

HUNTINGDON COLLEGE

SCHOOL OF LIBERAL ARTS

2007-2008

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 2007-2008 academic year. The College reserves the right to delete, substitute or supplement any statement in this Catalog without prior notice.

HUNTINGDON COLLEGE



Founded 1854

2007 - 2008
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HUNTINGDON COLLEGE CALENDAR

2007-2008 FALL SEMESTER

August	13	Monday	Deadline for payment of fees for all preregistered students, 4:00 p.m.
August	16-17	Thursday-Friday	Last summer pre-registration for all students
August	18-19	Saturday-Sunday	New student orientation
August	20	Monday	Classes begin, 8:00 a.m.
August	24	Friday	Last day to Drop a course
			Last day to Add with permission of the advisor only
August	29	Wednesday	Last day to Add with permission of advisor, instructor, and Dean of Faculty
September	3	Monday	Labor Day - No classes
September	21	Friday	Last day to withdraw from a class without grade penalty and receive a "W"
October	5	Friday	End of mid-term grading period
October	8-9	Monday-Tuesday	Fall Break - No classes
October	17	Wednesday	Last day to change to "P/N" grading, audit and non-credit status
October	31	Wednesday	Last day to withdraw from a course without grade penalty and receive a "WF" or "WF"
November	5-9	Monday-Friday	Spring Preregistration
November	20	Tuesday	Thanksgiving vacation begins, 9:45 p.m.
November	26	Monday	Classes resume, 8:00 a.m.
November	30	Friday	Classes end
December	3	Monday	Final Examinations begin
December	7	Friday	Final Examinations end

EXAMINATION SCHEDULE - 2007-2008 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. 3 rd	9:00 a.m. MWF	9:30 a.m. TR	1:00 p.m. MWF
Tuesday, Dec. 4 th	10:00 a.m. MWF	2:00 p.m. MWF	8:00 a.m. TR
Wednesday, Dec. 5 th	8:00 a.m. MWF	11:00 a.m. MWF	11:00 a.m. TR
Thursday, Dec. 6 th	12:00 noon MWF	12:30 p.m. TR	2:00 p.m. TR
Friday, Dec. 7 th	All others not scheduled		

GRADES DUE IN THE OFFICE OF THE REGISTRAR

Examination Date	Grades due in Office of the Registrar
Monday, December 3 rd	2:00 p.m. Wednesday, December 5 th
Tuesday, December 4 th	2:00 p.m. Thursday, December 6 th
Wednesday, December 5 th	2:00 p.m. Friday, December 7 th
Thursday, December 6 th	9:00 a.m. Monday, December 10 th
Friday, December 7 th	12:00 noon Monday, December 10 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.

2007-2008 SPRING SEMESTER

January	9	Wednesday	Deadline for payment of fees for all preregistered students
January	15	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	16	Wednesday	Classes begin, 8:00 a.m.
January	21	Monday	Martin Luther King Jr. Day - No Classes
January	23	Wednesday	Last day to Drop Last day to Add with permission of advisor only
January	25	Friday	Last day to Add with permission of advisor, instructor, and Dean of Faculty
February	19	Tuesday	Last day to withdraw from a course without grade penalty and receive a "W"
March	5	Wednesday	End of Mid-Term grading period
March	6-7	Thursday-Friday	Winter Break - No classes
March	14	Friday	Last day to change to "P/N" grading, audit and non-credit status
March	20	Thursday	Spring Break begins, 10:00 p.m.
March	21	Friday	Good Friday
March	31	Monday	Classes resume, 8:00 a.m.
April	3	Thursday	Last day to withdraw from a course without grade penalty and receive a "WP" or "WF"
April	9	Wednesday	Assessment Day, Required for all Students - No Classes
April	14-18	Monday-Friday	Fall Preregistration
April	21-23	Monday-Wednesday	Summer School Preregistration
May	5	Monday	Classes end
May	6	Tuesday	"Dead Day"
May	7	Wednesday	Final Examinations begin
May	13	Tuesday	Final Examinations end
May	16	Friday	Baccalaureate
May	17	Saturday	Commencement

EXAMINATION SCHEDULE - 2007-2008 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 7 th	9:00 a.m. MWF	9:30 a.m. TR	1:00 p.m. MWF
Thursday, May 8 th	10:00 a.m. MWF	2:00 p.m. MWF	8:00 a.m. TR
Friday, May 9 th	8:00 a.m. MWF	11:00 a.m. MWF	11:00 a.m. TR
Monday, May 12 th	12:00 noon MWF	12:30 p.m. TR	2:00 p.m. TR
Tuesday, May 13 th	All others not scheduled		

GRADES DUE IN THE OFFICE OF THE REGISTRAR

Examination Date	Grades due in Office of the Registrar
Wednesday, May 7 th	2:00 p.m. Friday, May 9 th
Thursday, May 8 th	2:00 p.m. Monday, May 12 th
Friday, May 9 th	2:00 p.m. Tuesday, May 13 th
Monday, May 12 th	9:00 a.m. Wednesday, May 14 th
Tuesday, May 13 th	12:00 noon Wednesday, May 14 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.

Faithfully,

A handwritten signature in cursive script that reads "Cam West".

J. Cameron West
President

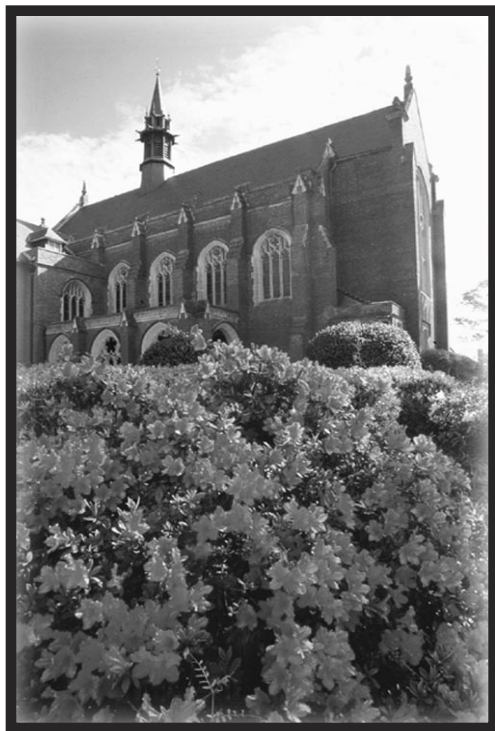


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ABOUT HUNTINGDON COLLEGE

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's Degree and the Associate's 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.

ACADEMIC STRUCTURE

Huntingdon College's academic structure consists of two schools: the School of Business and Professional Studies (the adult degree completion program); and the School of Liberal Arts (the traditional day program). This document describes the School of Liberal Arts which is separate and distinctive from the School of Business and Professional Studies.

HUNTINGDON YESTERDAY AND TODAY

"Enter to Grow in Wisdom; Go Forth to Apply in Service." The inscription engraved in stone over the entrance to Flowers Hall is a tangible reminder of the mission of Huntingdon College, a historic landmark in central Alabama. For more than 150 years, Huntingdon has upheld a mission of faith, wisdom, and service as it has created pathways to fulfilling lives for thousands of alumni.

HISTORY

The charter of Huntingdon College was signed by Alabama Governor John Winston on February 2, 1854. Chartered as Tuskegee Female College, this was the first of four names under which the College has operated.

The cornerstone on the Tuskegee campus was laid April 9, 1855, and can be found today in Massey Memorial Hall. On February 11, 1856, the doors of Tuskegee Female College were officially opened under the leadership of Dr. Andrew Adgate Lipscomb, the first president of what would eventually be known as Huntingdon College. There were four students in the first graduating class in 1856, but by September 1859 the College's enrollment had risen to an average of 216, with 29 women graduating that year.

In 1872, the College came under the auspices of the Alabama Conference of The Methodist Episcopal Church, South, which assumed full management and control of the College. The reincorporation created the present governing body - a board of trustees - and a second change in name to Alabama Conference Female College.

In the aftermath of the Civil War, it became increasingly evident that the survival and growth of the College would best be ensured if the campus relocated to a more populous, urban environment. In 1906 Dr. John Massey, who had assumed the presidency in 1876, led the plans to move the College to its

new location while College friends in the Montgomery area began the search for a suitable site. Several citizens had initiated negotiations with landowners in the area in an effort to persuade a donation of land, but these negotiations were unsuccessful. As a result, Dr. John Sellers, C.G. Zirkle, and William Moore approached J.G. Thomas, who agreed to sell to the men 105 acres in the Cloverdale section of Montgomery. The land was then donated to the College.

On August 24, 1909, furniture, equipment and all official college records covering a period of more than half a century were moved into a rented building in Montgomery, which was to house the College until the first building on the new campus was completed. That night, the rented building burned, destroying its contents. Other housing arrangements were made, however, and in the fall of 1910 the new campus opened under the name Woman's College of Alabama. Since the move to Montgomery had occurred the previous year, 1909 remains the recognized founding date of the Montgomery campus.

The College's beautiful campus was designed in 1908 by Frederick Law Olmstead Jr., son of the designer of New York's Central Park. Olmstead Jr. had planned the landscapes for such constructions as the Boston Park System and the Biltmore Estate in Asheville. Flowers Hall, the first building on campus, set the architectural style for the campus and was designed in the Collegiate Gothic tradition by H. Langford Warren of England, a former professor of architecture at Harvard. Warren's plan was meant to reflect the Gothic buildings of Cambridge and Oxford and used the Chapel of St. James College at Cambridge as the model for the building's chapel, now known as Ligon Chapel.

Since its move to Montgomery, many changes have taken place for the College. In 1934, the first male student was graduated, but it was not until 20 years later—in 1954—that full-time male resident students would be admitted. Once the College became a co-educational institution, the name Woman's College of Alabama was no longer suitable. In 1935, a fourth and final name change occurred. In recognition of its affiliation with the United Methodist Church, the name Huntingdon College was selected to honor Selina, Countess of Huntingdon, a woman who had been one of the first and most influential persons associated with the Wesleyan movement in England.

PRESIDENTS OF THE COLLEGE

A. A. Lipscomb	1856 - 1859
G. W. F. Price	1859 - 1863 and 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

THE MAIN CAMPUS

Bordered by one of Montgomery's most beautiful neighborhoods, the Old Cloverdale Historic District, students find a ready home away from home at Huntingdon College. Just a short walk away are favorite restaurants, boutiques, and an independent theater.

The 58-acre main campus is a naturally picturesque park featuring 18 buildings of Collegiate Gothic architecture surrounding a semicircular ridge overlooking the Green, a lush wooded area and natural amphitheater. The campus is bordered on one side by the Montgomery Country Club and on three sides by charming and safe residential neighborhoods. Just across East Fairview Avenue is the College's Cloverdale Campus, a 12-acre expanse, the main building of which was once called Cloverdale School.

BUILDINGS AND FACILITIES

John Jefferson Flowers Memorial Hall (1909), the first building on the Montgomery campus, was built of rough-faced brick made especially for the purpose and trimmed in limestone with heavy reveals and classic carvings. A steeple trimmed with gargoyles extends above the building, a centerpiece facility on campus. Visitors are greeted by an impressive vaulted ceiling in the foyer, leading into Leon and Myra Allman Ligon Chapel. Ligon Chapel seats more than 500 people, who can look up to ceilings 65 feet above the main floor and can admire on stage the 114-rank pipe organ designed by Professor Emeritus Harald Rohlig. On either side of the Chapel are open-air cloisters with limestone tracery windows and brick floors. The building was built for an original cost of \$125,000 and underwent an extensive multi-million dollar renovation in 1998. It is the College's main administration building, housing the Offices of the President, Admission, Institutional Advancement, Communications, Campus Technology, and Academic Affairs, among others, as well as classrooms and faculty offices.

Julia A. Pratt Hall (1912) is named for Ms. Julia A. Pratt, of Prattville, Alabama, whose loyal friendship and generosity the College enjoyed from its beginning. The brick and stone structure was originally built as a residence for the president, his family, and faculty and students. Today, the building houses offices for student clubs and organizations.

Massey Memorial Hall (1916) corresponds in architectural style with Pratt Hall. This building was named after Dr. John Massey, the former president whose life and labors contributed to the successful relocation of Huntingdon College from Tuskegee to Montgomery.

Student Development Center (1922), commonly known as “the Hut,” was constructed as the YWCA building, a social center for the College. The Hut was built through generous contributions by students, matched dollar for dollar by the College treasury. Today the Hut houses Student Life offices including the Offices of the Dean of Students, Residential Life, Student Health, and the Center for Career and Vocation.

Miriam Jackson Home (1924) was the gift of Dr. and Mrs. Fred M. Jackson of Birmingham, Alabama. Originally used as the infirmary, it now serves as office space for district superintendents from the Alabama-West Florida Conference of the United Methodist Church on the first floor, and for Huntingdon faculty members in the religion program on the second floor.

Weenona Hanson Hall (1924) bears the name of Mrs. Victor H. Hanson. The building, formerly a residential facility, was constructed through contributions by Mr. Hanson together with a subscription fund provided by the citizens of Montgomery.

The Art Gallery (1927), originally named the “Toy Theatre,” provided amenities for modern theatre productions of that era. In 1972 it was renovated to be used for exhibiting students’ and visiting artists’ art work.

Bellingrath Hall (1928) was built as the science hall and named in appreciation for a generous gift from Mrs. W. A. Bellingrath of Montgomery. The building houses classrooms, laboratories, and faculty offices.

Houghton Memorial Library (1929) was made possible by a gift from the heirs of Mr. Mitchell B. Houghton, a founding member of the College’s Board of Trustees who served until his death in 1925. This handsome facility is conducive to both study and recreational reading and houses the College’s permanent art collection. Through the generosity of the Dixon family, the construction of the Charles and Thelma Dixon Wing was completed in 1989. The Dixon Wing houses a portion of the College’s growing book collection and features an atrium with skylights, reading and study areas, and archives for the College and for the Alabama-West Florida Conference of the United Methodist Church. The basement of the library contains Java City - a student centered coffee house and snack bar.

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. The building houses offices for the Alabama Independent School Association.

Ligon Memorial Hall (1947) is named in honor of the late Robert Fulwood Ligon and his son. This is a residence hall for upperclass students who prefer single rooms. Each room is equipped with private phone lines with voice mail and Internet/e-mail access. A refrigerator/microwave and a connection for cable television are provided in each room.

The President’s Home (1949) serves not only as the residence for the president and the president’s family, but also as a setting for College receptions and informal gatherings. The 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 the institution.”

Delchamps Student Center (1958) is a multipurpose facility that includes a gymnasium for basketball, a fitness training facility with fixed and free weight machines, locker rooms, the Athletic Hall of Fame, the College Bookstore, the Hawks’ Nest, and the Post Office.

Julia Walker Russell Dining Hall (1963) is the first building on campus to be named for an alumna of the College. The building houses the College’s main dining room with seating for up to 500, and a second dining room that accommodates smaller groups, the Mary Elizabeth Stallworth Dining Room.

Hubert F. Searcy Hall (1970) is named in honor of a former Huntingdon College president in recognition of 30 years of dedicated service to the College. This residential facility accommodates two students per room. Each room is equipped with private phone lines with voice mail and Internet/e-mail access. A refrigerator/microwave and connection for cable television are provided in each room.

Bowman Ecological Study Center (1981) is a protected area in Prattville, Alabama, that provides space for students to collect and study samples of plants, trees, and aquatic life. The Center includes a cabin, pond, and grassy areas. The Center and an endowment for the continued maintenance of the facility were a gift from Dorothy Bowman of Prattville.

Sybil Smith Hall (1985) is a fully-equipped music facility housing the Lucile Crowell Delchamps Recital Hall, the Julia Lightfoot Sellers Reception Hall, faculty offices and studios, rehearsal rooms, classrooms, a modern electronic music laboratory, and one of the most extensive music collections in the South, with more than 10,000 records, CDs, and tapes.

James W. Wilson Center (1987) was the gift of trustee James W. Wilson, Jr., as a lasting tribute to his father. This facility includes the James J. Durr Amphitheatre and the Robert Bothfeld Jr. Lounge, as well as classrooms, faculty offices, and comfortable and quiet study areas.

Willard D. Top Stage (1993), located on the Green, is named in honor of Dean Willard D. Top, who served as Vice President for Academic Affairs and Dean of the College from 1971 to 1995. Top Stage is used for outdoor gatherings and performances, including the annual Commencement ceremony, weather permitting.

Neal Posey Field (1994) is named in honor of Neal N. Posey, who served as head men's basketball coach from 1957 to 1979 and as athletic director until 1985. The field was made possible through the generosity of George S. Gibbs and the late Mary M. Gibbs, Huntingdon Class of 1985, and members of the Huntingdon Athletic Hall of Fame. The baseball facility includes a raised spectator area, bleachers, and a field house that includes concessions, restrooms, and an integrated press box.

Carolyn and Wynton Blount Hall (1995) is a modern residential facility housing 284 students in two-person "hotel" rooms, four-person "suites," or six-person "clusters." Each room offers private phone lines (with voice-mail), access to the Internet and e-mail, cable television connections, kitchen sinks, individual climate control, and a microwave/refrigerator unit. Hotel-style housing consists of a double bedroom and private bath; suites offer a large living room, two double bedrooms, and two bathrooms; and clusters offer a living room, three double bedrooms and two and one half bathrooms. This beautiful facility was made possible in part by a gift from trustee Carolyn Blount and her husband, Wynton M. "Red" Blount.

THE CLOVERDALE CAMPUS (2002)

The Cloverdale Campus is a 12-acre expansion located across East Fairview Avenue from the College's main campus. Acquired in 2002 from the Montgomery County School System, the main facility on the Cloverdale Campus opened in 1922 as Cloverdale School and later became Cloverdale Junior High School.

Cloverdale School Building (1922) houses the Offices of the Registrar, Business and Finance, and Student Financial Services, as well as numerous classrooms and faculty offices.

Laurie Jean Weil Center for Teacher Education and Human Performance (2004) was made possible by gifts from the Weil family in honor of Dr. Laurie Jean Weil, who served as the chairman of the College's Board of Trustees for three consecutive terms. The Center was renovated to accommodate the College's human performance, athletic training, and teacher education programs, and was dedicated in Dr. Weil's honor in 2004.

