on the transcript.

Four (4) courses chosen from the following**12 hours****Business Administration (BADM)**

403	International Finance	3
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Economics (ECON)

407	Intermediate Microeconomic Theory	3
408	Intermediate Macroeconomic Theory	3
one course chosen from		3
305	Financial Institutions	3
410	Comparative Economic Studies	3

Mathematics (MATH)

one course chosen from		3
320	Linear Algebra	3
355	Calculus III	3

Note: Each of the above courses have MATH 255, Calculus I, and MATH 256, Calculus II, as prerequisites.

Foreign Language**6 hours**

Successful completion, or placement out of, the first year (101 and 102) of a foreign language.

Economics Research**3 hours****Economics (ECON)**

499	Senior Capstone in Economics: Research in Economics	3
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MINOR IN BUSINESS ADMINISTRATION:

The minor requires completion of 18 hours.

Accounting (ACCT)**6 hours**

201	Elementary Accounting I	3
202	Elementary Accounting II	3

Economics (ECON)**3 hours**

203	Economic Development of the United States	3
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Minor Electives**9 hours**

Nine (9) hours chosen from the program core listed previously.

Note: With program approval, ECON 201, Principles of Microeconomics, may be substituted for ECON 203.

COMMUNICATION STUDIES PROGRAM

ACTING PROGRAM COORDINATOR: SAMIR R. MOUSSALLI, Ph.D.

MAJOR IN COMMUNICATION STUDIES:

The major requires completion of 36 hours.

Communication Studies (CMST)**36 hours**

201	Introduction to Communication	3
220	Media and Society	3
242	Interpersonal Communication	3

* Course satisfies a requirement in the College's Core.

305	Theories in Communication and Persuasion	3
335	Small Group Communication	3
433	Advanced Presentational Speaking	3
	one course chosen from	3
311	Rhetorical Studies	3
351	Classical Rhetoric	3
411	Contemporary Rhetorical Theory	3
499	Senior Capstone in Communication Studies	3
	Electives in Communication studies	12
Note: 233 - Effective Public Communication, may not be counted as an elective.		

MINOR IN COMMUNICATION STUDIES:

The minor requires completion of 18 hours.

Communication Studies (CMST)	18 hours
201 Introduction to Communication	3
242 Interpersonal Communication	3
335 Small Group Communication	3
433 Advanced Presentational Speaking	3
Electives in Communication Studies	6
Note: 233 - Effective Public Communication may not be counted as an elective.	

MINOR IN MEDIA STUDIES:

The minor requires completion of 18 hours.

Minor Electives	6 hours
two courses chosen from	
Communication Studies (CMST)	
220 Media in Society	3
370 The Analysis and Impact of Television on Society	3
English (ENGL)	
315 Film Studies	3
Minor Electives	12 hours
four courses chosen from	
Communication Studies (CMST)	
203 Fundamentals of Journalism	3
330 Video Production	3
371 Seminar in Communication Studies	3
430 Advanced Video Production	3
Business Administration (BADM)	
305 Promotion and Advertising	3

HUMAN PERFORMANCE PROGRAM

PROGRAM COORDINATOR: M. TERENCE CONKLE, Ed.D.

MAJOR IN HUMAN PERFORMANCE:

The major requires completion of a core curriculum and at least one of the following concentrations: Church Recreation, Exercise Science, Recreation Leadership, Sport Management, and Sport Pedagogy. A detailed explanation of the admission and completion requirements for the Sport Pedagogy concentration is given with the concentration.

Courses selected to satisfy multiple concentrations may not be duplicated.

PROGRAM CORE CURRICULUM - 23 HOURS

Human Performance (HP)	23 hours
104 Introduction to Team Sports	1
106 Introduction to Individual Sports and Lifetime Fitness	1
110 Foundations of Physical Education and Sport	3
203 Psycho-Social Aspects of Physical Activity	3
302 Organization and Administration in Human Performance Programs	3
304 Human Wellness and Lifetime Fitness	3
306 Adapted Physical Activity Programs	3
314 Community Health	3
320 Motor Development and Behavior	3

AREAS OF CONCENTRATION**CHURCH RECREATION - 28-32 HOURS**

Economics (ECON)	3 hours
201* Principles of Microeconomics	3
Human Performance (HP)	7-11 hours
two courses chosen from	4 - 5
325 Sport Leadership	3
341 Theory and Techniques of Coaching Baseball/Softball	2
342 Theory and Techniques of Coaching Basketball	2
343 Theory and Techniques of Coaching Football	2
344 Theory and Techniques of Coaching Volleyball/Softball	2

* Course satisfies a requirement in the College's Core.

In consultation with academic advisor, choose one of the following two options:	3 - 6
481 Internship in Human Performance	6
499 Senior Capstone in Human Performance	3
Recreation (RECR)	6 hours
307 Recreational Programming and Facility Management	3
309 Outdoor Recreation	3
Elective Requirements	12 hours
four courses chosen from the following:	
Christian Education (CHED)	
200 Introduction to Christian Education	3
330 Age Level Ministries	3
Education (EDUC)	
201 Foundations of Education	3
Religion (REL)	
201 Introduction to Christian Theology	3
250* Christian Ethics	3
<u>EXERCISE SCIENCE - 36-40 HOURS</u>	
Biology (BIOL)	11 hours
101* Principles of Biology	3
214 Human Anatomy and Physiology I	4
215 Human Anatomy and Physiology II	4
Human Performance (HP)	22-26 hours
200 Nutrition and Exercise	3
301 Training and Conditioning for Performance	3
two courses chosen from	4 - 5
325 Sport Leadership	3
341 Theory and Techniques of Coaching Baseball/Softball	2
342 Theory and Techniques of Coaching Basketball	2
343 Theory and Techniques of Coaching Football	2
344 Theory and Techniques of Coaching Volleyball/Softball	2
408 Kinesiology	3
433 Physiology of Exercise	3
442 Fitness Assessment and Exercise Prescription	3
In consultation with academic advisor, choose one of the following two options:	
481 Internship in Human Performance	6
499 Senior Capstone in Human Performance	3
Recreation (RECR)	3 hours
307 Recreational Programming and Facility Management	3
<u>RECREATION LEADERSHIP - 28-32 HOURS</u>	
Economics (ECON)	3 hours
201* Principles of Microeconomics	3
Human Performance (HP)	7-11 hours
Two courses chosen from	4 - 5
325 Sport Leadership	3
341 Theory and Techniques of Coaching Baseball/Softball	2
342 Theory and Techniques of Coaching Basketball	2
343 Theory and Techniques of Coaching Football	2
344 Theory and Techniques of Coaching Volleyball/Softball	2
In consultation with academic advisor, choose one of the following two options:	3 - 6
481 Internship in Human Performance	6
499 Senior Capstone in Human Performance	3
Recreation (RECR)	6 hours
307 Recreational Programming and Facility Management	3
309 Outdoor Recreation	3
Elective Requirements	12 hours
four courses chosen from the following:	
Political Science (P SC)	
201* American Government	3
207 Introduction to Public Administration	3
212 American Policy System	3
306 Public Organizations	3
307 Public Policy Analysis	3
Philosophy (PHIL)	
250 Ethics	3

* Course satisfies a requirement in the College's Core.

SPORT MANAGEMENT - 28-32 HOURS

Economics (ECON)	3 hours
201* Principles of Microeconomics	3
Human Performance (HP)	7-11 hours
Two courses chosen from	4 - 5
325 Sport Leadership	3
341 Theory and Techniques of Coaching Baseball/Softball	2
342 Theory and Techniques of Coaching Basketball	2
343 Theory and Techniques of Coaching Football	2
344 Theory and Techniques of Coaching Volleyball/Softball	2
In consultation with academic advisor, choose from	3 - 6
481 Internship in Human Performance	6
499 Senior Capstone in Human Performance	3
Recreation (RECR)	6 hours
307 Recreational Programming and Facility Management	3
309 Outdoor Recreation	3
Elective Requirements	12 hours
Four courses chosen from the following:	
Business Administration (BADM)	
302 Business Law	3
303 Principles of Marketing	3
305 Promotion and Advertising	3
307 Consumer Behaviors	3
312 Principles of Management	3
315 Organizational Theory and Behavior	3
Philosophy (PHIL)	
250 Ethics	3

SPORT PEDAGOGY - 40 HOURS:

The Sport Pedagogy concentration is a systematic educational curriculum designed to fill an existing void of individuals qualified to coach and provide verification that a sound curriculum has been successfully completed. The curriculum is based on the National Standards for Sport Coaches (2nd edition) as published in 2006 by The National Association for Sport and Physical Education (NASPE).

The National Standards address competency goals that include the following: 1. Philosophy and Ethics; 2. Safety and Injury Prevention; 3. Physical Conditioning; 4. Growth and Development; 5. Teaching and Communication; 6. Sport Skills and Tactics; 7. Organization and Administration; and, 8. Evaluation.

Each key competency is addressed by/through the Human Performance and Athletic Training Programs. The Sport Pedagogy Concentration is an option for prospective sport coaches who do not desire initially to have co-employment as teachers (or for those who show great promise as educators, who may later opt to pursue teacher certification or a 5th-year degree in teacher certification). Students in this curriculum are not directly pursuing professional teacher certification (see the Human Performance Program Coordinator for additional details). It is offered as a professional endorsement that individuals have received minimum preparation for coaching young novice and intermediate level athletes. The goal is to ensure graduates have learned the art and sciences of coaching, and are qualified to provide safe, enjoyable sport participation opportunities, so they can provide athletes with positive skill development experiences. Specifically, the content emphasis for students in this program will focus on sound ethics and an athlete-centered coaching philosophy, teaching methodologies, motivational techniques, fundamental movement and sport skills, social/emotional development, safety and risk management, the human sciences, and participation for enjoyment.

ADMISSION TO AND COMPLETION OF THE SPORT PEDAGOGY CONCENTRATION

A student interested in seeking a Human Performance Concentration in Sport Pedagogy is encouraged to declare his/her intentions to the Human Performance Program Coordinator at the earliest possible time after entering Huntingdon College. The criteria for "official" admission into the Sport Pedagogy curriculum are:

1. Submitting a completed application obtained from the Human Performance Program Coordinator.
2. Submitting 3-5 reference letters on the applicant's behalf supporting his/her admission to the concentration by addressing the student's character, academic potential, capabilities and/or interests in being a mentor/role-model for young athletes. Two of these letters must be from Huntingdon College faculty members.
3. Submitting a 200-300 word-processed autobiographical sketch, along with a 1-page cover letter (100-150 words) of application explaining why the student is capable of being a good coach (using pertinent experience), to demonstrate written communication skills.
4. Completion of at least 30 hours of college coursework with a "C" or higher including the following courses:

Athletic Training (ATHT)	
101 Principles of Athletic Training	3
Human Performance (HP)	
104 Introduction to Team Sports	1
106 Introduction to Individual Sports and Lifetime Games	1
110 Foundations of Physical Education and Sport	3
203 Psycho-Social Aspects of Physical Activity	3

- Achieving at least a 2.25 (on a 4.0 scale) cumulative GPA in the initial 30 hours of coursework at Huntingdon.
- Not accumulating more than 89 hours of course work, at the time of application, or have not transferred more than 89 hours from other institutions.
- Student must have both a final cumulative GPA and a final major GPA of 2.25 (on a 4.0 scale) or higher.

TRANSFER STUDENT ADMISSION TO THE CONCENTRATION

- Once admitted to the College the student must submit copies of all college transcripts directly to the Human Performance Program Coordinator (in addition to those submitted to College for admission purposes).
- The student must have completed at least 30 semester hours, but not more than 89 semester hours of coursework including the equivalents of the courses listed in number 4 above with a grade of "C" or higher. If these courses have not yet been taken and passed with a "C" or higher, the courses must be completed at Huntingdon College.
- All other concentration admission criteria are identical to those of a student entering Huntingdon as a New Freshman.

PRACTICUM EXPERIENCE

The practicum experience is typically scheduled for the last semester (spring) of the senior year. Exceptions must be approved by the Human Performance Program Coordinator. The Program Coordinator works with local schools, recreation agencies, and other sport programs with participants under age 18 to place sport pedagogy students in professional experience roles and to provide appropriate practical learning experiences. Placements will typically be made within the Montgomery metropolitan area (up to 30 mile radius); however, special exceptions will be considered if a written request is submitted at least 90 days prior to beginning their Practicum Experience course.

Coaching for the student during the Practicum Experience will include practice planning and event coaching and may include other responsibilities associated with the coaching role. It is expected that a Practicum Experience will include approximately 300 clock hours of coaching responsibilities approved by the Program Coordinator. Practicum Experience students will meet periodically (5 or more times) on-campus with the Program Coordinator.

COURSE REQUIREMENTS

Athletic Training (ATHT)	3 hours
101 Principles of Athletic Training	3
Biology (BIOL)	8 hours
214 Human Anatomy and Physiology I	4
215 Human Anatomy and Physiology II	4
Note: BIOL 214 has a prerequisite of BIOL 101, Principles of Biology.	
Human Performance (HP)	29 hours
200 Nutrition and Exercise	3
301 Training and Conditioning for Performance	3
325 Sport Leadership	3
two courses chosen from	4
341 Theory and Techniques of Coaching Baseball/Softball	2
342 Theory and Techniques of Coaching Basketball	2
343 Theory and Techniques of Coaching Football	2
344 Theory and Techniques of Coaching Volleyball/Softball	2
408 Kinesiology	3
410 Methods of Sport Instruction/Assessment	4
433 Exercise Physiology	3
471 Sport Pedagogy Practicum	6

MINOR IN HUMAN PERFORMANCE:

The minor requires completion of 18 hours.

Human Performance (HP)	12 hours
110 Foundations of Physical Education and Sport	3
302 Organization and Administration in Human Performance Programs	3
304 Human Wellness and Lifetime Fitness	3
433 Physiology of Exercise	3
Electives (HP)	6 hours
Human Performance (HP)	
104 Introduction to Team Sports	1
106 Introduction to Individual Sports and Lifetime Fitness	1
200 Nutrition and Exercise	3
325 Sport Leadership	3

TEACHER EDUCATION PROGRAM

ACTING PROGRAM COORDINATOR: J. SHELBY SEARCY, M.Ed.

CONCEPTUAL FRAMEWORK

The purpose of the Teacher Education Program (TEP) is to prepare prospective teachers to use appropriate knowledge bases and professional judgment to select, implement, and evaluate diverse teaching strategies and resources to provide pre-school through twelfth grade (P-12) students with the skills and knowledge appropriate to the teaching field. The knowledge and abilities which comprise the professional studies core of a teacher education program address competencies needed by prospective teachers. Regardless of the area(s) of specialization, pre-service teachers will demonstrate an appreciation for all students and their individuality and diversity; attitudes of responsibility for the learning of all students and working collaboratively with all school personnel; skill in using technology effectively in classrooms; and a commitment to the teaching profession and to becoming lifelong learners. Pre-service teachers will also understand central concepts, tools of inquiry, and structure of the chosen field. The knowledge, skills, and dispositions are developed in coursework, structured field experiences/practicum, and the student teaching internship, and are assessed and evaluated throughout the Teacher Education Program based on professional, state, and institutional standards.

To accomplish this objective, Huntingdon College offers the following programs leading to certification by the Alabama State Board of Education:

- Elementary Education
- Secondary Teaching Field Programs (grades 6-12) in Chemistry, English Language Arts, History, and Mathematics.
- P-12 Teaching Field Programs in Art.

Requirements for certification are subject to changes made by the Alabama State Department of Education and may supersede information in this publication. Interested students should consult the Teacher Education Program Coordinator for the most current information. **Admission to Huntingdon College does not qualify a student for admission to the Teacher Education Program.**

Students seeking Alabama teaching certification through the Teacher Education Program at Huntingdon College are required to meet the requirements of the Alabama Prospective Teacher Testing Program. The program includes the Work Keys Test which assesses basic skills in applied mathematics, reading for information, and writing. In the 2004-2005 academic year, 15 Huntingdon students took the exam. All students passed, giving the College a 100% pass rate.

ADMISSION TO TEACHER EDUCATION

Students interested in preparation for teaching certification are encouraged to declare their intentions to their advisors and to the Teacher Education Program Coordinator as early as possible.

The criteria for admission to the Teacher Education Program are:

1. Submission and approval of a formal, written application for admission to Teacher Education Program, after completion of at least 24 semester hours. The forms are available in the Teacher Education Program Office (Weil 104). The application may be submitted after completion of 24 semester hours, including Education (EDUC) 201, Foundations of Education, and EDUC 202, Education of Exceptional Children and Youth. The application should be submitted no later than the end of the first semester of the junior year.
2. Submission of two positive faculty recommendations from either the EDUC 201 or EDUC 202 professor and from a faculty member in the teaching field for secondary and P-12 students. Elementary education majors may submit a recommendation from a professor of their choosing.
3. Satisfactory scores on all three sections of the Alabama Prospective Teacher Test (Applied Mathematics, Reading for Information, and Writing).
4. Satisfactory score on the essay exam to assess writing skills.
5. A minimum grade point average of at least 2.50 overall (general studies, professional studies, and the teaching field), in professional studies, and in the teaching field.
6. Satisfactory results of an interview with the Teacher Education Program Coordinator and the appropriate faculty specialist. The interview is designed to provide information on the applicant's oral communication skills, interests, and dispositions consistent with the requirements for successful teaching.
7. Completion of EDUC 201 and EDUC 202 with a grade of C or better.

Note for students with foreign credentials: Coursework and/or a degree accepted from institutions outside the United States shall be substantiated by an evaluation of the foreign credentials from a state, federal, or private credential evaluation service recognized by the Teacher Education and Certification Office. One approved agency service is:

World Education Services
P.O. Box 5087 - Bowling Green Station
New York, NY 10274-5087
Telephone: 212-966-6311
FAX: 212-739-6100

Additional information about other acceptable agencies may be obtained from the Program Coordinator of Teacher Education at Huntingdon College or from the Alabama State Department of Education.

Upon receipt of the completed Teacher Education Program application, each student will be notified of his/her status. A student who fails to meet the criteria described above may complete further work and repeat required examinations in an effort to meet admission standards. If additional coursework is required to fulfill the GPA requirement for admission, only course work in the humanities, social sciences, sciences, mathematics, or the teaching field(s) may be used.

A student may not enroll in more than five (5) professional studies courses before meeting all criteria for unconditional admission to Teacher Education Program. The student may repeat any of the five courses in which he or she received a grade of "C" or below. Each student should study catalog course descriptions before registration to identify courses that can be taken only after the student has been admitted to the Teacher Education Program. See the Teacher Education Program Handbook for further information.

PROGRAM RETENTION

To remain in the Teacher Education Program, each student must make satisfactory progress in all professional studies courses, the teaching field subject matter, and respective professional education courses.

Each student who has declared his/her intention to seek teacher certification is monitored throughout the undergraduate years by an advisor from the Teacher Education Program. This is in addition to the student's secondary or P-12 major field advisors. The education advisor monitors the student's academic progress and advises the student regarding courses required for certification.

TEACHING FIELD COMPETENCE

Huntingdon College is committed to preparing teachers with academic competence in the chosen teaching field. Teacher candidates shall know the subject matter that they plan to teach and shall be able to explain important principles and concepts delineated in professional, state, and institutional standards. Completion of a teaching field shall ensure that the candidate has completed all requirements for an academic major in the teaching field and has complied with the criteria for Highly Qualified Teacher as identified in the current "Alabama Model for Identifying Highly Qualified Teachers in Accordance with the No Child Left Behind Act of 2001 (NCLB)." (Compliance with NCLB does not apply to teachers of physical education.)

INTERNSHIP

The internship is normally scheduled for the last semester of the senior year. Exceptions must be approved by the Teacher Certification Officer. Maximum credit for the internship is 12 hours.

The internships in Class B programs shall be full-time in the schools for at least twelve weeks, which should not be limited to one classroom or grade level. The Teacher Education Program Office works with local school partners to jointly determine the specific placement of student teachers and interns for other professional roles to provide appropriate learning experiences. Placements are made in local public schools in the local area. Requests for exceptions to this rule must be submitted well in advance to the Teacher Education Program Coordinator.

Under exceptional circumstance, the head of the Teacher Education Program unit may request from the State Superintendent a waiver of the internship based on at least one full year of experience at the level(s) and in the teaching field or instructional support area. Accompanying the request for a waiver from the unit head shall be written evidence that a unit representative has observed the candidate on at least two occurrences to assess knowledge, skills, and dispositions for helping all students learn.

Teaching experience for the intern will progress to the full responsibilities of the teacher for at least 20 full days, including at least 10 consecutive days in each placement. (Exceptions may be required for placements in schools operating on nontraditional schedules.) Huntingdon College and/or the Teacher Education Program Office may require interns to meet on campus for special activities for no more than five days during the internship semester.

In addition, the internship shall be divided between middle/intermediate school and high school grades. For P-12 programs, the internship shall be divided between early childhood/elementary and middle/secondary grades. For elementary education programs, the internship shall include upper and lower elementary-level placements unless substantial field experiences were completed at both levels. For candidates who are seeking certification in two or more distinct teaching fields, an additional internship(s) shall be required (e.g., physical education and biology). In extenuating circumstances, the head of the Teacher Education Program unit may request a waiver from the State Superintendent of Education for the requirement to divide the internship.

PROGRAM COMPLETION

It is the responsibility of the Teacher Education Program to ensure that a candidate's competency to begin his or her professional role in schools is assessed prior to completion of the program and/or recommendation for certification. This assessment is based on the following criteria:

1. Satisfactory completion of a state-approved program with at least a 2.5 grade point average overall (general studies, professional studies, and the teaching field), in professional studies, and in the teaching field. A grade of C or higher must be obtained in each professional education course. For P-12 and secondary certification, the major must require a minimum of 32 semester hours with at least 19 semester hours at the upper-division level.
2. Completion of a minimum of 150 hours of field experiences prior to student teaching, with at least 90 of these hours in increments of three hours or more.
3. Submission of Praxis II test scores prior to student teaching. The scores must meet the minimum standard set by the Alabama State Board of Education. See the Teacher Certification Officer for further information.

4. Demonstrated readiness to teach through evaluations of on-site performances as an intern and satisfactory evaluations on the Huntingdon College Abilities Checklists.
5. Seniors will take the Major Field Achievement Test, and earn an acceptable score, in both the content area and in education.

Graduation from Huntingdon College does not guarantee Alabama teaching certification. Since requirements for certification may change, students in the Teacher Education Program meet at least once per semester with the Teacher Education Program Coordinator to monitor their programs and progress.

During the two years following completion of the Teacher Education Program, Huntingdon College will provide remediation at no cost to individuals who are recommended for teacher certification by the College, teaching in an area for which they are certified, and are deemed by the employing Alabama school system to have unsatisfactory performance evaluations according to criteria established by the Alabama State Board of Education. An unsatisfactory performance evaluation is defined as less than the required minimum composite score on the Alabama Professional Education Personnel Evaluation (PEPE) Program (or less than an equivalent score on a comparable evaluation system approved the State Board of Education). For teachers, the required minimum score is 18.

Note: General studies and professional foundation courses apply to all teaching fields at all of the levels of certification which follow.

MAJOR IN ELEMENTARY EDUCATION:

General Studies:	49 hours
The College Core	49
Hours for Highly Qualified Status:	
English - 12 hours required	
College core requirement	12
Mathematics - 12 hours required	
College core requirement	3
Three courses beyond the core requirement	9
Science - 12 hours required	
College core requirement	6
Two courses beyond the core requirement	6
Social Science - 12 hours required	
College core requirement	9
ECON 201 Microeconomics	3
P SC 201, American Government	3
PSYC 201, General Psychology	3
One course beyond the core requirement	3

PROFESSIONAL STUDIES

Education (EDUC)	23 hours
201 Foundations of Education	3
202 Education of Exceptional Children and Youth	3
301 Human Growth, Development, and Learning	3
342 Educational Technology	2
493 Student Teaching in Elementary Education	12

TEACHING FIELD

Education (EDUC)	30 hours
336 Practicum in Elementary Education	3
347 Reading I	3
348 Reading II	3
352 Elementary Methods in Fine Arts	3
353 Elementary Methods in Language Arts	3
354 Elementary Methods in Mathematics	3
355 Elementary Methods in Physical Education/Health	3
356 Elementary Methods in Science	3
357 Elementary Methods in Social Studies	3
441 Classroom Management for Elementary Education Majors	3

Total hours in General Studies	49
Hours beyond the core for Highly Qualified Status	18
Total hours in Professional Studies.....	23
Total hours in the Teaching Field	30
Total hours for Certification in Elementary Education	49 + 23 + 30 + 18 = 120

* Course satisfies a requirement in the College's Core.

TEACHING FIELD PROGRAMS

General Studies:	49 hours
The College Core	49

PROFESSIONAL STUDIES:

Education (EDUC)	35 hours
201 Foundations of Education	3
202 Education of Exceptional Children and Youth	3
301 Human Growth, Development, and Learning	3
Content Specific High School Curriculum & Methods (corresponding to discipline)	1
312 Secondary Chemistry Methods	1
313 Secondary English Language Arts Methods	1
314 Secondary History Methods	1
315 Secondary Mathematics Methods	1
321 General High School Curriculum & Methods	2
339 Reading in the Content Area.....	3
342 Educational Technology	2
433 Assessment in Education.....	3
440 Classroom Management for P-12 and Secondary Education	3
497 Student Teaching in Secondary Education	12

CERTIFICATION IN CHEMISTRY/MAJOR—CHEMISTRY**TEACHING FIELD - 65 HOURS**

Chemistry (CHEM)	40 hours
105* General Chemistry I	3
106 General Chemistry II	3
115 General Chemistry I Laboratory	1
116 General Chemistry II Laboratory	1
305 Organic Chemistry I	3
306 Organic Chemistry II	4
307 Advanced Inorganic Chemistry	3
315 Organic Chemistry I Laboratory	2
316 Organic Chemistry II Laboratory	1
321 Analytical Chemistry I	4
322 Analytical Chemistry II	4
406 Biochemistry	3
409 Physical Chemistry I.....	3
410 Physical Chemistry II.....	3
419 Physical Chemistry I Laboratory	1
420 Physical Chemistry II Laboratory	1
Physics (PHYS)	8 hours
251 General Physics I	4
252 General Physics II	4
Biology (BIOL)	8 hours
101* Principles of Biology	3
103 Principles of Biology Laboratory	1
one course chosen from	4
202 General Biology - Zoology	4
227 General Biology - Botany	4
Mathematics (MATH)	9 hours
171 Elementary Statistics	3
255* Calculus I	3
256 Calculus II	3

Total hours in General Studies	49
Total hours in Professional Studies.....	35
Total hours in the Teaching Field	65
Hours applicable to both Teaching Field and General Studies	9
Total hours for Certification in Chemistry	49 + 65 + 35 - 9 = 140

CERTIFICATION IN ENGLISH LANGUAGE ARTS /MAJOR—ENGLISH**TEACHING FIELD - 48 HOURS**

Communication Studies (CMST)	6 hours
203 Fundamentals of Journalism	3
233* Effective Public Communication	3
English (ENGL)	39 hours
104* English Composition II	3
211* English Literature I	3
212* English Literature II	3
221* American Literature I	3
222* American Literature II	3
303 Principles of English Grammar	3
312 18 th and 19 th Century British Literature	3

* Course satisfies a requirement in the College's Core.

331	Contemporary Literature	3
341	World Literature	3
411	Chaucer	3
416	Shakespeare	3
419	Critical Theory	3
499	Senior Capstone in English	3
Theater (THEA)		3 hours
316	Stage Management and Directing for Theater or Television	3
Total hours in General Studies		49
Total hours in Professional Studies.....		35
Total hours in Teaching Field.....		48
Hours applicable to both Teaching Field and General Studies		12
Total hours for Certification in English Language Arts		49 + 35 + 48 - 12 = 120

CERTIFICATION IN HISTORY/MAJOR—HISTORY

TEACHING FIELD - 39 HOURS

History (HIST)		36 hours
101*	Western Civilization	3
102*	Western Civilization	3
205	American History to 1877	3
206	American History, 1877 to the Present	3
215	Introduction to Historical Study	3
310	The Far East.....	3
315	Alabama History.....	3
Upper level electives in U.S. colonial or national history		6
Upper level electives in European history		6
Upper level electives in history		3
Political Science (P SC)		3 hours
201*	American Government	3
Total hours in General Studies		49
Total hours in Professional Studies.....		35
Total hours in Teaching Field.....		39
Hours applicable to both Teaching Field and General Studies		9
Total hours for Certification in History		49 + 35 + 39 - 9 = 114
(toward the 120 hour graduation requirement)		

CERTIFICATION IN MATHEMATICS/ MAJOR—MATHEMATICS

TEACHING FIELD - 42 HOURS

Computer Literacy (COMP)		3 hours
105	Computers and Society	3
Mathematics (MATH)		39 hours
175*	Mathematical Concepts: An Intuitive and Historical Approach.....	3
255*	Calculus I	3
256	Calculus II	3
313	Discrete Mathematics	3
315	Geometry.....	3
320	Linear Algebra	3
355	Calculus III	3
356	Calculus IV	3
366	Introduction to Abstract Mathematics	3
401	Introduction to Analysis	3
411	Abstract Algebra.....	3
499	Senior Capstone	3
Upper level elective numbered 300 or above.....		3
Total hours in General Studies		49
Total hours in Professional Studies.....		35
Total hours in Teaching Field.....		42
Hours applicable to both Teaching Field and General Studies		3
Total hours for Certification in Mathematics		49 + 35 + 42 - 3 = 123

* Course satisfies a requirement in the College's Core.