Charles Lee Field (2003) was named in honor of Charles Lee, a 1962 Huntingdon graduate who became a Hall of Fame football coach with Jefferson Davis High School in Montgomery and who served as the director of Jackson Hospital Sports Medicine. The field is the site of Hawks football games.

W. James Samford Jr. Stadium (2006), the home of Huntingdon Hawks football, was made possible in part by a gift from the W. James Samford Jr. Foundation in memory of long-time Montgomery resident and attorney W. James "Jimmy" Samford. Stadium seating was built in 2003 to accommodate 2500 fans with seating, concessions, and restroom facilities. After the addition of media facilities, Samford stadium was dedicated in 2006.

MONTGOMERY

Montgomery, Alabama, is the convergence of history with the future—a blend of Old South charm with the New South. Visitors to Montgomery appreciate the history of this capital city. From the Civil War to the Civil Rights Movement, many of the events that shaped American culture happened in and around Montgomery. When the South seceded from the Union states, Montgomery became the capital of the Confederacy and home to Confederate General Jefferson Davis. At the turn of the century, when the Wright Brothers set up a flying school, Montgomery became the school's winter home. In the 1960s, Montgerians Martin Luther King, Jr. and Rosa Parks, among others, led the drive for racial equality that would later become known as the Civil Rights Movement.

Today, Montgomery leads the way as the heart of the New South: progressive, vibrant, and culturally alive. On campus, students are minutes away from a variety of cultural and educational attractions, including the Alabama Shakespeare Festival, the Montgomery Museum of Fine Arts, the Montgomery Zoo, the state archives and legislature, ballet and symphony performances, international business centers and offices, the North American site of Hyundai enterprises, and numerous historic landmarks.

Montgomery is within easy driving distance of Birmingham (90 miles), Atlanta (170 miles), the Gulf of Mexico (160 miles) and New Orleans (300 miles). The area enjoys a pleasant climate, featuring warm summers and mild winters.

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 readiness for college-level work, 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 Admission will also provide admission and financial aid publications 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, Wednesdays, and Thursdays at 1:00 PM during the academic year. To arrange an appointment, call the Office of Admission 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. Offers of admission for Fall 2008 are generated beginning after the first day of class for the entering Fall 2007 class. Huntingdon College does not have an early admission policy.

BASIS OF SELECTION

Huntingdon College operates under a traditional selection process. 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 by the Office of Admission 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. Applicants who have completed the Old Series GED, should have a minimum standard score of 35 on each sub-test and an average standard score of at least 50 on all GED sections. Applicants who have completed the New Series GED should have a minimum 450 standard score average on each sub-test and a battery average score of at least 500 on all GED sections. The Office of Admission or 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 applicant 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.

Huntingdon College records the ACT single highest composite score for admission, scholarship, and reporting purposes. The single highest composite score is defined as the highest composite score a student has obtained in a single test administration. The College also reports all ACT sub-scores from the single highest composite score report for admission, scholarship, and reporting purposes. However, the SAT combined score is factored from collating the combined highest scores from the Critical Reading and Mathematics sections regardless of the administrations from which each score was obtained.

The College may administer a residual ACT during the summer on campus, but the test scores are only valid for admission to 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. Applications must be signed and dated by the student, or students must provide a signed and dated Signature Page (mailed in separately) if they are completing the on-line application;
2. Two official transcripts, one transcript to be sent at the time of application, which should include the student's grades through the end of the junior year, or with a partial 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 Development (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 scores 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.

ENROLLMENT VERIFICATION PROCEDURES—FRESHMEN

An accepted freshman must acknowledge his or her decision to enroll at Huntingdon by submitting an Enrollment 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. Enrollment 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 Student Financial Services 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 Student Financial Services, 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 Enrollment Deposit be sent as soon as a decision is made to enroll.

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 Student Financial Services 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 sessions 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 a regionally 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. Applications must be signed and dated by the student, or students must provide a signed and dated Signature Page (mailed in separately) if they are completing an online application;
2. An official high school transcript demonstrating completion of the student's senior year and certifying graduation. Applicants who have the General Educational Development (GED) diploma must submit an official score report in addition to the high school transcript;
3. An official transcript from each of the colleges or universities attended. If currently enrolled, a second transcript will be required indicating completion of the semester and eligibility to return to the institution.

ENROLLMENT VERIFICATION PROCEDURES—TRANSFERS

An accepted transfer student must acknowledge the decision to enroll by submitting an Enrollment 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 Enrollment 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 Student Financial Services, 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 official 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 Student Financial Services 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), a minimum score of at least 173 on the computer-based TOEFL, or a minimum reading, listening, and writing score of at least 45 on the Internet-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. Applications must be signed and dated by the student. **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 Admission.**
4. Entrance examination scores (i.e. TOEFL, SAT, ACT) must be sent directly from the testing centers to the Office of Admission.

ENROLLMENT 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 Admission. 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 Admission. Information concerning student health insurance, which is available through Huntingdon College, may be found in the Student Handbook.
- An Enrollment 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 information provided by completing the Enrollment Information Packet and by submitting the Enrollment Deposit.

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. While on campus, the student may contact the Office of Student Financial Services 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. Before classes begin, transfer students must finalize their financial arrangements with the Office of Student Financial Services in regard to tuition, room and board, and other fees. Information on Orientation will be sent from the Office of Admission 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 Admission 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 Admission 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 American College Test (ACT) or the Scholastic Aptitude Test (SAT) 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 General Educational Development (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 under academic or disciplinary suspension or dismissal from a previous institution cannot be admitted to Huntingdon until such sanctions are lifted.

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 Huntingdon application with a nonrefundable application fee of \$20. Applications must be signed and dated by the student, or students must provide a signed and dated Signature Page (mailed in separately) if they are completing an online application;
2. An essay or personal statement;
3. Two letters of recommendation;
4. All official transcripts (high school, GED, and all colleges or universities). An official high school transcript must demonstrate completion of the student's senior year and certify graduation. Applicants who have the General Educational Development (GED) diploma must submit an official score report in addition to the high school transcript.

In addition, a personal interview with the Director of Admissions or the Vice President for Enrollment Management may be required.

ENROLLMENT VERIFICATION PROCEDURES—HORIZONS STUDENTS

An accepted Horizons student must acknowledge the decision to enroll by submitting an Enrollment 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 Student Financial Services, 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 official final college and university transcripts have not been received and evaluated by the College, a student's first semester of enrollment may be affected.

Before classes begin, Horizons students must finalize their financial arrangements with the Office of Student Financial Services in regard to tuition and other fees.

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 Admission. 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 Vice President for Academic Affairs and Dean of Faculty may be required as part of the readmission process. Students who are readmitted by the Vice President of Enrollment Management, the Vice President for Academic Affairs and Dean of Faculty, or the Faculty Committee on Academic Standing must receive clearance from the Office of the Dean of Students, and the Office of Student Financial Services 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.

ADMISSION REQUIREMENTS FOR NON-DEGREE SEEKING 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 Admission for further information regarding the application and applicable College policies. International Exchange Students who later wish to apply as degree-seeking International Students must follow the application procedures for International Admission and meet international admission requirements.

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 after being admitted through the Office of Admission. 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 Vice President for Academic Affairs and Dean of Faculty.
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 Vice President for Academic Affairs and Dean of Faculty.
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 Vice President for Academic Affairs and Dean of Faculty.
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 Financing a Huntingdon Education).
7. All special students will be charged at the same rate per credit hour (see Financing a Huntingdon Education) 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, Title IV federal funds, or Veteran's Affairs (VA) benefits.
10. Should the special student subsequently meet regular admissions requirements and choose to become a degree seeking student, official transcripts from previous colleges and universities will be evaluated.
11. Any credits earned while designated as a special student are applicable toward a 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 on special student applications, contact the Office of Admission.

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, and valid photograph identification, must be presented to the Office of the Registrar at Huntingdon College at the time of enrollment.

ACADEMIC CREDIT POLICIES - INCOMING STUDENTS

ADVANCED PLACEMENT PROGRAM (AP)

Huntingdon College participates in the Advanced Placement (AP) 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 academic Program. 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 (CLEP) 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's web site. **A \$25.00 recording fee per awarded credit hour is assessed.**

INTERNATIONAL BACCALAUREATE PROGRAM (IB)

Huntingdon College recognizes the successful achievement of students participating in the curriculum of the International Baccalaureate (IB) 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 and that a minimum score of five is earned on the examination. 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." Such courses granted as elective transfer credit will count toward the total number of academic credits required for the 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 hour degree requirement.

A maximum of 90 semester hours of transfer work may be credited toward the 120 hour 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 freshmen and transfer students in the School of Liberal Arts.

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 2007-2008 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 AND FEES: 2007-2008

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

12 or more hours	\$8,785
Fewer than 12 hours (per hour)	\$730
Audit (per hour)	\$730
Overload Fee (per hour over 18 hours)	\$730
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, multi-cultural 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 AND BOARD

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

Blount Hall—Six Person Cluster	\$3,360
Blount Hall—Four Person Suite	\$4,320
Blount Hall—Hotel Style Room	\$3,555
Blount Hall—Single (Based on availability in Clusters only)	\$4,875
Ligon Hall - per person	\$3,360
Searcy Hall—Double occupancy	\$3,360
Searcy Hall—Single occupancy only (Based on availability)	\$4,875

BOARD (INCLUDED IN ROOM FEES)

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 Java City (a coffee-shop/snack bar in the basement of the Library) 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 Java City, 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 Java City 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.

Commuter Students have an opportunity to take advantage of the quality and low prices offered by Huntingdon College, in conjunction with Aramark Campus Dining Services, by purchasing a Commuter Meal Plan which provides 50 meals per semester and \$25 in "Flex" points.

COURSE FEES

• Accompanist Fee (voice students for 1 half-hour lesson - 0.5 credit hours)	\$75
• Accompanist Fee (voice students for 2 half-hour lesson - 1 credit hour)	\$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 (1 half-hour lesson - 0.5 credit hours)	\$225
• Studio Instruction Music (2 half-hour lessons - 1 credit hour)	\$325

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 and Parking Decal (per decal after first complimentary decal)	\$10
• Residence Hall Room Key	\$50
• Campus Mailbox Key	\$50
• Student ID Card	\$10
• Biology and 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 (August 31, 2007 and January 30, 2008), 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. Coverage is available for student athletes and international students, although premiums for these may be higher than the cost of the Traditional Plan coverage.

Specific information regarding Plan coverage and cost can be obtained in the Office of Student Financial Services.

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 obtaining a book voucher from the Office of Student Financial Services.

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, but not limited to, 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 Services 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 ACG Grant, Federal SMART 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 attempted is decreased after the third week of classes, there will be no financial credit to student's account.

The 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 Office of Student Financial Services 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 Office of Student Financial Services.

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, the Federal Academic Competitiveness Grant, the Federal SMART 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 award 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 (DOE) 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 the office and which may affect financial aid awarding. The Director of Student Financial Services 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 the College is notified of 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 Office of Student Financial Services (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 Central Processing System (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 to the student.

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 the College's jurisdiction. The College's 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 matters 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 Academic Competitiveness Grant, the Federal SMART Grant, 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** (page 41) located in the section entitled Academic Policies and Procedures 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 Services and may continue to receive Federal Title IV and state funds during that semester, provided the student is allowed to continue enrollment by the College's Standards of Satisfactory Academic Progress. 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, a Federal Academic Competitiveness Grant, a Federal SMART 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 College's Standards of Satisfactory Academic Progress, may reestablish his or her eligibility under these programs by subsequently meeting the College's Standards of Satisfactory Academic Progress, provided the student is allowed to continue enrollment.

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.

Huntingdon College permits appeals of adverse Satisfactory Academic Progress determinations based upon mitigating circumstances. These mitigating circumstances include events that have occurred which the College deems beyond the student and/or parents' control, including but not limited to, the impact of natural disasters, medical emergencies, family tragedies, etc. Documentation of these events may be required. Students will be notified by letter if they have been placed on Financial Aid Suspension. Students must petition the Vice President for Enrollment Management in writing within one month from the date of the letter if they wish to have reinstatement of their eligibility for federal Title IV funds considered for a conditional period of one semester. The Vice President for Enrollment Management will respond to the appeal within a period of 15 days once the appeal and all applicable documentation are received.

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 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 on-line. Be sure to indicate code #001019 so that an ISIR is sent directly to Huntingdon.
3. Complete the necessary applications for Federal Perkins Loan, Federal Stafford Loan, Federal 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 Services 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 Admission 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.

AISA Honor Scholarship: This is a half-tuition merit-based scholarship, renewable for three additional years of study, available to students from Alabama Independent School Association.

Mary Elizabeth Stallworth Scholarship: This is a \$6,350 merit-based scholarship, renewable for three additional years of study.

Leon and Myra Allmon Ligon Scholarship: This is a \$5,200 merit-based scholarship, renewable for three additional years of study.

Valedictorian Scholarship: This is a \$500 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 Wilson 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.

Huntingdon Transfer Scholarship: These scholarships for transfer students range in value from \$5,200 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 \$6,350 scholarship, and a 3.75 GPA earns the student a half-tuition scholarship.

AWARDS OF CIRCUMSTANCE

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

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

Scarlet and Grey Grant: This half-tuition grant is available to participants in the College Marching Band, Cheerleading Squad, or Dance Team.

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 Alabama 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.

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.

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 in addition to this grant.

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 and 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, comprised of specified non-college individuals, makes the award selections on this application process.

George Gibbs Art Scholarship: A limited number of \$9,000 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 \$9,000 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 Athletic Program). Minimum qualifications for consideration are a 26 ACT/1170 SAT-1 and a 3.3 GPA.

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 Athletic Program).

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 \$7,900 per academic year.

HUNTINGDON COLLEGE ENDOWED SCHOLARSHIP TITLES

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

Walter D. Agnew	Wilmer R. Bottoms, II
Alabama Power Company	Wilmer R. Bottoms, III
Algernon Sydney Sullivan Foundation	Cawthon A. and Nellie S. Bowen
Esther Claudia Watson Alston	Frank William Boykin
Lillian Pugh Andrews Girls State	Jack and Lois Boykin
Alex and Murray Ansley	Ruby McKee Boykin
Edna Earle Smith Arnold	Minerva Patterson Bradley
M.J. Baldwin	Ethel Andrews Brady
Mary Salter and Dorothy Salter Bankhead	Dr. Mary Jane Brannon
Shellie Whigham and Daniel Garland Barnes	William S. Brewbaker
Hortense Addison Batre	Mildred Juanita Bull Brown
Marie C. Benson	Buchwald, Art/ Special Act Fund
Steele Lightfoot Bibb	A. F. Bullard
Dr. Wanda D. Bigham	A. F. and Mary Virginia Bullard
Bonnie Neal Blair	Mary Virginia Cumming Bullard
Blount Estate	Lora Allen Bynum
Robert and Mildred Blount	Lucy Scott Bynum
Bronwyn Bothfeld Boggs	Margaret Garrett Bynum
Michael Booser	John A. and Joyce K. Caddell
Helen Marsh Bothfeld	Elizabeth Andrews Calhoun Memorial Scholarship
Matthew Robert Bothfeld	Kate Davis Cannon
Robert Bothfeld, Jr.	Tom Carr Memorial
Robert Bothfeld, Sr.	Maurine Peacock Carroll
Stephanie Marie Bothfeld	Catherine Flowers Chandler
Theodore Bothfeld	Lollie Pilley Chapman
Viola Clark Bothfeld	Gordon T. and Winn O. Chappell
Arielle Hemp Bottoms	Mattie Carlos Rainey Christie
Charles and Laura Bottoms	David and Carol Chunn
Christina Marie Bottoms	Class of 1922
Jeffrey Allen Bottoms	Class of 1923/ Marguerite Martin Pearson
Juanita Prim Bottoms	Class of 1924/ Alliegene Edwards Farmer
Karen Benson Bottoms	Class of 1924/ 75th Reunion
Lillie Marlin Bottoms	Class of 1932
Marie Belle Bottoms	Class of 1933
Sarah Elizabeth Bottoms	Class of 1936
Dr. Sidney and Rebecca Bottoms	Class of 1938
Sidney F. Bottoms, Jr.	Class of 1939
Theodore Brandon Bottoms	Class of 1941
Dr. Wilmer R. Bottoms	Class of 1943

Class of 1944	Jose Florencio Tallet Grenier Memorial
Class of 1945/Jane Greene Collins	Mr. and Mrs. Walter Griffin
Class of 1946/ Earle Danley Memorial	Essie and E.M. Grimsley
Class of 1950	Dorothy Huffine Grossman
Class of 1951	Dorothy Huffine Grossman, II
Class of 1952	Dorothy Huffine Grossman, III
Class of 1953	David and Betty Bottoms Grundy
Class of 1955	Jennifer M. Grundy
Class of 1957/ Kathryn Glass Ledbetter	Thomas M. Grundy
Class of 1958	Elizabeth Morris Hackney
Class of 1969	Thomas B. and Marguerite R. Hall
Dean Leonard L. Clifton	Angie Sue Hannah
Hazel Alverson Collins	Clyde and Helen Harbeson
Mr. and Mrs. Louis M. Collins	Roy Andress Harris and Wiley Fletcher Harris, Sr.
Clarence L. Cross	Theresa Hillhouse Harris
Jennie Dickson Cross	George and Gay Hasson
Lillian Crowell	Delia V. and Joseph Bowen and William D. Houghton
Dexter Cummings	Howell and Elizabeth Heflin
Ladye Portis Cunningham	Woodford Heflin
Clarence M. Dannelly	Georgette and V.C. Helms
Dorothy Dannelly	Ida Bentley Hicks
Sallie Caldwell and Edward Dannelly	Bernice Williams Hightower
A. C. Darling	Truman Hobbs
Laurel L. Davis, Sr.	James and Elizabeth Hodgson
Lena Vail Davis	Mary Ethel Hodnette
Marion D. and Alice E. Davis	M. B. Houghton
Mildred and Celeste Davis	Fontaine Maury Howard
Winnie J. Davis	Netta Jones Ingalls
Wayne and Faye Dawson	Allen K. Jackson
Joseph L. Dean, Jr.	Lynn E. Jackson
A. Fred Delchamps, Jr.	Reverend J. M. and Eunice Johnson
Lucile C. Delchamps	Laura Rogers Jolly
Ralph L. and Ruby M. Dill	Mack H. and Evelyn O. Jolly
Thelma Chapman Dixon	Vivian B. Jones
Carolyn R. Drum	Clarence Leigh Gordon Kelley
Leo J. Drum, Jr.	Roy Wood and Flora Warner Kimbrough
Paul A. and Louise Calhoun Duffey	Gladys Dill Kirby
Frank Earle	Lucretia Hope Kirby
Charles W. and Clercie S. Edwards	Walter J. Knabe
Lula D. and W. Foster Eich, Jr.	Helen Burford Lambert
Lillian Roberts Eleazer	Jean Bellingrath Lane
Beatrice Ellis	Sybil Smith Lebherz
John T. and Eva Cooper Ellison	Sybil Smith Lebherz / L. B. Smithart
Joseph C. Ellisor	Charles T. Lester
Rhoda C. and Connie T. Ellison	The Liberty Corporation/WSFA
Nell and Virginia Espy	Mary Ella Lightfoot
Faculty/Staff	Helen W. Loeb
Margaret Gillis Figh	Neal and Elizabeth Logue
James Drury Flowers	Joe E. Long
Mrs. T. M. Francis	Frank O. and Leila Pearson Lowry
Hilda Norman Friday	Ida Little Lundy
Joan Coley Fuller and Jean Coley Harrison	Besse Chapman Lyon
Emily Jeannette Garrett	Johnnie Ross Malone
Dr. William S. Garrett Memorial Scholarship	Lida E. Malone
Garrick Family	Maude Lowrey Manci and Orlando Joseph Manci
Cecile C. Gayle	Percy Lee Marsh
David Wesley Gibbs	Viola Meyer Marsh
Mary Dell Mathews Gibbs	Panthea M. Marshall
Dorothy Kreis Golab	Mary Esther United Methodist Church
Bishop W. Kenneth Goodson	John Massey
Jessie L. Goodwyn	C. B. Mathews
Evelyn, Rachael and Margaret Gorrie	Drs. Joyce Bottoms and Jerrell Mathison
Samuel H. and Eugenia M. Graves	L. C. and Sallie Mathison

Laura Nell Mathison
 Mr. and Mrs. B. H. Matthews
 McCann Music
 Hubert E. McCrary
 Annie Clyde Taylor McDonald
 Betty Thurman McMahon
 Daniel Houston and Mary Frazer McNeal
 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
 Elza B. and Eleanor H. Paul
 Laura Cousins Suydam Pitts
 Betsy Plummer
 Frank Plummer
 Ethel Burns Prescott
 Henry Lewis Pugh, Sr.
 Francis and Mildred Hastings and Sarah Purvis
 Claude M. "Deacon" and Emily Tyson Reaves
 Jerry Reid
 Sarah Gertrude Rhodes
 Alyce S. Robertson
 John Solon Robertson
 Jean Rodgers
 Harald Rohlig
 Catherine Dixon Roland
 Paul and Margaret Russell
 Arthur and 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
 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
 Annie K. Pearson and Emma C. Steed
 Stegall Fellows Endowment Scholarship
 Ellis and Vannie Stewart
 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
 Dorothy H. Thompson
 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
 Frances Reid Yancey

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 Admission 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 \$4,310 (2007-2008). 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 \$1,000 per year. Only a limited number of FSEOG grants can be awarded each year.

Federal Academic Competitiveness Grant (ACG): Grants ranging from \$750 (first year) to \$1,300 (second year) are available to full-time students who are eligible for Federal Pell Grants and have completed a rigorous course of study in high school. A 3.0 cumulative GPA is required for the second year renewal.

National Science and Mathematics Access to Retain Talent (SMART) Grant: A \$4,000 grant is available to third and fourth year full-time students who are eligible for Federal Pell Grants and major in Chemistry, Biochemistry, Biology or Mathematics at the College. A 3.0 cumulative GPA is required for this grant 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, admissions 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	\$3,500	\$3,500	\$3,500	\$7,500
Sophomore	4,500	4,500	4,500	8,500
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 student's **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 Services 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 currently stands at 6.8%.

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 Services regarding eligibility requirements and the application process. Repayment of the PLUS Loan begins immediately. The interest rate currently stands at 8.5%.

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 \$500 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 \$250 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 Services 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 Services 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 \$4,000 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 Admission.

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 Office of Student Involvement and Leadership 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 is included in the Student Government Association (SGA) Academic Planner and is located on the College's web site.

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 Office of Student Life. A master calendar is maintained by the Director of Event Planning to ensure planning congruency.

STUDENT GOVERNMENT

The purpose of the Student Government Association (SGA) is to advocate students' rights, to facilitate communication between administration, faculty, and the student body, to promote the qualities of justice, leadership, and integrity, and to better the Huntingdon College community, and the Montgomery community. The SGA serves as the parent organization to all student organizations on campus. The SGA is comprised of the Executive Board, the Senate, Freshman Forum, the Campus Activities Board, and the Judicial Board. All registered clubs and organizations are members of the Student Government Association.

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 Student Government Association's Director of Intramurals. 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, broomball, bowling, soccer, dodgeball, and softball.

CLUBS AND ORGANIZATIONS

For more detailed information on the following clubs and organizations, contact the Office of Student Involvement and Leadership at getinvolved@huntingdon.edu or 334-833-4349.

ACADEMIC

The **Accounting Club** is open to all students who are majoring in accounting or considering an accounting major. Their primary purpose is to promote growth and community among students majoring in the area of accounting.

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 comprehensive speaker series.

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, Coaching Education, or Human Performance courses at Huntingdon College.

The **Mathematics Club's** purpose is to promote interest in mathematics and is open to any student who is interested in mathematics.

The **Psychology Club's** purpose is to encourage, stimulate, and maintain excellence in psychology and to facilitate and further knowledge in psychology between students. Psychology Club is a great way to meet other students and faculty in the program, learn about graduate school and career options, and learn about volunteer and internship opportunities.

The **Student Alabama Education Association (SAEA)** is affiliated with both the Alabama Education Association and the National Education Association. The SAEA exists for the college students of Alabama interested in the profession of teaching. It helps its members to develop an understanding and appreciation of the teaching profession; to acquaint students preparing to teach with history, ethics, organization, and policies; and to develop leadership and professional attitudes among college students interested in teaching.

COMMUNITY SERVICE GROUPS AND PROGRAMS

Circle K International (CKI) is a co-educational service organization that promotes leadership, fellowship and service. CKI currently boasts a membership of more than 12,500 members on more than 500 campuses around the world. It is organized and sponsored by the Capital City Kiwanis Club of Montgomery, chartered by Kiwanis International, and is affiliated with Key Club, Builder's Club, and K-Kids. It is open to all students who are interested in making a difference in their community and in their world.

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 **Huntingdon College Wheelin' Hawks**, founded in 1997, is an adapted sports program that provides children, ages 5-21, with physical disabilities the opportunity to compete in sports and learn new developmentally-appropriate physical activities. Wheelchair-adapted football, basketball, tennis, volleyball, and bocce are among the sports and activities included. Huntingdon College students are trained to work with this special youth population and coordinate special events.

The **Montgomery Area Non-Traditional Equestrian (MANE) Center** is a nonprofit organization formed in 1994 that provides safe and effective therapeutic horseback riding for area children and adults who have physical, cognitive, emotional, and developmental disabilities. Huntingdon College students, faculty, and staff are eligible to volunteer at MANE. Huntingdon student volunteers have cleared paths, cleaned horse stalls, groomed horses, and performed a myriad of general office tasks for MANE during the past several years.

Project Jericho, established in 2006, offers field work and education on local poverty, providing students from local campuses experiences in local hunger awareness and civic responsibility. In the fall semester, volunteers plant vegetables at Saint Nicholas Farms and then sell the products "out of the field." Proceeds pay for the initial crop investment. In the spring, vegetables are gathered from the field for distribution to local area soup kitchens in cooperation with the Society of St. Andrew's. This outreach project is sponsored by Montgomery Episcopal Campus Ministry at Huntingdon College and Saint Nicholas Farms of Montgomery, Alabama.

GREEK ORGANIZATIONS

There are five nationally affiliated Greek organizations at Huntingdon College, two for men, Sigma Phi Epsilon and Kappa Sigma, and three for women, Alpha Kappa Alpha, Alpha Omicron Pi and Chi Omega. All Greek organizations are under the general supervision of the Office of Student Involvement and Leadership, the Panhellenic Council or Interfraternity Council, and the chapter advisors. Membership is by invitation only. The purpose of Greek life is to create a better student experience through greater involvement in co-curricular activities and leadership opportunities at Huntingdon College.

Alpha Kappa Alpha Sorority, Inc. was founded in 1908 at Howard University and brought to the Huntingdon College campus in the spring of 1999. The purpose of AKA is to cultivate and encourage high scholastic and ethical standards, to promote unity and friendship among college women, to study and help alleviate problems concerning girls and women in order to improve the social stature, to maintain a progressive interest in college life, and to be of service to all mankind.

Alpha Omicron Pi Fraternity, founded in 1897 at Barnard College, has a tradition of friendship and was brought to Huntingdon College in the spring of 1975. Since 1897, over 126,000 women have found fun and friendship in the sisterhood of this organization. Alpha Omicron Pi is an international women's fraternity promoting friendship for a lifetime, inspiring academic excellence and lifelong learning, and developing leadership skills through service to the fraternity and community. Alpha Omicron Pi has chartered 178 collegiate chapters and over 320 alumnae chapters located throughout the United States and Canada.

Chi Omega Fraternity was founded on April 5, 1895, at the University of Arkansas and brought to the Huntingdon College campus in February, 1976. Chi Omega is the largest women's fraternal organization in the world with over 300,000 initiates and 171 collegiate chapters. Throughout Chi Omega's long and proud history, the Fraternity has brought its members unequalled opportunities for personal growth and development. Chi Omega is a sisterhood that provides a network of friends and lifelong development for collegiate and alumnae members.

The **Interfraternity Council (IFC)** is the governing body and the official representation of the fraternity system. The council assists chapters in following regulations established by the College, individual national organizations, and the IFC. The council provides fraternity leaders with a forum to voice any suggestions, concerns or make any other announcements which they may have.

Kappa Sigma Fraternity was founded at the University of Virginia in Charlottesville, Virginia, in 1869. Over 230,000 men have joined and enjoyed the unmatched experiences, involvement and lifelong Brotherhood that Kappa Sigma offers. Kappa Sigma has over 11,000 undergraduate men on 234 college campuses. The four cornerstones of Kappa Sigma are fellowship, leadership, scholarship, and service. The Huntingdon Chapter of Kappa Sigma began as a colony on January 23, 1981.

The **Panhellenic Council** serves as the governing body for sororities on campus. The council is responsible for setting policies and regulations that concern the sorority system. Panhellenic focuses on the fostering of friendship, promotion of shared values, academic excellence, and the pursuit of leadership roles in chapters, on campus, and within the community. The Huntingdon College Panhellenic Council was founded as the Panhellenic Association in the 1970s.

Sigma Phi Epsilon Fraternity was founded at Richmond College, now the University of Richmond, on November 1, 1901, on the Cardinal Principles: Virtue, Diligence, and Brotherly Love. Today, the Fraternity has grown to more than 262,000 lifetime members, including 13,500 undergraduates on 260 campuses in the United States. Sigma Phi Epsilon is currently the largest fraternity in terms of undergraduate enrollment. The Alabama Zeta chapter at Huntingdon was formed in February of 1977 and is committed to the national organization's mission of "Building Balanced Leaders for the World's Communities."

HONOR SOCIETIES

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

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 and have completed at least three semester courses in biological sciences. This honor society for biology students encourages undergraduate research.

Kappa Delta Epsilon is an honorary professional education fraternity, the purpose of which is to promote the cause of education by fostering a spirit of fellowship, high standards of scholastic attainment, and professional ideals among its members.

Lambda Pi Eta (LPH) is the official communication studies honor society of the National Communication Association (NCA). Lambda Pi Eta has over 400 active chapters at four-year colleges and universities worldwide. LPH was founded in 1985 at the University of Arkansas and became a part of the National Communication Association (NCA) in 1988 and the official honor society of the NCA in July 1995.

Omicron Delta Kappa, the National Leadership Honor Society, was founded December 3, 1914, at Washington and Lee University in Lexington, Virginia, by 15 student and faculty leaders. The Huntingdon College Circle of Omicron Delta Kappa was formed on April 18, 1989. There are over 300 chapters of Omicron Delta Kappa across the United States. The Society recognizes achievement in scholarship, athletics, campus involvement, community service, religious activities, campus government, student media, and the creative and performing arts.

Phi Eta Sigma was founded by three distinguished Phi Beta Kappa members, professors, and administrators at the University of Illinois on March 22, 1923, to encourage and recognize high scholastic achievement among members of the freshman classes. The Huntingdon College chapter of Phi Eta Sigma was founded on April 22, 1986. Those elected to membership include those who have a cumulative grade-point average of at least 3.5 on a 4.0 scale at the end of any first year, full-time curricular period, provided they have carried a normal academic load acceptable toward a bachelor's degree and rank in the upper 20 percent of their class.

Pi Alpha Sigma is a local honor society founded at Huntingdon College in November 2005. Pi Alpha Sigma recognizes academic excellence among students majoring in athletic training, human performance, and coaching education. Students must be a junior or senior and have a 3.0 GPA in their major to be considered for membership.

Sigma Beta Delta is an honor society for students in business, management, and administration. It serves institutions which offer baccalaureate and graduate degrees in business, management, and administration where the institution holds accreditation from one of the six regional accrediting bodies but not specialized accreditation in business. Membership in Sigma Beta Delta is the highest national recognition a business student can receive at a college or university with a Sigma Beta Delta chapter. To be eligible for membership, a business student must rank in the upper 20 percent of the junior or senior class and be invited to membership by the faculty officers. The Huntingdon chapter was founded in 1994.

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's central purpose is to confer distinction upon students of English language and literature in undergraduate, graduate, and professional studies. Sigma Tau Delta also recognizes the accomplishments of professional writers who have contributed to the fields of language and literature. Sigma Tau Delta has over 600 active chapters, more than 900 faculty sponsors, and inducts approximately 7,000 members annually.

Theta Alpha Kappa was founded in 1976 at Manhattan College in Riverdale, New York. Theta Alpha Kappa is the only national honor society serving the needs of those involved in the study of religion and/or theology at both the baccalaureate and post-baccalaureate levels of higher education. Honoring excellence in these academic fields is its primary purpose, and it currently hosts over 200 local chapters throughout the United States at institutions both large and small, public and private.

Music

The **Basketball Pep Band** performs at all Men's and Women's home Basketball games. This elite group of musicians includes traditional band instrumentation as well as other non-traditional band instruments.

The **Huntingdon College Concert Choir** is an ensemble of talented undergraduate students who represent a wide array of academic disciplines. The Concert Choir performs at special events throughout the year including Convocations, Lessons and Carols, and Reunion Weekend. The Concert Choir is open to all students with a love for vocal music.

The **Huntingdon First Marching Band**, founded in 2006, is the only NCAA Division Three marching band in the Southeastern United States. The band performs at home games and travels with the football team to select away games. The Huntingdon First includes majorettes, a color guard, and a full collegiate marching squad.

The **Huntingdon Jazz Ensemble** is the premier instrumental and vocal jazz ensemble at Huntingdon College. Membership in the Jazz Ensemble is by audition only.

Indoor Percussion is a competitive drumming ensemble that incorporates drill movements similar to marching bands and uses both marching and concert percussion instruments to perform.

Tau Beta Sigma, a National Honorary Band Sorority, was founded at Texas Tech University in 1938, provides service to collegiate bands, encourages the advancement of women in the band profession, and promotes and enriches an appreciation of band music through recognition, leadership, development, and education of its members.

Kappa Kappa Psi, a National Honorary Band Fraternity, was founded on the campus of Oklahoma State University in 1919 to serve the College and University band programs. Kappa Kappa Psi provides service to collegiate bands, encourages the advancement of men in the band profession, and promotes and enriches an appreciation of band music through recognition, leadership, development, and education of its members.

The **Wind Ensemble** is an elite ensemble which features the most outstanding brass, woodwind, and percussion players at Huntingdon College. The Wind Ensemble explores new literature and performs masterworks of the wind band era. The wind ensemble also works with outstanding guest performers and guest conductors.

The **Winter Guard** is an indoor color guard that performs during the spring semester. Members perform to recordings of various musical genres. The Winter Guard will perform using dance, acrobatic features, and, most of all, with various pieces of equipment including flags, rifles, and sabers. Major competitions worldwide are sanctioned and managed by Winter Guard International.

POLITICAL AND SOCIAL ACTION

The **College Democrats** are affiliated with the College Democrats of America (CDA) which was founded in 1932 to boost the presidential campaign of Franklin Delano Roosevelt. The CDA is the official student outreach arm of the Democratic Party. It aims to train and engage new generations of Democratic activists and shape the Democratic Party with voices from America's youth. In election years, College Democrats work hard to mobilize student voters and recruit volunteers for Democratic campaigns, from town council to President of the United States. In 2004, CDA recruited activists on more than 1,200 campuses in all 50 states.

The **College Republicans** are affiliated with the College Republican National Committee (CRNC), which is the nation's oldest and largest youth political organization. Founded in 1892, the CRNC currently has over a quarter of a million members on over 1,800 campuses nationwide. The organization's purpose is to raise the political awareness of the college community. 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. Membership is open to any Huntingdon student who has an interest in supporting the Republican Party.

The **Political Science Club** is open to anyone at Huntingdon enrolled in a political science class or who is interested in political science. Events include special guest speakers, discussions, field trips, and social events. Diverse political views are welcomed.