P-12 TEACHING PROGRAMS**General Studies:****Semester hours**

The College Core 49

CERTIFICATION IN ART/MAJOR — ART**PROFESSIONAL STUDIES - 38 HOURS****Art (ART) 6 hours**

212 Elementary School Art 3

321 Secondary School Art 3

Education (EDUC) 32 hours

201 Foundations of Education 3

202 Education of Exceptional Children and Youth 3

301 Human Growth, Development, and Learning 3

339 Reading in the Content Area 3

342 Educational Technology 2

433 Assessment in Education 3

440 Classroom Management 3

498 Student Teaching P-12 12

TEACHING FIELD - 39 HOURS**Art (ART) 39 hours**

151 Exhibition Attendance (satisfactory completion of 8 semesters) 0

201 Two-Dimensional Design 3

202 Three-Dimensional Design 3

203 Drawing 3

207 Ceramics 3

250 Painting 3

302 Figure Drawing 3

303 History of Art I 3

304 History of Art II 3

350 Intermediate Painting 3

401 Advanced Studio 3

402 Advanced Studio 3

499 Senior Capstone in Art 3

one course chosen from 3

210* Art Appreciation 3

213 Photography 3

214 Printmaking 3

241 Graphic Design 3

Total Hours in General Studies 49**Total Hours in Teaching Field 39****Total Hours in Professional Studies 38****Hours applicable to both Teaching Field and General Studies 3****Total Hours for Certification in Art 49 + 42 + 38 - 3 = 126**

* Course satisfies a requirement in the College's Core.

PRE-PROFESSIONAL STUDIES

DUAL-DEGREE ENGINEERING

Based on the model specified by the Auburn School of Engineering, all pre-engineering students are advised to take the following:

History (HIST)	
101*	Western Civilization I 3
102*	Western Civilization II 3
Economics (ECON)	
201*	Principles of Microeconomics 3
Mathematics (MATH)	
255*	Calculus I 3
256	Calculus II 3
355	Calculus III 3
356	Calculus IV 3
360	Ordinary Differential Equations 3
Music (MUS)	
210*	Music Appreciation 3
Philosophy (PHIL)	
250	Ethics 3
Psychology (PSYC)	
201*	General Psychology 3

In addition, other specific courses are recommended depending on the area of engineering chosen:

AEROSPACE:

Chemistry (CHEM)	
105*	General Chemistry I 3
Computer Science (CMPS)	
215	Introduction to Computer Programming 3
230	Programming in (FORTRAN) 1
Mathematics (MATH)	
320	Linear Algebra 3
Physics (PHYS)	
251	General Physics I 4
252	General Physics II 4

BIOSYSTEMS:

Biology (BIOL)	
101*	Principles of Biology 3
202	General Biology - Zoology 3
Chemistry (CHEM)	
105*	General Chemistry I 3
106	General Chemistry II 3
Computer Science (CMPS)	
215	Introduction to Computer Programming 3
Physics (PHYS)	
251	General Physics I 4

CHEMICAL:

Chemistry (CHEM)	
105*	General Chemistry I 3
106	General Chemistry II 3
Computer Science (CMPS)	
215	Introduction to Computer Programming 3
Physics (PHYS)	
251	General Physics I 4

CIVIL:

Chemistry (CHEM)	
105*	General Chemistry I 3
106	General Chemistry II 3
Computer Science (CMPS)	
215	Introduction to Computer Programming 3
230	Programming in (FORTRAN) 1
Physics (PHYS)	
251	General Physics I 4
252	General Physics II 4

* Course satisfies a requirement in the College's Core.

ELECTRICAL:

Chemistry (CHEM)	
105* General Chemistry I	3
Computer Science (CMPS)	
215 Introduction to Computer Programming	3
Mathematics (MATH)	
320 Linear Algebra	3
Physics (PHYS)	
251 General Physics I	4
252 General Physics II	4

INDUSTRIAL AND SYSTEMS:

Chemistry (CHEM)	
105* General Chemistry I	3
Computer Science (CMPS)	
215 Introduction to Computer Programming	3
Mathematics (MATH)	
320 Linear Algebra	3
Physics (PHYS)	
251 General Physics I	4
252 General Physics II	4

MATERIALS:

Chemistry (CHEM)	
105* General Chemistry I	3
106 General Chemistry II	3
Computer Science (CMPS)	
215 Introduction to Computer Programming	3
Mathematics (MATH)	
320 Linear Algebra	3
Physics (PHYS)	
251 General Physics I	4
252 General Physics II	4

MECHANICAL:

Chemistry (CHEM)	
105* General Chemistry I	3
Computer Science (CMPS)	
215 Introduction to Computer Programming	3
Mathematics (MATH)	
320 Linear Algebra	3
Physics (PHYS)	
251 General Physics I	4
252 General Physics II	4

SOFTWARE:

Computer Science (CMPS)	
215 Introduction to Computer Programming	3
Mathematics (MATH)	
320 Linear Algebra	3
Physics (PHYS)	
251 General Physics I	4
252 General Physics II	4

TEXTILE:

Chemistry (CHEM)	
105* General Chemistry I	3
106 General Chemistry II	3
Computer Science (CMPS)	
215 Introduction to Computer Programming	3
Mathematics (MATH)	
320 Linear Algebra	3
Physics (PHYS)	
251 General Physics I	4
252 General Physics II	4

* Course satisfies a requirement in the College's Core.

PRE-MEDICINE, PRE-DENTISTRY, AND PRE-OPTOMETRY

A typical set of requirements might include:

Biology (BIOL)		
101*	Principles of Biology	3
103	Principles of Biology Laboratory	1
202	General Biology - Zoology	4
Chemistry (CHEM)		
105*	General Chemistry I	3
106	General Chemistry II	3
115	General Chemistry I Laboratory	1
116	General Chemistry II Laboratory	1
305	Organic Chemistry I	3
306	Organic Chemistry II	4
315	Organic Chemistry I Laboratory	2
316	Organic Chemistry II Laboratory	1
Mathematics (MATH)		
255*	Calculus I	3
256	Calculus II	3
Physics (PHYS)		
251	General Physics I	4
252	General Physics II	4

The courses listed above are the minimum qualifications for entrance to Alabama Medical Colleges. Huntingdon College Pre-Medicine Advisors will strongly recommend additional courses in selected categories.

PRE-PHARMACY

Although there are required courses in other areas, the required sciences are:

Biology (BIOL)		
101*	Principles of Biology	3
103	Principles of Biology Laboratory	1
202	General Biology - Zoology	4
214	Human Anatomy and Physiology I	4
215	Human Anatomy and Physiology II	4
325	Microbiology	4
Chemistry (CHEM)		
105*	General Chemistry I	3
106	General Chemistry II	3
115	General Chemistry I Laboratory	1
116	General Chemistry II Laboratory	1
305	Organic Chemistry I	3
315	Organic Chemistry I Laboratory	2
Human Performance (HP)		
408	Kinesiology	3
433	Physiology of Exercise	3
Mathematics (MATH)		
255*	Calculus I	3
Physics (PHYS)		
251	General Physics I	4
252	General Physics II	4

PRE-PHYSICAL THERAPY

Required courses include:

Biology (BIOL)		
101*	Principles of Biology	3
103	Principles of Biology Laboratory	1
202	General Biology - Zoology	4
214	Human Anatomy and Physiology I	4
215	Human Anatomy and Physiology II	4
322	Cell Biology	4
Chemistry (CHEM)		
105*	General Chemistry I	3
106	General Chemistry II	3
115	General Chemistry I Laboratory	1
116	General Chemistry II Laboratory	1
305	Organic Chemistry I	3
315	Organic Chemistry I Laboratory	2
Human Performance (HP)		
408	Kinesiology	3
433	Physiology of Exercise	3

* Course satisfies a requirement in the College's Core.

Mathematics (MATH)	
171 Introduction to Statistics.....	3
255* Calculus I.....	3
256 Calculus II	3
Physics (PHYS)	
251 General Physics I	4
252 General Physics II	4
Psychology (PSYC)	
201* General Psychology	3
Electives in Psychology	6

RESERVE OFFICERS TRAINING PROGRAM

In conjunction with Alabama State University and Auburn University at Montgomery, Huntingdon students have the opportunity to enroll in a Reserve Officers Training Program (ROTC) in either the Air Force (Aerospace Studies) or the Army (Military Science). The ROTC program provides a variety of scholarships for students who meet the criteria.

A Huntingdon student may apply a maximum of 12 semester hours in 300 and 400 level courses toward the minimum of 120 hours for a Bachelor of Arts degree. Credit hours in Reserve Officers Training Corp (ROTC) courses are included in the count of hours for a normal course load in a given semester.

AEROSPACE STUDIES

The basic goal of the Air Force ROTC curriculum is to provide the military knowledge and skills which cadets will need when they become Air Force officers.

Each year the Air Force offers a variety of scholarship programs to those individuals who have demonstrated outstanding academic scholarship and leadership potential. Scholarships cover tuition, laboratory and incidental fees, and provide an allowance for books. Scholarship cadets also receive a nontaxable allowance each month. Although a student takes the ROTC courses at Alabama State University, that student is a full-time student at Huntingdon, and any financial assistance provided by the military services is based on tuition and fees at Huntingdon.

For additional information and detailed program requirements, students should contact the Air Force ROTC Detachment 019, Alabama State University, Room 115, Paterson Hall, 334-229-4305.

MINOR IN AEROSPACE STUDIES:

For a minor in Aerospace Studies, the student must complete 24 hours of Aerospace Studies, a term paper on a military subject approved by the Professor of Aerospace Studies, and an approved business management course. The minor requires a total of 27 semester hours.

MILITARY SCIENCE

The purpose of the Army ROTC curriculum is to develop well educated junior officers for the Active Army as well as the Army National Guard and Army Reserve. The curriculum is divided into two course levels: a General Military Course (Basic Course) open to all freshman and sophomores and an Officer Development Course (Advanced Course) for contracted juniors, seniors, and graduate students. Successful completion of both courses and award of a bachelor's degree constitute the normal progression to earning a commission as a Second Lieutenant.

A student undecided about pursuing a commission may keep this option open by participation in the General Military Course together with his or her chosen curriculum. The course provides freshmen and sophomores the opportunity to make an educated decision on the advantages of earning an officer's commission while incurring no military obligation. Successful completion of the General Military course or commensurate training is a prerequisite for enrollment in the Officer Development Course.

The Army ROTC curriculum prepares students to become effective leaders and managers in a variety of challenging commissioned officer specialties, thus facilitating early middle management career development and progression. The student will not always be restricted to the classroom. Students could find themselves rafting down a river, determining their location on a land navigation course, firing an M167A2 rifle on a military range, or dancing the night away at a military ball. The student will not only execute, but will also perform the staff work in planning these various functions.

Each year the Army offers a variety of scholarship programs to those individuals who have demonstrated outstanding academic scholarship and leadership potential. Scholarships cover tuition, laboratory and incidental fees, and provide an allowance for books. Scholarship cadets also receive a nontaxable allowance each month. Although a student takes the ROTC courses at Auburn University Montgomery, that student is a full-time student at Huntingdon, and any financial assistance provided by the military services is based on tuition and fees at Huntingdon.

For additional information and detailed program requirements, students should contact the Department of Military Science, Auburn University Montgomery, Taylor Center - Room 312, 334-244-3528.

MINOR IN MILITARY SCIENCE:

For a minor in Military Science, the student must complete 24 hours of Military Science.

* Course satisfies a requirement in the College's Core.

THEOLOGICAL OR MINISTERIAL

In addition to courses in a chosen major, students interested in pursuing a career in Christian Education should consider the following courses:

Christian Education (CHED)

200	Introduction to Christian Education	3
330	Age Level Ministries	3
360	Advanced Topics in Christian Education	3

Communication Studies (CMST)

one course chosen from

201	Introduction to Communication	3
202	Introduction to Communication Studies	3
242	Interpersonal Communication	3
335	Small Group Communication	3
420	Organizational Communication	3

Education (EDUC)

201	Foundations of Education	3
301	Human Growth, Development and Learning	3

Psychology (PSYC)

201*	General Psychology	3
305	Theories of Learning	3
307	Theories of Personality	3
327	Lifespan Development	3

Recreation (RECR)

307	Recreational Programming and Facility Management	3
309	Outdoor Recreation	3

Religion (REL)

	Two courses beyond the freshman level	6
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* Course satisfies a requirement in the College's Core.

COURSES OF INSTRUCTION



COURSES OF INSTRUCTION

This section of the catalog describes all the courses currently offered by Huntingdon College. These are listed alphabetically by the disciplinary prefix.

ACADEMIC PLANNING

Students planning their course of study should review the requirements, listed in the previous section, and course descriptions listed here, noting particularly those courses which interest them and determining which Core Curriculum components or distribution requirements they may fulfill.

A listing of courses offered in the Fall and Spring semesters together with time and instructor is published in a **Schedule of Classes** which is made available on-line before each pre-registration period. The Huntingdon College schedule of classes is published on the College's web site for information purposes. The College reserves the right to cancel, postpone, combine or change the time of any class for which there is not sufficient enrollment or for other reasons deemed in the best interest of the institution.

COURSE NUMBERING

All courses are assigned semester credit hours, the basic unit of measurement for time spent in class per week. For example, a course giving one semester hour of credit usually meets for fifty minutes each week during the semester. Course numbers which constitute a two-semester sequence are separated either by a **comma** or by a **hyphen**. A **comma** indicates that either may be taken first. A **hyphen** indicates that successful completion of the first course is a prerequisite for the second.

The notation following the title of each course indicates the distribution between class and laboratory hours, and the semester hours of credit granted during each of the semesters involved.

Courses are numbered on the following basis:

100-199 — Introductory courses or course sequences typically taken by freshmen or sophomores.

200-299 — Introductory and intermediate courses or course sequences with or without prerequisites taken by freshman or sophomores.

300-499 — Advanced courses or course sequences with specific prerequisites (courses, class standing, or special permission) ordinarily taken by juniors or seniors.

Students may be admitted to advanced courses if they have met the prerequisite, or, in exceptional cases, with the approval of the corresponding school's associate dean.

ACCOUNTING (ACCT)

- 201. Elementary Accounting I.** **Cr. 3.**
The fundamental principles of financial accounting. An introduction to the process of accumulating, classifying, and presenting financial information.
Computer Literacy 105 corequisite or permission of the Associate Dean prerequisite.
- 202. Elementary Accounting II.** **Cr. 3.**
The preparation and utilization of financial information for internal management purposes. Special emphasis is given to cost determination, cost control, and the development of information for decision making.
201 with a grade of C or better or permission of the Associate Dean prerequisite.
- 281, 381. Individual Study.** **Cr. 1-3.**
The course may involve a systematic reading program, library research, laboratory project, studio work, field study, or creative expression. Conferences or tutoring as required, but no formal lectures or recitations. Quizzes, tests, and examinations as may be appropriate. 281 open only to sophomores; 381 open to juniors and seniors. May be repeated for credit.
- 301. Intermediate Accounting I.** **Cr. 3.**
Asset valuation and the theory of matching cost with revenue.
202 with a grade of C or better prerequisite.
- 302. Intermediate Accounting II.** **Cr. 3.**
Equity aspects of accounting, problems arising from price level changes, statement analysis and interpretation, managerial uses of accounting.
301 with a grade of C or better prerequisite.
- 303. Intermediate Accounting III.** **Cr. 3.**
Accounting for pensions, leases, corporate income taxes, and changes in accounting principles and the preparation of the statement of cash flows.
302 with a grade of C or better prerequisite.
- 321. Cost Accounting.** **Cr. 3.**
Accounting for material, labor, and manufacturing expenses. The fundamentals of costs for manufacturing and trading firms.
202 with a grade of C or better prerequisite.
- 322. Managerial Accounting.** **Cr. 3.**
Accounting as a tool for managerial control is taught through analysis of problem situations in accounting systems, accounting control, and in budgeting and costs. Emphasis is on a general management approach to corporate financial reporting decisions, practices, controversies, and uses. Completion of the major core with grades of C or better prerequisite.
- 335. Income Tax Procedure, Individuals.** **Cr. 3.**
The methods and problems encountered in income determination for federal tax purposes.
202 with a grade of C or better prerequisite.
- 340. Fundamentals of Nonprofit Accounting.** **Cr. 3.**
As an introduction to budgetary and fund accounting as applied to arts/nonprofit agencies, this course is designed for majors in the arts and nonprofit management areas of concentration only.
201-202 with a grade of C or better prerequisite.
- 371, 372. Seminar in Accounting.** **Cr. 1-3.**
The seminar will focus on selected topics appropriate to the participants.
May be repeated for credit with each change in title.
Senior standing prerequisite.
- 401. Auditing I.** **Cr. 3.**
Professional ethics, legal responsibilities, auditing standards, and the study of the internal control structure of a firm.
302 with a grade of C or better prerequisite.
- 402. Auditing II.** **Cr. 3.**
Verification of accounts, use of working papers, substantive testing, and preparation of financial reports.
401 with a grade of C or better prerequisite.
- 403. Advanced Accounting.** **Cr. 3.**
Preparing consolidated statements using the pooling of interests method, purchase method, and equity method in business combinations.
302 with a grade of C or better prerequisite.
- 435. Advanced Income Tax, Corporations.** **Cr. 3.**
The methods and problems encountered in income determination for federal income tax purposes for corporations, partnerships, estates, and trusts.
202 with a grade of C or better prerequisite.

- 441. Governmental and Not-for-Profit Accounting.** **Cr. 3.**
Introduction to budgetary and fund accounting as applied to state and local governmental units and to institutions.
302 with a grade of C or better prerequisite.
- 481. Internship in Accounting.** **Cr. 1-3.**
Supervised professional experience with selected business and government institutions. The internship offers students the opportunity to augment classroom learning and to enhance intellectual development through the application of knowledge. Types and locations of internships are available through the School. Graded on a Pass/No-Credit (P/N) basis only. May be repeated for up to 6 hours of elective credit.
Junior or senior standing, at least a 2.5 average on all work attempted for the major, completion of the internship application and permission of the Associate Dean prerequisite.
- 491. Honors in Accounting.** **Cr. 3.**
Individualized project designed to meet the particular needs and interest of the student in relation to a particular major. May be repeated for credit. Scholastic excellence, completed application, permission of the Program Coordinator, the Associate Dean, and the Honors Committee prerequisite.
- 499. Senior Capstone in Accounting.** **Cr. 3.**
A comprehensive senior project in the area of accounting. The project is intended to demonstrate an ability to conduct independent research and present the result in writing of commendable quality. This course is exempt from the 42 hour limit in the discipline.
Senior standing prerequisite.

AEROSPACE STUDIES (AERO)

Note: All courses are taught at Alabama State University. All students in aerospace studies must attend Leadership Laboratory sessions each Wednesday at 4:00 PM. Students with academic conflicts must attend a scheduled alternate leadership laboratory.

General Military Courses

- 111, 111L. Foundations of the USAF.** **Cl. 1; Lb. 1; Cr. 2.**
United States Air Force mission and organization. Functions of U.S. strategic offensive forces. Basic characteristics of air doctrine. Officership. Assessment of written communicative skills.
- 112, 112L. Foundations of the USAF.** **Cl. 1; Lb. 1; Cr. 2.**
Composition and mission of U.S. strategic defensive forces and systems for detection, response, and direction. Officership.
- 211, 211L. The Evolution of U.S. Air and Space Power.** **Cl. 1; Lb. 1; Cr. 2.**
Traces the development of air power from the beginning of manned flight through 1941. Deals with factors leading to the development of air power into a primary element of national security. Officership. Assessment of written and oral communicative skills.
- 212, 212L. The Evolution of U.S. Air and Space Power.** **Cl. 1; Lb. 1; Cr. 2.**
The development of concepts and doctrine governing the employment of air power. Covers period from 1941 through Cuban Missile Crisis of 1962. Officership and continued assessment of written and oral communicative skills.

Professional Officers Courses

- 311, 311L. Air Force Leadership Studies.** **Cl. 3; Lb. 1; Cr. 4.**
The importance of effective leadership and discipline to successful job and mission accomplishment. Familiarization with the military justice system.
- 312, 312L. Air Force Leadership Studies.** **Cl. 3; Lb. 1; Cr. 4.**
The variables affecting leadership, the traits and interactional approaches to leadership, introduction to military management, and the planning and organizing functions of management.
- 411, 411L. National Security Affairs.** **Cl. 3; Lb. 1; Cr. 4.**
Discusses the principal requisites for maintaining adequate national security forces. Examines the political, economic, and social constraints affecting the formulation of U.S. defense policy. Discusses officer classification and assignments.
- 412, 412L. Preparation for Active Duty.** **Cl. 3; Lb. 1; Cr. 4.**
Teaches the student to observe and listen effectively, conceptualize and formulate ideas, and speak and write with accuracy, clarity, and appropriate style. Discusses the role and function of the professional officer in a democratic society. Socialization processes, prevailing public attitudes, and value orientations associated with professional military service. Discusses military law, officership, and special topics.

ART (ART)

- 151. Exhibition Attendance.** **Cr. 0.**
Attendance at artist's talks, receptions, and exhibitions as specified by the Art Program.

- 201. Two Dimensional Design.** Cr. 3.
Experimentation with the elements and principles of art in two dimensions; exercises in making intelligent and sensitive visual choices which help the student develop increasing sensibility, independent expression, and technical skill.
- 202. Three Dimensional Design.** Cr. 3.
Experimentation with elements and principles of design in three dimensional form; a study in spatial concepts.
- 203. Drawing.** Cr. 3.
An introduction to drawing with emphasis on line and form. Development of hand-eye coordination and observation emphasized. Based on the philosophy that previous drawing experience is not essential to success in the course.
- 207. Ceramics.** Cr. 3.
Beginning hand-building and glazing techniques. Development of personal approach for working the material emphasized.
- 210. Art Appreciation.** Cr. 3.
A survey of various art theories and approaches to a wide variety of art forms. Previous training in art not required.
- 211. Digital Imaging.** Cr. 3.
This course investigates the major digital image types, methods of image creation, storage, and compression. Students will explore the electronic manipulation of two-dimensional images with an emphasis on personal expression.
- 212. Elementary School Art.** Cr. 3.
An investigation into the historical, philosophical, and aesthetic influences in art education in the public schools. Practical studio experiences in a variety of art materials. Students must be admitted to the Teacher Education Program, or permission of the Associate Dean prerequisite.
- 213. Photography.** Cr. 3.
Principles of the photographic process taught through theory and practical application. Darkroom processing, composition, and lighting techniques. Student must provide his or her own camera capable of making a black and white negative.
- 214. Printmaking.** Cr. 3.
The principles and techniques of basic print process; monoprints, silk-screen, craftsmanship and expressive content emphasized.
203 or permission of the Associate Dean prerequisite.
- 241. Graphic Design.** Cr. 3.
An introduction to commercial art and to the commercial printing medium.
- 250. Painting.** Cr. 3.
Beginning painting with emphasis on basic principles of oil painting; color theory, composition, and techniques.
203 or permission of the Associate Dean prerequisite.
- 281, 381. Individual Study.** Cr. 1- 3.
The course may involve a systematic reading program, library research, laboratory project, studio work, field study, or creative expression. Conferences or tutoring as required, but no formal lectures or recitations. Quizzes, tests, and examinations as may be appropriate. May be repeated for credit.
281 open only to sophomores; 381 open to juniors and seniors.
- 301. Watercolor Painting.** Cr. 3.
Exploration of various water media techniques with emphasis on building personal attitude in the student's work. Projects will include object, landscape, figurative, and improvisational painting.
203 prerequisite.
- 302. Figure Drawing.** Cr. 3.
Life drawing with emphasis on learning gesture and the structural anatomy of the figure.
203 or permission of the Associate Dean prerequisite.
- 303. History of Art I.** Cr. 3.
An historical survey of the visual arts from prehistoric times through the medieval, Gothic, Renaissance, and Baroque periods. Emphasis is on European art, but many cultures are included.
- 304. History of Art II.** Cr. 3.
A survey of major art movements and styles from Romanticism, Realism and Impressionism, through the twentieth century.
- 307. Intermediate Ceramics.** Cr. 3.
Working knowledge of sculptural elements of ceramics. Emphasis on integrating three dimensional sculptural elements with the student's expressive vision.
207 or permission of the Associate Dean prerequisite.

- 311. Intermediate Digital Imaging.** **Cr. 3.**
This course investigates advanced digital image types, digital manipulation, and three-dimensional modeling. Issues and techniques such as filtering, ray tracing, morphing, animation, and the legal and ethical use of images will be examined.
211 prerequisite.
- 313. Intermediate Photography.** **Cr. 3.**
Photo work sessions on location, theory of color printing, black and white printing and enlarging, exhibition and salon finishing. Student must provide his or her own camera capable of making a black and white negative.
213 or permission of the Associate Dean prerequisite.
- 314. Intermediate Printmaking.** **Cr. 3.**
Experimentation with advanced techniques and printing processes; etching.
- 321. Secondary School Art.** **Cr. 3.**
Approaches, theories, and methods of teaching art in the secondary school.
Admission to the Teacher Education Program or permission of the Associate Dean prerequisite.
- 330. Special Topics in Art.** **Cr. 3.**
An introductory course to specific areas of the art world. The topics will range from specific media, historical styles, to contemporary issues. Rotating topics will include such areas as welding, art of the Italian Renaissance, and conceptual art. May be repeated for credit with each change in title. The Schedule of Classes will list the specific title for the semester.
- 350. Intermediate Painting.** **Cr. 3.**
Exploration of advanced techniques in oil painting and various painting mediums.
250 or permission of Associate Dean prerequisite.
- 371, 372. Seminar in Art.** **Cr. 1-3.**
The seminar will focus on a topic appropriate to the participants. May be repeated for credit with each change of title.
- 401, 402. Advanced Studio I and II.** **Cr. 3.**
This class is designed for the students to incorporate the vast amounts of accumulated knowledge of art techniques and ideologies prior to their senior year into the creation of their own art. Special problems are assigned and art is created in response. The semester culminates in having a body of work geared toward exhibition, graduate schools, and/or professional careers.
12 hours of art or permission of Associate Dean prerequisite.
- 404. Art in Religion.** **Cr. 3.**
Art and its place in the Judeo-Christian culture. Biblical sources and influence emphasized. Previous training in art not required.
- 481. Internship in Art.** **Cr. 1-3.**
A field experience designed to provide a learning experience under the supervision of both a professional in the field and a member of the faculty. The internship offers students the opportunity to augment classroom learning and to enhance intellectual development through the application of knowledge. Types and locations of internships are available through the school.
Graded on a Pass/No-Credit (P/N) basis only. May be repeated for up to 6 hours of elective credit.
Junior or senior standing, at least a 2.5 GPA in the major, completion of the internship application and permission of the Associate Dean prerequisite.
- 491. Honors in Art.** **Cr. 3.**
Individualized project designed to meet the particular needs and interest of the student in relation to a particular major. May be repeated for credit. Scholastic excellence, completed application, permission of the Program Coordinator, the Associate Dean, and the Honors Committee prerequisite.
- 499. Senior Capstone in Art: Art Series and Exhibition.** **Cr. 3.**
This class will consist of the execution and exhibition of a series of artworks, related through theme and format, implemented in the student's medium of concentration. The exhibition will be accompanied by a written artist's statement and an oral presentation. Exempt from the 42 hour limit in the discipline.
Senior standing prerequisite.

ATHLETIC TRAINING (ATHT)

- 101. Principles of Athletic Training.** **Cr. 3.**
An introduction to the field of athletic training and a general overview of the role of the athletic trainer. Emphasis is placed on the procedures for the prevention and care of injuries to the physically active. The study will examine the body's immediate response to injury and the initial care on specific injuries. The application of specific taping and wrapping techniques will be presented to the student.

- 103. Athletic Training Practicum.** **Cr. 2.**
The purpose of this course is to provide a pre-professional laboratory experience for those students interested in applying for admission to the athletic training education program. Laboratory experiences will provide the student opportunities to complete essential skills required for admission to the program through laboratory sessions, clinical observations, and participation with the athletic training staff. Students will receive instruction in Professional Rescuer CPR and AED, transporting the injured athlete, application of supportive taping/ wrapping, and the application of basic thermal modalities. Attendance of weekly laboratory sessions and clinical observations in the athletic training facility, and the attendance of presentations by guest speakers will be required of the student.
- 204. Therapeutic Modalities.** **Cl. 3; Lb. 2; Cr. 4.**
The study of the use of therapeutic modalities for the treatment of specific injuries to the human body. The course is designed to teach the student the proper use of therapeutic modalities, physiological responses to thermal, electrical, and mechanical agents, indications and contraindications for use, and clinical application of various types of therapeutic modalities.
101 or permission of Associate Dean prerequisite.
- 206. Evaluation and Recognition of Injuries to the Lower Extremity.** **Cl. 3; Lb. 2; Cr. 4.**
The study of specific injuries to the lower extremity that may occur to the physically active. Emphasis is placed on the evaluation and identification of specific injuries to the lower extremity of the body and gait analysis for the purposes of administering proper first aid and emergency care and making appropriate referrals to physicians for diagnosis and medical treatment. Special emphasis will be placed on clinical evaluation techniques, palpation of anatomical structures, and specific manual tests to be used for the assessment of athletic injuries and include supportive taping, bracing, and protective equipment specific to the lower extremity.
101 and 103 prerequisite.
- 214. Clinical Experience in Athletic Training I.** **Cr. 1.**
Provides the athletic training student with clinical and practical experiences in the athletic training setting. During the semester the student will be assessed on athletic training competencies related to the use and application of therapeutic modalities. Recommended Athletic Training Majors take this course concurrently with 204.
103 or permission of Associate Dean prerequisite.
- 216. Clinical Experience in Athletic Training II.** **Cr. 1.**
Provides the athletic training student with clinical and practical experiences in the athletic training setting. During the semester the student will be assessed on athletic training competencies related to assessment of injuries to the lower extremity and include supportive taping, bracing, and protective equipment specific to the lower extremity. Recommended Athletic Training Majors take this course concurrently with 206.
Admission to and progression in ATEP prerequisite.
- 281, 381. Individual Study.** **Cr. 1 - 3.**
This course may involve a systematic reading program, library research, laboratory project, studio work, field study, or creative expression. Conferences or tutoring as required, but no formal lectures or recitations. Quizzes, tests, and examinations as may be appropriate. 281 is open to sophomore students only; 381 is open to juniors and seniors. May be repeated for credit.
- 304. Evaluation and Recognition of Injuries to the Upper Extremity.** **Cl. 3; Lb. 2; Cr. 4.**
The study of specific injuries to the upper extremity that may occur to the physically active. Emphasis is placed on the evaluation and identification of specific injuries to the upper extremity of the body and throwing analysis for the purposes of administering proper first aid and emergency care and making appropriate referrals to physicians for diagnosis and medical treatment. Special emphasis will be placed on clinical evaluation techniques, palpation of anatomical structures, and specific manual tests to be used for the assessment of athletic injuries and throwing analysis.
101 and 103 prerequisite.
- 306. Use of Therapeutic Exercise for the Management of Athletic Injuries.** **Cl. 3; Lb. 2; Cr. 4.**
The study of the use of therapeutic exercises for the treatment of specific injuries to the human body. The course is designed to teach the student the appropriate use of therapeutic exercises and rehabilitation techniques, physiological effects, criteria for selection, indications and contraindications, and clinical application of various types of therapeutic exercises.
101 and Human Performance 408, or permission of Associate Dean prerequisite.
- 314. Clinical Experience in Athletic Training III.** **Cr. 1.**
Provides the athletic training student with clinical and practical experiences in the athletic training setting. During the semester the student will be assessed on athletic training competencies related to assessment of injuries to the upper extremity, First Aid/CPR, referral, supportive taping, bracing, protective equipment specific to the upper extremity. Recommended Athletic Training Majors take this course concurrently with 304.
Admission to and progression in ATEP prerequisite.

- 316. Clinical Experience in Athletic Training IV.** **Cr. 1.**
Provides the athletic training student with clinical and practical experiences in the athletic training setting. During the semester the student will be assessed on athletic training competencies related to the use and application of therapeutic exercises. Recommended Athletic Training Majors take this course concurrently with 306.
314 or permission of Associate Dean prerequisite.
- 371, 372. Seminar in Athletic Training.** **Cr. 1 - 3.**
The seminar will focus on specific topics appropriate for the athletic training student and assist the student in preparation for the NATA Board of Certification examination. Course to include lecture and laboratory sessions.
101 or permission of Associate Dean prerequisite.
- 400. Evaluation and Recognition of General Medical Injuries and Injuries to the Spine.** **Cl. 3; Lb. 2; Cr. 4.**
The study of specific injuries to the cervical, thoracic and lumbar spine and injuries to the abdomen and thorax that occur to the physically active. Emphasis is placed on the evaluation and identification of specific injuries to the spine, general medical conditions for the purposes of administering proper first aid and emergency care and making appropriate referrals to physicians for diagnosis and medical treatment specifically including the use of pharmacological aids. Special emphasis will be placed on clinical evaluation techniques, palpation of anatomical structures, and specific manual tests to be used for the assessment of athletic injuries.
101 and 103 prerequisite.
- 401. Clinical Experience in Athletic Training V.** **Cr. 1.**
Provides the athletic training student with clinical and practical experiences in the athletic training or clinical setting. Provides the student the opportunity to continue the development and refinement of cognitive, psychomotor, and affective skills associated with athletic training. During the semester the student will be assessed on athletic training competencies related to prevention and assessment of injuries to the spine, recognition of signs/symptoms associated with general medical conditions, First Aid/CPR, and pharmacology. Recommended Athletic Training Majors take this course concurrently with Athletic Training 400.
Admission to and progression in ATEP prerequisite.
- 481. Internship in Athletic Training.** **Cr. 3.**
A clinical and field experience designed to provide a learning experience to the athletic training student under the direction of a clinical supervisor. The internship offers the student the opportunity to augment classroom learning and to enhance the development of cognitive, psychomotor, and affective skills associated with athletic training. The student will be assessed on athletic training competencies established by the National Athletic Trainers' Association. The student will be required to accumulate a minimum of 200 hours of experience during the internship experience.
Junior or senior standing, at least a 2.5 GPA in the major, completion of the internship application and permission of the Associate Dean prerequisite.
- 491. Honors in Athletic Training.** **Cr. 3.**
Individualized project designed to meet the particular needs and interest of the student in relation to a particular major. May be repeated for credit. Scholastic excellence, completed application, permission of the Program Coordinator, the Associate Dean, and the Honors Committee prerequisite.
- 499. Senior Capstone in Athletic Training.** **Cr. 3.**
A comprehensive senior project in the area of athletic training. The project is intended to demonstrate an ability to conduct independent research and present the results in writing of commendable quality. This course is exempt from the 42 hour limit in the discipline.
Senior standing prerequisite.

BIOLOGY (BIOL)

- 101. Principles of Biology.** **Cr. 3.**
Survey course providing an introduction to all major concerns of modern biological science. Students desiring laboratory experience should enroll in Biology 103 concurrently. Biology majors must enroll in Biology 103 concurrently.
- 103. Principles of Biology Laboratory.** **Lb. 3; Cr. 1.**
An introduction to biological science through laboratory and field exercises.
- 121. Horticulture.** **Cl. 2, Lb. 3; Cr. 3.**
Care and maintenance of flowers, shrubs, houseplants, lawns, shade trees, fruit trees, and vegetable gardens. An introduction to environmental design and opportunities to work in the greenhouse as well as outside gardens.
- 141. Medical Vocabulary.** **Cr. 2.**
Prefixes, suffixes and the more common root words of medical terminology.

- 161. Environmental Science.** **Cr. 3.**
Deals with man-made and man-related environmental problems such as pollution, overpopulation, depletion of resources, forest management, endangered species, energy and food shortages. Lecture, discussion, and field trips.
Note: All of the following Biology courses have Biology 101 prerequisite. Any additional prerequisites are listed.
- 202. General Biology - Zoology.** **Cl. 3, Lb. 3; Cr. 4.**
A survey of the living animals with lecture and laboratory emphasis on the evolution, adaptations, classification, behavior, and ecology.
- 214. Human Anatomy and Physiology I.** **Cl. 3, Lb. 3; Cr. 4.**
The structure and function of the organ systems of the human body; laboratory study of mammalian anatomy and experiments illustrating the physiology of the organ systems.
- 215. Human Anatomy and Physiology II.** **Cl. 3, Lb. 3; Cr. 4.**
This course is a continuation of and expansion on the material covered in Human Anatomy and Physiology I. The course will include detailed examination of organ physiology.
214 prerequisite.
- 227. General Biology - Botany.** **Cl. 3, Lb. 3; Cr. 4.**
An introduction to the anatomy, evolution, ecology, and physiology of flowering and nonflowering plants. Survey of the plant kingdom, plus fungi and photosynthetic Protista.
- 231. Genetics.** **Cl. 3, Lb. 3; Cr. 4.**
Principles of inheritance and variation in living organisms.
- 281, 381. Individual Study.** **Cr. 1-3.**
The course may involve a systematic reading program, library research, laboratory project, studio work, field study, or creative expression. Conferences or tutoring as required, but no formal lectures or recitations. Quizzes, tests, and examinations as may be appropriate. 281 open only to sophomores; 381 open to juniors and seniors. May be repeated for credit.
- 322. Cell Biology.** **Cl. 3, Lb. 3; Cr. 4.**
An introduction to the structure, physiology, biochemistry and genetics of cells, the basic unit of life.
Chemistry 105-106 prerequisite.
- 323. Plant Morphology.** **Cl. 3, Lb. 3; Cr. 4.**
A phylogenetic survey and comparison of morphological features of vascular plants.
- 325. Microbiology.** **Cl. 3, Lb. 3; Cr. 4.**
A survey of representative Monera, Protista, fungi, and metazoan parasites; methods of study; clinical, ecological, and economic importance.
322 prerequisite.
- 334. Immunology.** **Cr. 3.**
A study of the principles of immunology and immunological procedures.
322 prerequisite.
- 336. Ecology.** **Cl. 3, Lb. 3; Cr. 4.**
The study of organisms in relationship to their environment. An introduction to ecosystems. This is a field course that includes some weekend and after hours activities.
- 337. Ecological Methods.** **Cl. 2, Lb. 6; Cr. 4.**
A research course providing students with opportunities to quantify such ecological parameters as the numbers, biomass, and diversity of organisms in ecosystems through field work and statistical analysis.
336 prerequisite.
- 343. Field Biology.** **Cl. 3, Lb. 6; Cr. 5.**
An introduction to the ecology and taxonomy of plants and animals native to Alabama. Special emphasis will be given to the diversity of Alabama habitats, flora, and fauna. This is a field course that requires some weekend and after hours activities.
- 352. Pre-Veterinary Practicum.** **Cr. 2.**
Opportunities to work with practicing veterinarians in clinics and laboratories. Graded on a Pass/No-Credit (P/N) basis and may be taken only once. This course may not be used to fulfill major or minor requirements.
Pre-veterinary students, junior standing, and permission of the Associate Dean prerequisite.
- 361. Premedical Practicum.** **Cr. 2.**
Rotation through the various departments of local hospitals under the direction of practicing physicians. (Same as Chemistry 361.) Graded on a Pass/No-Credit (P/N) basis and may be taken only once. This course may not be used to fulfill major or minor requirements.
Premedical students, junior standing, and permission of the Associate Dean prerequisite.

- 371, 372. Seminar in Biology.** Cr. 1-3.
Seminar will focus on a topic appropriate to participants. May be repeated for credit with each change in title.
- 414. Histology.** Cl. 3, Lb. 3; Cr. 4.
The study of the microscopic anatomy of the organ systems of mammals.
322 prerequisite.
- 416. Developmental Biology.** Cl. 3, Lb. 3; Cr. 4.
The development and organogenesis of animals with emphasis on the frog, chick, and pig embryos.
322 prerequisite.
- 417. Comparative Anatomy.** Cl. 3, Lb. 3; Cr. 4.
The anatomy and evolution of the vertebrates and an introduction to vertebrate life-styles.
202 prerequisite.
- 422. Advanced Cell and Molecular Biology.** Cl. 3; Lb. 3; Cr 4.
Advanced consideration of processes and topics in cell biology including organogenesis, metabolism, and development. The laboratory will focus on the isolation, characterization, and experimental manipulation of DNA from bacteria and eukaryotes.
101, 103, 322 and Chemistry 105, 106, 115, 116, prerequisite.
- 481. Internship in Biology.** Cr. 1-3.
A field experience designed to provide a learning experience under the supervision of both a professional in the field and a member of the faculty. The internship offers students the opportunity to augment classroom learning and to enhance intellectual development through the application of knowledge. Types and locations of internships are available through the school.
Graded on a Pass/No-Credit (P/N) basis only. May be repeated for up to 6 hours of elective credits. Junior or senior standing, at least a 2.5 GPA in the major, completion of the internship application, and permission of the Associate Dean prerequisite.
- 491. Honors in Biology.** Cr. 3.
Individualized project designed to meet the particular needs and interest of the student in relation to a particular major. May be repeated for credit. Scholastic excellence, completed application, permission of the Program Coordinator, the Associate Dean, and the Honors Committee prerequisite.
- 499. Senior Capstone in Biology.** Cr. 3.
A comprehensive senior project in the area of Biology, designed to allow students the opportunity to demonstrate mastery of methods of scientific investigation as well as the ability to communicate results both orally and in writing.
This course is exempt from the 42 hour limit in the discipline.
231, 322, 336, and senior standing prerequisite.

BUSINESS ADMINISTRATION (BADM)

- 200. Introduction to Business.** Cr. 3.
A survey course that introduces students to today's challenging business environment through an exposure to the disciplines within the business major.
- 203. Quantitative Methods in Management.** Cr. 3.
Descriptive statistics; probability and probability distributions; statistical inferences and hypothesis testing; simple regression analysis; scheduling techniques; linear programming applications.
- 281, 381. Individual Study.** Cr. 1-3.
The course may involve a systematic reading program, library research, laboratory project, studio work, field study, or creative expression. Conferences or tutoring as required, but no formal lectures or recitations. Quizzes, tests, and examinations as may be appropriate. 281 open only to sophomores; 381 open to juniors and seniors. May be repeated for credit.
- 301. Society and the Law.** Cr. 3.
Introduction to legal systems and procedures. The philosophy and evolution of the law is examined. Particular emphasis is paid to the legal rights and responsibilities of individuals under and before the law: torts, property, contract, and agency.
Sophomore standing prerequisite.
- 302. Business Law.** Cr. 3.
The legal rights and responsibilities of the businessman and the firm. The emphasis is on negotiable instruments, partnerships and corporation law, equity, and related subjects. Primarily for, but not restricted to, business and pre-law students.
Sophomore standing prerequisite.
- 303. Principles of Marketing.** Cr. 3.
An institutional and functional study of the distribution of goods and services; consumer motivation and behavior.
200 and Economics 201 with a grade of C or better prerequisite.

- 304. International Marketing.** Cr. 3.
The economic environment of international marketing, economic development, and world markets; organization and planning in international marketing; and international marketing management. 200 and 303 with a grade of C or better prerequisite.
- 305. Promotion and Advertising.** Cr. 3.
The management of advertising activities in the business organization, advertising agency operation, media evaluation and selection, creative strategy, and campaign planning. 303 with a grade of C or better prerequisite.
- 306. International Business.** Cr. 3.
A study of the international business environment with emphasis on the growing commercial and economic interdependence among nations. Examines the complexities of conducting business across international boundaries. 200 and Economics 201-202 with a grade of C or better prerequisite.
- 307. Consumer Behavior.** Cr. 3.
Behavioral dimensions of consumers. Consumer decision-making process models, perceptions, attitudes, demographic, psychographic and cultural influences, and family decision-making dynamics are used to study consumer behavior in the marketplace.
- 311. Business Finance.** Cr. 3.
Financing business. Special attention to internal financial structure. 203 and Accounting 202 with a grade of C or better prerequisite.
- 312. Principles of Management.** Cr. 3.
The fundamentals of management, such as the processes of planning, organizing, coordinating, and controlling in light of distinct schools and bodies of management thought. Economics 201 with a grade of C or better prerequisite.
- 313. Investments.** Cr. 3.
Identification and structure of the securities markets; types and characteristics of securities, stock and bond prices; methods and techniques of security and bond analysis. 203 and 311 with a grade of C or better prerequisite.
- 315. Organizational Theory and Behavior.** Cr. 3.
Focuses on the behavior and interaction of individuals, groups, and organizations in the production of goods and services. The course uses the scientific method, is interdisciplinary, draws heavily on behavioral sciences theories, models, and concepts, is contingency oriented, and emphasizes applications in the world of work. 312 with a grade of C or better prerequisite.
- 333. Entrepreneurship** Cr. 3
This course introduces the concept of entrepreneurship as a component of contemporary business practice. Pathways from concept to operation and beyond are explored, including the fundamentals and management of creativity, innovation, and risk. Tools such as market and feasibility analysis are examined. Viability analysis, including development of a business model and plan are explored and practiced. Management and leveraging of funding and staffing resources, and the effective management of growth as elements of success are pursued, specifically through case analyses and completion of a team project. Financial, legal, and governmental issues of particular concern to the entrepreneurial firm are discussed. Upon completion of the course, the student will be able to understand the strategies and fundamental elements of building a viable entrepreneurial business. Accounting 201, 202, and Economics 201, 202 prerequisite.
- 340. Resource Management and Development.** Cr. 3.
This course will examine sources for obtaining grants, capital funds, trusts and endowments as are key to resource management and development for nonprofit and arts agencies. The fundamentals of grant writing, including the initial application process, budgeting and record keeping as well as financial planning will be the primary areas of focus. Accounting 201-202 prerequisite.
- 360. Personal Selling.** Cr. 3.
An in-depth study of the economic, social, ethical, and relationship components of the personal selling environment with emphasis on development and implementation of the selling process.
- 371, 372. Seminar in Business Administration.** Cr. 1-3.
The seminar will focus on a topic appropriate to the participants. May be repeated for credit with each change in title.
- 401. Marketing Management.** Cr. 3.
A managerial, decision-oriented course focusing on the strategic considerations of marketing in the areas of planning, organizing, research, market segmenting, consumerism, and other variables. The core concern is the formulation and implementation of marketing strategy. 303 with a grade of C or better prerequisite.

- 403. International Finance.** Cr. 3.
This course exposes the student to the international financial environment and the challenges faced by the financial manager of a domestic or multinational corporation. Balance of Payment equilibrium, exchange rate determination, financial crises, foreign exchange markets, options, hedging, and speculation will be analyzed.
Junior or senior standing, Economics 201 and 202 with grade of C or better prerequisite.
- 404. Managerial Finance.** Cr. 3.
The determination of the costs relevant to managerial decision making, the selection of projects to include in capital budgets, the determination of the size of the capital budget, and the mix of internal and external financing to be used.
Economics 305 and completion of the major core with a grade of C or better prerequisite.
- 406. Human Resource Management.** Cr. 3.
The nature of personnel administration, such as the activities of work analysis, staffing, training and development, appraisals, compensation, health and safety, and unionism.
312 with a grade of C or better prerequisite.
- 408. Ethics in Management.** Cr. 3.
Ethical questions as managerial dilemmas, what is good and bad, right and wrong; moral duty and obligation in areas such as foreign bribery, truth in advertising, environmental impact of business enterprises, working conditions, and pricing levels.
312 and Philosophy 250 or Religion 250 with a grade of C or better prerequisite.
- 410. International Management.** Cr. 3.
Managerial concepts and methods pertaining to the multinational corporation and other international management activities. Emphasis will be given to the special demands made on managers of international corporations.
306, completion of the major core, and Philosophy 250 with a grade of C or better prerequisite.
- 411. Marketing Research.** Cr. 3.
Theory and practice of designing and conducting sound market research. Exploratory and experimental research techniques, primary and secondary data collection methods, sampling techniques, experimentation, and measurement.
203 and 303 with a grade of C or better prerequisite.
- 481. Internship in Business.** Cr. 1-3.
Supervised professional experience with selected business and government institutions. The internship offers students the opportunity to augment classroom learning and to enhance intellectual development through the application of knowledge. Types and locations of internships are available through the School. Graded on a Pass/No-Credit (P/N) basis only. May be repeated for up to 6 hours of elective credit.
Junior or senior standing, at least a 2.5 average on all work attempted for the major, completion of the internship application and permission of the Associate Dean prerequisite.
- 491. Honors in Business Administration.** Cr. 3.
Individualized project designed to meet the particular needs and interest of the student in relation to a particular major. May be repeated for credit. Scholastic excellence, completed application, permission of the Program Coordinator, the Associate Dean, and the Honors Committee prerequisite.
- 499. Senior Capstone in Business Administration: Strategic Management.** Cr. 3.
A comprehensive senior project in the area of business administration. The project is intended to demonstrate an ability to conduct independent research and present the result in writing of commendable quality.
This course is exempt from the 42 hour limit in the discipline.
Senior standing prerequisite.

CHEMISTRY (CHEM)

- 105. General Chemistry I.** Cr. 3.
A study of important chemical concepts including stoichiometry, atomic and molecular structure, bonding, reactions, gas laws, and chemical equations. Chemistry 115 should be taken concurrently.
- 106. General Chemistry II.** Cr. 3.
A continuation of General Chemistry I, including solution chemistry, equilibrium, kinetics, acids and bases, and nuclear chemistry. Chemistry 116 should be taken concurrently.
105 with a grade of C or better prerequisite.
- 115. General Chemistry I Laboratory.** Lb. 3; Cr. 1.
Selected experiments in general chemistry.
- 116. General Chemistry II Laboratory.** Lb. 3; Cr. 1.
Selected experiments in general chemistry, relating to Chemistry 106 lecture material, including kinetics, equilibria, and acid/base analysis.
115 with a grade of a C or better prerequisite.

- 281, 381. Individual Study.** **Cr. 1-3.**
The course may involve systematic reading, library research, a laboratory, and a formal term paper or presentation. Conferences or tutoring as required, but no formal lectures or recitations. Quizzes, tests, and examinations as may be appropriate. 281 open only to sophomores; 381 open to juniors and seniors. May be repeated for credit.
- 305. Organic Chemistry I.** **Cr. 3.**
A systematic study of organic compounds and fundamental principles of organic chemistry. Chemistry 315 should be taken concurrently.
106 with a grade of C or better prerequisite.
- 306. Organic Chemistry II.** **Cr. 4.**
A continuation of 305. Chemistry 316 should be taken concurrently.
305 with a grade of C or better prerequisite.
- 307. Advanced Inorganic Chemistry.** **Cr. 3.**
A study of the important areas of Inorganic Chemistry, including bonding, symmetry, group theory, descriptive chemistry of the main group elements, descriptive chemistry of the transition elements, acids and bases, and organometallics.
106, 116 with a grade of C or better prerequisite.
- 315. Organic Chemistry I Laboratory.** **Lb. 6; Cr. 2.**
Microscale organic chemistry laboratory isolation, purification, and analysis techniques including spectroscopy, gas chromatography, and gas chromatography-mass spectrometry.
116 with a grade of C or better prerequisite.
- 316. Organic Chemistry II Laboratory.** **Lb. 3; Cr. 1.**
Microscale organic chemistry laboratory. A continuation of Chemistry 315, emphasizing synthesis, spectroscopic analysis, gas chromatography, and gas chromatography-mass spectrometry.
315 with a grade of C or better prerequisite.
- 321. Analytical Chemistry I.** **Cl. 2, Lb. 6; Cr. 4.**
A study of the theory and application of current analytical methodology. Topics may include redox, volumetric, gravimetric, and instrumental analysis.
315 with a grade of C or better prerequisite.
- 322. Analytical Chemistry II.** **Cl. 2, Lb. 6; Cr. 4.**
A study of the theory and application of modern instrumental methods of analysis, including UV-Vis, FT-IR, GC, GC-MS, FT-NMR, and potentiometric methods.
321 with a grade of C or better prerequisite.
- 361. Premedical Practicum.** **Cr. 2.**
Rotation through the various departments of local hospitals under the direction of practicing physicians. (Same as Biology 361.) Graded on a Pass/No-Credit (P/N) basis, this course may not be used to fulfill major or minor requirements and may be taken only once.
Premedical students, junior standing and permission of the Associate Dean prerequisite.
- 371, 372. Seminar in Chemistry.** **Cr. 1-3.**
The seminar will focus on a topic appropriate to the participants. May be repeated for credit with a change in topic.
- 385, 485. Research in Chemistry.** **Lb. 1-5; Cr. 1-5.**
All research projects are faculty directed and include a comprehensive literature search, participation in design and planning of experiments, carrying out laboratory experiments, and using modern scientific instrumentation to collect, evaluate and interpret data. A formal presentation of the project at a scientific meeting and/or a term paper and/or contribution to writing a paper suitable for publication will be required. May be repeated for credit.
Sophomore standing and permission of the Associate Dean prerequisite.
- 406. Biochemistry I.** **Cr. 3.**
Biochemistry is the study of the molecular basis of life. At this level, knowledge of the molecules, reactions, and pathways of healthy and diseased cells is fundamental in the development of medical advances. This course provides structure and function of biomolecules, including: amino acids, nucleic acids, carbohydrates, lipids, and proteins. Metabolic processes including glycolysis, the citric acid cycle, and photosynthesis will be discussed.
306 and 315 with a grade of C or better and one semester of biology prerequisite.
- 407. Biochemistry II.** **Cr. 3.**
This course continues the discussion of biochemical processes begun in Chemistry 406. Topics include the metabolism of lipids, amino acids, and nucleotides. The flow of biological information by replication, transcription, and translation of nucleic acids will be covered.
406 with a grade of C or better prerequisite.
- 409. Physical Chemistry I.** **Cr. 3.**
The laws of thermodynamics and their application to gases, liquids, and solutions; phase rule and phase diagrams; chemical and physical equilibria, surface chemistry.
106 with a grade of C or better prerequisite, and Mathematics 256.

- 410. Physical Chemistry II.** **Cr. 3.**
Electrochemistry, kinetic molecular theory, chemical kinetics; quantum chemistry, molecular structure and spectroscopy, solid state chemistry, and principles of symmetry.
409 prerequisite.
- 416. Biochemistry I Laboratory.** **Lb. 3; Cr. 1.**
Selected experiments illustrating the principles discussed in Chemistry 406, including isolation, purification, and characterization of biomolecules.
406 prerequisite or corequisite.
- 417. Biochemistry II Laboratory.** **Lb. 3; Cr. 1.**
Selected experiments illustrating the principles discussed in Chemistry 407, including enzyme kinetics, manipulation of DNA, and characterization of biomolecules will be emphasized.
407 prerequisite or corequisite.
- 419. Physical Chemistry I Laboratory.** **Lb. 3; Cr. 1.**
Selected experiments illustrating principles discussed in 409.
- 420. Physical Chemistry II Laboratory.** **Lb. 3; Cr. 1.**
Selected experiments illustrating principles discussed in 410.
419 prerequisite.
- 430. Special Topics in Chemistry.** **Cr. 3.**
Courses such as Spectroscopic Methods, Polymer Chemistry, and Advanced Organic Chemistry are available to groups of three or more students. Interested students should consult the school regarding prerequisites, class/laboratory credit hours, etc. May be repeated for credit with each change in topic.
Permission of the Associate Dean prerequisite.
- 446. Metals in Biological Systems.** **Cr. 3.**
A survey of the chemistry of metal ions in nature involved in respiration, metabolism, photosynthesis, gene regulation, and nerve impulse transmission, as well as the study of metals that have been introduced into human biology as diagnostic probes and drugs.
- 481. Internship in Chemistry.** **Cr. 1-3.**
A field experience designed to provide a learning experience under the supervision of both a professional in the field and a member of the faculty. The internship offers students the opportunity to augment classroom learning and to enhance intellectual development through the application of knowledge. Types and locations of internships are available through the School.
Graded on a Pass/No-Credit (P/N) basis only. May be repeated for up to 6 hours of elective credits.
Junior or senior standing, at least a 2.5 GPA in the major, completion of the internship application and permission of the Program Coordinator and the Associate Dean prerequisite.
- 491. Honors in Chemistry.** **Cr. 3.**
Individualized project designed to meet the particular needs and interest of the student in relation to a particular major. May be repeated for credit. Scholastic excellence, completed application, permission of the Program Coordinator, the Associate Dean, and the Honors Committee prerequisite.
- 499. Senior Capstone in Chemistry.** **Cr. 3.**
A comprehensive senior project in the area of chemistry. The project is intended to demonstrate an ability to conduct independent research and present the results. This course is exempt from the 42 hour limit in the discipline.
Senior standing prerequisite.