The **Huntingdon College Women's Center** serves and represents the women of the Huntingdon community. Through awareness and advocacy, through a series of programs and events including film festivals, dramatic readings, Domestic Violence Awareness Week, and Women's History Month, the HC Women's Center educates and empowers women students, faculty, staff, and the surrounding community. All women and men are invited to attend their regular meetings where gender-relative issues and problems are addressed.

RELIGIOUS

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 brought together by a common loyalty to the Christian faith and has as its purpose to involve the campus community through inquiry, concern, prayer, and weekly worship opportunities in a search for deeper meaning and experiences of the Christian faith. To accomplish this, CMA sponsors a varied program of religious activities on campus which include weekly Bible Studies, spiritual retreats, opportunities for community prayer, accountability groups, social service ministries, mission trips, and other events. This organization is advised by the College Chaplain.

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."

The **Praise Dance Team** 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 to expand the idea of traditional worship to include the dance art form.

STUDENT GOVERNMENT

Founded in 1914, the Student Government Association of Huntingdon College (then named the Woman's College of Alabama) has a rich tradition of serving the student body. The purpose of the Student Government Association (SGA) is to advocate students' rights, to facilitate communication between administration, faculty, and the student body, to promote the qualities of justice, leadership, and integrity, and to better the Huntingdon College community and the Montgomery community. The SGA is also the parent organization to all student organizations on campus. The SGA is comprised of the Executive Board, the Senate, Freshmen Forum, and the Judicial Board. All registered clubs and organizations are members of the Student Government Association.

The **Commuter Student Caucus** is open to all students who live off campus. The Commuter Student Caucus promotes student involvement, addresses the needs and concerns of commuter students, promotes student leadership, and gives commuters a voice in the Student Government Association.

The purpose of the **Freshmen Forum** is to sponsor activities that cater to the needs of the freshmen class and make the class as a whole more active and feel more connected to Huntingdon College. Up to fifteen first year students are selected to serve on The Freshmen Forum through an application and interview process. The Freshmen Forum hosts the annual Huntingdon Haunted House as well as multiple socials and service projects during their first year at Huntingdon.

The **Judicial Board** is composed of a Chief Justice, eight justices, and is overseen by the Dean of Students. The Huntingdon College Judicial Board may have jurisdiction over all cases arising under the College's Behavioral Expectations for Students, other than those cases that have been processed administratively by the College.

The **SGA Executive Cabinet** includes the President, Vice President, Treasurer, Director of Intramurals, Director of Publicity, Director of Special Activities, Director of Student Activities, Director of Volunteer Action, and the SGA Webmaster. Additional information about the responsibilities of each cabinet member can be found in the SGA Constitution.

The **SGA Senate** meets weekly, and its meetings are open to all faculty, staff, and students. Voting members of the SGA Senate include all class officers, the Freshmen Forum Director, the Chief Justice of the Judicial Board, the Publications Union Board Chairperson, the SGA Executive Cabinet, and a representative from each registered student organization.

STUDENT MEDIA

Bells and Pomegranates is the Huntingdon College yearbook. The editorial staff is dedicated to producing a yearbook that commemorates the school year at Huntingdon College which includes daily life, special events, student organizations, the students, faculty, and staff. All students who are interested in celebrating and recording the essence of Huntingdon life through the production of the annual yearbook should consider joining the Bells and Pomegranates staff.

The Gargoyle, the Huntingdon College student newspaper, has a two-fold purpose. First, it serves as an instructional tool, providing practical experience for students interested in journalism. Second, it tries to reflect plurality of thought and action in the College community by offering news of interest and significance to its readers and by presenting a forum for the exchange of opinions and information.

The Prelude is Huntingdon's literary magazine featuring selections of art and creative writing submitted by students and faculty. The magazine is edited by a student editor, selected by the Prelude advisor and the faculty of the English program, according to current standards of literary merit. The Prelude serves the academic community by providing students with an opportunity to express in literary form their feelings and ideas, by offering to the College community as a whole a stimulating and provocative representation of student writing, and by encouraging the free exploration of originality and significance through the celebration of the life of the mind.

OTHER ORGANIZATIONS

The **Campus Activities Board (CAB)** works together with the Student Government Association to create, organize, and implement a variety of co-curricular activities and events that promote friendship and interaction among students, faculty, and staff. The CAB hosts bowling socials, the fall festival, roller skating parties, an annual Masquerade Ball, the Miss Huntingdon Pageant, the Toga Party, Coffee House Series, and more.

The **Diamond Dolls** is a select group of young women who devote countless hours to the Huntingdon Hawks baseball program. The Diamond Dolls duties include selling game programs, volunteering at the concessions stand, selling tickets to Huntingdon College baseball games, and supporting the individual baseball team members.

The **Huntingdon College Cheerleaders** combine athleticism and enthusiasm to promote Huntingdon spirit and pride. The team shares their school spirit by performing at Men's Basketball, Women's Basketball and Football games and at various Huntingdon functions and rallies. Auditions are held during the spring semester.

The **Huntingdon College Dance Team** is an exciting new addition for spring 2007. This program consists of an auditioned group of dancers who perform at Huntingdon College football games in coordination with the Marching Band during the fall and choreograph their own routines during basketball season in the spring. These performances consist of sideline and halftime routines. The role of the Huntingdon College Dance Team is to build spectator morale and promote school spirit.

Huntingdon College **First-Year Orientation Guides (FROGS)** 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.

The **Huntingdon Ambassadors** is a program within the Department of Institutional Advancement. It is composed of a group of exemplary Huntingdon students who are selected to serve as liaisons between the Department of Institutional Advancement, the alumni, the student body and the community. These young men and women also assist the College's Church Relations office in making contact with the churches of the Alabama West Florida Conference of the United Methodist Church. A new group of 6-10 students are chosen every September. An ambassador's term only lasts one year and cannot be repeated, allowing other qualified Huntingdon students the opportunity to have this experience.

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

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.

The **Student Athletic Advisory Committee** represents student athletes from each NCAA intercollegiate team at Huntingdon College. They are advocates for student athletes who help to design and implement programs that encourage academic achievement, health awareness, and social responsibility.

Tennis on Campus is a club sport team that is open to all students, faculty, and staff members at Huntingdon College. Their purpose is to increase the awareness of tennis on campus, create a healthy environment, and to encourage exercise. Participants will have the opportunity to compete with teams from other colleges and universities. No previous experience is required.

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. Those interested in theater may become 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." Additional community service opportunities are available through the SGA Center for Volunteer Action.

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 **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 most outstanding registered student organization which has been the most active at Huntingdon College.

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 distinguished academic achievement (GPA), character, leadership, and service above fellow prospective graduates.

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 distinguished academic excellence (GPA), high moral character, leadership, and service above and beyond peer students.

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; 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 Senator Award** is presented yearly to the Senator chosen by the Student Government Association 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 **Algie Hardwick Hill Prize in Creative Writing** is given each year to a student who, in the opinion of the English Program, 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 **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. 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 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 distinguished college, community, and/or professional service above student peers.

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 nationally outstanding campus leaders. Nominees are selected by the Faculty 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 female student whose exemplary service to the Huntingdon community, through the Women's Center, has greatly benefited the women of the community.

STUDENT RESOURCES

A broad array of support services and resources are available to the students of Huntingdon College including the **Office of the Chaplain**, the **Office of Student Involvement and Leadership**, the **Center for Career and Vocation**, the **Office of Health Services**, and the **Office of Technology and Support Services**. 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. The College's 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 Special Assistant to the President for Learning Enrichment 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 Special Assistant to the President for Learning Enrichment 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 Director of Health 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 2007-2008 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 in December (Fall Semester), the second beginning in January and ending in May (Spring Semester). The official College calendar for 2007-2008 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). 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 Students. The Dean of Students will assume responsibility for notifying the student's advisor(s), the Academic Dean, and for investigating the reported absences. The Dean of Students will report back to the Academic 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 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 Academic Affairs.

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 Academic Progress (see page 41) 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 freshman and 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 Vice President of Academic Affairs (Academic Dean), or in the case of a student who has not declared a major, with the permission of the Academic Dean. 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 Financing a Huntingdon Education 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 Academic 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 Academic Dean for rescheduling consideration. All requests for rescheduling examinations, except for unforeseeable circumstances, must be submitted at least three weeks before the start of exams.

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 by the Office of the Registrar from courses 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 Academic Dean. To add or drop a course, a student must bring an 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.

The dates for changes in registration for the Summer Session are published in the Summer Bulletin.

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 submitting in person to the Office of the Registrar a completed **Course Withdrawal Form** signed by the student, the instructor, and by the student's academic advisor. 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 (P/NC)

A student who chooses to take a graded course on a Pass/No Credit (P/NC) basis must complete the **Application for a Course to be Evaluated on a 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 the 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 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 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, Academic 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 receive more than 90 hours of transfer credit;
- 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 taken through the Montgomery Higher Education Consortium).

Refer to the section titled Application for Graduation (page 43) for additional restrictions on transfer credit that apply to candidates for graduation.

An official transcript showing completion of coursework must be sent to the Office of the Registrar at Huntingdon College from the original institution 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/No Credit basis (or the equivalent), 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 provided that the examination area is comparable to a course offered for credit at Huntingdon College.

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 regular 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), the Teacher Certification Officer (if the student is seeking teacher certification) and the Registrar (see page 54 for additional information). **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 any course or courses being offered at Huntingdon College in the same semester or term;

Refer to the section titled Application for Graduation (page 43) for additional restrictions on transfer credit that apply to candidates for graduation.

For Consortium coursework, the title, grade, quality points, and credit 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 GPAs 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 points 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 Academic 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 the GPA. The student will be notified in writing of all grade adjustments and the effects on the applicable semester's 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, is not calculated in 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 Withdrawal 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 Withdrawal 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 (studio instruction), art (ceramics), etc., cannot be audited. Audited courses do 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 x 4	=	12 quality points
3 semester hours with a	B x 3	=	9 quality points
3 semester hours with a	C x 2	=	6 quality points
3 semester hours with a	D x 1	=	3 quality points
<u>3 semester hours with an</u>	<u>F x 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 Academic 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 Academic Affairs for a current copy of the academic grievance procedure.

ACADEMIC HONORS

DEAN'S LIST

At the end of each regular semester, the Academic Dean 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), including all temporary notations (e.g. "IB"), on a student's grade report precludes the student's inclusion for these honors.

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's 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 and 3.75, respectively. 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 and have a GPA of 3.75 or higher.

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, a grade of B or higher in Program Honors 491, and a final cumulative grade point average of 3.50 or higher (see page 53 for additional information).

ACADEMIC STANDING

CLASSIFICATION OF STUDENTS

Class designation is based on the number of hours the degree seeking 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 at the 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 point 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, awarded due to AP, CLEP, IB, or DANTES examinations, 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 academic status (i.e. good standing, Scholastic Probation, Academic Suspension) 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 lifted. Students who have been suspended must petition the Academic Dean 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 in which suspension is assigned.

WITHDRAWAL FROM THE COLLEGE

Students wishing to withdraw from the College 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, and the Director of Financial Services.

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 stated 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) 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 Academic Dean. 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 (i.e. “W”); otherwise, the grade will be “F” in each course.

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 (Fall or Spring). 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 as long as the student returns within the time frame agreed upon in the Application for Leave of Absence. A leave does not guarantee housing, financial aid, or course availability upon the student’s return.

Upon readmission, students must reapply for financial aid according to the Office of Student Financial Services 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 Office of Student Financial Services for processing. During the busiest periods (processing of final grades, registration, graduation), transcript processing 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, an individual may also receive official copies of his or her transcript which are stamped “Issued to Student.”

The initial transcript issued 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 upon 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 or on the College's web site.) 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 of records sent in this manner.

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 Office of Student Financial Services to notify the Office of the Registrar of the release of the transcript hold.

APPLICATION FOR GRADUATION

All students must file with the Registrar an application to graduate. The form is available from the Office of the Registrar upon confirmation of a student's feasibility of completion prior to the upcoming annual Commencement after the Spring Semester. 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 immediately 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.

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 (REAP) (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

OVERVIEW

Huntingdon College's School of Liberal Arts 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 these general degree requirements, a program of liberal education suited to his or her particular needs and interests. Specifically, the undergraduate must fulfill the General Degree Requirements, complete the Core Curriculum, and complete a Major as described below.

GENERAL DEGREE REQUIREMENTS

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 bachelor's degree is 120 semester hours.
 - At least 25% of the hours required for graduation (30 hours) 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.
 - At least 90 semester hours or a minimum of three-fourths of the academic work completed must be earned on a graded basis.
- Complete the requirements of the Core Curriculum as described in the paragraphs below.
 - Each course used to fulfill the Core Curriculum must be completed on a graded basis.
- Complete the requirements of a Major as described in general below and in detail in the section titled Courses of Study.
 - 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.
 - A maximum of 42 semester hours in a discipline may be credited toward the 120 hour degree requirement.
 - Transfer students must earn a minimum of nine semester hours within the major at Huntingdon College. Of these nine hours at least three hours must be numbered 300 or above.
- 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.
- Participation in local and or national program testing in the major field, administered on Assessment Day (formerly referred to as Senior Test Day), is also required of all students.
- Successful completion of the Basic Computer Competency Test (see page 48).
- A completed graduation application (see page 43).
- 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," except 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.

CORE CURRICULUM

As a liberal arts, Methodist-related institution, Huntingdon College provides a core curriculum that supports the mission of the College. To this end 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 notations regarding which courses are required during the first academic 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 (the student 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 (the student cannot drop or withdraw) during the student's first year of enrollment - English Composition I during the Fall Semester and English Composition II during the Spring Semester (assuming successful completion of Composition I).** Students with a score of 28 or higher on the English sub-score of the ACT are exempt from the first composition course (ENGL 103, English 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 (including transfer students) are required (the student cannot drop or withdraw) to take one course in religion during each of the first two semesters of enrollment.** These first courses must be from the Judeo-Christian Tradition Part I, unless transferring in equivalent credit, in which case courses from the Judeo-Christian Tradition Part II will be substituted.
 - **A student admitted as a New Freshman or admitted as a Transfer with less than 57 hours is required to complete a total of four courses (12 hours) of Religion at Huntingdon.** Beyond the six hours of Religion required during the first year, new Freshman or transfer students with fewer than 57 hours must take two additional courses, selected from the Judeo-Christian Tradition Part II list (see below).
- 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, are 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 the individual, economic, or political forces that influence society.

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 (the student cannot drop or withdraw) first semester of enrollment.	

II. COMMUNICATION: WRITTEN AND ORAL

Written Communication		
English (ENGL)		6 hours
103	English Composition I ²	3
104	English Composition II ³	3
	² Required (a student cannot drop or withdraw) Fall Semester of first year of enrollment.	
	³ Required (a student 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 (a student cannot drop or withdraw) Fall Semester of first academic year of enrollment.	
	⁵ Required (a student cannot drop or withdraw) Spring Semester of first academic 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
321	History of Christianity I	3
322	History of Christianity II	3
323	Paul and His Letters	3
325	Johannine and other New Testament Texts	3
345	Methodism	3
400	Special Topics - Christian Theology and Ethics	3
401	Special Topics -Bible	3

Note: Most 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

Music (MUS)	
210	Music Appreciation

Literature		6 hours
two courses chosen from:		

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

VI. SCIENCE AND MATHEMATICS

Biological Science Requirement		3 hours
one course chosen from:		

Biology (BIOL)	
101	Principles of Biology
161	Environmental Science

Physical Science Requirement		3 hours
one course chosen from:		

Chemistry (CHEM)	
105	General Chemistry I

Physical Science (PHSC)	
102	Physical Science

Mathematics Requirement		3 hours
one course chosen from:		

Mathematics (MATH)	
175	Mathematical Concepts for the Natural and Social Sciences
176	Mathematical Concepts in the Digital Age
255	Calculus I

VII. SOCIAL SCIENCE

Social Science Requirement		3 hours
one course chosen from:		

Economics (ECON)	
201	Principles of Microeconomics

Psychology (PSYC)	
201	General Psychology

Political Science (P SC)	
201	American Government

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 initially matriculated, although they have the option of meeting requirements in a major that may have been changed subsequent to matriculation by changing catalogs. Transfer students must earn a minimum of nine semester hours within the 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 an Academic Advisor 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 hour degree requirement. Students who exceed the 42 hour limit in a discipline increase the total number of academic hours required for graduation respectively (the number of hours in excess determines the additional hours required).

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

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 Academic Dean. The final proposal for the Self-Designed Interdisciplinary major must be submitted by the Academic Dean 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 an interdisciplinary major is 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 his/her 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. No more than six hours applied toward the requirements of a major may also be applied toward the requirements of a minor.

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 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 School of Liberal Arts is divided into four departments each of which consist of multiple academic programs. The individual academic programs offer a variety of disciplinary courses, majors, minors and teacher certification options. The names of the four departments, and the corresponding programs, are outlined below. To assist the reader, the page numbers for each program are listed following the name of the program.

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**.

DEPARTMENT OF BUSINESS AND APPLIED SCIENCES

Athletic Training Program	page 58
Business Program	page 61
Coaching Education Program	page 65
Communication Studies Program	page 66
Human Performance Program	page 68

DEPARTMENT OF HUMANITIES

Art Program	page 58
History Program	page 67
Language and Literature Program	page 69
Music Program	page 72
Religion Program	page 75

DEPARTMENT OF MATHEMATICS AND NATURAL SCIENCES

Biology Program	page 60
Chemistry Program	page 63
Mathematics Program	page 71

DEPARTMENT OF SOCIAL SCIENCES

Political Science Program	page 74
Psychology Program	page 74
Teacher Education Program	page 76

PRE-PROFESSIONAL STUDIES

In addition to the majors, minors, and teacher certification options the academic programs support both disciplinary and interdisciplinary recommended courses of study to prepare students for a variety of professional programs. The listing are suggested courses, in most cases, above and beyond a major designed to prepare the student for the corresponding professional or graduate school.

DUAL DEGREE—ENGINEERING

DR. ANTHONY J. CARLISLE, 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 Dual-Degree Advisor 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, 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, ADVISOR

Students interested in pursuing these professions upon graduation from Huntingdon should meet with an advisor during or before their first preregistration. 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, 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 four-year undergraduate degree for admission. Although there are required courses in other areas, the required science courses are listed on page 85.