CHRISTIAN EDUCATION (CHED)

- 200. Introduction to Christian Education.** **Cr. 3.**
An introduction to the study of Christian education, its theological and historical foundation, its current expression, and its future possibilities.
- 281, 381. Individual Study.** **Cr. 1-3.**
The course may involve a systematic reading program, library research, laboratory project, studio work, field study, or creative expression. Conferences or tutoring as required, but no formal lectures or recitations. Quizzes, tests, and examinations as may be appropriate. 281 open only to sophomores; 381 open to juniors and seniors. May be repeated for credit.
- 330. Age Level Ministries.** **Cr. 3.**
An introduction to ministry with children, youth, and adults.
- 360. Advanced Topics in Christian Education.** **Cr. 3.**
An introduction to special topics, themes, issues, persons in the study of Christian education. May be repeated for credit with each change of title.
200 or permission of Associate Dean prerequisite.
- 461. Field Work II.** **Cr. 3.**
Supervised field work in church or church-related agency under direction of a supervisor and a faculty member of the Religion Program. May be taken for credit only once.
200, 330 and permission of the Associate Dean prerequisite.

COMMUNICATION STUDIES (CMST)

- 201. Introduction to Communication.** Cr. 3.
Introduces students to communication as a process and its applications in interpersonal, group, public, and mass communication situations. Focuses on the relationship between the practice of human communication and theoretical explanations offered in the field of communication studies. Asks students to explore, question, and understand the world around us.
- 202. Introduction to Communication Studies.** Cr. 3.
Examines how communication research can be used to explore theoretical communication questions in today's complex social, political, and technological climate. Focuses on communication concepts in three main areas of concentration: organizational communication, rhetorical communication, and media studies.
201 or permission of the Associate Dean prerequisite.
- 203. Fundamentals of Journalism.** Cr. 3.
An introduction to the various facets of journalism such as reporting, editing, advertising, layout, and legal liability. Supplemented by work on the student newspaper. May be repeated for credit with permission of the school.
- 220. Media in Society.** Cr. 3.
This course focuses on the impact of the mass media on society, including television, radio, print journalism, and the Internet. Emphasis on the development of television, radio, and print journalism in our society, the way our society uses them, and how the Internet has emerged as a powerful medium. Students will focus on elements such as news, entertainment, and other functions of the media.
- 233. Effective Public Communication.** Cr. 3.
An interpersonal approach to the study of verbal persuasive communication. Traditional study of rhetoric and public speaking with regard to organization, evidence, and delivery.
- 242. Interpersonal Communication.** Cr. 3.
Studies the aspects of interpersonal communication in personal and professional dyadic and group contexts. Specially designed to impart a general understanding of the dynamics involved in interpersonal relations in both structured and unstructured situations, and to improve communication skills in negotiating within those contexts. The course considers such topics as conflict management and resolution, nonverbal communication, conversational analysis, stages and phases of interpersonal relations, and responsive listening.
- 281, 381. Individual Study.** Cr. 1-3.
The course may consist of a systematic reading program, research, communication project, or field study. Conferences or tutoring as required, but no formal lecture or recitations. Quizzes, tests, papers or examinations may be required. 281 open to sophomores; 381 open to juniors and seniors.
- 305. Theories of Communication and Persuasion.** Cr. 3.
An exploration of the evolution of persuasion theories including learning, consistency, information processing, and cognitive theories as well as structural, attitudinal, interpretive, cultural, and critical approaches to communication studies. Sites for investigation include interpersonal, mediated, campaign, and movement messages.
- 311. Rhetorical Criticism.** Cr. 3.
A focus on the nature and function of rhetoric as a pragmatic tool that is used to influence receivers' perceptions of symbolic reality. Through a detailed exploration of how rhetorical strategies are used in attempts to overcome obstacles that stem from the rhetorical situation, students gain experience in critical analysis of persuasive texts and application of theory in the context of the communication process.
- 330. Video Production.** Cr. 3.
Introduces basic uses and application of video. Course includes the analysis and application of story-telling techniques and film/video aesthetics as well as fundamental video editing, directing, camera, and sound. Offers hands-on experience producing short works from initial concept to final broadcast.
233 or permission of the Associate Dean prerequisite.
- 332. Business and Professional Communication.** Cr. 3.
A focus on acquiring the communicative competencies necessary in business and professional careers. Focuses on communicative situations and skills in the workplace, such as team building, interacting in meetings, interviewing, written communications, superior-subordinate interactions, and effective listening.
233 or 242, or permission of the Associate Dean prerequisite.
- 333. Oral Interpretation.** Cr. 3.
Development of skills in prose, verse, and dramatic readings, through in-depth contextual character analysis. Introduction to Readers' Theatre.
- 334. Persuasion and Political Speech.** Cr. 3.
Study, composition, and analysis of political campaigns, as well as techniques and situations intended to persuade.

- 335. Small Group Communication.** **Cr. 3.**
Focuses on the dynamics of interaction in various small group situations. Subjects considered include group types, conflict, power, cooperation and competition, defective decision making/problem solving, gender and ethnicity issues, phases of group development, and roles and leadership.
242 or permission of the Associate Dean prerequisite.
- 351. Classical Rhetoric.** **Cr. 3.**
A survey of the history of Greek and Latin rhetoric from its origin in the 5th century B.C. through Francis Bacon. Special attention given to Gorgias, Protagoras, Isocrates, Plato, Aristotle, Cicero, Quintilian, and Augustine.
233 or permission of the Associate Dean prerequisite.
- 370. The Analysis and Impact of Television on Society.** **Cr. 3.**
An examination of the nature and function of television as a business, a source of entertainment and information, and a cultural tool is followed by an exploration of the various issues concerning the impact of television as an agent of cultural change. Critical analysis of television from multiple theoretical perspectives is used to tackle issues of debate about the impact of the medium and its message. Topics include violence, cognitive processes, sexism and stereotyping, entertainment, news, music television, and political communication.
220 and 311 or permission of the Associate Dean prerequisite.
- 371, 372. Seminar in Communication Studies.** **Cr. 3.**
This seminar will focus on a topic appropriate to the participants. May be repeated for credit with each change in title. The Schedule of Classes will list the specific title for the semester.
233 or 242 or permission of the Associate Dean prerequisite.
- 375. Public Relations.** **Cr. 3.**
Introduces students to the principles, techniques, and types of public relations. Concentrates on exploring the role of public relations in our society, analyzing the public relations audience, and examining the mass media as public relations vehicles.
201 or permission of the Associate Dean prerequisite.
- 401. Topics in American Public Address.** **Cr. 3.**
A topical consideration of individual case studies in American public address. Course topics may be presidential address, women's address, cold war rhetoric, Black Americans, Native Americans, and twentieth century public address. These topical studies will be considered against a background of social, political, and intellectual issues.
May be repeated for credit with different course titles and specific titles will be listed in the Schedule of Classes.
233 or permission of the Associate Dean prerequisite; 311 recommended.
- 405. Argumentation and Debate.** **Cr. 3.**
The study and practice of techniques used in formal and informal argumentation and debate. Special emphasis on policy debate.
- 411. Contemporary Rhetorical Theory.** **Cr. 3.**
An exploration of contemporary theoretical descriptions and explanations of the role of communication in social and political symbolic activities. A survey of late and post-Enlightenment rhetorical theory ranging from Campbell and Whately to twentieth century rhetoricians such as Richards, Weaver, and Burke.
351 prerequisite.
- 420. Organizational Communication.** **Cr. 3.**
A survey of communication in various types of organizations. Selected micro- and macro-level theories of organizational behavior. Includes such topics as information flow, climate and culture, leadership and motivation, groups, conflict, and contemporary issues of workplace diversity and ethics.
335 or permission of the Associate Dean prerequisite.
- 430. Advanced Video Production.** **Cr. 3.**
Examines aspects of the pre-production, production, and post-production processes, explores options in story-telling and video aesthetics, and fosters critical thinking about the impact of artistic, visual, and context choices. Focuses on the completion of portfolio quality video works suitable for festival competition, graduate applications, or professional resumes.
330 or permission of the Associate Dean prerequisite.
- 433. Advanced Presentational Speaking.** **Cr. 3.**
Advanced practicum on technical and presentational speaking. Focuses on the collection, arrangement, and presentation of informative and persuasive messages in the one to many situation.
233 or permission of the Associate Dean prerequisite.

- 481. Internship in Communication.** **Cr. 1-3.**
A field experience designed to provide a learning experience under the supervision of both a professional in the field and a member of the faculty. The internship offers students the opportunity to augment classroom learning and to enhance intellectual development through the application of knowledge. Types and locations of internships are available through the School.
Graded on a Pass/No-Credit (P/N) basis only. May be repeated for up to 6 hours of elective credits.
Junior or senior standing, at least a 2.5 GPA in the major, completion of the internship application and permission of the Associate Dean prerequisite.
- 491. Honors in Communication Studies.** **Cr. 3.**
Individualized project designed to meet the particular needs and interest of the student in relation to a particular major. May be repeated for credit. Scholastic excellence, completed application, permission of the Program Coordinator, the Associate Dean, and the Honors Committee prerequisite.
- 499. Senior Capstone in Communication Studies.** **Cr. 3.**
This seminar provides an environment for students to plan, develop, and execute an intensive scholarly project related to a student's individual concentration. The completion of a group project in which the students synthesize knowledge they have gained through the major is also required. Class time is spent revisiting theoretical arguments and methodology appropriate to the participant's projects, discussing problems and progress at various stages in the research and analysis process, and working on group and individual projects.
This course is exempt from the 42 hour limit in the discipline.
Senior standing prerequisite.

COMPUTER LITERACY (COMP)

- 105. Computers and Society.** **Cr. 3.**
A survey of computers and their impact on society. Includes the history of computing, philosophical and ethical issues of computer applications, basic terminology and technological concepts, and an introduction to common computer applications, computer programming, and web page construction.

COMPUTER SCIENCE (CMPS)

- 215. Introduction to Computer Programming.** **Cr. 3.**
An introduction to computers and computer programming. Material includes hardware and software organization and capabilities; social and ethical questions relating to computer technology; and programming fundamentals using the C language, including simple data types and structures, file handling, and recursion.
105 or permission of Associate Dean prerequisite.
- 230, 231. Programming in ...** **Cr. 1.**
Given by language. Various offerings each semester. May include the languages COBOL, FORTRAN, JAVA, LISP, Pascal, Perl, PHP, Prolog, and Unix scripting.
May be repeated for credit with change of language, but no more than 3 hours may be counted as hours toward graduation.
215 or permission of the Associate Dean prerequisite.
- 235. Data and File Structures.** **Cr. 3.**
Basic data structures (stacks, queues, lists, trees, graphs) and algorithms for their implementation in primary and secondary storage. Techniques for design and analysis of efficient algorithms.
215 or permission of the Associate Dean prerequisite.
- 281, 381. Individual Study.** **Cr. 1-3.**
The course may involve a systematic reading program, library research, laboratory project, studio work, field study, or creative expression. Conferences or tutoring as required, but no formal lectures or recitations. Quizzes, tests, and examinations as may be appropriate. 281 open only to sophomores; 381 open to juniors and seniors.
May be repeated for credit.
- 322. Computer Architecture.** **Cr. 3.**
Computer architecture and machine language, principles of assembly language programming, memory addressing and management.
215 or permission of the Associate Dean prerequisite.
- 330. Selected Topics in Computer Science.** **Cr. 3.**
Designed to meet the current needs and interests of the students. May be repeated for credit with each change of title. Topics are selected and offered upon sufficient demand. The Schedule of Classes will list the specific title for the semester.
Prerequisites depend on the topic offered.
- 331. Operating Systems.** **Cr. 3.**
An introduction to the concepts of operating systems and their relationship to computer architecture. Includes dynamic procedure activation, reentrant programs, systems structure, queuing, memory management, and recovery procedures.
215 or permission of the Associate Dean prerequisite.

- 360. Introduction to Artificial Intelligence.** **Cr. 3**
Artificial Intelligence (AI) is the study of the computational requirements to create computers that engage in behaviors that humans would consider "intelligent." The field of AI encompasses many disciplines, including, to name a few, Computer Science, Engineering, Cognitive Psychology, Neurology, and Philosophy. This introductory course focuses on an overview of the AI spectrum and on the theoretical and applied principles of the field. Topics visited include the history of AI, autonomous agents, expert systems, machine learning, natural language processing, computer speech and vision, and the philosophy and ethics of AI.
- 361. Introduction to Robotics.** **Cr. 3**
An examination of how robots are designed and constructed, how they interact with their environment, how robots are currently used, and how their use is expanding. A hands-on course involving building and operating robots, which will entail the use of power tools and some soldering.
- 371, 372. Seminar in Computer Science.** **Cr. 1-3.**
The seminar will focus on a topic appropriate to the participants. May be repeated for credit with a change in topic.
- 450. Evolutionary and Swarm Intelligence.** **Cr. 3**
In this course we focus on AI techniques involving autonomous agents that operate in colonies, emulating breeding populations, flocks, schools, or swarms. Specifically we will investigate the computing structures needed to store and communicate knowledge between individual members and between generations, the algorithms to manipulate and apply that knowledge, and the programming languages and techniques used to implement those algorithms. A major component of this course is research into recent advances in the field.
360 prerequisite.
- 451. Algorithms.** **Cr. 3.**
Includes time-space analysis of a selection of algorithms from these areas: searching, sorting, graphs, matrix operations, text processing, and artificial intelligence.
235 or permission of the Associate Dean prerequisite.
- 481. Internship in Computer Science.** **Cr. 1-3.**
A field experience designed to provide a learning experience under the supervision of both a professional in the field and a member of the faculty. The internship offers students the opportunity to augment classroom learning and to enhance intellectual development through the application of knowledge. Types and locations of internships are available through the School. Graded on a Pass/No-Credit (P/N) basis only. May be repeated for up to 6 hours of elective credits.
Junior or senior standing, at least a 2.5 GPA in the major, completion of the internship application and permission of the Associate Dean prerequisite.

CREATIVE WRITING (CRWR)

- 201. Introduction to Creative Writing.** **Cr. 3.**
An introduction to writing in various genres including poetry, creative nonfiction, fiction, and drama.
English 104 or permission of the Associate Dean prerequisite.
- 281, 381. Individual Study.** **Cr. 1-3.**
The course may involve a systematic reading program, library research, laboratory project, studio work, field study, or creative expression. Conferences or tutoring as required, but no formal lectures or recitations. Quizzes, tests, and examinations as may be appropriate. 281 open only to sophomores; 381 open to juniors and seniors.
May be repeated for credit.
- 302. Writing Fiction.** **Cr. 3.**
Students will read and write short stories which they will discuss in a workshop format.
201 or permission of the Associate Dean prerequisite.
- 304. Writing Poetry.** **Cr. 3.**
Students will study and write poetry in various forms and discuss their work in a workshop format.
201 or permission of the Associate Dean prerequisite.
- 307. Writing for Film.** **Cr. 3.**
Students will read, watch, and write screen plays and discuss their writing in a workshop format.
201 or permission of the Associate Dean prerequisite.
- 371, 372. Seminar in Creative Writing.** **Cr. 1-3.**
The seminar will focus on a topic appropriate to the participants. May be repeated for credit with a change in topic.
- 405. Advanced Creative Writing.** **Cr. 3.**
Generation and critique of manuscripts for subsequent publication.
201 and appropriate 300-level genre course prerequisite.
- 430. Creative Writing Practicum: *The Gargoyle*.** **Cr. 1.**
Credit will be granted for serving as an editor of *The Gargoyle* for a semester. May be repeated for credit with a maximum of three (3) hours counted toward the graduation requirement.

- 431. Creative Writing Practicum: *The Prelude*.** Cr. 1.
Credit will be granted for serving as an editor of *The Prelude* for a semester. May be repeated for credit with a maximum of three (3) hours counted toward the graduation requirement.
- 437. Creative Writing Practicum: *Bells and Pomegranates*.** Cr. 1.
Credit will be granted for serving as an editor of *The Gargoyle* for a semester. May be repeated for credit with a maximum of three (3) hours counted toward the graduation requirement.
- 481. Internship in Creative Writing.** Cr. 1-3.
A field experience designed to provide a learning experience under the supervision of both a professional in the field and a member of the faculty. The internship offers students the opportunity to augment classroom learning and to enhance intellectual development through the application of knowledge. Types and locations of internships are available through the School.
Graded on a Pass/No-Credit (P/N) basis only. May be repeated for up to 6 hours of elective credits. Junior or senior standing, at least a 2.5 GPA in the major, completion of the internship application and permission of the Associate Dean prerequisite.
- 491. Honors in Creative Writing.** Cr. 3.
Individualized project designed to meet the particular needs and interest of the student in relation to a particular major. May be repeated for credit. Scholastic excellence, completed application, permission of the Program Coordinator, the Associate Dean, and the Honors Committee prerequisite.
- 499. Senior Capstone in Creative Writing.** Cr. 3.
Introduction to the principles of writing fiction with an intensive focus on student generated work to prepare for participation in the workshop and subsequent publication.
This course is exempt from the 42 hour limit in the discipline.
Permission of the Associate Dean prerequisite.

CURRENT AFFAIRS (CAFF)

- 303. Current Affairs.** Cr. 1.
Discussions of current issues and events. May be repeated for credit.

DANCE, APPLIED (DNAP)

- 111-112. Ballet I and II.** Cr. 1.
Beginning fundamentals of ballet technique and placement.
No previous experience required. May be repeated for credit.
- 114. Tap.** Cr. 1.
Beginning fundamentals of tap dancing.
No previous experience required. May be repeated for credit.
- 116. Modern Dance.** Cr. 1.
Beginning fundamentals of contemporary dance technique.
No previous experience required. May be repeated for credit.
- 118. Jazz Dance.** Cr. 1.
Beginning fundamentals of Jazz dance.
No previous experience required. May be repeated for credit.
- 119. Social Dance.** Cr. 1.
Fundamental steps, techniques of leading and following, and the styling of ballroom dances such as fox trot, waltz, swing, cha cha, merengue, and the tango. Fad dances of various eras plus current trends in social dancing will be covered. Graded on a Pass/No-Credit (P/N) basis only.
- 120. Stage Movement.** Cr. 1.
Beginning fundamentals of stage movement, including stage fighting and fencing.
No previous experience required.

ECONOMICS (ECON)

- 201. Principles of Microeconomics.** Cr. 3.
The understanding of the economic way of thinking and decision-making related to individuals and business units. The knowledge of the theories, concepts, and tools of economic analysis such as demand and supply, elasticity, production, costs, profits, returns to scale, and their application in competitive markets. An introduction to imperfect markets.
- 202. Principles of Macroeconomics.** Cr. 3.
The understanding of the theories, concepts, and tools of economic analysis related to achieving macroeconomic goals such as economic growth, price stability and full employment. The analysis of Classical and Keynesian theories as well as fiscal and monetary policies in today's global environment.
201 with a grade of C or better prerequisite.

- 203. Economic Development of the United States.** Cr. 3.
Industrial development of America; exploitation of natural resources; history of manufacturing, banking, trade, transportation, etc.; the evolution of industrial centers; the factors contributing to the growth of the United States. Particular attention to the change in economic institutions and the changing nature and distribution of national and individual wealth and income.
- 206. Personal Finance.** Cr. 3.
The principles of personal and family finance: insurance, real estate, and securities.
- 281, 381. Individual Study.** Cr. 1-3.
The course may involve a systematic reading program, library research, laboratory project, studio work, field study, or creative expression. Conferences or tutoring as required, but no formal lectures or recitations. Quizzes, tests, and examinations as may be appropriate. 281 open only to sophomores; 381 open to juniors and seniors.
May be repeated for credit.
- 303. History of Economic Thought.** Cr. 3.
This course covers the development of economic thought from the Middle Ages to the present. Particular attention is paid to the works of Smith, Marx, and Keynes.
- 305. Financial Institutions.** Cr. 3.
Money and capital markets and related markets; the institution playing a role in these markets.
201 and Business Administration 311 with a grade of C or better prerequisite.
- 308. Public Finance.** Cr. 3.
Federal, state, and local problems of taxation; public expenditure and public debt.
- 371, 372. Seminar in Economics.** Cr. 3.
The seminar will focus on a topic appropriate to the participants.
May be repeated for credit with each change in title.
- 407. Intermediate Microeconomic Theory.** Cr. 3.
An advanced analysis of microeconomic theory, concepts and tools related to consumer's decision making and business units. The application of economic theory and concepts for business decision-making will be analyzed under both perfect and imperfect markets.
Junior or senior standing, 201 and 202 with a grade of C or better prerequisite.
- 408. Intermediate Macroeconomic Theory.** Cr. 3.
An advanced analysis of macroeconomic theory, concepts and tools related to the aggregate economy. National income determination, money market equilibrium, monetary and fiscal policies as well as international linkages will be studied.
Junior or senior standing, 201 and 202 with a grade of C or better prerequisite.
- 410. Comparative Economic Studies.** Cr. 3.
An analysis and comparison of the different types of capitalist systems, the evolution of communism and socialism, the birth of trading blocks, and the growth of emerging countries. The understanding and analysis of the different international trade theories and their impact on nations and economic growth.
Junior or senior standing, 201 and 202 with a grade of C or better prerequisite.
- 499. Senior Capstone in Economics: Research in Economics.** Cr. 3.
A comprehensive senior project in the area of economics. The project is intended to demonstrate an ability to conduct independent research and present the result in writing of commendable quality. This course is exempt from the 42 hour limit in the discipline.
Senior standing prerequisite.

EDUCATION (EDUC)

- 201. Foundations of Education.** Cr. 3.
The history and present status of education in America. Orientation toward teaching as a profession.
- 202. Education of Exceptional Children and Youth.** Cr. 3.
Introduction to the field of exceptional children and youth including incidence, identification, educational placement, and educational intervention pertinent to each exceptionality.
- 281, 381. Individual Study.** Cr. 1-3.
The course may involve a systematic reading program, library research, laboratory project, studio work, field study, practicum or creative expression. Conferences or tutoring as required, but no formal lectures or recitations. Quizzes, tests, and examinations as may be appropriate.
281 open only to sophomores; 381 open to juniors and seniors.
May be repeated for credit.
- 301. Human Growth, Development and Learning.** Cr. 3.
A broad overview of theories of teaching and learning and their classroom application. Analyzing these theories and integrating them into an educational philosophy or perspective. Applying these perspectives to effective and successful teaching. Field experience required.
201 prerequisite.

- 312. Secondary Chemistry Methods.** **Cr. 1.**
Field-based, intensive experience in secondary chemistry methods. Admission to the Teacher Education Program prerequisite. Students must concurrently enroll in 321.
- 313. Secondary English Language Arts Methods.** **Cr. 1.**
Field-based, intensive experience in secondary English language methods. Admission to the Teacher Education Program prerequisite. Students must concurrently enroll in 321.
- 314. Secondary History Methods.** **Cr. 1.**
Field-based, intensive experience in secondary history methods. Admission to the Teacher Education Program prerequisite. Students must concurrently enroll in 321.
- 315. Secondary Mathematics Methods.** **Cr. 1.**
Field-based, intensive experience in secondary mathematics methods. Admission to the Teacher Education Program prerequisite. Students must concurrently enroll in 321.
- 321. General Secondary Methods.** **Cr. 2.**
Developmentally appropriate instruction for diverse learners; curricular goals, standards, and objectives; lesson and unit planning; learning styles; interdisciplinary instruction; grouping patterns; critical thinking and problem solving; background knowledge; and technology, resources, and materials. Admission to the Teacher Education Program prerequisite. Students must concurrently enroll in 311.
- 336. Practicum in Elementary Education.** **Cr. 3.**
A structured, supervised field experience including teaching and writing assignments. Admission to the Teacher Education Program prerequisite.
- 339. Reading in the Content Areas.** **Cr. 3.**
Students will examine techniques for guiding reading/study skills in the content subjects. Techniques for assessing and meeting student needs in a diverse population are learned. Field experience required. Admission to the Teacher Education Program prerequisite.
- 342. Education Technology.** **Cr. 2.**
The selection and evaluation of media and materials for utilization in educational settings; the use of computers, projectors, recorders, cameras, and other equipment applicable to classroom instruction. Laboratory activities emphasize practical application of concepts.
- 347. Reading I.** **Cr. 3.**
Curriculum, methods, strategies, skills, and assessment for development and remediation of reading in primary grades. Field experience required.
- 348. Reading II.** **Cr. 3.**
Reading in the content areas for diverse populations. Reading and writing as interdependent processes. Survey of current trends in reading instruction. Admission to Teacher Education Program prerequisite. Field experience required.
- 352. Elementary Methods in Fine Arts.** **Cr. 3.**
Curriculum, methods, and assessment for visual and performing arts in K-6 settings. Admission to Teacher Education Program prerequisite. Field experience required.
- 353. Elementary Methods in Language Arts.** **Cr. 3.**
Curriculum, methods, and assessment related to developing reading, writing, speaking, and listening skills in elementary students, including integrating with other content areas and children's literature. Field experience required.
- 354. Elementary Methods in Mathematics.** **Cr. 3.**
Curriculum, methods, and assessment for math in K-6 settings, including the use of manipulatives and development of thinking and reasoning skills. Field experience required.
- 355. Elementary Methods in Physical Education/Health.** **Cr. 3.**
Curriculum, methods, and assessment for elementary physical education and health. Admission to Teacher Education Program prerequisite. Field experience required.
- 356. Elementary Methods in Science.** **Cr. 3.**
Curriculum, methods, and assessment for elementary science, including the use of inquiry and reading and writing in authentic contexts. Admission to Teacher Education Program prerequisite. Field experience required.
- 357. Elementary Methods in Social Studies.** **Cr. 3.**
Curriculum, methods, and assessment for elementary social studies, including promoting citizenship. Admission to Teacher Education Program prerequisite. Field experience required.
- 371, 372. Seminar in Education.** **Cr. 1-3.**
The seminar will focus on a topic appropriate to the participants. May be repeated for credit with each change in title.
- 433. Assessment in Education.** **Cr. 3.**
Selecting, administering, interpreting, and using tests as diagnostic and evaluation instruments, and the related fundamental statistical techniques. Experience in developing other effective methods of evaluating students' achievement and guiding learning. Field experience required.

- 440. Classroom Management for P-12 and Secondary Education.** **Cr. 3.**
Designed to acquaint the student with techniques for effective P-12 classroom and behavioral management; planning instruction; and legal, professional, and organizational aspects of education. Includes pre-student teaching field experience in the classroom.
Admission to Teacher Education Program prerequisite.
- 441. Classroom Management for Elementary Education Majors.** **Cr. 3.**
Designed to acquaint the student with techniques for effective elementary classroom and behavioral management; planning instruction; and legal, professional, and organizational aspects of education. Includes pre-student teaching field experience in the classroom.
Admission to Teacher Education Program prerequisite.
- 491. Honors in Elementary Education.** **Cr. 3.**
Individualized project designed to meet the particular needs and interest of the student in relation to a particular major. May be repeated for credit. Scholastic excellence, completed application, permission of the Program Coordinator, the Associate Dean, and the Honors Committee prerequisite.
- 493. Student Teaching in Elementary Education.** **Cr. 12.**
The student's supervising professor will assign a letter grade to reflect the quality of the student's work during the internship.
A minimum of a 2.50 grade point average overall in the teaching field(s) and in professional studies; a grade of C or better in each professional studies course; admission to the Teacher Education Program prerequisite.
- 497. Student Teaching in Secondary Education.** **Cr. 12.**
The student's supervising professor will assign a letter grade to reflect the quality of the student's work during the internship.
A minimum of a 2.50 grade point average overall, in the teaching field(s), and in professional studies; a grade of C or better in each professional studies course; admission to the Teacher Education Program prerequisite.
- 498. Student Teaching in P-12.** **Cr. 12.**
The student's supervising professor will assign a letter grade to reflect the quality of the student's work during the internship.
A minimum of a 2.50 grade point average overall, in the teaching field(s), and in professional studies; a grade of C or better in each professional studies course; admission to the Teacher Education Program prerequisite.
- 499. Senior Capstone in Education.** **Cr. 3.**
The capstone project is designed to be taken during the final semester in conjunction with the student teacher internship. This course is required for all students majoring in Elementary Education. Students will compile a professional portfolio, research a selected topic, and give a formal presentation of their work for faculty, peers, and guests.
This course is exempt from the 42 hour limit in the discipline.
Senior standing prerequisite.

ENGLISH (ENGL)

- 101. English for Foreign Students.** **Cr. 3.**
Required of foreign students who do not qualify for English 103. Emphasis on oral and written communication. Offered on Pass/No-Credit (P/N) basis only.
- 103. English Composition I.** **Cr. 3.**
The principles of expository writing with weekly assignments in Composition.
- 104. English Composition II.** **Cr. 3.**
Critical compositions on fiction, poetry, drama, and film. This course will also include research methods and the research paper.
103 prerequisite.
- Note: All of the following English courses have English 104 as a prerequisite. Any additional prerequisites are listed.*
- 211. English Literature I.** **Cr. 3.**
Emphasis on major writers from Beowulf to Pope.
- 212. English Literature II.** **Cr. 3.**
Emphasis on major writers from Blake to Eliot.
- 213. Literature by Women.** **Cr. 3.**
An examination of works by women writers. Selections vary with each offering of the course.
- 221. American Literature I.** **Cr. 3.**
A study of major figures and developmental trends in American literature. This course covers the colonial and Romantic periods.
- 222. American Literature II.** **Cr. 3.**
A study of major figures and developmental trends in American literature. This course covers later nineteenth and twentieth century materials.