PHYSICAL THERAPY

DR. J. SHELBY SEARCY, 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 course work. 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 85.

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 86

Minor: Aerospace Studies

Disciplinary Courses:

Aerospace Studies (AERO) page 90

MILITARY SCIENCE STUDIES..... PAGE 86

Minor: Military Science

Disciplinary Courses:

Military Science (MILS) page 122

TEACHER EDUCATION PROGRAM

DR. ANNE REITZAMMER, 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 with 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, 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 Student Financial Services.

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 84.

VETERINARY MEDICINE

DR. PAUL GIER, 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 Department Chair, must be submitted to the Office of the Registrar prior to the semester during which the project will be pursued (contact the Office of the Registrar for additional information). 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 the 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 in the Center for Career and Vocation 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 cumulative 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 Academic 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 118). Interested students should contact Dr. Paul Gier for further information.

Huntingdon College is a member of the Montgomery Higher Education Consortium with Auburn University Montgomery and Faulkner University. In keeping with the desire to provide a complete and flexible educational opportunity for students in the Montgomery area, Huntingdon College has agreed to a cross-enrollment arrangement with Auburn University Montgomery and with Faulkner University. Under this agreement, it is possible for a fully admitted student enrolled at Huntingdon to have access to courses offered either at Auburn University Montgomery or Faulkner. The specific details of this agreement are as follows:

1. Students officially registered and enrolled on a full-time basis in one institution will be allowed to cross-enroll in an other institution for a maximum of one regular course, or the equivalent, during a given term.
2. All academic courses of either institution are subject to cross-enrollment.
3. Tuition and registration fees will be waived by the host institution, but the cross enrolled student will be obligated to pay the host institution all laboratory fees and other special charges normally made for certain courses.
4. Cross-enrollment must occur during coinciding terms. If the student's enrollment status at the home institution changes during the term, he or she may remain enrolled at the host institution by paying all normal tuition and fees retroactive to the beginning of the term.
5. Students will be cross-enrolled only at the approval of their dean and upon presentation of cross-enrollment permission forms to the Enrollment Services Office at the host institution.
6. Cross-enrolled students are subject to all other rules and regulations of the host institution.
7. At the request of the student, the Enrollment Services Office of the host institution will forward all grades of cross-enrolled students to the Enrollment Services Office of the home institution at the end of each term. Official transcripts are subject to the usual and customary fees.

Additional information and the required paperwork are available from the Office of the Registrar.

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

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 preregistration 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 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 fourth year and is led by Eric A. Kidwell, Director of the First-Year Experience Program.

The mission of the 2007 First-Year Experience Program at Huntingdon is to mentor new students during their transition into the Huntingdon College community. The First-Year Experience seeks to promote academic excellence and assist students in becoming successful members of Huntingdon campus life. 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 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, the Honor Code, developing academic and life skills, and career exploration. This course will meet once a week during Fall 2007 Semester. 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 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



ART PROGRAM

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

ACADEMIC DEPARTMENT: HUMANITIES

DEPARTMENT CHAIR: JACQUELINE A. TRIMBLE, Ph.D.

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

Disciplinary Courses:

Art (ART) page 90

MAJOR IN ART:

Art (ART)	39 hours
201 Two Dimensional Design	3
202 Three Dimensional Design	3
203 Drawing	3
207 Ceramics	3
250 Painting	3
303 History of Art I	3
304 History of Art II	3
401 Advanced Studio I	3
402 Advanced Studio II	3
499 Senior Capstone in Art: Art Series and Exhibition	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.

ATHLETIC TRAINING EDUCATION PROGRAM

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

ACADEMIC DEPARTMENT: BUSINESS AND APPLIED SCIENCES

DEPARTMENT CHAIR: CINZIA BALIT MOUSSALLI, Ph.D.

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 Athletic Training Education Programs (CAATE). Graduation from Huntingdon College does not guarantee NATA-BOC Certification.

Disciplinary Courses:

Athletic Training (ATHT) page 92

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 specific admission criteria. Also, due to the required educational competencies and proficiencies that have been established by the National Athletic Trainers' Association as essential for the entry-level athletic trainer, Technical Standards have been established which students must meet in order to achieve 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. Submission of a letter of "intent to apply" to the coordinator of the ATEP by March 15.
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. Submission of a written request to the Program 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 Program 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 any courses, a copy of the syllabi 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 64 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)	20 hours
301 Training and Conditioning for Performance	3
302 Organization and Administration in Human Performance Programs	3
306 Adapted Physical Activity Programs	3
310 Nutrition and Exercise	3
314 Community Health	2
408 Kinesiology	3
433 Physiology of Exercise	3
Psychology (PSYC)	3 hours
201* General Psychology	3

BIOLOGY PROGRAM

PROGRAM COORDINATOR: PAUL J. GIER, Ph.D.

ACADEMIC DEPARTMENT: MATHEMATICS AND NATURAL SCIENCES

DEPARTMENT CHAIR: ERASTUS C. DUDLEY, Ph.D.

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.

Disciplinary Courses:

Biology (BIOL)	page 94
Marine Science (MSCI)	page 118

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

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

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

MAJOR IN CELL BIOLOGY:

The major requires completion of 57 hours.

Biology (BIOL)	(at least) 24 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
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)	16 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	3
315 Organic Chemistry I Laboratory	1
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
417 Comparative Anatomy	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 Sessions at the Dauphin Island Sea Laboratory.

Marine Science (MSCI)	18 hours
Electives in Biology	3
Electives in Marine Science	15

BUSINESS PROGRAM

PROGRAM COORDINATOR: CINZIA BALIT MOUSSALLI, Ph.D.

ACADEMIC DEPARTMENT: BUSINESS AND APPLIED SCIENCES

DEPARTMENT CHAIR: CINZIA BALIT MOUSSALLI, Ph.D.

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.

Disciplinary Courses:

Accounting (ACCT)	page 89
Business Administration (BADM)	page 96
Economics (ECON)	page 107

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

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

The Business Program includes core courses that introduce students to Accounting, Economics, Finance, Management, and Marketing, as well as the quantitative skills and the legal and ethical challenges surrounding businesses.

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 in Accounting seeks to prepare students with the skill-based competencies needed by entry-level accounting professionals. The fifth-year option in Accounting is a preparation for the Certified Public Accounting (CPA) exam. The major requires the 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

Note: Students majoring in Accounting cannot minor in Business Administration.

FIFTH YEAR OPTION - ACCOUNTING MAJOR (ADDITIONAL 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 (BADM)	9 hours
Three courses chosen from:	
306 International Business	3
315 Organizational Theory and Behavior	3
333 Entrepreneurship	3
406 Human Resource Management	3

MAJOR IN BUSINESS ADMINISTRATION:

The major in Business Administration seeks to develop managerial and leadership skills by focusing on a better understanding of organizations, human resources, and entrepreneurship in a domestic as well as a global business environment. The major requires the completion of 45 hours.

Program Core Curriculum	33 hours
Business Administration (BADM)	12 hours
one course chosen from	3
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 Management	3

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

MAJOR IN BUSINESS ADMINISTRATION WITH ENDORSEMENT IN ECONOMICS AND FINANCE:

At the end of the sophomore year, a business administration major with a minimum cumulative GPA of 3.0, who has completed the mathematics core requirement (MATH 255 recommended), ECON 201 and ECON 202, with a grade of B or better, will be eligible to follow the Endorsement in Economics and Finance track. The major and endorsement require completion of 48 - 54 hours.

The major in Business Administration with the Endorsement in Economics and Finance seeks to develop leadership skills by emphasizing logical thinking and analytical skills. The major offers advanced courses in Economics, Finance, and Mathematics, as well as a capstone research course that leads to a deeper understanding and analysis of decision making in a domestic and global economy. In addition, students will demonstrate competency in a foreign language.

A student with a grade of "B" or better in each of the following courses (21 hours beyond the program core) will graduate with a 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

Economics (ECON)

305 Financial Institutions 3

407 Intermediate Microeconomic Theory 3

408 Intermediate Macroeconomic Theory 3

410 Comparative Economic Studies 3

Mathematics (MATH)

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**0 - 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

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

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.

CHEMISTRY PROGRAM

PROGRAM COORDINATOR: MAUREEN KENDRICK MURPHY, Ph.D.

ACADEMIC DEPARTMENT: MATHEMATICS AND NATURAL SCIENCES

DEPARTMENT CHAIR: ERASTUS C. DUDLEY, Ph.D.

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

Disciplinary Courses:

Chemistry (CHEM) page 98

Physical Science (PHSC) page 126

Physics (PHYS) page 126

MAJOR IN CHEMISTRY:

The major requires completion of 55 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 3

307 Advanced Inorganic Chemistry 3

315 Organic Chemistry I Laboratory 1

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.

385	Research in Chemistry/Biochemistry	1
409	Physical Chemistry I	3
410	Physical Chemistry II	3
419	Physical Chemistry I Laboratory	1
420	Physical Chemistry II Laboratory	1
485	Research in Chemistry/Biochemistry	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	3
315	Organic Chemistry I Laboratory	1
316	Organic Chemistry II Laboratory	1
321	Analytical Chemistry I	4
385	Research in Chemistry/Biochemistry	1
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
485	Research in Chemistry/Biochemistry	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

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 attend graduate school should 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)		18 hours
105*	General Chemistry I	3
106	General Chemistry II	3
115	General Chemistry I Laboratory	1
116	General Chemistry II Laboratory	1
Electives in Chemistry		10
at least one of the following must be included in the elective hours		
Chemistry (CHEM)		
305	Organic Chemistry I	3
306	Organic Chemistry II	3
315	Organic Chemistry I Laboratory	1
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.

COACHING EDUCATION PROGRAM

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

ACADEMIC DEPARTMENT: BUSINESS AND APPLIED SCIENCES

DEPARTMENT CHAIR: CINZIA BALIT MOUSSALLI, Ph.D.

The Coaching Education Program offers a major in Coaching Education.

Disciplinary Courses:

Coaching Education (CED)..... page 101

The Coaching Education (CED) major is a systematic educational curriculum designed to meet a rising need for individuals who are qualified to coach. Students can be assured they have completed a sound curriculum based on the National Standards for Sport Coaches (NSSC, 2nd edition) as published in 2006 by The National Association for Sport and Physical Education (NASPE)..

The CED Program’s goal is to ensure graduates have learned the art and science of coaching and are qualified to provide safe, enjoyable sport participation opportunities, so they can provide athletes with positive skill development experiences. Specifically, content emphasis will focus on sound ethics and 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.

MAJOR IN COACHING EDUCATION:

The major requires the completion of 66 hours.

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.	
Coaching Education (CED)	17 hours
325 Sport Leadership	3
two courses chosen from	4
341 Principles of Coaching Baseball/Softball	2
342 Principles of Coaching Basketball	2
343 Principles of Coaching Football	2
344 Principles of Coaching Volleyball/Softball	2
410 Methods of Sport Instruction/Assessment	4
471 Sport Pedagogy Practicum	6
Human Performance (HP)	35 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
207 Emergency Medical Care	1
301 Training and Conditioning for Performance	3
302 Organization and Administration in Human Performance Programs	3
304 Human Wellness and Lifetime Fitness	3
306 Adapted Physical Activity Programs	3
310 Nutrition and Exercise	3
314 Community Health	2
320 Motor Behavior and Development	3
408 Kinesiology	3
433 Exercise Physiology	3
Psychology (PSYC)	3 hours
201* General Psychology	3

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

COMMUNICATION STUDIES PROGRAM

ACTING PROGRAM COORDINATOR: JERIMIAH F. MORRIS, Ph.D.

ACADEMIC DEPARTMENT: BUSINESS AND APPLIED SCIENCES

DEPARTMENT CHAIR: CINZIA BALIT MOUSSALLI, Ph.D.

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

Disciplinary Courses:

Communication Studies (CMST)..... page 102

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
305	Theories of Communication and Persuasion	3
335	Small Group Communication	3
433	Advanced Presentational Speaking	3
one course chosen from		3
311	Rhetorical Criticism	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
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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
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* Course satisfies a requirement in the College's Core.

HISTORY PROGRAM

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

ACADEMIC DEPARTMENT: HUMANITIES

DEPARTMENT CHAIR: JACQUELINE A. TRIMBLE, Ph.D.

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.

Disciplinary Courses:

Current Affairs (CAFF)	page 106
History (HIST)	page 113

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 in the Electives in History listed above.	
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.

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

HUMAN PERFORMANCE PROGRAM

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

ACADEMIC DEPARTMENT: BUSINESS AND APPLIED SCIENCES

DEPARTMENT CHAIR: CINZIA BALIT MOUSSALLI, Ph.D.

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.

Disciplinary Courses:

Human Performance (HP)	page 115
Recreation (RECR)	page 129

MAJOR IN HUMAN PERFORMANCE:

The major requires completion of a core curriculum and at least one of the following concentrations:
Exercise Science or Sport Management.

Courses selected to satisfy multiple concentrations may not be duplicated.

PROGRAM CORE CURRICULUM - 26 HOURS

Coaching Education (CED)	3 hours
325 Sport Leadership	3
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
207 Emergency Medical Care	1
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	2
320 Motor Behavior and Development	3

AREAS OF CONCENTRATION

EXERCISE SCIENCE - 29-32 HOURS

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)	18-21 hours
301 Training and Conditioning for Performance	3
310 Nutrition and Exercise	3
408 Kinesiology	3
433 Physiology of Exercise	3
442 Fitness Assessment and Exercise Prescription	3
In consultation with an academic advisor, choose one of the following two options:	3 - 6
481 Internship in Human Performance	6
499 Senior Capstone in Human Performance	3

SPORT MANAGEMENT - 24-27 HOURS

Economics (ECON)	3 hours
201* Principles of Microeconomics	3
Human Performance (HP)	3-6 hours
In consultation with an 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
312 Principles of Management	3
315 Organizational Theory and Behavior	3
406 Human Resource Management	3
One course chosen from (only one course may count toward 12 hour requirement):	
Philosophy (PHIL)	
250 Ethics: Theory and Application	3
Religion (REL)	
250 Christian Ethics	3

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

MINOR IN HUMAN PERFORMANCE:

The minor requires completion of 18 hours.

Coaching Education (CED)	3 hours
325 Sport Leadership	3
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)	3 hours
Human Performance (HP)	
104 Introduction to Team Sports	1
106 Introduction to Individual Sports and Lifetime Fitness	1
310 Nutrition and Exercise	3

LANGUAGE AND LITERATURE PROGRAM

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

ACADEMIC DEPARTMENT: HUMANITIES

DEPARTMENT CHAIR: JACQUELINE A. TRIMBLE, Ph.D.

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

Disciplinary Courses:

Creative Writing (CRWR)	page 105
English (ENGL)	page 110
French (FREN)	page 111
German (GERM)	page 112
Spanish (SPAN)	page 131
Women's Studies (WMST)	page 135

MAJOR IN ENGLISH:

The major requires completion of 36-42 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
412 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.	

Foreign Language **0-6 hours**
Each student is expected to be competent at a level equivalent to two semesters of a single foreign language (6 hours). The actual number of hours required is determined by a placement test.

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.

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 (for a total of 48 - 54 hours).

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

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

CONCENTRATION IN THEATER WITH ENGLISH MAJOR:

The English major with a concentration in Theater requires completion of an additional 18 hours: 12 hours in addition to the courses required for the English major, plus six hours that may be used to fulfill the elective requirements of the major.

Creative Writing (CRWR) (May be used to fulfill the English major electives.)	6 hours
201 Introduction to Creative Writing	3
307 Writing for Film	3
English (ENGL)	3 hours
334 Drama	3
Theater (THEA)	9 hours
213 Acting and Directing	3
316 Stage Management and Directing for Theater and Television	3
One course chosen from	3
481 Internship in Theater	3
483 Practicum in Theater	3

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.

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

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

MATHEMATICS PROGRAM

PROGRAM COORDINATOR: SALLY A. CLARK, PH.D.
ACADEMIC DEPARTMENT: MATHEMATICS AND NATURAL SCIENCES
DEPARTMENT CHAIR: ERASTUS C. DUDLEY, PH.D.

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.

Disciplinary Courses:

Computer Literacy (COMP)	page 104
Computer Science (CMPS)	page 104
Mathematics (MATH)	page 120

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 in Mathematics	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.

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.

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

MUSIC PROGRAM

PROGRAM COORDINATOR: DENNIS R. HERRICK, Ed.D.

ACADEMIC DEPARTMENT: HUMANITIES

DEPARTMENT CHAIR: JACQUELINE A. TRIMBLE, Ph.D.

The Music Program endeavors to offer superior 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.

Disciplinary Courses:

Applied Music Ensembles (MUAP)	page 125
Applied Music Performance (MUAP)	page 125
Music (MUS)	page 123
Studio Instruction	page 133

REQUIREMENTS FOR ADMISSION AS A MUSIC 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 deficient in one or more of the above proficiencies will be assisted in removing the deficiencies by enrolling in Music 105 and 106 and/or Applied Music for no credit until proficiency is demonstrated to the music faculty.

ADDITIONAL REQUIREMENTS FOR GRADUATION:

Music majors must 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 will also be expected to pass the piano proficiency or must show evidence of passing a comparable piano proficiency at a previous institution.

A student planning to continue to graduate school, or to follow a performance career, should work closely with the advisor to ensure that necessary additional preparation is accomplished.

A student planning to pursue Certification in Music Ministry by the United Methodist Church after graduation should also take the following courses:

Music (MUS)	
223 Music in Worship	3
301 Basic Conducting	3
326 Materials and Methods for Church Music Ministry	3
Religion (REL)	
201 Introduction to Christian Theology	3
345 Methodism	3

MAJOR IN MUSIC:

The major requires the completion of 37 - 41 hours.