- 281, 381. Individual Study.** **Cr. 1-3.**
The course may involve a systematic reading program, library research, laboratory project, studio work, field study, or creative expression. Conferences or tutoring as required, but no formal lectures or recitations. Quizzes, tests, and examinations as may be appropriate. 281 open only to sophomores; 381 open to juniors and seniors. May be repeated for credit.
- 303. Principles of English Grammar.** **Cr. 3.**
Designed primarily for English Majors and students in the English Language Arts program, this course provides an overview of the English language, concentrating on its grammar. Topics include linguistics and the history of the language.
- 312. 18th and 19th Century British Literature.** **Cr. 3.**
A study of poets, novelists, essayists and/or playwrights. Writers may include Swift, Pope, Doctor Johnson, Austen, Wordsworth, Coleridge, Keats, Tennyson, Dickens, the Brontes, the Brownings, Arnold, and Hardy.
- 315. Film Studies.** **Cr. 3.**
This course will examine the artistic and cultural importance of film. The content of the course may vary, possibly focusing on such topics as the history of film, films of a specific style or period, the relationship between prose narrative and film, gender and film, or race and film. May be repeated once for credit with different topic and permission of school.
At least sophomore standing prerequisite.
- 324. Literature of the American South.** **Cr. 3.**
Representative writers, artistic and cultural characteristics, and developmental trends from a regional literary tradition.
- 331. Contemporary Literature.** **Cr. 3.**
An examination and analysis of literature since World War II. In addition to European and American literature, students will interpret contemporary developments in literature and culture such as post-Colonial studies, ethnic literatures from around the world, postmodernism, and debates about "literature" itself.
- 334. Drama.** **Cr. 3.**
Representative plays from Ibsen to Albee.
- 341. World Literature.** **Cr. 3.**
Readings in translation of the literature of the world.
- 371, 372. Seminar in English:** **Cr. 3.**
Seminar will focus on a topic appropriate to participants. May be repeated for credit with each change in title.
- 411. Chaucer.** **Cr. 3.**
An examination of medieval literature with particular attention to Chaucer.
211 prerequisite.
- 412. Shakespeare.** **Cr. 3.**
A study of selected works by William Shakespeare.
211 prerequisite.
- 416. Milton and Spenser.** **Cr. 3.**
A study of Milton and/or Spenser.
211 prerequisite.
- 419. Critical Theory.** **Cr. 3.**
A study of theories and theorists from the classical to the contemporary.
- 422. Seminar in American Literature.** **Cr. 3.**
Seminar will focus on a topics in American Literature appropriate to participants. May be repeated for credit with each change in title.
- 423. Seminar on Literature in English.** **Cr. 3.**
Seminar will focus on a topic in Literature in English appropriate to participants. May be repeated for credit with each change in title.
- 481. Internship in English.** **Cr. 1-3.**
A field experience designed to provide a learning experience under the supervision of both a professional in the field and a member of the faculty. The internship offers students the opportunity to augment classroom learning and to enhance intellectual development through the application of knowledge. Types and locations of internships are available through the School.
Graded on a Pass/No-Credit (P/N) basis only. May be repeated for up to 6 hours of elective credits.
Junior or senior standing, at least a 2.5 GPA in the major, completion of the internship application and permission of the Associate Dean prerequisite.
- 491. Honors in English.** **Cr. 3.**
Individualized project designed to meet the particular needs and interest of the student in relation to a particular major. May be repeated for credit. Scholastic excellence, completed application, permission of the Program Coordinator, the Associate Dean, and the Honors Committee prerequisite.

- 499. Senior Capstone in English.** **Cr. 3.**
 A comprehensive senior project in the area of English. The project is intended to demonstrate an ability to conduct independent research and present the results in writing of commendable quality. This course is exempt from the 42 hour limit in the discipline.
 Senior standing prerequisite.

FIRST-YEAR EXPERIENCE (FYEX)

- 101. First-Year Experience.** **Cr. 1.**
 A one-semester, one-credit course required of first year and transfer students. General college skills include time management; the meaning of the honor code; coping with roommates; and balancing academic and extracurricular activities. Content area specific skills include career exploration; identifying current issues and trends; and learning study, reading, research, and writing skills.
 This course is taken on a Pass/No-Credit (P/N) basis.
 Note: Transfer students who have completed and transferred 18 or more semester hours of college credit, exclusive of dual enrollment, AP, CLEP, IB, and DANTES credit, are exempt from taking this course.

FRENCH (FREN)

- 101-102-103. Elementary French I, II, and III.** **Cr. 3, 3, 3.**
 This sequence provides opportunities to practice the four communication skills (listening, speaking, reading, and writing) and introduces students to aspects of French culture. Courses in the elementary sequence are designed for students who have little or no experience in the language.
Note: FREN 101 is intended for students who have had fewer than two years of high school French. Students who have had two years or more in high school should take 102 or 103 (entry level determined by placement exam).
- 202. French Reading and Grammar.** **Cr. 3.**
 This course is designed to reinforce and supplement the vocabulary and general language skill of the beginning student. It will include a number of short literary adaptations and a review of basic grammar and structure. The course is taught in French.
 103 or equivalent proficiency prerequisite.
- 211, 212. Intermediate French I & II Grammar and Conversation.** **Cr. 3, 3.**
 These courses use an integrated approach to language acquisition emphasizing the essential skills of reading, writing, speaking and oral comprehension. Focus is on increasing French vocabulary, reinforcement of grammatical and structural concepts.
 This course includes instruction and practice in oral comprehension and speaking, designed to increase oral proficiency. French 211 completes the first half of the selected text and workbook, and French 212 completes the second half. Students, however, may take French 211 and 212 in any sequence.
 103 or equivalent proficiency prerequisite.
- 301. French Culture and Civilization: Before World War II.** **Cr. 3.**
 The course is a study of the development of French civilization as shown in its history, geography, arts, institutions and thought. Emphasis is placed on the interdependence of all these aspects of French culture. The course begins with the Cro-Magnon inhabitants of the region now known as France and continues to the Post World War II era and the Cinquième République. The arts and their impact play a special role in this course's subject matter. The course uses a background text as well as supplementary material including videos, newspapers, magazines, some historical, political and literary texts, as well as guest speakers. The course is taught in French.
 211, 212 or equivalent proficiency prerequisite.
- 302. French Culture and Civilization: Institutions and Culture of Post World War II France and Fifth Republic.** **Cr. 3.**
 The course is a study beginning with Post-War France and the Cinquième République as shown in its demographics, history, geography, arts, institutions, and thought. Emphasis is placed on the interdependence of all these aspects of French culture. The course uses a background text as well as supplementary material including videos, newspapers, magazines, some historical, political and literary texts, as well as guest speakers. The course is taught in French.
 211, 212 or equivalent proficiency prerequisite.
- 322. French Phonetics and Conversation.** **Cr. 3.**
 This course examines the sound system of French in both its written and oral aspects. It provides the student with extensive practice in oral reading and conversation with a focus on improving pronunciation and fluency. Students learn to apply phonetic transcription to determine how unfamiliar words are pronounced. Attention is given to both language production and improved listening comprehension skills.
 211 and 212 prerequisite.

333-334. Business French I and II.**Cr. 3, 3.**

These courses provide an introduction to business language and practices in France. Topics include: business letter writing, forms, documents, policies, banking, insurance, advertising, etc. Attention is given to the importance of culture and cultural differences in the business world. Emphasis in both courses is on written and oral communication. Students who elect to take both courses will be prepared, upon completion of the sequence, to take a written exam administered by the French government which will award successful candidates with a certificate of competence. The certificate is particularly useful for those students who plan to pursue careers in international business.

211 and 212 prerequisite.

281, 381. Individual Study.**Cr. 1-3.**

The course may involve a systematic reading program, library research, laboratory project, studio work, field study, or creative expression. Conferences or tutoring as required, but no formal lectures or recitations. Quizzes, tests, and examinations as may be appropriate. 281 open only to sophomores; 381 open to juniors and seniors. May be repeated for credit.

371, 372. Seminar in French.**Cr. 3.**

The seminar will focus on a topic appropriate to the participants. The Schedule of Classes will list the specific title for the semester. May be repeated with each change in title.

103 or equivalent proficiency prerequisite.

GERMAN (GERM)**101-102-103. Elementary German I, II and III.****Cr. 3, 3, 3.**

This sequence provides opportunities to practice the four communication skills, (listening, speaking, reading, and writing) and introduces students to aspects of German culture. Courses in the elementary sequence are designed for students who have little or no experience in the language.

Note: GERM 101 is intended for students who have had fewer than two years of high school German. Students who have had two years or more in high school should take 102 or 103 (entry level determined by placement exam).

202. Intermediate German.**Cr. 3.**

A review of the grammar and reading of selected prose works. Further practice in the use of the language.

103 or equivalent proficiency prerequisite.

211-212. Advanced Reading and Composition I & II.**Cr. 3.**

An introduction to German literature and advanced grammar study. Readings consist of contemporary articles and stories. The literature also serves as the basis for advanced grammar and vocabulary study.

202 or equivalent proficiency prerequisite.

281, 381. Individual Study.**Cr. 1-3.**

The course may involve a systematic reading program, library research, laboratory project, studio work, field study, or creative expression. Conferences or tutoring as required, but no formal lectures or recitations. Quizzes, tests, and examinations as may be appropriate. 281 open only to sophomores; 381 open to juniors and seniors. May be repeated for credit.

371, 372. Seminar in German.**Cr. 1-3.**

The seminar will focus on a topic appropriate to the participants.

Offered upon sufficient demand. May be repeated for credit with each change in title.

GLOBAL LEADERSHIP (GLLD)**481. Internship in Global Leadership.****Cr. 1-3.**

A field experience designed to provide a learning experience under the supervision of both a professional in the field and a member of the faculty. The internship offers students the opportunity to augment classroom learning and to enhance intellectual development through the application of knowledge. Types and locations of internships are available through the School.

Graded on a Pass/No-Credit (P/N) basis only. May be repeated for up to 6 elective credits.

Junior or senior standing, at least a 2.5 GPA in the major, completion of the internship application and permission of the Associate Dean prerequisite.

491. Honors in Global Leadership.**Cr. 3.**

Individualized project designed to meet the particular needs and interest of the student in relation to a particular major. May be repeated for credit. Scholastic excellence, completed application, permission of the Program Coordinator, the Associate Dean, and the Honors Committee prerequisite.

499. Senior Capstone in Global Leadership.**Cr. 3.**

A comprehensive senior project in the area of global leadership. The project is intended to demonstrate an ability to conduct independent research and present the result in writing of commendable quality. This course is exempt from the 42 hour limit in the discipline.

Senior standing prerequisite.

HISTORY (HIST)**101, 102. Western Civilization I and II.****Cr. 3, 3.**

A survey of the development of western civilization from antiquity, through the Middle Ages, to the present. Designed to serve as an introductory course in history and as an integrating medium for students in social studies and humanities. This integration is achieved through presentation of the economic, social, political, and especially the cultural aspects of the civilizations studied.

205. American History to 1877.**Cr. 3.**

The political, social, and economic development of the United States of America from colonial times to 1877.

206. American History, 1877 to the Present.**Cr. 3.**

The political, social, and economic development of the United States of America from 1877 to the present.

209. History of France to 1500.**Cr. 3.**

Political, social, economic, and cultural aspects in the formative period of French history.

210. Modern France.**Cr. 3.**

A continuation of the study of French history down to the present.

215. Introduction to Historical Study.**Cr. 3.**

This course is an introduction to advanced study in history. It includes research methods and the processing of research, and historiography.

101, 102, 205, 206 (may be taken concurrently) or permission of the Associate Dean prerequisite.

281, 381. Individual Study.**Cr. 1-3.**

The course may involve a systematic reading program, library research, laboratory project, studio work, field study, or creative expression. Conferences or tutoring as required, but no formal lectures or recitations. Quizzes, tests, and examinations as may be appropriate. 281 open only to sophomores; 381 open to juniors and seniors. May be repeated for credit.

301. Europe, 1815-1914.**Cr. 3.**

The political, social, and economic developments in the major European nations, 1815-1914, with special emphasis on the nationalistic movements and the international relations of nineteenth and early twentieth-century Europe.

302. Europe, 1914 to the Present.**Cr. 3.**

The political, social, and economic developments in Europe, from World War I to the present, with emphasis on the diplomatic backgrounds of the two world wars, the postwar recovery, and the cold war.

305. Renaissance and Reformation.**Cr. 3.**

European history in the 14th-16th centuries, with emphasis on the cultural and religious trends of the period and their imprint on modern thought.

306. The French Revolution and Napoleon.**Cr. 3.**

The eighteenth-century background of revolution and the revolutionary movements in Europe with emphasis on the French Revolution and the period of Napoleon I.

307. Colonial Latin America.**Cr. 3.**

Pre-Columbian civilizations, discoveries, settlements. Emphasis on colonial systems of Spain and Portugal and the wars of independence.

308. Recent Latin America.**Cr. 3.**

Latin American republics, their cultural, political, and economic developments. Special emphasis on the relations with the United States.

309. The Middle East.**Cr. 3.**

A review of the early periods; special study of the nineteenth and twentieth centuries and the significance of the Middle East to Europe and the world.

310. The Far East.**Cr. 3.**

The history of the Orient, and its relation to the Occident in modern times.

311. History of England to 1688.**Cr. 3.**

The religious, political, economic, and intellectual development of the English people from earliest times to 1688. Special attention given to the rise of common law and the growth of representative government.

312. Modern Britain.**Cr. 3.**

From 1688 to the present. Colonial expansion, the political and constitutional development of Great Britain, the British Empire, and the Commonwealth of Nations.

314. Contemporary World History.**Cr. 3.**

The important events and movements of recent decades which have shaped today's world, with emphasis on the years since World War II.

Offered summer session only.

- 315. Alabama History.** **Cr. 3.**
The political, social, and economic development of Alabama, with concern, as well, for the interaction between Alabama and the remainder of the United States.
- 371, 372. Seminar in History.** **Cr. 1-3.**
The seminar will focus on a topic appropriate to the participants. May be repeated for credit with each change in title.
Offered upon sufficient demand.
- 402. The United States Since 1900.** **Cr. 3.**
The political and cultural relations with Europe since 1900; participation in World War I; economic and political reactions to the war, culminating in depression and change of political administration; the Roosevelt Administration and the extension of social control; impact of world politics on the United States; factors working for and against solidarity of the Americas; rise and decline of isolationism; World War II; cold war and the period since its end.
- 405. History of the South.** **Cr. 3.**
A survey of the social, economic, and political development of the South. Special attention given to the plantation society of the antebellum period and its political and social consequences, and to the "New South" changes which continue into modern times.
- 407. The Civil War and Reconstruction.** **Cr. 3.**
Two crucial eras of American development: the war which sought to divide the Union and the postwar attempts to reconstruct both the South and the United States as a whole, in economic, social, political, and ideological terms.
- 408. American Colonial History.** **Cr. 3.**
A study of the colonial era focusing on the variations among the developing colonies and their emerging unity in the movement for independence.
- 409. The Early National Period.** **Cr. 3.**
The political, social, economic, and cultural aspects of the formative period of the United States.
- 411. Social and Intellectual History of the United States I.** **Cr. 3.**
An exploration of the important social and intellectual concerns and movements in American history from the Colonial Period to 1877.
- 412. Social and Intellectual History of the United States II.** **Cr. 3.**
An exploration of the important social and intellectual concerns and movements in American history from 1877 to the present.
- 481. Internship in History.** **Cr. 1-3.**
Supervised professional experience with the Alabama Historical Commission, the Alabama Department of Archives and History, or Landmarks Foundation. May be repeated for up to 6 hours of elective credits.
Graded on a Pass/No-Credit (P/N) basis only. May not be used to fulfill requirement for the major or minor.
Junior or senior standing, at least a 2.5 GPA in the major, completion of the internship application and permission of the Associate Dean prerequisite.
- 491. Honors in History.** **Cr. 3.**
Individualized project designed to meet the particular needs and interest of the student in relation to a particular major. May be repeated for credit. Scholastic excellence, completed application, permission of the Program Coordinator, the Associate Dean, and the Honors Committee prerequisite.
- 499. Senior Capstone in History.** **Cr. 3.**
Classroom instruction will include a study of historiography and of research methods in history. Each student will complete a major-directed research project. This course is exempt from the 42 hour limit in the discipline.
Senior standing prerequisite.

HUMAN PERFORMANCE (HP)

- 104. Introduction to Team Sports.** **Cr. 1.**
This course includes the fundamentals of motor skill proficiency in various team sports that are typically taught in the Middle School physical education program (e.g. football, volleyball, basketball, softball, etc.). Students will be introduced to innovative modified variation of traditional team sports that can be used in the Elementary School program, and that can be used in the L.I.F.E. Program for Health-Enhancing Physical Activity. The course is designed for Human Performance majors who will be working in teaching, recreation, or exercise leadership vocations.
Activity courses from other institutions may not be substituted for this course for Human Performance majors.

- 106. Introduction to Individual Sports and Lifetime Games.** **Cr. 1.**
This course is designed to provide students in the Human Performance major with a broad background and experience in sports and games that can be used to teach P-12 students and lead to physically active lifestyles. Students will be expected to gain minimum proficiency in such activities as: swimming, badminton, pickle-ball, tennis, golf, archery, bowling, and table tennis. The course is designed for Human Performance majors who will be working in teaching, recreation, or exercise leadership vocations.
Activity courses from other institutions may not be substituted for this course for Human Performance majors.
- 110. Foundations of Physical Education and Sport.** **Cr. 3.**
Philosophical, sociological, and historical perspectives and principles of health, physical education and sport including communication skills, competition/cooperation, and selected social dimensions. This course is designed to present a knowledge base of physical education that includes the analysis of how physical activity is inherently linked to health and wellness.
- 200. Nutrition and Exercise.** **Cr. 3.**
Course is designed to offer sound, systematic training programs for those men and women who wish to apply nutritional principles to specific sports and/or physical activities. Various new and traditional physical activity programs will be reviewed in light of desired outcomes for the individual participant. Physiological, social, and psychological factors affecting food intake are examined. Relationships of nutrients to health throughout life will be examined including the evaluation of current practices and theories regarding nutrition and its relationship to athletics, weight control, and physical exercise.
Note: All of the following Human Performance courses have 110 as prerequisite.
- 203. Psycho-Social Aspects of Physical Activity.** **Cr. 3.**
This course investigates individual and group behavior within sport, play, and games. Social psychological research, principles, and issues will be presented, including performance enhancement, personality, interpersonal relations, group dynamics, socialization, communication, attitudes, emotions, and cognitions relative to sport, play, and games.
- 281, 381. Individual Study.** **Cr. 1-3.**
Available for credit in athletic training, health, physical education, or recreation, the course may involve a systematic reading program, library research, laboratory project, studio work, field study, or creative expression. Conferences or tutoring as required, but no formal lectures or recitations. Quizzes, tests, and examinations as may be appropriate. 281 open only to sophomores; 381 open to juniors and seniors. May be repeated for credit.
- 301. Training and Conditioning for Performance.** **Cr. 3.**
The purpose of this course is to examine current training philosophies, practices, and techniques relative to athletic populations. Content includes aerobic training, resistance training, speed training, agility training, plyometrics, and corresponding physiological adaptations. Students will design training programs specific to youth, adult, and master athletes as well as participate in various training sessions. Course is open to any individual interested in coaching, training, or managing.
- 302. Organization and Administration in Human Performance Programs.** **Cr. 3.**
The organization and administration of various allied health, recreation and sport programs including modern day physical education and athletic programs. Students will be systematically introduced to the meaning of management and the different styles of management in the context of specific programs such as intramurals, athletics, instructional programs, clubs, corporate fitness, rehabilitative programs, and allied health services.
- 304. Human Wellness and Lifetime Fitness.** **Cr. 3.**
A critical analysis of the components of health-related physical fitness and the concept of human wellness. Emphasis will be placed on the role of physical activity in preventing and/or ameliorating the most prevalent diseases, including its effects on the quality of life and aging.
- 306. Adapted Physical Activity Programs.** **Cr. 3.**
The roles and responsibilities of physical education professionals with respect to the needs of persons with a disability. Identification, assessment, programming and consulting in adapted physical activity programs. The historical, philosophical, and sociological assumptions informing the sport culture for persons with a disability. Introduction to lifetime recreation, sport and community-based programs for persons with a disability. Field experience in an appropriate adapted physical activity setting will be required.
- 314. Community Health.** **Cr. 3.**
Surveys major community health issues, focusing on local, state, national, and international perspectives. The roles of major agencies and organizations which protect the health of the public are discussed. The impact of public health advocacy and legislation is also discussed. In addition, this course will assist the student in developing decision-making and action skills to deal with common medical emergencies. Community First Aid Certification and Community CPR Certification will be awarded upon completion of the course if qualifications are met as established by the American Red Cross.

- 320. Motor Behavior and Development.** **Cr. 3.**
Material presented in this course describes changes in human movement behavior that occurs throughout the lifespan, and the influence that diverse variables such as growth and maturity, physical fitness, and perceptual-motor development have upon these changes. Methodologies utilized include lecture, micro-teaching, and field experience that are valuable to students as they learn to work with human learners. Students will demonstrate an ability to think critically and solve problems associated with the individual differences of those who perform physical activity.
- 325. Sport Leadership.** **Cr. 3.**
This course includes a broad study of the art and science of coaching of young athletes, from both personal and professional perspectives. This approach is based upon sound research, theory, and conventional wisdom pertaining to effective sport performance, athletic management and structure, and the interpersonal relationships that are specific to sport culture. Students will experience a competency-based approach that contributes to the development of a skilled entry-level practitioner, and material will reflect numerous national standards for athletic coaches.
- 341. Theory and Techniques of Coaching Baseball/Softball.** **Cr. 2.**
This course includes the examination of techniques associated with coaching baseball/softball from a developmentally appropriate perspective (e.g., youth sport, middle school sport, high school sport, or U-18 club sport). Rules, regulations, fundamentals, organizational principles, specific conditioning/training programs, scouting, tactics, and other topics will be addressed.
340 prerequisite.
- 342. Theory and Techniques of Coaching Basketball.** **Cr. 2.**
This course includes the examination of techniques associated with coaching basketball from a developmentally appropriate perspective (e.g., youth sport, middle school sport, high school sport, or U-18 club sport). Rules, regulations, fundamentals, organizational principles, specific conditioning/training programs, scouting, tactics, and other topics will be addressed.
340 prerequisite.
- 343. Theory and Techniques of Coaching Football.** **Cr. 2.**
This course includes the examination of techniques associated with coaching football from a developmentally appropriate perspective (e.g., youth sport, middle school sport, high school sport, or U-18 club sport). Rules, regulations, fundamentals, organizational principles, specific conditioning/training programs, scouting, tactics, and other topics will be addressed.
340 prerequisite.
- 344. Theory and Techniques of Coaching Volleyball/Softball.** **Cr. 2.**
This course includes the examination of techniques associated with coaching volleyball/softball from a developmentally appropriate perspective (e.g., youth sport, middle school sport, high school sport, or U-18 club sport). Rules, regulations, fundamentals, organizational principles, specific conditioning/training programs, scouting, tactics, and other topics will be addressed.
340 prerequisite.
- 371, 372. Seminar in Human Performance.** **Cr. 1-3.**
The seminar will focus on a topic appropriate to the participants. May be repeated for credit with each change in title.
- 408. Kinesiology.** **Cr. 3.**
The mechanical and anatomical analysis of human movement and the application of these principles to the analysis of motor skills. Open to all disciplines concerned with the values gained through the understanding of the factors affecting human movement and how the body functions during movement.
- 410. Methods of Sports Instruction/Assessment.** **Cl. 3.; Lb. 3.; Cr. 4.**
This course will include a comprehensive study and practical application of planning for, teaching, and assessing in (U-18) sport settings. The relationship of liability, risk management, and safety as they relate to prior planning, teaching, and assessment will also be a major focus.
- 431. Teaching and Assessment Methods for Physical Education P-12.** **Cl. 3.; Lb. 1.; Cr. 4.**
This course addresses information that will help prospective physical educators attain teaching knowledge and skill necessary for designing, implementing, and evaluating developmentally appropriate P-12 physical education programs. Emphasis will be on the progressive and sequential nature of physical education instruction (with additional emphasis on underlying philosophy, function, interpretation, and applied human performance assessment). Students will gain practical experience with small student groups representing elementary, middle, and secondary settings. This course is designed to assist prospective physical educators with developing the skills to successfully teach the Alabama Course of Study for Physical Education and NASPE National Standards for Physical Education.
- 433. Physiology of Exercise.** **Cr. 3.**
Physiology of the skeletal, nervous, muscular, respiratory, and cardiovascular systems with the major emphasis upon the effects of physical exercise. Open to all students interested in the effects of physical activity on the body.

- 442. Fitness Assessment and Exercise Prescription.** **Cr. 3.**
 The purpose of this course is to explore health assessment and exercise program design in general wellness and rehabilitative settings. Cardiac rehabilitation, pulmonary rehabilitation, and general adult wellness populations will be emphasized. Students are expected to demonstrate sound measurement and evaluation skills as well as document safe rehabilitative and training programs. Course content will include physiological adaptations and psychological barriers to exercise among the aforementioned populations.
 433 corequisite or prerequisite.
- 471. Sport Pedagogy Practicum.** **Cl. 1.; Lb. 5.; Cr. 6.**
 This course will provide a culminating practicum experience for the art and science of sport leadership in a sport agreed upon by the student and the Program Coordinator. Ideally this course will be taken during the final spring semester of the student's curriculum. Students will meet in-class with the instructor for 1 hour weekly and will gain practical experience as arranged for the field placement.
 May be taken concurrently with the 410 with permission of the Program Coordinator. In such cases, due to effort and time involved, a student is limited to a maximum of 13 hours during the corresponding semester.
 Prerequisite: Students must have completed at least 90 hours and have successfully completed all Athletic Training, Biology, and Human Performance courses required for the Concentration in Sport Pedagogy.
- 481. Internship in Human Performance.** **Cr. 1-3.**
 A field experience designed to provide a learning experience under the supervision of both a professional in the field and a member of the faculty. The internship offers students the opportunity to augment classroom learning and to enhance intellectual development through the application of knowledge. Types and locations of internships are available through the School.
 Graded on a Pass/No-Credit (P/N) basis only. May be repeated for up to 6 hours of elective credits. Junior or senior standing only, at least a 2.5 GPA in the major, completion of the internship application and permission of the Associate Dean prerequisite.
- 491. Honors in Human Performance.** **Cr. 3.**
 Individualized project designed to meet the particular needs and interest of the student in relation to a particular major. May be repeated for credit. Scholastic excellence, completed application, permission of the Program Coordinator, the Associate Dean, and the Honors Committee prerequisite.
- 499. Senior Capstone in Human Performance.** **Cr. 3.**
 A comprehensive senior project in the area of human performance. The project is intended to demonstrate an ability to conduct independent research and present the results in writing of commendable quality. This course is exempt from the 42 hour limit in the discipline.
 Senior standing prerequisite.

LIBRARY (LIBR)

- 111. Library Research Methods.** **Cr. 3.**
 This course will teach the student the basic knowledge necessary for success in performing library research. The course will emphasize development of critical thinking skills and their application to research in the library, as well as enhancing lifelong learning, through the use of traditional print resources, the Internet and other developing electronic information sources. Students who successfully complete the course should have a foundation in library research which will assist them in meeting other course requirements during the college years and assist in preparing for study beyond the undergraduate level.
- 211. Libraries: Repositories & Transmitters of Humanity's Record.** **Cr. 3**
 The focus of the course will be to trace the evolution of libraries and explore the role they played and continue to play in different societies. Students will be introduced to the institution known as the library in the context of different cultures and civilizations and will gain an understanding of libraries as agents of cultural transmission and inheritors of social change. Students will come to appreciate how libraries have preserved humanity's written record in different times and places and how they have often been influenced by the events of history itself. While the scope of this course is broad, particular attention will be paid to library evolution and development in the Western World.

MARINE SCIENCE (MSCI)

Note: All courses are taught at the Dauphin Island Sea Lab (DISL). The following courses were offered during the 2006 summer sessions at the Sea Lab. The 2007 summer course will be published by DISL.

- 200. Marine Biology.** **Cr. 4.**
 A general survey of marine plants, invertebrates and vertebrates, the communities they form, and the physical and chemical factors which influence them. Field trips to marsh, seagrass and dune habitats, and sampling from research vessels and laboratory exercises serve to introduce students to the diversity of marine habitats and organisms. Participation in overnight field trips is a part of this course. Snorkeling gear is required.
 Prerequisites - general biology.