Music (MUS)		24 hours
107 Theory and Harmony I	2	
108 Theory and Harmony II	2	
109 Sight Singing and Ear Training I	1	
110 Sight Singing and Ear Training II	1	
201 Theory and Harmony III	2	
202 Theory and Harmony IV	2	
205 Sight Singing and Ear Training III	1	
206 Sight Singing and Ear Training IV	1	
230 Composition/Improvisation	1	
312 Music of World Cultures	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	
Elective numbered 300 or above	3	

Keyboard**0 - 4 hours**

Completion or placement out of one of the following sequences:

Applied Music (MUAP)

103	Keyboard Laboratory I	1
104	Keyboard Laboratory II	1
203	Keyboard Laboratory III	1
204	Keyboard Laboratory IV	1

Music (MUS)

313	Piano Pedagogy I	2
314	Piano Pedagogy II	2

Studio Instruction**6 hours**

Designation dependant on instrument.

Applied Music (MUAP)**0 hours**

149	Performing Class (taken concurrently with Studio Instruction)	0
151	Recital Attendance (satisfactory completion each semester of attendance as a Music major)	0
200	Sophomore Performance Proficiency	0
209	Piano Proficiency	0
499A	Senior Capstone in Music: Half Recital or Project	0

Ensemble**7 hours**

	Wind Ensemble (109) or Concert Choir (115)	6
	Small Ensemble	1

MINOR IN MUSIC

The minor requires completion of 18 hours:

Music (MUS)**10 hours**

107	Theory and Harmony I	2
108	Theory and Harmony II	2
210*	Music Appreciation	3
	Music Elective(s)	3

Applied Music (MUAP)**8 hours**

151	Recital Attendance (4 semesters of satisfactory completion)	0
	Studio Instruction	4
	Ensemble (4 semesters)	4

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

POLITICAL SCIENCE PROGRAM

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

ACADEMIC DEPARTMENT: SOCIAL SCIENCES

DEPARTMENT CHAIR: ANN F. REITZAMMER, Ed.D.

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.

Disciplinary Courses:

Political Science (P SC)..... page 126

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 SC)	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 SC)	18 hours
201* American Government	3
Electives in Political Science	15

PSYCHOLOGY PROGRAM

ACTING PROGRAM COORDINATOR: ANN G. PHILLIPS, Ph.D.

ACADEMIC DEPARTMENT: SOCIAL SCIENCES

DEPARTMENT CHAIR: ANN F. REITZAMMER, Ed.D.

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 chosen will incorporate psychological principles in its training and practice.

Disciplinary Courses:

Psychology (PSYC)..... page 128

MAJOR IN PSYCHOLOGY:

The major requires completion of 36 hours.

Psychology (PSYC)	36 hours
201* General Psychology	3
203 Statistics for the Behavioral Sciences	3
204 Research Methods in the Behavioral Sciences	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

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

RELIGION PROGRAM

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

ACADEMIC DEPARTMENT: HUMANITIES

DEPARTMENT CHAIR: JACQUELINE A. TRIMBLE, PH.D.

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.

Disciplinary Courses:

Christian Education (CHED)	page 100
Philosophy (PHIL)	page 126
Religion (REL)	page 130

MAJOR IN RELIGION:

The major requires completion of 30 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
323* Paul and His Letters	3
325* Johannine and other New Testament Texts	3
one course chosen from	3
400* Special Topics - Christian 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: Theory and Application	3
Religion (REL)	
250* Christian Ethics	3

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

MAJOR IN RELIGION - MINISTRY CONCENTRATION:

The major requires completion of 30 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
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
one course chosen from	3
312* Jesus and Gospels	3
323* Paul and His Letters	3
325* Johannine and other New Testament Texts	3
one course chosen from	3
400* Special Topics - Christian Theology and Ethics	3
401* Special Topics - Bible	3
one course chosen from	3
Philosophy (PHIL)	
250 Ethics: Theory and Application	3
Religion (REL)	
250* Christian Ethics	3

Students majoring in Religion with the Ministry Concentration should also consider taking the following courses as general electives: Education 201, Foundations of Education; Education 301, Human Growth, Development, and Learning; and, Recreation 309, Outdoor Recreation.

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

MINOR IN RELIGION:

The minor is 18 hours beyond Religion 101 and 102.

Religion (REL)	18 hours
201* Introduction to Christian Theology.....	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
323* Paul and His Letters	3
325* Johannine and other New Testament Texts	3
Electives in Religion	9

TEACHER EDUCATION PROGRAM

PROGRAM COORDINATOR: ANN F. REITZAMMER, ED.D.

ACADEMIC DEPARTMENT: SOCIAL SCIENCES

DEPARTMENT CHAIR: ANN F. REITZAMMER, ED.D.

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.

Disciplinary Courses:

Education (EDUC) page 108

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

Requirements are subject to change after June 2007. Students should consult the Teacher Education Program Coordinator or the Teacher Certification Officer for the most current information. **Admission to Huntingdon College does not qualify a student for admission to the Teacher Education Program.**

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 the Teacher Education Program, after completion of at least 24 semester hours. The forms are available in the Teacher Education Program Office. 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 of at least a 2.50 cumulative grade point average overall, 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.

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

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 course work 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 four (4) professional studies courses before meeting all criteria for unconditional admission to the Teacher Education Program. Each student should read catalog course descriptions before registration to identify courses that can be taken only after the student has been admitted to the Teacher Education Program.

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 advisor. 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 fields. 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 a 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)."

STUDENT TEACHING INTERNSHIP

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

The internships in Class B programs shall be full-time in the schools for a full semester, 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. Requests for exceptions to this rule must be submitted well in advance to the Teacher Education Program Coordinator.

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.

For the elementary education programs, the internship shall include upper and lower elementary-level placements unless substantial field experiences were completed at both levels. For P-12 programs, the internship shall be divided between early childhood/elementary and middle/secondary grades. For secondary certification programs the internship shall be divided between middle/intermediate school and high school grades. For candidates who are seeking certification in two or more distinct teaching fields, an additional internship(s) shall be required (e.g., art and history).

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 cumulative 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 their Teacher Education Program advisor to monitor their programs and progress.

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
HIST 101, 102 - Western Civilization I and II	6
One course chosen from:	
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 Education 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

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 Secondary Methods	2
339 Reading in the Content Areas	3
342 Education 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	3
307 Advanced Inorganic Chemistry	3
315 Organic Chemistry I Laboratory	1
316 Organic Chemistry II Laboratory	1
321 Analytical Chemistry I	4
322 Analytical Chemistry II	4
385 Research in Chemistry/Biochemistry	1
406 Biochemistry I	3
409 Physical Chemistry I	3
410 Physical Chemistry II	3
419 Physical Chemistry I Laboratory	1
420 Physical Chemistry II Laboratory	1
485 Research in Chemistry/Biochemistry	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 $49 + 35 + 65 - 9 = 140$

CERTIFICATION IN ENGLISH LANGUAGE ARTS /MAJOR—ENGLISH**TEACHING FIELD - 54 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
331 Contemporary Literature	3

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

341	World Literature	3
411	Chaucer	3
412	Shakespeare	3
419	Critical Theory	3
499	Senior Capstone in English	3
Foreign Language		6 hours
Successful completion, or placement out of, the first year (101 and 102) of a foreign language.		
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.....		54
Hours applicable to both Teaching Field and General Studies		12
Total hours for Certification in English Language Arts		49 + 35 + 54 - 12 = 126

CERTIFICATION IN HISTORY/MAJOR—HISTORY

TEACHING FIELD - 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
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 for the Natural and Social Sciences.....	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 in Mathematics	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 PROGRAM**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 Education Technology 2

433 Assessment in Education 3

440 Classroom Management for P-12 and Secondary Education 3

498 Student Teaching in P-12 12

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

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 I 3

402 Advanced Studio II 3

499 Senior Capstone in Art: Art Series and Exhibition 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 Professional Studies..... 38****Total Hours in Teaching Field 39****Hours applicable to both Teaching Field and General Studies 3****Total Hours for Certification in Art 49 + 38 + 39 - 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
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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
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Philosophy (PHIL)

250	Ethics: Theory and Application	3
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Psychology (PSYC)

201*	General Psychology	3
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In addition, other specific courses are recommended depending on the area of engineering chosen:

AEROSPACE:

Chemistry (CHEM)

105*	General Chemistry I	3
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Computer Science (CMPS)

215	Introduction to Computer Programming	3
230	Programming in (FORTRAN)	1

Mathematics (MATH)

320	Linear Algebra	3
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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
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Physics (PHYS)

251	General Physics I	4
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CHEMICAL:

Chemistry (CHEM)

105*	General Chemistry I	3
106	General Chemistry II	3

Computer Science (CMPS)

215	Introduction to Computer Programming	3
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Physics (PHYS)

251	General Physics I	4
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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.

MINISTERIAL OR THEOLOGICAL

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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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	3
315	Organic Chemistry I Laboratory	1
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.

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

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 1
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 1
Human Performance (HP)	
408	Kinesiology 3
433	Physiology of Exercise 3
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

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

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 (AERO)

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 AERO 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 (AERO), 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 (MILS)

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 MILS 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 (MILS).

COURSES OF INSTRUCTION



COURSES OF INSTRUCTION - DEFINITIONS

This section of the catalog describes all the courses offered by Huntingdon College for this academic year. These are listed alphabetically by the corresponding discipline.

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 the **Schedule of Classes**. The Huntingdon College schedule of classes is made available on the College's web site for informational purposes before each preregistration period. 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 course 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 department chair.

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.
- 202. Elementary Accounting II.** **Cr. 3.**
Prerequisite: 201 with a grade of C or better.
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.
- 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.**
Prerequisite: 202 with a grade of C or better.
Asset valuation and the theory of matching cost with revenue.
- 302. Intermediate Accounting II.** **Cr. 3.**
Prerequisite: 301 with a grade of C or better.
Equity aspects of accounting, problems arising from price level changes, statement analysis and interpretation; managerial uses of accounting.
- 303. Intermediate Accounting III.** **Cr. 3.**
Prerequisite: 302 with a grade of C or better.
Accounting for pensions, leases, corporate income taxes, and changes in accounting principles and the preparation of the statement of cash flows.
- 321. Cost Accounting.** **Cr. 3.**
Prerequisite: 202 with a grade of C or better.
Accounting for material, labor, and manufacturing expenses. The fundamentals of costs for manufacturing and trading firms.
- 322. Managerial Accounting.** **Cr. 3.**
Prerequisite: Completion of the major core with grades of C or better.
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.
- 335. Income Tax Procedure, Individuals.** **Cr. 3.**
Prerequisite: 202 with a grade of C or better.
The methods and problems encountered in income determination for federal tax purposes.
- 340. Fundamentals of Nonprofit Accounting.** **Cr. 3.**
Prerequisite: 201 and 202 with a grade of C or better.
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.
- 371, 372. Seminar in Accounting.** **Cr. 1-3.**
Prerequisite: Permission of the Program Coordinator.
The seminar will focus on selected topics appropriate to the participants. May be repeated for credit with each change in title.
- 401. Auditing I.** **Cr. 3.**
Prerequisite: 302 with a grade of C or better.
Professional ethics, legal responsibilities, auditing standards, and the study of the internal control structure of a firm.
- 402. Auditing II.** **Cr. 3.**
Prerequisite: 401 with a grade of C or better.
Verification of accounts, use of working papers, substantive testing, and preparation of financial reports.
- 403. Advanced Accounting.** **Cr. 3.**
Prerequisite: 302 with a grade of C or better.
Preparing consolidated statements using the pooling of interests method, purchase method, and equity method in business combinations.
- 435. Advanced Income Tax, Corporations.** **Cr. 3.**
Prerequisite: 202 with a grade of C or better.
The methods and problems encountered in income determination for federal income tax purposes for corporations, partnerships, estates, and trusts.
- 441. Governmental and Not-for-Profit Accounting.** **Cr. 3.**
Prerequisite: 302 with a grade of C or better.
Introduction to budgetary and fund accounting as applied to state and local governmental units and to institutions.

- 481. Internship in Accounting.** **Cr. 1-3.**
Prerequisite: Junior or senior standing in major, at least a 2.5 average on all work attempted for the major, and completion of the internship application.
 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 Program Coordinator.
 Graded on a Pass/No-Credit (P/NC) basis only. May be repeated for up to 6 hours of elective credit. May not be used to fulfill requirements for the major or minor unless specifically listed in requirements.
- 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 Dean, and the Faculty Honors Committee prerequisite.
 This course is exempt from the 42 hour limit in the discipline.
- 499. Senior Capstone in Accounting.** **Cr. 3.**
Prerequisite: Senior standing in the major.
 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.

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)

- 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.
- 212. Elementary School Art.** **Cr. 3.**
Prerequisite: Students must be admitted to the Teacher Education Program.
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.
- 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.**
Prerequisite: 203.
The principles and techniques of basic print process: monoprints, silk-screen, craftsmanship and expressive content emphasized.
- 241. Graphic Design.** **Cr. 3.**
An introduction to commercial art and to the commercial printing medium.
- 250. Painting.** **Cr. 3.**
Prerequisite: 203.
Beginning painting with emphasis on basic principles of oil painting: color theory, composition, and techniques.
- 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. Watercolor Painting.** **Cr. 3.**
Prerequisite: 203.
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.
- 302. Figure Drawing.** **Cr. 3.**
Prerequisite: 203.
Life drawing with emphasis on learning gesture and the structural anatomy of the figure.
- 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.**
Prerequisite: 207.
Working knowledge of sculptural elements of ceramics. Emphasis on integrating three dimensional sculptural elements with the student's expressive vision.
- 313. Intermediate Photography.** **Cr. 3.**
Prerequisite: 213.
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.
- 314. Intermediate Printmaking.** **Cr. 3.**
Prerequisite: 214.
Experimentation with advanced techniques and printing processes; etching.

- 321. Secondary School Art.** **Cr. 3.**
Prerequisite: Admission to the Teacher Education Program.
 Approaches, theories, and methods of teaching art in the secondary school.
- 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.**
Prerequisite: 250.
 Exploration of advanced techniques in oil painting and various painting mediums.
- 371, 372. Seminar in Art.** **Cr. 1-3.**
Prerequisite: Permission of the Program Coordinator.
 The seminar will focus on selected topics appropriate to the participants. May be repeated for credit with each change in title.
- 401, 402. Advanced Studio I and II.** **Cr. 3.**
Prerequisite: 12 hours of art.
 These courses are 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. Each semester culminates in having a body of work geared toward exhibition, graduate schools, and/or professional careers.
- 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.**
Prerequisite: Junior or senior standing in major, at least a 2.5 average on all work attempted for the major, and completion of the internship application.
 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 Program Coordinator.
 Graded on a Pass/No-Credit (P/NC) basis only. May be repeated for up to 6 hours of elective credit. May not be used to fulfill requirements for the major or minor unless specifically listed in requirements.
- 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 Dean, and the Faculty Honors Committee prerequisite.
 This course is exempt from the 42 hour limit in the discipline.
- 499. Senior Capstone in Art: Art Series and Exhibition.** **Cr. 3.**
Prerequisite: Senior standing in major.
 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.
 This course is exempt from the 42 hour limit in the discipline.

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.**
Prerequisite: 101.
 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.

- 206. Evaluation and Recognition of Injuries to the Lower Extremity.** Cl. 3; Lb. 2; Cr. 4.
Prerequisite: 101 and 103.
 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.
- 214. Clinical Experience in Athletic Training I.** Cr. 1.
Prerequisite: Admission to the Athletic Training Education Program.
 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.
- 216. Clinical Experience in Athletic Training II.** Cr. 1.
Prerequisite: Admission to and progression in the Athletic Training Education Program.
 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 to include supportive taping, bracing, and protective equipment specific to the lower extremity. Recommended Athletic Training majors take this course concurrently with 206.
- 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. Evaluation and Recognition of Injuries to the Upper Extremity.** Cl. 3; Lb. 2; Cr. 4.
Prerequisite: 101 and 103.
 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.
- 306. Use of Therapeutic Exercise for the Management of Athletic Injuries.** Cl. 3; Lb. 2; Cr. 4.
Prerequisite: 101 and 103.
 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.
- 314. Clinical Experience in Athletic Training III.** Cr. 1.
Prerequisite: Admission to and progression in the Athletic Training Education Program.
 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, and protective equipment specific to the upper extremity. Recommended Athletic Training majors take this course concurrently with 304.
- 316. Clinical Experience in Athletic Training IV.** Cr. 1.
Prerequisite: Admission to and progression in the Athletic Training Education Program.
 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.
- 371, 372. Seminar in Athletic Training.** Cr. 1 - 3.
Prerequisite: Permission of the Program Coordinator.
 The seminar will focus on selected topics appropriate to the participants. May be repeated for credit with each change in title.

400. Evaluation and Recognition of General Medical Injuries and Injuries to the Spine. **Cl. 3; Lb. 2; Cr. 4.**

Prerequisite: 101 and 103.

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.

401. Clinical Experience in Athletic Training V. **Cr. 1.**

Prerequisite: Admission to and progression in the Athletic Training Education Program.

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 effective 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 400.

481. Internship in Athletic Training. **Cr. 3.**

Prerequisite: Junior or senior standing in major, at least a 2.5 average on all work attempted for the major, and completion of the internship application.

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 Program Coordinator.

Graded on a Pass/No-Credit (P/NC) basis only. May be repeated for up to 6 hours of elective credit. May not be used to fulfill requirements for the major or minor unless specifically listed in requirements.

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 Dean, and the Faculty Honors Committee prerequisite.

This course is exempt from the 42 hour limit in the discipline.

499. Senior Capstone in Athletic Training. **Cr. 3.**

Prerequisite: Senior standing in major.

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.

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.**

Prerequisite: Concurrent enrollment in 101 or previous credit for 101.

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.

202. General Biology - Zoology. **Cl. 3, Lb. 3; Cr. 4.**

Prerequisite: 101.

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.**

Prerequisite: 101.