- 202. Dolphins and Whales.** **Cr. 2.**
 The goal of this course is to enable the student to make rapid, accurate and thoughtful use of a customized reference file and laboratory and field notes to respond to questions about the classification, anatomy and ecology of members of the order Cetacea and of the Sirenian genus *Trichechus* (manatee). The course will consist of lectures supported by audiovisual materials and practical exercises in the lab and on vessel-based and land-based platforms. Rather than being reading, writing, or memory intensive, the activities of the student will be more project-intensive, with emphasis on construction of a reference file and organization of records of the lab and field observations.
 Prerequisites – successful completion of one course in organismal biology, such as zoology, vertebrate zoology, invertebrate zoology, embryology, human biology, entomology, parasitology. One year's experience with a stranding network would fulfill the prerequisite requirement also.
- 210. Coastal Climatology.** **Cr. 2.**
 The study of the controlling factors and features of the world's climates, with particular attention to coastal areas, and application and interpretation of climate data.
- 220. Coastal Zone Management.** **Cr. 2.**
 A review of ecological features and of management policies for coastal communities with a description of relevant federal and state programs. This introductory level course examines the various aspects of coastal zone management in the United States by: 1) examining the major substantive and procedural aspects of specific laws and regulations which govern activity in the coastal zone environment and processes; and 2) examining how coastal environments and processes affect specific management issues of the zone.
 Prerequisites – none.
- 230. Marine Geology.** **Cr. 4.**
 A study of the geology of the ocean basins, with special emphasis on the continental shelves, their sediments, and the sedimentary processes at work there. (Emphasis on the Northeast Gulf of Mexico). Field trips will be taken to study beach processes and sediments in the bay and offshore. Students will be introduced to the following: technical writing; conducting a research project; working as a team member; data management; concepts of marine geology; critical thinking; principles of science (hypothesis testing).
 Prerequisites - introductory geology, statistics recommended.
- 281, 381. Directed Studies.** **Cr. 1-6.**
 Students may enroll by special arrangement. All students registering for Directed Research must be accepted by a DISL faculty research supervisor who will be in residence at the Sea Lab during the research. Project topic, duration, credit, and acceptance by a supervisor must be arranged prior to a student registering at DISL. Please contact one of the listed faculty members for suggested topics in their area of expertise. Students are expected to enroll and conduct the research over 10 weeks, if no other course is taken. Directed Studies may be taken to enhance a student's research experience, but it is not intended to substitute for research credit that is directly related to a student's thesis project.
- 300. Coastal Birds of Alabama.** **Cr. 2.**
 This course is an introductory level course to coastal avian fauna with an emphasis on nesting sites and nesting behavior. This course includes identification, population dynamics and behavior of coastal birds. Lectures emphasize functional ecology, specifically nesting biology of numerous species found along Alabama's coastal region. Topics include migration, mechanics of flight, breeding biology, and foraging. This course is a field-based course with an emphasis on breeding biology, behavior and introduction to bird identification.
 Prerequisites - A course in undergraduate biology or ecology.
- 301. Oceanology of the Gulf of Mexico.** **Cr. 2.**
 A descriptive study of the Oceanology of the Gulf of Mexico and adjacent waters including coastal zone, continental shelf and deep ocean. This course provides a survey of the physics, chemistry, biology, geology, and meteorology of the continental margins and deep ocean regions in the Gulf of Mexico and adjacent waters.
 Prerequisites - Science major or permission of the instructor.
- 305. Coastal Geomorphology.** **Cr. 2.**
 An introduction to coastal sediment processes and applied coastal geomorphology. Waves and other coastal hydrodynamics, sediment transport, and interaction between natural process and man's activities such as dredging, jetties, and beachfills will be studied. The barrier island coast of Alabama will be used extensively in field trip investigations of these processes.
 Prerequisites - Basic science major.

- 310. Hurricanes of the Gulf Coast** **Cr. 2.**
 This course is an introductory survey course on hurricanes with emphasis on hurricanes in the Gulf of Mexico. Topics include 1) the hurricane problem along the Gulf Coast and a review of some of the infamous Gulf Coast hurricanes of the last 150 years; 2) Atlantic/Caribbean/Gulf hurricane climatology; 3) the effects of El Nino and multi-decadal changes in the Atlantic circulation on hurricane frequency; 4) favorable/unfavorable environments for hurricane development and intensification; 5) hurricane features and structure; 6) hurricane movement and steering mechanisms; 7) coastal and inland effects from landfalling Gulf Coast hurricanes; and 8) Gulf hurricane forecasting (where will the storm go and how strong will it be at landfall).
 Prerequisites – none.
- 312. Biology and Conservation of Marine Turtles.** **Cr. 2.**
 This introductory course will provide an overview of the biology and conservation of marine turtles. Topics to be covered include the identification, distribution, nesting behavior, migratory behavior, feeding ecology, population biology and genetics, developmental habitats, temperature-dependent sex determination, paleontology, and conservation of marine turtles. Students will obtain a detailed knowledge of sea turtle biology and will gain an understanding of why many sea turtle species have become endangered, and how proper management has allowed some populations to recover. The course will culminate with a multi-day field trip to sea turtle nesting beaches and foraging grounds in the southeastern U.S. Class will also visit sea turtle research and rehabilitation facilities. The field trip will provide students with the opportunity to observe loggerhead, green, and leatherback turtles in their natural habitats.
 Prerequisites: Introductory course in biology. Special fees apply and will be posted on the web site: www.disl.org.
- 315. Marine Toxicology** **Cr. 4.**
 This course will introduce topics of marine toxicology to students. The general basics of toxicology will be covered, including dose-response relationships. Data analysis and experimental design of toxicological studies will be done. Use of the coastal area will be used to demonstrate toxicological studies.
 Prerequisites - one semester of organic chemistry and one upper level biology course.
- 400. Marine Vertebrate Zoology.** **Cr. 4.**
 A survey of marine fishes, reptiles and mammals with an in-depth comprehensive treatment of their systematics, zoogeography, and ecology. Field and laboratory work will stress the vertebrate fauna of the northern Gulf of Mexico, and most of the course will be devoted to fishes. Students successfully completing this course will: 1) have a basic understanding of the biology, ecology, physiology, and systematics of the various marine vertebrate taxa; 2) gain experience in field and laboratory identification of members of the various vertebrate taxa; and 3) gain experience in collecting various marine and island vertebrate taxa.
 Prerequisites - two semesters of general biology (or their equivalent) and accompanying labs.
- 410. Marine Invertebrate Zoology.** **Cr. 4.**
 This course is a study of the natural history, systematics and morphology of marine invertebrates from a variety of habitats in the Gulf of Mexico, oriented toward a field and laboratory approach. Participation in extended field trips is a part of the course.
 Prerequisites - Introductory zoology.
- 420. Tropical Marine Ecosystems.** **Cr. 4.**
 The course will introduce students to the basic ecology, biology, and geology of tropical ecosystems such as sea grass meadows, mangrove forests, and coral reefs while applying current geographical technology (ArcView GIS).
- 425. Marsh Ecology** **Cr. 4.**
 Marsh Ecology is the study of the floral and faunal elements of various coastal and near-coastal marsh communities and the interaction with the environment. The course will focus upon the main indicators of marsh wetlands (vegetation, soil and hydrology), how they interact to form functional wetlands, and how these wetlands are linked to the estuaries and seas beyond. The course is structured to provide abundant hands-on field experience in methods used to study wetland structure, function, and dynamics. Attention will be given to identification of indicators for the delineation of jurisdictional wetlands accounting to current federal guidelines. Participation in overnight field trips is part of this course.
 Prerequisites – Introductory courses in botany, zoology, and ecology..
- 430. Marine Botany.** **Cr. 4.**
 A general survey of marine algae (microscopic and macroscopic), as well as salt marsh vegetation, mangroves, seagrasses and maritime forest communities. Lectures will emphasize identification, distribution, structure, ecology, and physiology. Extensive overnight field and laboratory work is involved, including the ability to wade and snorkel. Participation in overnight field trips is a part of this course. Snorkeling gear is required.
 Prerequisites - general biology.

- 433. Coral Reef Ecology.** **Cr. 4.**
This course will examine the ecology and evolution of coral reef communities, seagrass beds and mangrove swamps. Current issues, including degradation of reefs by macroalgae, hurricanes, coral bleaching, diseases of corals and sea urchins, overfishing, and pollution, will be examined critically through reading the primary literature. Students will participate in lectures and laboratory exercises at DISL, and they will take a one-week field trip to Andros Island, Bahamas. Note: This course requires students to pay a registration fee at the DISL (\$75.00), a lab fee (\$30.00), student activity fee (\$10.00), room and board for 2 weeks at DISL (\$370.00 based on a 7-day meal plan) [except for commuters] and air transportation, room and board for 1 week in the Bahamas (\$950.00). Total cost for the course is \$1,435.00* (*estimated cost) plus home campus tuition. A current passport is required for travel. Prerequisites - a course in ecology. (Additional information will be mailed and/or can be downloaded from the web site: www.disl.org.)
- 435. Marine Fish Diseases.** **Cr. 4.**
This course will introduce students to aquatic animal diseases, specifically finfish and shellfish. Students will learn practical microbiological techniques for isolation and identification.
Prerequisites - general biology and microbiology are suggested, but not required.
- 437. Marine Aquaculture.** **Cr. 2.**
This course will introduce students to techniques in marine aquaculture with emphasis in the areas of nutrition and feeding, reproductive biology, production techniques, water quality requirements, processing, marketing, and economics of commercially important marine aquaculture species. This course is also designed to assist students in developing their problem solving communication skills. Prerequisites – General Biology required; ichthyology, limnology, and invertebrate zoology suggested, but not required.
- 443. Introduction to Neurobiology.** **Cr. 4.**
Students will be introduced to the neuroanatomy and neurophysiology of marine invertebrates and vertebrates. The following aspects of neurobiology will be covered in lectures and laboratories: resting potentials, action potentials, synaptic transmission, neurotransmitters, sensory transduction, muscle innervation, sensorimotor transformations, and neurophysiological bases of behavior. In addition, students will use a computer program, Neurosim, that allows a more in-depth exploration of cellular neurobiology than is possible in standard laboratory classes.
Prerequisites - introductory biology. The following are recommended but not required: general chemistry and general physics, or permission of the instructor.
- 445. Introduction to Oceanography.** **Cr. 4.**
A general introduction to the physics, chemistry, geology, and biology of the ocean. This course serves to introduce the student to the interrelationships between physical, geological, chemical and biological processes in the ocean. Field trips in Mobile Bay and near-coastal Gulf of Mexico serve to introduce students to research techniques and oceanographic processes in the region.
Prerequisites - basic science major.
- 470. Marine Ecology.** **Cr. 4.**
Marine Ecology is an advanced course open to juniors, seniors, and graduate students. We will study marine organisms as they interact with each other and their environment and examine theories and the experimental basis of our current knowledge. The laboratory will consist of field trips to a wide variety of marine habitats, and field problems which will be examined by small groups of students. Lecture and laboratory consists of studies of factors influencing population dynamics, community structure, and energy flow in marine ecosystems. Habitats selected for emphasis include coral reefs, kelp forests, seagrass meadows, the rocky intertidal and deep-sea hydrothermal vents.
Prerequisites - general biology, marine biology or graduate standing.
- 473. Marine Behavioral Ecology.** **Cr. 4.**
The course examines how animal behavior is influenced by and interacts with its environment, and the ecological and evolutionary significance of these behaviors in a marine setting. Students will learn principles of behavioral ecology as they relate to marine animals, become familiar with techniques for observing animal behavior, conduct behavioral experiments, and be introduced to methods for collecting and analyzing behavioral data. The course will consist of lectures, laboratory exercises and experiments, and overnight field trips designed to provide students with the background to pursue additional studies in marine animal behavior
Prerequisites - Introductory courses covering vertebrate and invertebrate zoology, introductory statistics recommended.

- 480. Marine Technical Methods.** **Cr. 2.**
This course, designed to provide an introduction to the techniques, instrumentation and equipment necessary to perform marine research, emphasizes field methods. Subject matter includes pre-sampling organization, sampling plan and report development, navigation, hydrographic sampling for physical and chemical properties, and sampling techniques for sediments and the water-column (phytoplankton, zooplankton and nekton). The course consists of lectures and demonstrations followed by activities designed to provide hands-on experience in sampling and data acquisition. One day will be devoted to a cruise that involves application of research techniques.
Prerequisites - None.

MATHEMATICS (MATH)

- 154. College Algebra.** **Cr. 3.**
Topics will include coordinates and graphs, equations and inequalities, functions, and polynomials; rational, exponential, and logarithmic functions; and systems of equations and inequalities.
- 155. Precalculus Mathematics.** **Cr. 3.**
Topics in algebra, trigonometry, and coordinate geometry.
- 171. Introduction to Statistics.** **Cr. 3.**
Basic concepts of statistical analysis, distribution and sample statistics, inference and hypotheses testing, and the use and application of statistical software.
- 175. Mathematical Concepts for the Natural and Social Sciences.** **Cr. 3.**
An exploration of the nature and structure of mathematical thought from an historical and intuitive perspective using elementary mathematical models. Topics include: basic management science models such as planning and scheduling, and linear programming; basic probability and statistics; basic growth and decay models.
- 176. Mathematical Concepts in the Digital Age.** **Cr. 3.**
An exploration of the nature and structure of mathematical thought from an historical and intuitive perspective using elementary mathematical models. Topics include: basic digital applications such as identification, information transmission, and logic; decision making models such as voting systems and basic game theory; mathematical patterns such as symmetry and tiling.
- 203. Finite Mathematics.** **Cr. 3.**
Linear functions, matrices, systems of linear equations, linear programming, sets, and mathematics of finance.
171 or permission of the Associate Dean prerequisite.
- 255. Calculus I.** **Cr. 3.**
Introduction to limits, continuity, and differentiation of algebraic and transcendental functions of a single variable. Applications of differentiation.
- 256. Calculus II.** **Cr. 3.**
Continuation of 255. Introduction to the definite and indefinite integral. Techniques of integration, applications of the definite integral, numerical methods, and infinite series.
255 or permission of the Associate Dean prerequisite.
- 281, 381. Individual Study.** **Cr. 1-3.**
The course may involve a systematic reading program, library research, laboratory project, studio work, field study, or creative expression. Conferences or tutoring as required, but no formal lectures or recitations. Quizzes, tests, and examinations as may be appropriate. 281 open only to sophomores; 381 open to juniors and seniors. May be repeated for credit.
- 300. Statistics II.** **Cr. 3.**
Additional statistical distributions and hypotheses testing, index numbers, time series, and analysis of variance. 171 and 203, or permission of the Associate Dean prerequisite.
Note: All of the following courses have Mathematics 255 and 256 prerequisite. Any additional prerequisites are listed.
- 313. Discrete Mathematics.** **Cr. 3.**
Sets, relations, and functions; introduction to logic; finite sequences and series; probability and descriptive statistics; elementary matrix operations and graph theory; proof by induction. The course also includes an introduction to computer algebra systems.
- 315. Geometry.** **Cr. 3.**
An introduction to Euclidean and non-Euclidean geometries.
- 320. Linear Algebra.** **Cr. 3.**
Linear equations, matrices, vector spaces, linear mapping, determinants, and applications.
- 330. Selected Topics in Mathematics.** **Cr. 3.**
Designed to meet the current needs and interests of the students. Topics are selected and offered upon sufficient demand. May be repeated for credit with each change of title. The Schedule of Classes will list the specific title for the semester.

- 355. Calculus III.** Cr. 3.
Continuation of 256. Further techniques of integration, parametric equations, polar coordinates, vector functions, and infinite sequences and series.
- 356. Calculus IV.** Cr. 3.
Partial derivatives, multivariate and vector calculus. A brief introduction to first and second order differential equations.
355 or permission of the Associate Dean prerequisite.
- 360. Ordinary Differential Equations.** Cr. 3.
Introduction of the theory of ordinary differential equations.
355 or permission of the Associate Dean prerequisite.
- 366. Introduction to Abstract Mathematics.** Cr. 3.
Introduction to proof through basic set theory, abstract algebra, and analysis.
- 371, 372. Seminar in Mathematics.** Cr. 1-3.
The seminar will focus on a topic appropriate to the participants. May be repeated for credit with a change in topic. Course offered upon sufficient demand.
- 401. Introduction to Analysis.** Cr. 3.
The real number system, functions, limits, continuity, integrals, and series.
- 411. Abstract Algebra.** Cr. 3.
Introduction to algebraic structures. Groups, rings, integral domains, and fields.
- 462. Finite Automata and Formal Languages.** Cr. 3.
An introduction to finite automata and formal languages, including regular expressions, Turing Machines, pushdown automata, formal grammars and languages, and undecidability.
- 481. Internship in Mathematics.** Cr. 1-3.
A field experience designed to provide a learning experience under the supervision of both a professional in the field and a member of the faculty. The internship offers students the opportunity to augment classroom learning and to enhance intellectual development through the application of knowledge. Types and locations of internships are available through the School. Graded on a Pass/No-Credit (P/N) basis only. May be repeated for up to 6 hours of elective credits.
Junior or senior standing, at least a 2.5 GPA in the major, completion of the internship application and permission of the Associate Dean prerequisite.
- 491. Honors in Mathematics.** Cr. 3.
Individualized project designed to meet the particular needs and interest of the student in relation to a particular major. May be repeated for credit. Scholastic excellence, completed application, permission of the Program Coordinator, the Associate Dean, and the Honors Committee prerequisite.
- 499. Senior Capstone.** Cr. 3.
Individual original research project or expository paper demonstrating mastery of the major. This course is exempt from the 42 hour limit in the discipline.
Senior standing prerequisite.

MILITARY SCIENCE (MILS)

Note: All courses are taught at Auburn University Montgomery.

Basic Courses

- 101. Foundations of Officership.** Cr. 1.
This course features an introduction to life in the U.S. Army. Topics include leadership; the unique duties and responsibilities of officers; the organization and role of the Army; basic life skills pertaining to fitness and communication; and an analysis of Army values and expected ethical behavior. Taken in conjunction with MILS 103.
- 102. Basic Leadership.** Cr. 1.
This course provides students with a basic knowledge of common military skills and presents the fundamental leadership concepts and doctrine of the U.S. Army. Topics include the practice of basic skills that underlie effective problem solving; application of active listening and feedback skills; examination of factors that influence leader and group effectiveness; and an examination of the officer experience. Taken in conjunction with MILS 104.
- 103, 104. Leadership Laboratory.** Cr. 1.
Leadership Laboratory is required for Army ROTC students. The student will receive training in drill and ceremonies, field craft, individual movement techniques, squad tactics, map reading and land navigation, first aid, and use and maintenance of the M16 Rifle.
- 201. Individual Leadership Studies.** Cr. 2.
This course develops the knowledge of self; self-confidence and individual leadership skills as well as develops problem solving and critical thinking skills and the application of communication, feedback, and conflict resolution. Areas to be trained in include personal development, goal setting, communication, problem solving and decision-making, leadership, teamwork, the group process, stress management, and physical fitness. Taken in conjunction with MILS 203.

- 202. Leadership and Teamwork.** **Cr. 2.**
This course focuses on self-development guided by knowledge of self and group processes by focusing on challenging current beliefs, knowledge and skills. Taken in conjunction with MILS 204.
- 203, 204. Leadership Laboratory.** **Cr. 1.**
Leadership Laboratory is required for army ROTC students. The students will receive training in drill, physical training, rappelling, water survival, tactics, marksmanship, night operations, and land navigation.
- Advanced Courses**
- 301. Leadership and Problem Solving.** **Cr. 3.**
This course examines the basic skills that underlie effective problem solving by analyzing the role officers played in the transition of the Army from Vietnam to the 21st Century, analysis of military missions and the planning of military operations, the features and execution of the Leadership Development Program, and the execution of squad battle drills. Taken in conjunction with MILS 303.
- 302. Leadership and Ethics.** **Cr. 3.**
This course probes leader responsibilities that foster an ethical command climate by developing cadet leadership competencies and applying principles and techniques of effective written and oral communication. Students are prepared for success at the ROTC National Advanced Leadership Course. Taken in conjunction with MILS 304.
- 303, 304. Leadership Laboratory.** **Cr. 1.**
Leadership Laboratory is required for all Army ROTC students. The student will receive training in troop leading procedures, mission planning, squad tactics, land navigation, individual movement techniques, water survival and rappelling.
- 401. Leadership and Management.** **Cr. 3.**
This course builds on the experience gained at the National Advanced Leadership Course in order to solve organizational and staff problems and discusses staff organization and functions, analysis of counseling responsibilities and methods, the principles of subordinate motivation and organizational change. Students will apply leadership and problem solving principles to a case study and or simulation. Taken in conjunction with MILS 403.
- 402. Officership.** **Cr. 3.**
This course is designed to explore topics relevant to Second Lieutenants entering the U.S. Army and focuses on the legal aspects of decision making leadership, analyzing Army organization from the tactical to the strategic level, assessing administrative and logistical functions, performance of platoon leader actions, and an examination of leader responsibilities that foster an ethical command climate. Taken in conjunction with MILS 404.
- 403, 404. Leadership Laboratory.** **Cr. 1.**
Leadership Laboratory is required for all Army ROTC students. The student will receive training in troop leading procedures, mission planning, squad tactics, land navigation, individual movement techniques, water survival and rappelling.

MUSIC THEORY, LITERATURE, AND COMPOSITION (MUS)

- 105-106. Music Fundamentals I and II.** **Cr. 2, 2.**
Elements of basic music notation; major and minor scales and key signatures, elementary ear training. Open to all students. Credit not applicable toward the music major or minor.
- 107-108. Theory and Harmony I and II.** **Cr. 2, 2.**
Study of music notation, intervals, scales, key signatures, and other basic music materials, in addition to study of music through melodic, harmonic, and elementary formal analysis, elementary composition, and four-part writing.
105, 106 or equivalent or permission of the Associate Dean prerequisite.
- 109-110. Sight Singing and Ear Training I and II.** **Cr. 2, 2.**
Exercises in singing, hearing, and writing scales, intervals, melodies, harmonic progressions and rhythm.
105, 106 or equivalent or permission of the Associate Dean prerequisite.
- 200. Theory Proficiency.** **Cr. 0.**
A comprehensive examination of theory, sight singing, and ear training skills. All music majors are required to pass this proficiency prior to graduation. Given upon completion of Music 202.
- 201-202. Theory and Harmony III and IV.** **Cr. 2, 2.**
Modulation, chromatic chords, twentieth century techniques. Emphasis on part-writing, analysis, and elementary composition.
107, 108 prerequisite.
- 205-206. Sight Singing and Ear Training III and IV.** **Cr. 2, 2.**
Continuation of Music 110, including modulation, melodic and harmonic dictation to include all chromatic chords.
109, 110 prerequisite.

- 207, 208. Keyboard Harmony I and II.** **Cr. 2, 2.**
Development in the skills of cadence playing, harmonization of melodies, transposition, figured bass realization, improvisation, score reading, sight reading, and playing by ear.
207 non-keyboard primary performance area, 208 keyboard primary performance area.
Permission of the Associate Dean prerequisite.
- 209. Introduction to Jazz History** **Cr. 3**
An introduction to jazz history, studying of the evolution of jazz from its origins to the present. The course emphasizes how each period developed both musically and historically, as well as an analysis of its major performers, arrangers and composers. An emphasis is also placed on developing listening skills.
- 210. Music Appreciation.** **Cr. 3.**
An introduction to music history. A survey of major composers of western civilization and their works, with emphasis upon those works in the present-day concert repertory. Listening outside class required.
- 211. Vocal Diction.** **Cr. 2.**
Study of the principles of diction involved in singing in English, Italian, German and French.
- 221. Introduction to Music Education.** **Cr. 2.**
This course includes observation at all levels and should focus on developing a sound philosophical base from which the students can later function.
- 223. Music in Worship** **Cr. 2.**
A study of the Biblical foundations of worship and the place that music has in worship. Includes a study of the worship practices in the various historical periods of the western church and of contemporary practice.
- 226. Music and Technology.** **Cr. 2.**
A survey course covering basics of MIDI, synthesizers and synthesis, sampling technology, computer software scoring, sequencing, auto-accompaniment, multimedia, education software, live sound and recording technology. The course is intended to provide the student with practical experiences with these technologies.
- 281, 381. Individual Study.** **Cr. 1-3.**
The course may involve a systematic reading program, library research, laboratory project, studio work, field study, or creative expression. Conferences or tutoring as required, but no formal lectures or recitations. Quizzes, tests, and examinations as may be appropriate. 281 open only to sophomores; 381 open to juniors and seniors. May be repeated for credit.
- 301. Basic Conducting.** **Cr. 3.**
Instructs students in basic conducting skills and rehearsal methods, including an introduction to orchestration and instrumental transposition. Applied Music 115 must be taken concurrently.
202 or permission of the Associate Dean prerequisite.
- 302. Choral Conducting.** **Cr. 3.**
Conducting techniques and rehearsal methods. Planning and organizing a choral ensemble.
Applied Music 115 must be taken concurrently.
202 or permission of the Associate Dean prerequisite.
- 303. Instrumental Conducting.** **Cr. 3.**
Conducting techniques and rehearsal methods for instrumental groups; planning and organizing an instrumental program.
Applied Music 109 must be taken concurrently.
202 or permission of the Associate Dean prerequisite.
- 306. Music and the Christian Faith.** **Cr. 3.**
The relationships between musical art and the Christian faith. The music of the church, past and present. Christian folk music of the twentieth century in relation to the Christian musical tradition and to biblical expressions of faith. Previous study of music not required.
- 310. Counterpoint.** **Cr. 2.**
A survey of contrapuntal styles involving analysis and composition.
202 prerequisite.
- 312. Music of World Cultures.** **Cr. 3.**
An investigation into music outside the realm of Western art music. This course is an in-depth study of several representative cultures, such as various regions of Africa, India, China, Japan and Latin America. Also included are other forms of music from this country such as that of Native Americans.
- 313-314. Piano Pedagogy.** **Cr. 2, 2.**
An extensive consideration of the techniques and materials used in teaching private piano. Observation and supervised teaching.
Permission of Associate Dean prerequisite.

- 315. Vocal Pedagogy.** **Cr. 2.**
Study of the physiological mechanism for the production of the singing voice and the application of that study to the teaching of singing.
Permission of Associate Dean prerequisite.
- 318. Instrumental Pedagogy.** **Cr. 2.**
Study of methods and materials used in private instrumental teaching. Includes observation and supervised teaching. Permission of Associate Dean prerequisite.
- 321. Music in the Elementary School.** **Cr. 3.**
Classroom procedure in music, including song materials, records, Orff and Kodaly systems adapted for the United States; basic instruction in classroom instruments such as guitar, baritone ukulele, and recorder; characteristics of elementary school students, scheduling, equipment, and teacher qualifications.
221, admission to the Teacher Education Program, or permission of the Associate Dean prerequisite.
- 322. Music in the Secondary School.** **Cr. 3.**
Classroom procedures in music for junior and senior high school; choral and instrumental materials, records, characteristics of secondary school students, scheduling, equipment, and teacher qualifications.
221, admission to the Teacher Education Program, or permission of the Associate Dean prerequisite.
- 325. Methods and Materials for Church Music Leadership.** **Cr. 2.**
A survey of the available materials for teaching music in a church setting and consideration of the teaching methods that can be employed in the church.
- 340. History and Literature of Music of the Middle Ages to 1775.** **Cr. 3.**
A survey of the principal composers and their works, as well as the various historical styles of the music of western Europe from approximately 600 AD through the Rococo Period.
- 341. History and Literature of Music from 1775 to the Present.** **Cr. 3.**
A survey of the principle composers and their works, as well as the various historical styles of the music of western and eastern Europe and of the United States of America from the Classical Period to the present.
- 371, 372. Seminar in Music.** **Cr. 2.**
The seminar will focus on a topic appropriate to the participants. May be repeated for credit with each change in title.
- 406. Piano Literature.** **Cr. 2.**
Study of solo piano literature. The course also includes baroque harpsichord literature often performed on piano, some piano concerti, and chamber music literature which includes piano.
340 and 341 prerequisite.
- 407. Organ Literature.** **Cr. 2.**
A survey of organ works from the seventeenth through the twentieth century.
340 and 341 prerequisite.
- 408. Vocal-Choral Literature.** **Cr. 2.**
A survey of major choral works of western classical music and of the anthem literature for school and church. A survey of the solo art song literature with an emphasis on teaching literature.
340 and 341 prerequisite.
- 409. Instrumental Literature.** **Cr. 2.**
A survey of major works for orchestra and chamber groups from the seventeenth through the twentieth century.
340 and 341 prerequisite.
- 411. Hymnology.** **Cr. 2.**
A study of the history and repertory of hymn tunes and texts. Previous training in music not required.
- 413. Service Playing.** **Cr. 2.**
The playing of accompaniments to hymns, solos, and anthems along with a study of modulation, transposition, and improvisation.
202 or permission of Associate Dean prerequisite.
- 414. Church Music Administration.** **Cr. 2.**
Organization and operation of a comprehensive program of church music in the local church. Emphasis is on practical matters and solutions to common problems that arise in the parish.