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.**
Prerequisite: 214.
 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.
- 227. General Biology - Botany.** **Cl. 3, Lb. 3; Cr. 4.**
Prerequisite: 101.
 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.**
Prerequisite: 101.
 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.**
Prerequisite: 101 and Chemistry 105 and 106.
 An introduction to the structure, physiology, biochemistry and genetics of cells, the basic unit of life.
- 323. Plant Morphology.** **Cl. 3, Lb. 3; Cr. 4.**
Prerequisite: 101.
 A phylogenetic survey and comparison of morphological features of vascular plants.
- 325. Microbiology.** **Cl. 3, Lb. 3; Cr. 4.**
Prerequisite: 322.
 A survey of representative Monera, Protista, fungi, and metazoan parasites; methods of study; clinical, ecological, and economic importance.
- 334. Immunology.** **Cr. 3.**
Prerequisite: 322.
 A study of the principles of immunology and immunological procedures.
- 336. Ecology.** **Cl. 3, Lb. 3; Cr. 4.**
Prerequisite: 101.
 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.**
Prerequisite: 336.
 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.
- 343. Field Biology.** **Cl. 3, Lb. 6; Cr. 5.**
Prerequisite: 101.
 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.**
Prerequisite: 101, Pre-veterinary student, junior standing, and permission of the Department Chair.
 Opportunities to work with practicing veterinarians in clinics and laboratories. Graded on a Pass/No-Credit (P/NC) basis and may be taken only once. This course may not be used to fulfill major or minor requirements.
- 361. Premedical Practicum.** **Cr. 2.**
Prerequisite: 101, Pre-medical student, junior standing, and permission of the Department Chair.
 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/NC) basis and may be taken only once. This course may not be used to fulfill major or minor requirements.
- 371, 372. Seminar in Biology.** **Cr. 1-3.**
Prerequisite: Permission of the Program Coordinator.
 The seminar will focus on selected topics appropriate to the participants. May be repeated for credit with each change in title.
- 414. Histology.** **Cl. 3, Lb. 3; Cr. 4.**
Prerequisite: 101.
 The study of the microscopic anatomy of the organ systems of mammals.
- 416. Developmental Biology.** **Cl. 3, Lb. 3; Cr. 4.**
Prerequisite: 101.
 The development and organogenesis of animals with emphasis on frog, chick, and pig embryos.

- 417. Comparative Anatomy.** **Cl. 3, Lb. 3; Cr. 4.**
Prerequisite: 202.
 The anatomy and evolution of the vertebrates and an introduction to vertebrate life-styles.
- 422. Advanced Cell and Molecular Biology.** **Cl. 3; Lb. 3; Cr. 4.**
Prerequisite: 322 and Chemistry 105, 106, 115, and 116.
 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.
- 481. Internship in Biology.** **Cr. 1-3.**
Prerequisite: Junior or senior standing in major, at least a 2.5 average on all work attempted for the major, and completion of the internship application.
 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 Program Coordinator.
 Graded on a Pass/No-Credit (P/NC) basis only. May be repeated for up to 6 hours of elective credit. May not be used to fulfill requirements for the major or minor unless specifically listed in requirements.
- 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 Dean, and the Faculty Honors Committee prerequisite.
 This course is exempt from the 42 hour limit in the discipline.
- 499. Senior Capstone in Biology.** **Cr. 3.**
Prerequisite: 231, 322, 336 and senior standing.
 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.

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 administration 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.**
Prerequisite: Sophomore standing.
 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.
- 302. Business Law.** **Cr. 3.**
Prerequisite: Sophomore standing.
 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.
- 303. Principles of Marketing.** **Cr. 3.**
Prerequisite: Economics 201 with a grade of C or better.
 An institutional and functional study of the distribution of goods and services; consumer motivation and behavior.
- 304. International Marketing.** **Cr. 3.**
Prerequisite: 303 with a grade of C or better.
 The economic environment of international marketing, economic development, and world markets; organization and planning in international marketing; and international marketing management.
- 305. Promotion and Advertising.** **Cr. 3.**
Prerequisite: 303 with a grade of C or better.
 The management of advertising activities in the business organization, advertising agency operation, media evaluation and selection, creative strategy, and campaign planning.

- 306. International Business.** Cr. 3.
Prerequisite: Economics 201 and 202 with a grade of C or better.
 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.
- 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.
Prerequisite: 203, Accounting 202, and Economics 202 with a grade of C or better.
 An integrated foundation to the three subfields with finance: financial institutions, investments, and financial management focusing on financing business, time value of money, valuation of bonds and stocks, and financial ratios analysis.
- 312. Principles of Management.** Cr. 3.
Prerequisite: Economics 201 with a grade of C or better.
 The fundamentals of management, such as the processes of planning, organizing, coordinating, and controlling in light of distinct schools and bodies of management thought.
- 313. Investments.** Cr. 3.
Prerequisite: 311 with a grade of C or better.
 Identification and structure of the securities markets; types and characteristics of securities, stock and bond prices; methods and techniques of security and bond analysis.
- 315. Organizational Theory and Behavior.** Cr. 3.
Prerequisite: 312 with a grade of C or better.
 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.
- 333. Entrepreneurship** Cr. 3
Prerequisite: Accounting 201 and 202 and Economics 201 and 202 with a grade of C or better.
 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.
- 340. Resource Management and Development.** Cr. 3.
Prerequisite: Accounting 201 and 202.
 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.
- 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.
Prerequisite: Permission of the Program Coordinator.
 The seminar will focus on selected topics appropriate to the participants. May be repeated for credit with each change in title.
- 401. Marketing Management.** Cr. 3.
Prerequisite: 303 with a grade of C or better.
 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.
- 403. International Finance.** Cr. 3.
Prerequisite: Junior or senior standing in major, Economics 201 and 202 with a grade of C or better.
 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.

- 404. Managerial Finance.** Cr. 3.
Prerequisite: Economics 305 and completion of the major core with a grade of C or better in each course.
 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.
- 406. Human Resource Management.** Cr. 3.
Prerequisite: 312 with a grade of C or better.
 The nature of personnel administration, such as the activities of work analysis, staffing, training and development, appraisals, compensation, health and safety, and unionism.
- 408. Ethics in Management.** Cr. 3.
Prerequisite: 312 and Philosophy 250 or Religion 250 with a grade of C or better in each course.
 Ethical questions such 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.
- 410. International Management.** Cr. 3.
Prerequisite: 306, completion of the major core, and Philosophy 250 or REL 250 with a grade of C or better in each course.
 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.
- 411. Marketing Research.** Cr. 3.
Prerequisite: 203 and 303, both with a grade of C or better.
 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.
- 481. Internship in Business.** Cr. 1-3.
Prerequisite: Junior or senior standing in major, at least a 2.5 average on all work attempted for the major, and completion of the internship application.
 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 Program Coordinator.
 Graded on a Pass/No-Credit (P/NC) basis only. May be repeated for up to 6 hours of elective credit. May not be used to fulfill requirements for the major or minor unless specifically listed in requirements.
- 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 Dean, and the Faculty Honors Committee prerequisite.
 This course is exempt from the 42 hour limit in the discipline.
- 499. Senior Capstone in Business Administration: Strategic Management.** Cr. 3.
Prerequisite: Senior standing in major.
 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.

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.
- 106. General Chemistry II.** Cr. 3.
Prerequisite: 105 with a grade of C or better.
 A continuation of General Chemistry I, including solution chemistry, equilibrium, kinetics, acids and bases, and nuclear chemistry. Chemistry 116 should be taken concurrently.
- 115. General Chemistry I Laboratory.** Lb. 3; Cr. 1.
Prerequisite: Concurrent enrollment or previous credit in 105.
 Selected experiments in general chemistry.
- 116. General Chemistry II Laboratory.** Lb. 3; Cr. 1.
Prerequisite: 115 with a grade of C or better. Concurrent enrollment or previous credit in 106 required.
 Selected experiments in general chemistry, relating to Chemistry 106 lecture material, including kinetics, equilibria, and acid/base analysis.

- 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.
- 305. Organic Chemistry I.** **Cr. 3.**
Prerequisite: 106 with a grade of C or better. 315 should be taken concurrently.
 A systematic study of organic compounds and fundamental principles of organic chemistry.
- 306. Organic Chemistry II.** **Cr. 3.**
Prerequisite: 305 with a grade of C or better. 316 should be taken concurrently.
 A continuation of 305.
- 307. Advanced Inorganic Chemistry.** **Cr. 3.**
Prerequisite: 106 and 116 with a grade of C or better.
 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.
- 315. Organic Chemistry I Laboratory.** **Lb. 3; Cr. 1.**
Prerequisite: 116 with a grade of C or better. Concurrent enrollment or previous credit in 305 required.
 Microscale organic chemistry laboratory isolation, purification, and analysis techniques including spectroscopy, gas chromatography, and gas chromatography-mass spectrometry.
- 316. Organic Chemistry II Laboratory.** **Lb. 3; Cr. 1.**
Prerequisite: 315 with a grade of C or better. Concurrent enrollment or previous credit in 306 required.
 Microscale organic chemistry laboratory. A continuation of Chemistry 315, emphasizing synthesis, spectroscopic analysis, gas chromatography, and gas chromatography-mass spectrometry.
- 321. Analytical Chemistry I.** **Cl. 2, Lb. 6; Cr. 4.**
Prerequisite: 305 and 315 with a grade of C or better.
 A study of the theory and application of current analytical methodology. Topics may include redox, volumetric, gravimetric, and instrumental analysis.
- 322. Analytical Chemistry II.** **Cl. 2, Lb. 6; Cr. 4.**
Prerequisite: 321 with a grade of C or better.
 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.
- 361. Premedical Practicum.** **Cr. 2.**
Prerequisite: Premedical student and Junior standing in major.
 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/NC) basis. This course may not be used to fulfill major or minor requirements and may be taken only once.
- 371, 372. Seminar in Chemistry.** **Cr. 1-3.**
Prerequisite: Permission of the Program Coordinator.
 The seminar will focus on selected topics appropriate to the participants. May be repeated for credit with each change in title.
- 385, 485. Research in Chemistry/Biochemistry.** **Lb. 1-5; Cr. 1-5.**
Prerequisite: Sophomore standing in major.
 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. 385 is intended for students with junior standing and 485 is intended for students with senior standing. May be repeated for credit.
- 406. Biochemistry I.** **Cr. 3.**
Prerequisite: 306 and 316 with a grade of C or better and one semester of biology.
 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.
- 407. Biochemistry II.** **Cr. 3.**
Prerequisite: 406 with a grade of C or better.
 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.

- 409. Physical Chemistry I.** Cr. 3.
Prerequisite: 106 with a grade of C or better and Mathematics 256.
 The laws of thermodynamics and their application to gases, liquids, and solutions; phase rule and phase diagrams; chemical and physical equilibria, and surface chemistry.
- 410. Physical Chemistry II.** Cr. 3.
Prerequisite: 409.
 Electrochemistry, kinetic molecular theory, chemical kinetics, quantum chemistry, molecular structure and spectroscopy, solid state chemistry, and principles of symmetry.
- 416. Biochemistry I Laboratory.** Lb. 3; Cr. 1.
Prerequisite: Concurrent enrollment or previous credit in 406 required.
 Selected experiments illustrating the principles discussed in Chemistry 406, including isolation, purification, and characterization of biomolecules.
- 417. Biochemistry II Laboratory.** Lb. 3; Cr. 1.
Prerequisite: Concurrent enrollment or previous credit in 407 required.
 Selected experiments illustrating the principles discussed in Chemistry 407, including enzyme kinetics, manipulation of DNA, and characterization of biomolecules will be emphasized.
- 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.
Prerequisite: 419.
 Selected experiments illustrating principles discussed in 410.
- 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 Program regarding prerequisites, class/laboratory credit hours, etc. May be repeated for credit with each change in topic.
- 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.
Prerequisite: Junior or senior standing in major, at least a 2.5 average on all work attempted for the major, and completion of the internship application.
 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 Program Coordinator.
 Graded on a Pass/No-Credit (P/NC) basis only. May be repeated for up to 6 hours of elective credit. May not be used to fulfill requirements for the major or minor unless specifically listed in requirements.
- 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 Dean, and the Faculty Honors Committee prerequisite.
 This course is exempt from the 42 hour limit in the discipline.
- 499. Senior Capstone in Chemistry.** Cr. 3.
Prerequisite: Senior standing in major.
 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.

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.
Prerequisite: 200.
 An introduction to special topics, themes, issues, and persons in the study of Christian education. May be repeated for credit with each change of title.

- 461. Field Work.** **Cr. 3.**
Prerequisite: 200 and 330.
 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.

COACHING EDUCATION (CED)

- 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.
- 325. Sport Leadership.** **Cr. 3.**
 Students will demonstrate knowledge of an athlete-centered coaching philosophy that focuses on safety and well-being of athletes. Students will learn to model and teach appropriate behavior in all aspects of coaching and maintain ethical conduct during practices and competitions. Study will also focus on the legal responsibilities and risk management issues associated with coaching.
- 341. Principles of Coaching Baseball/Softball.** **Cr. 2.**
Prerequisite: 325 or concurrent enrollment in 325.
 Students will examine theory and techniques associated with coaching baseball and 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 emphasized.
- 342. Principles of Coaching Basketball.** **Cr. 2.**
Prerequisite: 325 or concurrent enrollment in 325.
 Students will examine theory and 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 emphasized.
- 343. Principles of Coaching Football.** **Cr. 2.**
Prerequisite: 325 or concurrent enrollment in 325.
 Students will examine theory and 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 emphasized.
- 344. Principles of Coaching Volleyball/Softball.** **Cr. 2.**
Prerequisite: 325 or concurrent enrollment in 325.
 Students will examine theory and techniques associated with coaching volleyball and 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 emphasized.
- 371, 372. Seminar in Coaching Education.** **Cr. 1-3.**
Prerequisite: Permission of the Program Coordinator.
 The seminar will focus on selected topics appropriate to the participants. May be repeated for credit with each change in title.
- 410. Methods of Sport Instruction/Assessment.** **Cl. 3; Lb. 1; Cr. 4**
Prerequisite: Students must be fully admitted into the Coaching Education Program before they may enroll for this course.
 Students will comprehensively study the processes and application of planning and implementing organized practices so that athletes have a positive learning experience. Prospective coaches will learn to use a variety of systematic instructional techniques and provide a learning environment that maximizes athlete potential. Students will learn to analyze player ability and program needs since evaluation is a critical part of program development and accountability in developmentally-appropriate (U-18) sport settings.
- 471. Sport Pedagogy Practicum.** **Cl. 1; Lb. 5; Cr. 6**
Prerequisite: Students must be fully admitted into the Coaching Education Program and have completed at least 90 hours prior to taking this course. This course may be taken concurrently with 410 only by permission of the Program Coordinator or during any term thereafter, but not prior to CED 410. It is recommended that students not take more than 13 total credit hours while enrolled for this course due to the effort and time involved.
 The practicum experience is typically scheduled for the last semester (Spring semester) of the senior year. Exceptions must be approved by the Program Coordinator of CED. Credit for the Sport Pedagogy Practicum (CED 471) is set at six credit-hours. The Program Coordinator of CED works with local schools, recreation agencies, and other sport programs to place CED majors for professional experience roles and to provide appropriate practical learning experiences. Placements will typically be made within the Montgomery metropolitan area (up to a 30 mile radius); however, special exceptions will be considered if a written request is submitted at least 90 days prior to beginning the Practicum Experience course.

Coaching for the student, during the Practicum Experience, will include athlete supervision, 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 hours of coaching responsibilities (approved by the Program Coordinator of CED). Practicum Experience students will meet periodically (approximately 5 times) on-campus with the Program Coordinator of CED.

- 481. Internship in Coaching Education.** **Cr. 1-3.**
Prerequisite: Junior or senior standing in major, at least a 2.5 average on all work attempted for the major, and completion of the internship application.
 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 Program Coordinator.
 Graded on a Pass/No-Credit (P/NC) basis only. May be repeated for up to 6 hours of elective credit. May not be used to fulfill requirements for the major or minor unless specifically listed in requirements.
- 491. Honors in Coaching 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 Dean, and the Faculty Honors Committee prerequisite.
 This course is exempt from the 42 hour limit in the discipline.

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.
- 202. Introduction to Communication Studies.** **Cr. 3.**
Prerequisite: 201.
 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.
- 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 Dean.
- 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 society, the way 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 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.
- 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.**
Prerequisite: 233.
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.
- 332. Business and Professional Communication.** **Cr. 3.**
Prerequisite: 233 or 242.
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.
- 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.**
Prerequisite: 242.
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.
- 351. Classical Rhetoric.** **Cr. 3.**
Prerequisite: 233.
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.
- 370. The Analysis and Impact of Television on Society.** **Cr. 3.**
Prerequisite: 220 and 311.
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.
- 371, 372. Seminar in Communication Studies.** **Cr. 3.**
Prerequisite: Permission of the Program Coordinator.
The seminar will focus on selected topics appropriate to the participants. May be repeated for credit with each change in title.
- 375. Public Relations.** **Cr. 3.**
Prerequisite: 201.
Introduces students to the principles, techniques, and types of public relations. Concentrates on exploring the role of public relations in society, analyzing the public relations audience, and examining the mass media as public relations vehicles.
- 401. Topics in American Public Address.** **Cr. 3.**
Prerequisite: 233; 311 recommended.
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.
- 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.**
Prerequisite: 351.
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.

- 420. Organizational Communication.** **Cr. 3.**
Prerequisite: 335.
 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.
- 430. Advanced Video Production.** **Cr. 3.**
Prerequisite: 330.
 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.
- 433. Advanced Presentational Speaking.** **Cr. 3.**
Prerequisite: 233.
 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.
- 481. Internship in Communication.** **Cr. 1-3.**
Prerequisite: Junior or senior standing in major, at least a 2.5 average on all work attempted for the major, and completion of the internship application.
 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 Program Coordinator.
 Graded on a Pass/No-Credit (P/NC) basis only. May be repeated for up to 6 hours of elective credit. May not be used to fulfill requirements for the major or minor unless specifically listed in requirements.
- 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 Dean, and the Faculty Honors Committee prerequisite.
 This course is exempt from the 42 hour limit in the discipline.
- 499. Senior Capstone in Communication Studies.** **Cr. 3.**
Prerequisite: Senior standing in major.
 This seminar provides an environment for students to plan, develop, and execute an intensive scholarly project. 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.

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.**
Prerequisite: Computer Literacy 105.
 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.
- 230, 231. Programming in ...** **Cr. 1.**
Prerequisite: 215.
 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 a change of language, but no more than 3 hours may be counted as hours toward graduation.
- 235. Data and File Structures.** **Cr. 3.**
Prerequisite: 215.
 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.