- 481. Internship in Music.** **Cr. 1-3.**
A field experience designed to provide a learning experience under the supervision of both a professional in the field and a member of the faculty. The internship offers students the opportunity to augment classroom learning and to enhance intellectual development through the application of knowledge. Types and locations of internships are available through the School. Graded on a Pass/No-Credit (P/N) basis only. May be repeated for up to 6 hours of elective credit. Junior or senior standing, at least a 2.5 GPA in the major, completion of the internship application and permission of the Associate Dean prerequisite.
- 491. Honors in Music.** **Cr. 3.**
Individualized project designed to meet the particular needs and interest of the student in relation to a particular major. May be repeated for credit. Scholastic excellence, completed application, permission of the Program Coordinator, the Associate Dean, and the Honors Committee prerequisite.

MUSIC, APPLIED (MUAP)

Ensembles

Each music major is required to participate in one ensemble every semester of full-time enrollment. Enrollment for music education majors is waived during the semester they are student teaching.

- 109. Wind Ensemble.** **Cr. 1.**
Preparation and performance of music for wind ensemble. The Wind Ensemble will perform concerts for the College and community. May be repeated for credit. Enrollment may require an audition at the discretion of the director.
- 113. Chamber Music.** **Cr. 1.**
Preparation and performance of music for various chamber music groups, including standard organizations such as brass quintet, woodwind quintet, saxophone quartet, flute choir, as well as keyboard accompaniment, or other combination designed by the students and faculty. Students will be assigned to a group at the beginning of the semester. A supervising instructor will be assigned according to the instrumentation of each group. May be repeated for credit. Permission of the Associate Dean prerequisite.
- 115. Concert Choir.** **Cr. 1.**
Study and preparation of representative choral literature from all historical periods. The ensemble performs concerts on campus and in the community, takes an annual concert tour, and presents performances of major choral works. May be repeated for credit. Enrollment may require an audition at the discretion of the director.
- 150. Huntingdon Consort.** **Cr. 1.**
A select group, auditioned in April for the following academic year, that performs chamber choir literature from all periods, with an emphasis on the literature of the Renaissance period. This ensemble tours and performs extensively. May be repeated for credit. Enrollment may require an audition at the discretion of the director.
- 153. Jazz Ensemble.** **Cr. 1.**
The ensemble will focus on preparation of jazz literature ranging from big band charts to combo music. May be repeated for credit. Enrollment may require an audition at the discretion of the director.

Performance Classes

- 103-104. Class Instruction in Piano I and II.** **Cr. 1.**
Elementary class instruction for students with little or no piano background, including music majors and minors who have not successfully completed Music 207 and the piano proficiency examination. May be repeated with consent of the Associate Dean.
- 117. Class Instruction in Strings.** **Cr. 1.**
Elementary class instruction with emphasis on a single instrument in the group. May be repeated with consent of the Associate Dean.
- 118. Class Instruction in Woodwinds.** **Cr. 1.**
Elementary class instruction with emphasis on a single instrument in the group. May be repeated with consent of the Associate Dean.
- 119. Class Instruction in Brass.** **Cr. 1.**
Elementary class instruction with emphasis on a single instrument in the group. May be repeated with consent of the Associate Dean.
- 120. Class Instruction in Percussion.** **Cr. 1.**
Elementary class instruction with emphasis on a single instrument in the group. May be repeated with consent of the Associate Dean.
- 148. Accompanying.** **Cr. 1.**
Piano performance experience through accompanying soloists and/or instrumental and vocal ensembles. May be repeated for credit. Permission of keyboard faculty member and the Associate Dean prerequisite.

- 149. Performing Class.** **Cr. 0.**
The class will include a study of style, repertoire, stage deportment, and performance.
- 151. Recital Attendance.** **Cr. 0.**
Attendance at recitals, concerts, and other events sponsored by the Music Program.
- 152. Class Instruction in Guitar.** **Cr. 1.**
Elementary class instruction. May be repeated with consent of the Associate Dean.
Offered upon sufficient demand.
- 200. Sophomore Performance Proficiency.** **Cr. 0.**
A full faculty examination of the student's ability and progress in his or her principal performance area. Passing this examination is necessary for the student to enroll in applied music instruction at the 300 level, and to have a hearing for a half or full recital.
221 (Studio Instruction) prerequisite.
- 201. Opera Theater** **Cr. 2**
Study and presentation of opera scenes and full operatic productions. Open to students with permission of Associate Dean. May be repeated for credit.
- 203-204. Class Instruction in Piano III and IV.** **Cr. 1.**
Continuation of 103-104. May be repeated with consent of the Associate Dean.
- 209. Piano Proficiency.** **Cr. 0.**
A comprehensive test of keyboard skills, including keyboard theory (scales, arpeggios, cadences, chord inversions, intervals), sight reading, and playing prepared repertoire. All music majors are required to pass this proficiency prior to graduation.
Music 207 or 208 prerequisite.
- 300. Half Recital.** **Cr. 0**
A recital normally presented in the junior year of 25 to 30 minutes duration in the student's major performance area, juried by the music faculty. This recital does not require program notes. Required of student's concentrating in performance.
200 prerequisite.
- 499A. Senior Capstone in Music: Half Recital.** **Cr. 0.**
A recital of 25 to 30 minutes duration in the student's major performance area. The recital shall be juried by the music faculty. The student shall prepare program notes to be printed in the recital program. The program notes will be evaluated by the music faculty prior to the recital jury. This is the capstone project for majors with a concentration in Music and the Liberal Arts, Church Music, or for majors in Music Education (Vocal/ Choral).
200 prerequisite.
- 499B. Senior Capstone in Music: Full Recital.** **Cr. 0.**
A recital of 50 to 60 minutes duration in the student's major performance area, or of the student's own compositions, juried by the music faculty. The student shall prepare program notes to be printed in the recital program. The program notes will be evaluated by the music faculty prior to the recital jury. This is the capstone project for students with a concentration in Performance or Music Theory.
200 prerequisite.

PHILOSOPHY (PHIL)

- 200. Introduction to Philosophy.** **Cr. 3.**
An introduction to philosophical problems and issues as these have emerged in the history of Western culture. To help students see each philosophical position in the context of other philosophical positions and the broader cultural context.
- 210. Introductory Logic.** **Cr. 3.**
The principles and conditions of sound clear reasoning; the detection of fallacies in reasoning; Aristotelian logic; symbolic logic; inductive logic; the application of logic to science and everyday life.
- 250. Ethics: Theory and Application.** **Cr. 3.**
An overview of the philosophical discussion of the science of human conduct, involving: normative standards versus relativistic perspectives, ethical and metathetical issues, determinism and freedom, egoism versus altruism, deontology versus teleology. This theoretical approach is balanced by the study of practical issues in contemporary life, such as: religious, social, medical, sexual, political, economic, ecological, and peace matters.
- 281, 381. Individual Study.** **Cr. 1-3.**
The course may involve a systematic reading program, library research, laboratory project, studio work, field study, or creative expression. Conferences or tutoring as required, but no formal lectures or recitations. Quizzes, tests, and examinations as may be appropriate. 281 open only to sophomores; 381 open to juniors and seniors. May be repeated for credit.
- 354. Advanced Topics in Philosophy: History and Thought.** **Cr. 3.**
To engage students in a focused and careful study of particular areas of philosophical inquiry. The Schedule of Classes will list the specific title for the current semester.

PHYSICAL SCIENCE (PHSC)**102. Physical Science.****Cr. 3.**

A study of basic concepts in selected physical sciences, such as astronomy, chemistry, environmental science, geology, and physics.

PHYSICS (PHYS)**251-252. General Physics I and II.****Cl. 3, Lb. 3; Cr. 4-4.**

Elementary foundations in mechanics, fluids, wave motion, thermodynamics, optics, electricity, and magnetism.

Mathematics 256 corequisite. "C" or better in 251 prerequisite for 252.

POLITICAL SCIENCE (P SC)**201. American Government.****Cr. 3.**

Principles of American government, framing of the United States Constitution; basic structure and functions of the federal legislature, executive and judiciary; the articulation of public opinion via interest groups and parties to political leaders and legislation.

Recommended as the first course in the political science sequence.

207. Introduction to Public Administration.**Cr. 3.**

Introduction to theories of bureaucracy illustrated by selected case studies. Nature of institutions, staff, the political and legal environment, management and administration of public sector programs, human resources, intergovernmental relations, and effect of computers on bureaucracies.

201 recommended prerequisite (may be taken simultaneously).

212. American Policy System.**Cr. 3.**

The system of making and implementing public policy with case studies of public policy such as foreign policy, economic policy and civil rights. State and local government with Alabama as a particular example.

201 recommended prerequisite.

281, 381. Individual Study.**Cr. 1-3.**

The course may involve a systematic reading program, library research reports, laboratory project, studio work, field study, creative expression, e.g., conducting a social survey or interviewing practitioners. Conferences or tutoring as required, but no formal lectures or recitations. Quizzes, tests and examinations as may be appropriate. May be repeated for credit.

281 open only to sophomores; 381 open to juniors and seniors.

Note: It is recommended that a student successfully complete a 200 level political science course prior to taking any of the following courses in political science. Any specific prerequisites are listed.

302. Comparative Government.**Cr. 3.**

Comparison of institutions and processes of major liberal democracies, particularly in Western Europe. Development of European Union and political concepts in social democracies. Other types of government such as utopian, authoritarian and totalitarian. Comparison and contrast with processes, institutions and values in the United States.

303. International Relations.**Cr. 3.**

The factors and motives underlying the political and economic relationships among nations; the basic principles guiding the foreign policies of the major nations; the instruments of power and their effect upon international relations; the United Nations and regional organizations.

305. Presidency and Congress.**Cr. 3.**

Analysis of the two dominant federal institutions and their processes; contrasting methods of election, constituencies served, goals, staff, and time horizon. Characteristics and operation of government in foreign and domestic policy making, budgeting, and the instruments of conflict and cooperation.

306. Public Organizations.**Cr. 3.**

Major theories and case studies of complex public organizations in the public environment in the United States and abroad. Attention to bureaucratic rivalry, staffing and promotion, hierarchy, communications, open government, and current reform movements contrasted with classical theories.

307. Public Policy Analysis.**Cr. 3.**

Major theories of public policy formulation and program implementation. Such models as the process theory, incrementalism, proxy government, rational comprehensive, public choice, and mixed scanning; with case studies of policy making at home and abroad.

311. Voters, Parties & Elections.**Cr. 3.**

Influence, structure and operation of the American party system; evaluation of major parties in historical context, and factors weakening parties today. Voter behavior, electoral processes, interest groups and the mass media.

314. Political Theory & Constitutional Law.**Cr. 3.**

Western political theory from ancient Greece, mediaeval times and modern. Development of major provisions and leading case law of the United States Constitution. Analysis of Supreme Court cases and justices.

- 321. British Politics.** **Cr. 3**
Modern British politics, policy and government; the development of elections, parties, institutions and processes. Mysteries of the unwritten constitution. Such values as Churchill's imperialism, the social class system, postwar social democracy and post-Thatcher market forces. Foreign policies such as two world wars, the special relationship with the US, and the European Union. Comparisons with the United States and western Europe.
- 371, 372. Seminar in Politics.** **Cr. 3.**
Research seminar consisting of student presentations and research papers on a topical theme. May be repeated for credit with each change in title.
Permission of Associate Dean prerequisite.
Offered upon sufficient demand.
- 481. Internship in Politics or Law.** **Cr. 1-3.**
Work in an office related to politics, public administration or law. The internship program encourages students to experience politics in Washington or London as well as in Alabama. May be repeated for up to 6 hours of elective credit. Graded on a Pass/No-Credit (P/N) basis. Note: For three credit hours, work may entail approximately eight hours per week for fifteen weeks (or equivalent); may be evaluated by weekly journal, term paper of analysis and reaction, and assessment by supervisor and by faculty member.
Junior or senior standing, minimum 2.5 GPA in the major, completed application and permission of the Associate Dean prerequisite.
- 483. Fieldwork in Public Affairs** **Cr. 1-3.**
Opinion survey research, participant observation or other site work in an office related to politics, public administration or law. May be repeated for up to 6 hours, up to 3 of which may count toward the major, of elective credit. Note: for three credit hours, work may entail a minimum of eight hours per week for fifteen weeks (or equivalent); may be evaluated by weekly journal, term paper of analysis and reaction, and assessment by supervisor and by faculty member.
Completed application and permission of the Associate Dean prerequisite.
- 491. Honors in Political Science.** **Cr. 3.**
Individualized project designed to meet the particular needs and interest of the student in relation to a particular major. May be repeated for credit. Scholastic excellence, completed application, permission of the Program Coordinator, the Associate Dean, and the Honors Committee prerequisite.
- 499. Senior Capstone in Political Science.** **Cr. 3.**
A comprehensive research project in the student's major field of study. A standardized test or preparation of a senior portfolio may also be required and incorporated in the course grade. Interdisciplinary majors may request permission to complete a capstone in a discipline central to their major. May be repeated for a double major. This course is exempt from the 42 hour limit in the discipline.
Senior standing prerequisite.

PSYCHOLOGY (PSYC)

- 201. General Psychology.** **Cr. 3.**
Scope and methods of psychology: physiological psychology, psychological development, learning, motivation, feeling and emotion, individual differences, child development, abnormal behavior, and psychotherapies.
Note: All of the following courses have Psychology 201 as a prerequisite. Any additional prerequisites are listed.
- 203. Statistics for the Behavioral Sciences.** **Cr. 3.**
The use of parametric and non-parametric designs for the analysis of experiments in the behavioral sciences. The application of independent versus dependent measures in analysis will be covered along with single versus multiple independent variable manipulation to identify cause and effect relationships under different aspects of variable control.
- 204. Research Methods in the Behavioral Sciences.** **Cr. 3.**
The study of the principles of scientific research and their specifications within the basic research methods for the social/behavioral sciences. Methods and procedures of conducting research will be linked to analytical designs and their interpretation.
203 prerequisite.
- 281, 381. Individual Study.** **Cr. 1-3.**
The course may involve a systematic reading program, library research, laboratory project, studio work, field study, or creative expression. Conferences or tutoring as required, but no formal lectures or recitations. Quizzes, tests, and examinations as may be appropriate.
281 open only to sophomores; 381 open to juniors and seniors. May be repeated for credit.

- 304. Drugs & Behavior.** **Cr. 3.**
An introduction to behavioral pharmacology. The emphasis in the course is threefold: 1) to describe the classes of drugs that most commonly exhibit the potential for abuse and/or misuse 2) to familiarize the student with how drugs of various classes act within the body to produce specific effects 3) to illustrate how the specific physiological effects of a drug may produce a variety of psychological effects.
- 305. Theories of Learning.** **Cr. 3.**
Beginning with classical and instrumental conditioning, the course covers the elements of acquisition, storage, retention, and retrieval as sequences in the learning process. Motivation and reinforcement mechanisms are highlighted.
- 307. Theories of Personality.** **Cr. 3.**
Theories and constructs relating to the development of personality. Classical and neo-psychoanalytic, interpersonal, humanistic, cognitive, and behavioristic perspectives.
- 308. Human Relations in Organizations.** **Cr. 3.**
Focuses on the behavior and interaction of individuals, groups, and organizations in the production of goods and services. The course uses the scientific method, is interdisciplinary, draws heavily on behavioral sciences' theories, models, and concepts, is contingency oriented, and emphasizes applications in the world of work.
- 309. Sensation and Perception.** **Cr. 3.**
The study of human factors. Emphasis is placed not only on the physiology of the five senses, but also on the psychological processes that result from stimulation. In addition, basic psychophysical experimental methods will be examined.
- 311. Psychology of Women.** **Cr. 3.**
This course will focus on areas of psychological and social functioning most relevant to women. The following topics will be discussed: child development, sexuality, work, development of self, gender and psychological disorders, relationships and friendships, violence, motherhood, and images of women in culture. Important works from psychodynamic, social learning, developmental, and cognitive perspectives will form the foundation of the course.
- 327. Lifespan Development.** **Cr. 3.**
Lifespan development includes physiological, perceptual, cognitive, social, and affective change from conception to death, with an emphasis on transitions and developmental challenges throughout the lifespan.
- 330. Special Topics.** **Cr. 3.**
Explores various contemporary issues in psychology such as forensics, aging, drugs, cognitive psychology. May be repeated for credit with each change in title.
- 371, 372. Seminar in Psychology.** **Cr. 3.**
The seminar will focus on a topic appropriate to the participants. May be repeated for credit with each change in title.
- 401. Physiological Psychology.** **Cr. 3.**
Study of the physiological structures related to psychological functions with emphasis on the nervous, sensory, and glandular systems.
Biology 101 recommended prerequisite.
- 402. Clinical Practice.** **Cr. 3.**
An introduction to various forms of psychotherapy and to the therapeutic practice of psychology. Course content includes the methodologies of several common psychotherapeutic techniques, ethical concerns, and contemporary issues in the practice of psychology.
404 prerequisite.
- 403. History and Systems.** **Cr. 3.**
A view of the emergence of psychology as a separate discipline. An examination of the historical roots of psychology in philosophy and the natural sciences as well as the major systems of psychology that have emerged during the first century of the discipline of psychology.
Six additional hours in psychology above the 200 level prerequisite.
- 404. Abnormal Psychology.** **Cr. 3.**
The course involves an overview of psychopathology and clinical assessment, including historical and contemporary perspectives. It is based on the model as described in the Diagnostic and Statistical Manual of Mental Disorder. The topics include the following: schizophrenia, mood disorders, adjustment and grief reactions, fears and phobias, sexual deviations, and other topics.
- 481. Internship in Psychology.** **Cr. 1-3.**
A field experience designed to provide a learning experience under the supervision of both a professional in the field and a member of the faculty. The internship offers students the opportunity to augment classroom learning and to enhance intellectual development through the application of knowledge. Types and locations of internships are available through the school.
Graded on a Pass/No-Credit (P/N) basis only. May be repeated for up to 6 hours of elective credits.
Junior or senior standing, at least a 2.5 GPA in the major, completion of the internship application and permission of the Associate Dean prerequisite.

- 491. Honors in Psychology.** **Cr. 3.**
Individualized project designed to meet the particular needs and interest of the student in relation to a particular major. May be repeated for credit. Scholastic excellence, completed application, permission of the Program Coordinator, the Associate Dean, and the Honors Committee prerequisite.
- 499. Senior Capstone in Psychology.** **Cr. 3.**
A comprehensive senior project in the area of psychology. The project is intended to demonstrate an ability to conduct independent research and present the results in writing of commendable quality. This course is exempt from the 42 hour limit in the discipline.
Senior standing prerequisite.

RECREATION (RECR)

- 281, 381. Individual Study.** **Cr. 1-3.**
The course may involve a systematic reading program, library research, laboratory project, studio work, field study, or creative expression. Conferences or tutoring as required, but no formal lectures or recitations. Quizzes, tests, and examinations as may be appropriate. 281 open only to sophomores; 381 open to juniors and seniors. May be repeated for credit.
- 307. Recreational Programming and Facility Management.** **Cr. 3.**
The development and management of various types of recreational programs and facilities. Principles of designing, planning, constructing, programming, and management of recreational facilities such as parks, sporting arenas, aquatic centers, camps, playgrounds, recreation centers (campus and community), tennis complexes, ice or skating rinks, and golf and country clubs. Examination of fiscal planning and marketing of leisure services. Field experiences, including operational management and administrative planning responsibilities will be undertaken.
- 309. Outdoor Recreation.** **Cr. 3.**
The significance of outdoor leisure, including development of programs and activities. Designed to give students the basis for understanding how outdoor leisure activities may be beneficial to students later in life. Outdoor leisure activities and off-campus experiences will be included.
- 371, 372. Seminar in Recreation.** **Cr. 1-3.**
The seminar will focus on a topic appropriate to the participants. May be repeated for credit with each change in title.

RELIGION (REL)

- 101. Survey of Hebrew Scriptures.** **Cr. 3.**
An overview of the biblical heritage found in the Hebrew Scriptures, outlined in eight periods: primal history, patriarchal history, exodus, conquest, kingdom, exile, restoration and struggle for independence. Historical, cultural, ethical and theological concerns. Relevance of Old Testament and inter-testamental periods to later Jewish history and to the New Testament world. Concepts and concerns, such as creation, covenant, righteousness, holiness, wisdom, salvation, history and messianic hope.
- 102. Survey of New Testament Scriptures.** **Cr. 3.**
An overview of the biblical heritage found in the Christian Scriptures growing out of the Old Testament and inter-testamental periods. Three basic types of literature: Gospels, Pauline letters and post-Pauline works. Centers on the person and work of Jesus of Nazareth, and the interpretation of him as the Christ by the early Christian community. Theological, philosophical and ethical concerns. Concepts such as discipleship, redemptive community, self-sacrificial love, evangelism, service and mission.
- 201. Introduction to Christian Theology.** **Cr. 3.**
An examination of the basic doctrines of the Christian Church as they find expression in contemporary theological dialogue. Topics will include the doctrine of God (Trinity), Christology, soteriology, eschatology and ecclesiology.
- 233. World Religions.** **Cr. 3.**
An introduction to the history, traditions and beliefs of the world's major religions and to how these traditions interact with the forces of modernity and post-modernity. Christianity, Judaism, Islam, Hinduism, Buddhism, Chinese and Japanese Religions.
- 250. Christian Ethics.** **Cr. 3.**
An introduction to contemporary Christian ethics and to the various methodologies employed by contemporary Christian ethicists to derive their distinctive ethical standpoint.
- 281, 381. Individual Study.** **Cr. 1-3.**
The course may involve a systematic reading program, library research, laboratory project, studio work, field study, or creative expression. Conferences or tutoring as required, but no formal lectures or recitations. Quizzes, tests, and examinations as may be appropriate. 281 open only to sophomores; 381 open to juniors and seniors. May be repeated for credit.

- 311. Torah and Prophets (Hebrew Scriptures).** Cr. 3.
A study of the Torah and of the Israelite prophetic movement with special emphasis on such classical prophets as Amos, Hosea, Isaiah of Jerusalem, Micah, Jeremiah, Ezekiel, and Isaiah of the exile; the religious, social, political and economic background of their message and its implications for today. 101 prerequisite.
- 312. Jesus and Gospels (New Testament Scriptures).** Cr. 3.
The Christ of faith/Jesus of history question. Jesus and his message are examined in relation to Jewish/Israelite backgrounds. Special attention is given to the various portrayals of Jesus and his significance – in the Gospels, Christian theology, literature, art and film. 102 prerequisite.
- 313. Wisdom and Poetic Literature (Hebrew Scriptures).** Cr. 3.
The characteristics of Hebrew poetry and wisdom writings. A study of the priestly and wisdom traditions as preserved in the books of Psalms, Proverbs, Job, Ecclesiastes, and Song of Songs. Consideration of God as the unifying theme. 101 prerequisite.
- 314. Pauline and Johanne Texts (New Testament Scriptures).** Cr. 3.
An evaluation of the sources of Pauline and/or Johanne texts as well as an examination of their distinctive theological positions and interpretation of the Christ. Emphasis on the position of Paul and John in the history of the church and theology. 102 prerequisite.
- 331. Religions of the Book (Judaism, Christianity, Islam).** Cr. 3.
An in depth examination of either Judaism, Christianity or Islam. The course will focus on the history of a particular tradition, but pay particular attention to contemporary challenges and issues that shape religious thought and expression. 233 prerequisite.
- 345. Methodism.** Cr. 3.
A study of the life and thought of the Wesley brothers, John and Charles, and of their influence upon the Methodist revival in England and in America. An examination of the development of Methodism into a world church defined by distinctive social institutions and polity. A critical assessment of the role the Wesleyan theological tradition plays in contemporary Methodist related theology. 201 prerequisite.
- 351. Religions of the Far East (Hinduism, Buddhism, Religions of the Far East).** Cr. 3.
An in depth examination of either Hinduism, Buddhism, Chinese, Korean or Japanese religion. The course will focus on the history of a particular tradition, but pay particular attention to contemporary challenges and issues that shape religious thought and expression. 233 prerequisite.
- 400. Special Topics – Theology & Ethics.** Cr. 3.
Advanced topics in theology and ethics. Topics may include: Liberation Theology, Fundamentalism, Science and faith, genetic engineering, medicine and faith, Christology, Holocaust theology. May be repeated for credit. 200 level course prerequisite.
- 401. Special Topics – Bible.** Cr. 3.
Advanced topics in Bible. Topics may include: Parables, Archaeology and the Bible, Pentateuch, Exegesis of a particular book or books. May be repeated for credit. 300 level course prerequisite.
- 491. Honors in Religion** Cr. 3.
Individualized project designed to meet the particular needs and interest of the student in relation to a particular major. May be repeated for credit. Scholastic excellence, completed application, permission of the Program Coordinator, the Associate Dean, and the Honors Committee prerequisite.

SPANISH (SPAN)

- 101-102-103. Elementary Spanish I, II, and III.** Cr. 3, 3, 3.
This sequence provides opportunities to practice the four communication skills (listening, speaking, reading, and writing) and introduces students to aspects of Spanish culture. Courses in the elementary sequence are designed for students who have little or no experience in the language.
Note: SPAN 101 is intended for students who have had fewer than two years of high school Spanish. Students who have had two years or more in high school should take 102 or 103 (entry level determined by placement exam).
- 211. Intermediate Reading and Conversation.** Cr. 3.
Journalistic and other texts serve as a basis for discussions on a variety of topics, including daily life, current events, popular culture, the arts, ethical issues, etc. 103 or equivalent proficiency prerequisite.

- 212. Intermediate Grammar and Composition.** **Cr. 3.**
An intensive review of Spanish grammar with emphasis on certain major problem areas, such as *ser* vs. *estar*, preterite vs. imperfect, the subjunctive, etc. Grammatical concepts are reinforced through application in a series of short compositions.
103 or equivalent proficiency prerequisite.
- 281, 381. Individual Study.** **Cr. 1-3.**
The course may involve a systematic reading program, library research, laboratory project, field study, or creative expression. Conferences or tutoring as required, but no formal lectures or recitations. Quizzes, tests, and examinations as may be appropriate. 281 open only to sophomores; 381 open to juniors and seniors. May be repeated for credit.
- 308. Introduction to Hispanic Literature.** **Cr. 3.**
Literary fundamentals (genres, narratological and theatrical concepts, tropes, principles of metrification, etc.) along with a general consideration of major periods and movements in the history of Hispanic literature. Representative texts in the major genres (poetry, narrative, drama, essay) will serve as a basis for the conceptual and historical material.
211, 212 or permission of Associate Dean prerequisite.
- 311. Iberian Culture and Civilization.** **Cr. 3.**
A survey of Spanish culture from ancient times up to the present. Attention will be given to political and military history, geography, economics, religion, races and peoples, and the fine arts (architecture, sculpture, painting, music, literature). The course will be taught in Spanish.
211, 212 or permission of Associate Dean prerequisite.
- 313. Latin American Culture and Civilization.** **Cr. 3.**
A survey of Hispanic culture in the Western Hemisphere, with consideration of geographical, historical and sociopolitical factors. Historical material as well as literary texts and miscellaneous art works will serve as a basis for understanding major cultural concepts. The course will include both chronological and regional perspectives, from pre-colonial civilizations through the twentieth century, and from Mexico to Argentina. The course will be taught in Spanish.
211, 212 or permission of Associate Dean prerequisite.
- 321. Spanish Phonetics and Pronunciation.** **Cr. 3.**
Spanish phonetics and phonemics; systematic means of correcting pronunciation defects. Classes will be conducted primarily in Spanish.
211, 212 or permission of Associate Dean prerequisite.
- 322. Spanish Morphology and Syntax.** **Cr. 3.**
The Spanish grammatical system; analysis of morphemic units and their organization into syntactic structures.
211, 212 or permission of Associate Dean prerequisite.
- 331. Masterpieces of Spanish American Literature in English Translation.** **Cr. 3.**
Emphasis on works and authors of international importance. Lectures, readings and written work in English. Students who wish to apply this course towards a Spanish major or minor must read the texts, take exams and write all papers in Spanish.
211, 212 or 308 or permission of Associate Dean prerequisite.
- 335. Hispanic Cinema.** **Cr. 3.**
Both Spanish and Latin American films will be presented and discussed in the context of political, cultural and literary influences. An understanding of film theory will be developed throughout the semester. The course will be taught in English. Films in the original Spanish have subtitles in English. Students who wish to apply this course towards a Spanish major or minor must read the texts, take exams and write all papers in Spanish.
- 371, 372. Seminar in Spanish.** **Cr. 1-3.**
The seminar will focus on a topic appropriate to the participants. May be repeated for credit with each change in title.
- 408. Survey of Spanish Literature.** **Cr. 3.**
Masterpieces of Spanish literature from medieval times to the present. Representative texts will be considered in terms of accepted literary periods and movements. Course readings will include at least one full-length novel or play. Readings, lectures, and written work in Spanish.
308 prerequisite.
- 410. Survey of Latin American Literature.** **Cr. 3.**
Masterpieces of Latin American literature from pre-Columbian times through the twentieth century. Representative texts will be considered in terms of accepted literary periods and movements. Course readings will include at least one full-length novel or play. Readings, lectures, and written work in Spanish.
308 prerequisite.

- 421. 20th Century Latin American Poetry.** **Cr. 3.**
Critical reading of representative works and historical survey of development and trends, ranging from modernista precursors through vanguardismo and up to the present time. Readings, lectures and written work in Spanish.
308 prerequisite.
- 422. Spanish-American Short Story.** **Cr. 3.**
Critical readings of selected short stories and historical survey of development and trends. Readings, lectures and written work in Spanish.
308 prerequisite.
- 431. Colonial Literature.** **Cr. 3.**
A study of representative works from the colonial period. Writings may include those of Christopher Columbus, Bartolomé de las Casas, Hernán Cortés, Bernal Días del Castillo, Álvaro Nuñez Cabeza de Vaca and/or other from the period. Readings, lectures and written work in Spanish.
308 prerequisite.
- 432. Golden Age Literature.** **Cr. 3.**
Critical reading of poetic, dramatic and prose masterpieces produced in Spain between the years 1469-1681. Readings, lectures and written work in Spanish.
308 prerequisite.
- 491. Honors in Spanish.** **Cr. 3.**
Individualized project designed to meet the particular needs and interest of the student in relation to a particular major. May be repeated for credit. Scholastic excellence, completed application, permission of the Program Coordinator, the Associate Dean, and the Honors Committee prerequisite.

STUDIO INSTRUCTION

(Course prefix designation is determined by instrument)

Studio instruction in one or more applied music areas is part of all music curricula and is given credit per semester hour on the following basis: one semester hour—one-half hour studio instruction or one hour class instruction per week; two semester hours—one hour studio instruction per week. A student majoring in music taking studio instruction in his/her primary performance area must also be enrolled in 149 in the primary performance area each semester as well.

Students majoring in music who need additional preparation before enrolling in Applied Music 111 or 121 for credit should take 111 or 121 for noncredit, perform before a faculty jury, and be approved for subsequent enrollment in 111 or 121 for credit.

Non-music majors are encouraged to begin or further their music backgrounds by enrolling for studio or class instruction in any instrument or voice. These lessons may be taken for credit or noncredit. The instructor will advise each individual to take the appropriate length of lesson. A student with extensive background may need an hour lesson weekly, but a student with less background may be advised to take a half-hour lesson weekly. Please see the following appropriate course numbers.

Students enrolled in studio instruction in applied music for credit must perform before a faculty jury at the end of each semester.

Although the course numbers are the same for all students, course requirements will vary for non-music majors, applied music majors, and other music major students.

111, 112	1 hour credit each semester (may be taken for noncredit)
211, 212	1 hour credit each semester (may be taken for noncredit)
311, 312	1 hour credit each semester (may be taken for noncredit)
411, 412	1 hour credit each semester (may be taken for noncredit)
121, 122	2 hour credit each semester (may be taken for noncredit)
221, 222	2 hour credit each semester (may be taken for noncredit)
321, 322	2 hour credit each semester (may be taken for noncredit)
421, 422	2 hour credit each semester (may be taken for noncredit)

Permission of the Program Coordinator is required for enrollment in any studio instruction course.

THEATER (THEA)

- 151. Theater Attendance.** **Cr. 0.**
Attendance at a specified number of workshops, critiques, performances, strikes, and lectures by guest artists or scholars at times to be announced during the semester.
- 213. Acting and Directing.** **Cr. 3.**
- 213A. Acting and Directing for Non-Majors.**
Exploration and development of the principles of acting and self-directing through exercises, improvisation, theater games, scene study, and text analysis.

- 214. Intermediate Acting.** **Cr. 3.**
The theory and technique of building a character in context and depth, through further study of improvisation analysis development, and scene study.
213 prerequisite.
- 215. Technical Production I.** **Cr. 1.**
Study of the principles, techniques, materials, and design methods involved in theatrical production with an emphasis on stage management.
- 216. Technical Production II.** **Cr. 1.**
Continued study of the principles, techniques, materials, and design methods involved in theatrical production. Each semester introductory classes will be offered in one of the following: lighting and sound design; costume and set design; stage property and makeup design; and dramaturgical research. The Schedule of Classes will list the specific title for the semester. May be repeated for credit with each change of title.
215 prerequisite.
- 217-218. Technical Production Laboratory I and II.** **Lb. 2; Cr. 2, 2.**
A practical course in the production elements of the theatrical experience. Active participation in all technical and performance aspects of the semester's productions is required. May be repeated for credit.
- 281, 381. Individual Study.** **Cr. 1-3.**
The course may involve a systematic reading program, library research, laboratory project, studio work, field study, or creative expression. Conferences or tutoring required, but no formal lectures or recitations. Quizzes, tests, and examinations as may be appropriate. 281 open only to sophomores; 381 open to juniors and seniors. May be repeated for credit.
- 301. Voice and Diction.** **Cr. 3.**
Voice production and articulation for the performer. Voice improvement through study of articulation, phonation, resonance and relaxation and body alignment techniques.
- 312. Musical Theater.** **Cr. 3.**
An in-depth study of the American genre of musical theater; using historical evolution, critical analysis, scene study; further character analysis, and audition techniques.
214 or permission of the Associate Dean prerequisite.
- 313. Children's Theater.** **Cr. 3.**
The creation and performance of plays for children by adaptation, invention, and improvisation.
- 316. Stage Management and Directing for Theater and Television.** **Cr. 3.**
The techniques of directing and stage management through analysis, practical projects, and the production of a one-act play.
- 371, 372. Seminar in Theater.** **Cr. 3.**
This seminar will focus on a topic appropriate to the participants. May be repeated for credit with each change in title. The Schedule of Classes will list the specific title for the semester.
- 414. History of Theater and Acting Styles.** **Cr. 3.**
Theater the world over, from its ritualistic origin in ancient times to the late twentieth century.
- 415. Advanced Acting and Studies in Period Form.** **Cr. 3.**
Intensive monologue and scene work exploring modern acting techniques to develop successful auditioning skills and self-management. Study of acting styles for period plays, from Greek theater to the modern schools of acting. Analysis of scenes for movement, style of performance, relationships, and appropriate stage business.
Superior majors who have completed all performance and technical aspects prerequisite.
May be repeated for credit.
- 481. Internship in Theater.** **Cr. 1-3.**
A field experience designed to provide a learning experience under the supervision of both a professional in the field and a member of the faculty. The internship offers students the opportunity to augment classroom learning and to enhance intellectual development through the application of knowledge. Types and locations of internships are available through the Program.
Graded on a Pass/No-Credit (P/N) basis only. May be repeated for up to 6 hours of elective credit.
Junior or senior standing, at least a 2.5 GPA in the major, completion of the internship application and permission of the Associate Dean prerequisite.
- 491. Honors in Theater.** **Cr. 3.**
Individualized project designed to meet the particular needs and interests of the student in relation to a particular major. May be repeated for credit. Scholastic excellence, completed application, permission of the Program Coordinator, the Associate Dean, and the Honors Committee prerequisite.
- 499. Senior Capstone in Theater.** **Cr. 3.**
A comprehensive senior project in Theater. The project is intended to demonstrate an ability to conduct independent research and present the results in a method appropriate to the discipline and of commendable quality. This course is exempt from the 42 hour limit in the discipline.
Senior standing prerequisite.

THEATER, APPLIED (THAP)

150. Performance Workshop Theater.

Cr. 1.

150A. Performance Workshop Musical Theater.

The workshop is a rehearsal practicum. It includes auditioning for technical or performance aspects of all productions; and incorporates the study, striking, performance and production of dramatic and musical theater works.

May be repeated for credit. Not to exceed 6 hours of credit.

350. Advanced Performance Workshop Theater.

Cr. 1

The workshop is a rehearsal practicum. It includes auditioning for advanced technical or performance aspects of all productions and incorporates the study, striking, performance and production of advanced dramatic and musical theater works.

WOMEN'S STUDIES (WST)

201. Critical Perspectives in Women's Studies.

Cr. 3.

This course introduces students to feminist scholarship and acquaints them with the intellectual, social, ethical, political, historical, and cultural forces constructing gender. This class is interdisciplinary and grounded in feminist pedagogy.

MATTERS OF RECORD



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Montgomery, Alabama
Montgomery, Alabama
Montgomery, Alabama
Montgomery, Alabama
Montgomery, Alabama
Dothan, Alabama
Opelika, Alabama
Huntsville, Alabama
Mobile, Alabama
Tuscaloosa, Alabama
Birmingham, Alabama
Montgomery, Alabama
Cantonment, Florida
Tuscaloosa, Alabama
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Brewton, Alabama
Montgomery, Alabama
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Montgomery, Alabama
Orange Beach, Alabama
Birmingham, Alabama
Birmingham, Alabama
Alexander City, Alabama
Montgomery, Alabama
Montgomery, Alabama
Albertville, Alabama
Atlanta, Georgia
Dothan, Alabama
Opp, Alabama
Mobile, Alabama
Montgomery, Alabama
Union Springs, Alabama
Mobile, Alabama
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Montgomery, Alabama
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Birmingham, Alabama
Opelika, Alabama
Andalusia, Alabama
Montgomery, Alabama
Montgomery, Alabama
Autaugaville, Alabama
Birmingham, Alabama
Montgomery, Alabama
Montgomery, Alabama
Luverne, Alabama
Montgomery, Alabama

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Thomas G. Dismukes, Jr., B.A.	Vice President for Enrollment Management, 2004
Jay A. Dorman, B.S., C.P.A.	Vice President for Business and Finance, 1992
Mark La Branche, B.A., M.Div., D.Min.	Vice President for Institutional Advancement and Church Relations, 2002
Suellen S. Ofe, B.S.A., M.A.	Assistant to the President for Communications and Community Relations, 1995

ACADEMIC OFFICERS

Anthony J. Carlisle, B.A., M.B.A., M.S., Ph.D.	Associate Dean of Faculty, School of Arts and Sciences, 1978
Eric A. Kidwell, B.S., B.A., M.L.S.	Director of the Library, 1985
Samir R. Moussalli, B.S., M.B.A., Ph.D.	Associate Dean of Faculty, School of Business, Applied Sciences, and Education, 1990
Sidney J. Stubbs, B.S., M.S., Ph.D.	Associate Dean of Faculty for College Services/Registrar, 1988
Jane T. Williams, B.S., M.S.	Director of Institutional Research and Effectiveness, 1973

ADMINISTRATIVE STAFF

Megan Aiello, B.S.	Head Volleyball Coach, 2006
Derrick Ansley, B.S.	Assistant Football Coach, 2005
Marjorie W. Benson, B.S., M.Ed.	Director of Annual Fund, 2001
Harold Blankenship, B.M.E., M.A.M.E.	Director of Marching Band, 2006
Melissa Bond, B.S.	Admissions Counselor, 2005
Marilyn Boswell, B.A.	Coordinator of Donor Stewardship and Gift Processing, 2002
Vivian Bricken, A.A.	Disbursement Clerk, 1993
Thomas J. "TJ" Brecciaroli, B.A., M.S.	Director of Residential Life, 2005
Rick Bruner	Network Administrator/Campus Technology Team, 1994
Renee Carlisle, B.A.	Administrative Assistant for the School of Sciences, 1984
Bonnie Catching, B.A.	Assistant Director of Admission for Operations, 1992
Angela Childress, B.S.	Administrative Assistant to the Archivist, 2000
Dewey J. "DJ" Conville, B.A.	Head Baseball Coach, 1996
Angela Cook, B.A.	Head Women's Softball Coach, Senior Womens Administrator, 2000
Linda S. Deal, B.A.	Library Associate, 1995
Vaughan Jinks Dickson, B.A., M.A.	Assistant Registrar, 2006
Sandra Donaldson, A.A., B.S.	Library Assistant, 1998
Tony Duckworth, B.S., M.Ed.	Head Men's Basketball Coach and Associate Athletic Director, 2001
Belinda Goris Duett, B.A.	Director of Financial Aid, 1999
Laura H. Duncan, B.A, M.P.A.	Director of Conference Services and Event Planning, 1994
Thomas Mike Dunn	Physical Plant Director, 1992
Adrienne S. Gaines, B.A.	Associate Registrar, 2000
Kenneth Garrett, A.A., B.A., M.S., A.P.R.P.	Telecommunications, Computer Systems Support Services/ Campus Technology Team, 1990
Joel T. Godfrey	Administrative Assistant to the Director of the Library, 1998
Charles Goodyear, B.S.	Assistant Football Coach, 2004
Patricia Gore	Academic Records Representative I, Office of the Registrar, 2005
Karen Graham	Assistant to Financial Aid Office, 2006
Stephanie Hicks, B.S., M.S.	Associate Director of Admissions/Cheerleading Coordinator, 2004

Steven Hicks, B.S.	Assistant Football Coach, 2004
Catherine Payne Holbrook, B.A.	Student Account Manager, 2005
Michelle Ialacci, B.A.	Administrative Assistant to the Provost, 1992
Camilla Irvin, B.A.S.N.	Director of Health Services, 1997
James R. Jeffcoat, B.A., M.D., M.A., M.Ph., Ph.D.	Director of the Bishop Paul A. Duffey Institute on Church Relations, 2006
Richard Jones, B.A., M.A.	Dean of Students, 2003
Sandra Kelser	Executive Assistant to the President, 1997
Margaret Kinney, B.S.	Library Associate/Head of Circulation, 1992
Charlie Lane	Men's Tennis Coach, 2006
Eric Levanda	Director of Athletic Operations, 2006
T. Scott Limbaugh, B.A.	Head Men's Golf Coach, 2003
Tim Lutz	Sports Information Director, 2006
Matt Lyles, B.A.	Assistant Baseball Coach, 2004
Kaci Maze, B.S.	Assistant Volleyball Coach, 2006
Kathleen Madaris, B.S.	Assistant Women's Basketball Coach, Assistant Sports Information Director, 2005
Martie McEnery, B.A.	Director of Alumni Advancement, 2005
Eddie W. McKinney, III, B.S., M.Ed.	Library Associate, 1978
John McWilliams, B.A., USPTA, USPTR	Coordinator of Tennis Program, 1991
David Milford, B.R.E., B.A., M.R.E., M.S.	Director of Career Services, 2005
Joseph Miller, B.A.	Director of Admissions, 2003
Sandra R. Montgomery	Administrative Assistant to the Associate Dean of Faculty for College Services/Registrar, Disability Services Intake Coordinator, 2004
Ximena Moore, B.S.	Head Tennis Coach, 2002
Maureen K. Murphy, B.A., Ph.D.	Director of the First-Year Experience Program, 1997
Tina Nixon, B.S., C.P.A.	Comptroller, 2006
Glea Norris	Academic Records Representative I, Office of the Registrar, 2005
Hugh "Buzz" Phillips, B.S.	Athletic Director, 2004
Scott Phillips, B.A.	Head Women's Basketball Coach, 2004
Mary Ann Pickard, B.A.	Certified Archivist, 1977
Michael Rader, B.S.	Assistant Football Coach, 2004
Don Ratliff	Assistant Softball Coach, 2003
Kevin Ray, B.S.	Head Men's and Women's Soccer Coach, 2005
Greg Ryan, B.A.	Assistant Men's and Women's Soccer Coach, 2006
Heather Slagle, B.A.	Administrative Assistant to the Vice President for Business and Finance/Payroll Clerk, 1997
Christy Stanley, B.S., Executive M.B.A.	Admissions Counselor, 2005
Charles N. Stanton, Jr., B.S.	Supervisor of Print Shop and Mailroom/ Campus Technology Team, 1998
Jennifer Sumner, B.A.	Webmaster/Publications, 2003
Mike Turk, B.S., M.S.	Head Football Coach, 2004
Michael Ward, B.A.	Chief of Security/Supervisor of Custodial Services, 1998
Ashley S. Whatley, B.A.	Admissions Counselor, 2006
Yvonne Williams, B.A., M.A.	Library Associate, 2002
Cathy Wolfe, B.S.	Director of Development Operations and Grant Specialist, 2001
Karen Ziglar	Administrative Assistant for Admissions, 2005

THE FACULTY

SCHOOL OF ARTS AND SCIENCES

- Anthony Jack Carlisle Professor of Computer Science, Associate Dean of Faculty, 1978
B.A., Huntingdon College; M.B.A., Auburn University at Montgomery; M.S., University of Alabama at Birmingham; Ph.D., Auburn University.
- Clifton Jason Borders Assistant Professor of Religion, 2004
B.S., Millsaps College; M.Div., Emory University; Ph.D., Brunel University, London, England.
- Frank W. Buckner, Jr. Professor of Religion, 1987
B.A., University of North Carolina at Chapel Hill; M.Div., Ph.D., Duke University.
- Sally A. Clark Assistant Professor of Mathematics, 2006
B.S., Auburn University at Montgomery; M.S., University of North Carolina at Chapel Hill; Ph.D., Auburn University.
- Erastus C. Dudley Associate Professor of Biology, 1998
B.S., Yale College; M.S., M.Phil., Ph.D., Yale University; post doctoral training, Fellow of the Jane Coffin Childs Memorial Fund for Medical Research, National Institutes of Health.
- Camille Elebash-Hill Adjunct Assistant Professor of French, 1975
B.A., M.A., University of Alabama.
- Jennifer Anne Fremlin Assistant Professor of English, 2004
B.A., York University; M.A., Carleton University; M.F.A., The University of Alabama; Ph.D. Candidate, Brown University.
- Paul J. Gier Associate Professor of Biology, 1999
B.S., University of Idaho; M.A., University of California, Los Angeles; Ph.D., University of Oklahoma.
- James W. Glass Professor of Music, 1989
B.M., Hardin-Simmons University; M.M., University of Texas; D.M.A., Southwestern Baptist Theological Seminary.
- Cecile G. Gray Associate Professor of English, 2000
B.A., Huntingdon College; M.A., University of Mississippi; Ph.D., University of Dallas; S.T.M., Trinity Lutheran Seminary.
- Robin Gunther Assistant Professor of English, 2003
B.A., State University of New York at Purchase; M.A., Western Connecticut State University; Ph.D., University of Alabama.
- Emma K. Harrell Associate Professor of Psychology, 1991
B.A., M.A., Ph.D., University of Mississippi; post-doctoral study, University of Virginia.
- Dennis R. Herrick Professor of Music, 1988
B.M., Eastman School of Music; M.M.E., Ph.D., North Texas State University.
- James M. Hilgartner Assistant Professor of English, 2006
B.A., Amherst College; M.A.T., School for International Training; M.F.A., University of Alabama.
- Karen Elizabeth Hyman Adjunct Assistant Professor of German, 1980
B.A., Drew University; M.A., Duke University.
- James R. Jeffcoat Assistant Professor of Religion,
Chapman-Benson Professor of Christian Faith and Philosophy, 2006
B.A., University of Alabama; M.D., M.A., Asbury Theological Seminary; M.Ph., Ph.D., Drew University.
- Jeremy R. T. Lewis Professor of Political Science, 1996
B.A., M.A., Oxford University; M.A., Ph.D., The Johns Hopkins University.
- Fiona Macleod Assistant Professor of Speech and Theater, 1988
B.A., Jordanhill College of Education; B.F.A., Auburn University; M.F.A., University of Alabama/Alabama Shakespeare Theatre.
- Donna Whitley Manson Professor of History, 1985
B.A., LaGrange College; M.A., Birmingham Theological Seminary; M.A., Ph.D., Emory University.
- Douglas T. McGinty Professor of Biology, 1976
B.A., Oglethorpe College; M.S., Ph.D., University of Georgia.
- Maureen Kendrick Murphy Associate Professor of Chemistry, 1997
B.A., Huntingdon College; Ph.D., University of South Carolina; post-doctoral teaching associate, University of South Carolina; post-doctoral research associate, University of Chicago.

- Christopher M. Payne Associate Professor of Art, 1986
B.F.A., Auburn University; M.F.A., Wichita State University.
- Sean D. Puckett Assistant Professor of Chemistry, 2006
B.S., M.S., Arkansas State University; Ph.D., Miami University.
- Barbara Shinn Adjunct Assistant Professor of Music, 1980
A.B., B.M.E., Benedictine College; M.M. University of Wisconsin-Madison.
- Ronald R. Shinn Professor of Music, 1977
B.M., University of New Mexico; M.M., University of Wisconsin-Madison; D.M.A., University of Alabama.
- Sidney J. Stubbs Professor of Mathematics, 1988
B.S., University of the South; M.S., University of Tennessee; Ph.D., Auburn University.
- Jacqueline Allen Trimble Associate Professor of English, 2002
B.A., Huntingdon College; M.A., Ph.D., University of Alabama.
- Allen Tubbs Assistant Professor of Biology, 2006
B.S.Ed., University of Idaho; M.S., Kansas State University; D.A. University of Northern Colorado.
- John R. Williams Jones Professor of History and Ethics, Professor of History, 1979
B.A., Belhaven College; M.A., Ph.D., Auburn University.
- Kenneth Neal Williams Associate Professor of Mathematics and Computer Science, 1969
B.E.E.E., M.S., Auburn University.

SCHOOL OF BUSINESS, APPLIED SCIENCES, AND EDUCATION

- Samir R. Moussalli Frank A. Plummer Professor of Management,
Associate Dean of Faculty, 1990
B.S., California State University; M.S., University of Michigan; M.B.A., Ph.D., Auburn University.
- M. Terence Conkle Associate Professor of Physical Education, 2003
B.S.E., University of Alabama; M.E., University of Montevallo; Ed.D., Auburn University.
- Cinzia B. Moussalli Professor of Finance and Economics, 1991
B.S., Beirut University; M.B.A., American University of Beirut; Ph.D., Touro University International.
- Penny J. Nielsen Assistant Professor of Education, 2006
B.S., Southern College; M.Ed., Ed.D., The University of Memphis.
- Jennifer J. Penry Instructor of Communication Studies, 2006
B.A., M.A., Auburn University.
- Ann F. Reitzammer Associate Professor of Education, 2006
B.A., M.Ed., University of Monroe; Ed.D., The University of Alabama.
- J. Shelby Searcy Assistant Professor of Exercise Science, 1999
B.S., Louisiana State University; M.Ed., Ed.D. Candidate, Auburn University.
- Wanda S. Swiger Assistant Professor of Human Performance and Education, 2005
B.S., West Virginia University; M.E.D., Shippensburg University.
- Barbara White Instructor of Accounting , 2005
B.B.A., Millsaps College; M.B.A., Auburn University Montgomery.

LIBRARY

- Brenda Kerwin Librarian III, 1998
B.S. Troy State University; M.L.I.S., University of Alabama
- Eric A. Kidwell Director of the Library, Librarian IV, 1985
B.A., Huntingdon College; B.S., University of Tennessee at Chattanooga; M.L.S., George Peabody College of Vanderbilt University.
- Nordis J. Smith Librarian IV, 1989
B.S., M.L.S., University of Wisconsin-Madison.

EMERITI

- William R. Anderson Professor Emeritus of English, 1971
B.A., Washington and Lee University; M.A., University of Virginia; Ph.D., University of South Carolina.
- David Baylinson, Rabbi Emeritus Adjunct Professor of Religion, 1971
B.A., University of Pennsylvania; B.H.L., M.A.H.L., D.D. Hebrew Union College.
- Helen Norris Bell Associate Professor Emerita of English, 1966
B.A., M.A., University of Alabama; graduate study, Duke University; graduate study, University of Alabama.

- Myrtle S. Bonner.....Associate Professor Emerita of Education, 1960
B.S., Jacksonville State College; M.S., D. Ed., Auburn University; graduate study, Pennsylvania State University.
- Betty M. Collier Associate Professor Emerita of Physical Education, 1947
B.S., University of Tennessee; M.A., George Peabody College for Teachers.
- B. Marcella Foster..... Associate Professor Emerita of Accounting, 1958
B.S., University of Alabama; M.S., Auburn University; further graduate study, University of Florida.
- Beatrice C. Frazer Associate Professor of English and Director of Search Emerita, 1961
B.A., Centenary College; M.A., Louisiana State University.
- Ward Knockemus..... Professor Emeritus of Chemistry, 1974
B.A., Knox College; M.S., Pennsylvania State University; Ph.D., University of Nebraska; Summer Research, 1985, 1986, National Aeronautics and Space Administration;
Summer Research, 1989, Environmental Protection Agency.
- Dora Alice Malone Associate Professor Emerita of Modern Languages, 1944
B.A., Huntingdon College; M.A., University of Texas; graduate study, National University of Mexico.
- Merlin Owen Newton Associate Professor Emerita of History, 1970
B.A., Huntingdon College; M.A., Tulane University; Ph.D., University of Alabama.
- Neal N. Posey..... Professor and Athletic Director Emeritus, 1957
B.A., Jacksonville State College; M.A., University of Alabama.
- Flora G. Reese.....Librarian IV Emerita, 1972
B.A., Huntingdon College; M.L.S., University of Alabama.
- Jean Rodgers Registrar Emerita, 1949
B.A., D.H.L., Huntingdon College.
- Harald Rohlig.....Professor Emeritus of Music, 1955
Graduate, Osnabrueck Conservatory of Music; D.F.A., Huntingdon College.
- Thomas F. Staton Professor Emeritus of Psychology, 1960
B.A., M.A., University of Georgia; Ph.D., George Peabody College for Teachers; graduate study, Columbia University.
- Willard D. Top Vice President for Academic Affairs/
Dean of the College Emeritus, Professor of Education, 1971
B.A., Morningside College; M.S., Drake University; Ed.D., University of South Dakota.

HUNTINGDON COLLEGE ALUMNI ASSOCIATION

The purpose of the Huntingdon College Alumni Association is to perpetuate the friendships formed in college days, to promote the welfare of Huntingdon College and of its alumni, and to foster the causes of education and citizenship generally.

All alumni, meaning persons who have been regular students at least one academic year or have earned thirty hours at the College or its predecessor institutions, whether or not these persons obtained degrees, are members of the Association.

The governing body of the Association is the National Alumni Association Board of Directors. It is comprised of sixty members who work to support the mission of the College by serving three year terms. There are three scheduled Alumni Board meetings during the year, plus a meeting of the entire Alumni Association during Reunion weekend. Each Board Member serves on a committee including: Awards Committee, Alumni Giving, Founders Day, Reunion, Nominating, Student Recruitment Relations.

Huntingdon alumni are representatives and spokespersons in their communities for Huntingdon College and the Alumni Association. They serve as ambassadors, publicists and advocates of the National Alumni Association and of Huntingdon College.

HUNTINGDON COLLEGE NATIONAL ALUMNI ASSOCIATION

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Secretary	Linda Keenan Partridge, 1970
Trustee Representative	Mary George Jester, 1968
Past President	C. Gray Price, 1969

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June Burdick Bisard	1956	Sarah McCarthy Mingledorff	1969
Dianne Petrov Burke	1978	Daniel Patton Ogle	2001
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Kristi DuBose	1986	Greg Sellers	1986
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Sue Russell Garrick	1964	Shirley Parker Watkins	1956
Terri Peoples Gray	1978	Jody Zarr Williams	1981
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Barbara Lazenby Barnett	1971	William Conrad Jackson	1968
Jamie E. Blake	1962	Carrie Elizabeth McDonough	2001
Deborah Davis Caleb	1974	Charlene Rentz Meadows	1964
Phillip E. Crunk	1963	Herb Patterson	1971
Judy Bullock Freeman	1962	Lawrence Ralph Stacy	1980
Allie M. Freeman, Jr.	1962	Heather Merritt Stiff	1999
Debra Freisleben	1979	Stephen Jarrod Stiff	1999
Carol Giermanski Haag	1986	William F. Stone	1978
Dr. James M. Herring	1965	William Lloyd Strickland	1986
Ren Alford Hinote	1968		

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CORRESPONDENCE DIRECTORY

For additional information concerning the following aspects of Huntingdon College please write or call the office indicated below:

Academic Records, Course Offerings, Registration, and Transcripts	
The Registrar	334-833-4430
Admission	
Office of Admission	334-833-4497 or 800-763-0313
Counseling	
The Director of the Counseling Office.	334-833-4577
Campus Ministry	
The Chaplain	334-833-4575
Campus Security	
Officer on Duty	334-833-4463
Financial Aid, Scholarships	
The Director of Financial Aid	334-833-4519
Intercollegiate Athletics	
The Director of Athletics	334-833-4581
Library, Houghton Memorial	
Circulation Desk	334-833-4421
Residence Halls, Student Housing	
The Director of Residential Life	334-833-4527
Student Accounts, Tuition, Fee Payments	
The Cashier	334-833-4404
Student Life	
Dean of Students	334-833-4401

The Administrative Offices of the College are open Monday through Friday from 8:00 AM to 5:00 PM during the academic year and 7:30 AM to 4:00 PM during the summer months. The Official address is:

Huntingdon College
1500 East Fairview Avenue
Montgomery, Alabama 36106-2148

The number for Directory information is 334-833-4222 and the FAX is 334-833-4502. The College's Worldwide Web home page is located at:
<http://www.huntingdon.edu>