- 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.**
Prerequisite: 215.
Computer architecture and machine language, principles of assembly language programming, memory addressing and management.
- 330. Selected Topics in Computer Science.** **Cr. 3.**
Prerequisite: Dependent on topic offered.
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.
- 331. Operating Systems.** **Cr. 3.**
Prerequisite: 215.
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.
- 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.**
Prerequisite: Permission of the Program Coordinator.
The seminar will focus on selected topics appropriate to the participants. May be repeated for credit with each change in title.
- 450. Evolutionary and Swarm Intelligence.** **Cr. 3**
Prerequisite: 360.
In this course the focus is on AI techniques involving autonomous agents that operate in colonies, emulating breeding populations, flocks, schools, or swarms. Specifically the course 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.
- 451. Algorithms.** **Cr. 3.**
Prerequisite: 235.
Includes time-space analysis of a selection of algorithms from these areas: searching, sorting, graphs, matrix operations, text processing, and artificial intelligence.
- 481. Internship in Computer Science.** **Cr. 1-3.**
Prerequisite: Junior or senior standing in major, at least a 2.5 average on all work attempted for the major, and completion of the internship application.
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 Program Coordinator.
Graded on a Pass/No-Credit (P/NC) basis only. May be repeated for up to 6 hours of elective credit. May not be used to fulfill requirements for the major or minor unless specifically listed in requirements.

CREATIVE WRITING (CRWR)

- 201. Introduction to Creative Writing.** **Cr. 3.**
Prerequisite: English 104.
An introduction to writing in various genres including poetry, creative nonfiction, fiction, and drama.
- 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.
Prerequisite: 201.
 Students will read and write short stories which they will discuss in a workshop format.
- 304. Writing Poetry.** Cr. 3.
Prerequisite: 201.
 Students will study and write poetry in various forms and discuss their work in a workshop format.
- 307. Writing for Film.** Cr. 3.
Prerequisite: 201.
 Students will read, watch, and write screen plays and discuss their writing in a workshop format.
- 371, 372. Seminar in Creative Writing.** Cr. 1-3.
Prerequisite: Permission of the Program Coordinator.
 The seminar will focus on selected topics appropriate to the participants. May be repeated for credit with each change in title.
- 405. Advanced Creative Writing.** Cr. 3.
Prerequisite: 201 and appropriate 300-level genre course.
 Generation and critique of manuscripts for subsequent publication.
- 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 *Bells and Pomegranates* 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.
Prerequisite: Junior or senior standing in major, at least a 2.5 average on all work attempted for the major, and completion of the internship application.
 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 Program Coordinator.
 Graded on a Pass/No-Credit (P/NC) basis only. May be repeated for up to 6 hours of elective credit. May not be used to fulfill requirements for the major or minor unless specifically listed in requirements.
- 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 Dean, and the Faculty Honors Committee prerequisite.
 This course is exempt from the 42 hour limit in the discipline.
- 499. Senior Capstone in Creative Writing.** Cr. 3.
Prerequisite: Senior standing in major.
 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.

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 the 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/NC) 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.
Prerequisite: 201 with a grade of C or better.
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.
- 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.
Prerequisite: 201 and Business Administration 311 with a grade of C or better.
Money and capital markets and related markets; the institution playing a role in these markets.
- 308. Public Finance.** Cr. 3.
Federal, state, and local problems of taxation; public expenditure and public debt.
- 371, 372. Seminar in Economics.** Cr. 3.
Prerequisite: Permission of the Program Coordinator.
The seminar will focus on selected topics appropriate to the participants. May be repeated for credit with each change in title.
- 407. Intermediate Microeconomic Theory.** Cr. 3.
Prerequisite: Junior or senior standing in major, 201 and 202 with a grade of C or better.
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.
- 408. Intermediate Macroeconomic Theory.** Cr. 3.
Prerequisite: Junior or senior standing in major, 201 and 202 with a grade of C or better.
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.
- 410. Comparative Economic Studies.** Cr. 3.
Prerequisite: Junior or senior standing in major, 201 and 202 with a grade of C or better.
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.
- 499. Senior Capstone in Economics: Research in Economics.** Cr. 3.
Prerequisite: Senior standing in major.
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.

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, 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.
Prerequisite: 201.
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.
- 312. Secondary Chemistry Methods.** Cr. 1.
Prerequisite: Admission to the Teacher Education Program; concurrent enrollment in 321.
Field-based, intensive experience in secondary chemistry methods.
- 313. Secondary English Language Arts Methods.** Cr. 1.
Prerequisite: Admission to the Teacher Education Program; concurrent enrollment in 321.
Field-based, intensive experience in secondary English language arts methods.
- 314. Secondary History Methods.** Cr. 1.
Prerequisite: Admission to the Teacher Education Program; concurrent enrollment in 321.
Field-based, intensive experience in secondary history methods.
- 315. Secondary Mathematics Methods.** Cr. 1.
Prerequisite: Admission to the Teacher Education Program; concurrent enrollment in 321.
Field-based, intensive experience in secondary mathematics methods.
- 321. General Secondary Methods.** Cr. 2.
Prerequisite: Admission to the Teacher Education Program; concurrent enrollment in 312, 313, 314, and 315 as appropriate.
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.
- 336. Practicum in Elementary Education.** Cr. 3.
Prerequisite: Admission to the Teacher Education Program.
A structured, supervised field experience including teaching and writing assignments.
- 339. Reading in the Content Areas.** Cr. 3.
Prerequisite: Admission to the Teacher Education Program.
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.
- 342. Education Technology.** Cr. 2.
Prerequisite: Admission to the Teacher Education Program.
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.
Prerequisite: Admission to the Teacher Education Program.
Curriculum, methods, strategies, skills, and assessment for development and remediation of reading in primary grades. Field experience required.
- 348. Reading II.** Cr. 3.
Prerequisite: Admission to the Teacher Education Program.
Reading in the content areas for diverse populations. Reading and writing as interdependent processes. Survey of current trends in reading instruction. Field experience required.
- 352. Elementary Methods in Fine Arts.** Cr. 3.
Prerequisite: Admission to the Teacher Education Program.
Curriculum, methods, and assessment for visual and performing arts in K-6 settings. Field experience required.
- 353. Elementary Methods in Language Arts.** Cr. 3.
Prerequisite: Admission to the Teacher Education Program.
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.**
Prerequisite: Admission to the Teacher Education Program.
 Curriculum, methods, and assessment for mathematics 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.**
Prerequisite: Admission to the Teacher Education Program.
 Curriculum, methods, and assessment for elementary physical education and health. Field experience required.
- 356. Elementary Methods in Science.** **Cr. 3.**
Prerequisite: Admission to the Teacher Education Program.
 Curriculum, methods, and assessment for elementary science, including the use of inquiry and reading and writing in authentic contexts. Field experience required.
- 357. Elementary Methods in Social Studies.** **Cr. 3.**
Prerequisite: Admission to the Teacher Education Program.
 Curriculum, methods, and assessment for elementary social studies, including promoting citizenship. Field experience required.
- 371, 372. Seminar in Education.** **Cr. 1-3.**
Prerequisite: Permission of the Program Coordinator.
 The seminar will focus on selected topics appropriate to the participants. May be repeated for credit with each change in title.
- 433. Assessment in Education.** **Cr. 3.**
Prerequisite: Admission to the Teacher Education Program.
 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.**
Prerequisite: Admission to the Teacher Education Program.
 Designed to acquaint the student with techniques for effective P-12 classrooms and behavioral management; planning instruction; and legal, professional, and organizational aspects of education. Field experience required.
- 441. Classroom Management for Elementary Education Majors.** **Cr. 3.**
Prerequisite: Admission to the Teacher Education Program.
 Designed to acquaint the student with techniques for effective elementary classroom and behavioral management; planning instruction; and legal, professional, and organizational aspects of education. Field experience required.
- 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 Dean, and the Faculty Honors Committee prerequisite. This course is exempt from the 42 hour limit in the discipline.
- 493. Student Teaching in Elementary Education.** **Cr. 12.**
Prerequisite: 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.
 The student's supervising professor will assign a letter grade to reflect the quality of the student's work during the internship.
- 497. Student Teaching in Secondary Education.** **Cr. 12.**
Prerequisite: 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.
 The student's supervising professor will assign a letter grade to reflect the quality of the student's work during the internship.
- 498. Student Teaching in P-12.** **Cr. 12.**
Prerequisite: 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.
 The student's supervising professor will assign a letter grade to reflect the quality of the student's work during the internship.
- 499. Senior Capstone in Education.** **Cr. 3.**
Prerequisite: Senior standing in major.
 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.

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/NC) basis only.
- 103. English Composition I.** **Cr. 3.**
The principles of expository writing with weekly assignments in composition.
- 104. English Composition II.** **Cr. 3.**
Prerequisite: 103.
Critical compositions on fiction, poetry, drama, and film. This course will also include research methods and a research paper.
- 211. English Literature I.** **Cr. 3.**
Prerequisite: 104.
Emphasis on major writers from Beowulf to Pope.
- 212. English Literature II.** **Cr. 3.**
Prerequisite: 104.
Emphasis on major writers from Blake to Eliot.
- 213. Literature by Women.** **Cr. 3.**
Prerequisite: 104.
An examination of works by women writers. Selections vary with each offering of the course.
- 221. American Literature I.** **Cr. 3.**
Prerequisite: 104.
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.**
Prerequisite: 104.
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.**
Prerequisite: 104.
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.**
Prerequisite: 104.
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.**
Prerequisite: 104 and at least sophomore standing.
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 Program.
- 324. Literature of the American South.** **Cr. 3.**
Prerequisite: 104.
Representative writers, artistic and cultural characteristics, and developmental trends from a regional literary tradition.
- 331. Contemporary Literature.** **Cr. 3.**
Prerequisite: 104.
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.**
Prerequisite: 104.
Representative plays from Ibsen to Albee.
- 341. World Literature.** **Cr. 3.**
Prerequisite: 104.
Readings in translation of the literature of the world.

- 371, 372. Seminar in English:** **Cr. 3.**
Prerequisite: Permission of the Program Coordinator.
 The seminar will focus on selected topics appropriate to the participants. May be repeated for credit with each change in title.
- 411. Chaucer.** **Cr. 3.**
Prerequisite: 211.
 An examination of medieval literature with particular attention to Chaucer.
- 412. Shakespeare.** **Cr. 3.**
Prerequisite: 211.
 A study of selected works by William Shakespeare.
- 416. Milton and Spenser.** **Cr. 3.**
Prerequisite: 211.
 A study of Milton and/or Spenser.
- 419. Critical Theory.** **Cr. 3.**
Prerequisite: 211.
 A study of theories and theorists from the classical to the contemporary.
- 422. Seminar in American Literature.** **Cr. 3.**
Prerequisite: 104.
 Seminar will focus on 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.**
Prerequisite: 104.
 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.**
Prerequisite: Junior or senior standing in major, at least a 2.5 average on all work attempted for the major, and completion of the internship application.
 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 Program Coordinator.
 Graded on a Pass/No-Credit (P/NC) basis only. May be repeated for up to 6 hours of elective credit. May not be used to fulfill requirements for the major or minor unless specifically listed in requirements.
- 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 Dean, and the Faculty Honors Committee prerequisite.
 This course is exempt from the 42 hour limit in the discipline.
- 499. Senior Capstone in English.** **Cr. 3.**
Prerequisite: Senior standing in major.
 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.

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/NC) 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.
Prerequisite: 103 or equivalent proficiency.
 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.
- 211, 212. Intermediate French I & II Grammar and Conversation.** Cr. 3, 3.
Prerequisite: 103 or equivalent proficiency.
 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. These courses include 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.
- 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. French Culture and Civilization: Before World War II.** Cr. 3.
Prerequisite: 211 and 212, or equivalent proficiency.
 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.
- 302. French Culture and Civilization: Institutions and Culture of Post World War II France and Fifth Republic.** Cr. 3.
Prerequisite: 211 and 212, or equivalent proficiency.
 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.
- 322. French Phonetics and Conversation.** Cr. 3.
Prerequisite: 211 and 212.
 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.
- 333-334. Business French I and II.** Cr. 3, 3.
Prerequisite: 211 and 212.
 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.
- 371, 372. Seminar in French.** Cr. 3.
Prerequisite: Permission of the Program Coordinator.
 The seminar will focus on selected topics appropriate to the participants. May be repeated for credit with each change in title.

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.
Prerequisite: 103 or equivalent proficiency.
 A review of the grammar and reading of selected prose works. Further practice in the use of the language.
- 211-212. Advanced Reading and Composition I & II.** Cr. 3.
Prerequisite: 202 or equivalent proficiency.
 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.
- 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.
Prerequisite: Permission of the Program Coordinator.
 The seminar will focus on selected topics appropriate to the participants. May be repeated for credit with each change in title.

GLOBAL LEADERSHIP (GLLD)

- 481. Internship in Global Leadership.** Cr. 1-3.
Prerequisite: Junior or senior standing in major, at least a 2.5 average on all work attempted for the major, and completion of the internship application.
 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 Program Coordinator.
 Graded on a Pass/No-Credit (P/NC) basis only. May be repeated for up to 6 hours of elective credit. May not be used to fulfill requirements for the major or minor unless specifically listed in requirements.
- 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 Dean, and the Faculty Honors Committee prerequisite.
 This course is exempt from the 42 hour limit in the discipline.
- 499. Senior Capstone in Global Leadership.** Cr. 3.
Prerequisite: Senior standing in major.
 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.

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 to the present.
- 215. Introduction to Historical Study.** Cr. 3.
Prerequisite: 101, 102, 205, 206 (may be taken concurrently with 206).
 This course is an introduction to advanced study in history. It includes research methods and the processing of research, and historiography.
- 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.
Prerequisite: Permission of the Program Coordinator.
The seminar will focus on selected topics appropriate to the participants. May be repeated for credit with each change in title.
- 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.
Prerequisite: Junior or senior standing in major, at least a 2.5 average on all work attempted for the major, and completion of the internship application.
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 Program Coordinator.
Graded on a Pass/No-Credit (P/NC) basis only. May be repeated for up to 6 hours of elective credit. May not be used to fulfill requirements for the major or minor unless specifically listed in requirements.
- 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 Dean, and the Faculty Honors Committee prerequisite.
This course is exempt from the 42 hour limit in the discipline.
- 499. Senior Capstone in History.** Cr. 3.
Prerequisite: Senior standing in major.
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.

HUMAN PERFORMANCE (HP)

- 104. Introduction to Team Sports.** Cr. 1.
Students will demonstrate fundamental skill proficiency in major team sports, and a knowledge of the rules associated with those activities that are commonly part of the Middle School physical education program, recreation programs, and sport programs (e.g., football, volleyball, basketball, softball, group rhythmic activities, etc.). Students will participate in modified physical activities related to traditional team sports. This course is designed for Human Performance and Coaching Education majors who will be working in teaching, recreation, coaching, or exercise science leadership vocations. Activity courses from other institutions may not be substituted for this course for Human Performance and Coaching Education majors.
- 106. Introduction to Individual Sports and Lifetime Games.** Cr. 1.
Students will demonstrate knowledge of the rules and processes associated with a variety of activities and games that can be used to emphasize physical activity for a lifetime. Activities practiced in this course will prepare prospective physical educators, recreators, coaches, and exercise leaders to teach others to lead physically active lifestyles. Students are expected to demonstrate proficiency in such activities as golf, tennis, juggling, and other individual and dual physical activities. This course is designed for Human Performance and Coaching Education majors who will be working in teaching, recreation, coaching, or exercise science leadership vocations. Activity courses from other institutions may not be substituted for this course for Human Performance and Coaching Education majors.
- 110. Foundations of Physical Education and Sport.** Cr. 3.
Students will demonstrate knowledge of historical, philosophical, and sociological perspectives and principles of the allied human performance professions (including physical education, exercise science, recreation, and sport coaching). Oral and written communication skills will be a point of emphasis in this course as well. Students will gain a knowledge base by which they can analyze how physical activity is inherently linked to health and wellness.
Students pursuing Human Performance or Coaching Education should take this course the first available term after declaring one of those majors. Students not pursuing a Human Performance or Coaching Education major are urged to take this course for a fundamental background that is crucial to optimal success for all Human Performance and Coaching Education courses numbered 200 or higher.
- 203. Psycho-Social Aspects of Physical Activity.** Cr. 3.
Prerequisite: 110 recommended.
Students will explore the psycho-social dimensions of individual and group behaviors within physical activity. Factors and situations that promote or diminish intrinsic motivation will be analyzed throughout the course. Several psycho-social issues and principles will be examined as well (e.g., motivation, the communication process, self-confidence, goal-setting, overtraining and burnout, youth sport, violence and deviance, aggression, gender equity, race and ethnicity, and social class).

- 207. Emergency Medical Care.** **Lab. 3; Cr. 1.**
Prerequisite: 110 recommended.
 This course will offer students instruction and laboratory practice in the application of standard first aid skills for the care of adult, child, and infant medical emergencies. The recognition and emergency care of specific sports injuries will be addressed in this course. First Aid Certification and CPR/AED Certification will be awarded to students meeting qualifications established by the American Red Cross. A \$5.00 American Red Cross (ARC) administration fee is required of all students enrolled in this course.
- 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. Training and Conditioning for Performance.** **Cr. 3.**
Prerequisite: 110 recommended.
 Students will compare and contrast training philosophies, techniques, and systems for participants in youth, interscholastic, and other exercise/sport populations. Students will demonstrate knowledge of proper physical conditioning for safe and effective human performance. Students will learn proper implementation of research-based, developmentally-appropriate, low-risk training procedures.
- 302. Organization and Administration in Human Performance Programs.** **Cr. 3.**
Prerequisite: 110 recommended.
 Students will systematically examine the organization and administration of allied health, physical education, recreation, and sport programs. Students will compare and contrast various management styles in the context of: intramural and recreation programs, athletic programs, instructional programs, fitness/sport clubs, corporate fitness, rehabilitation programs, and allied health services.
- 304. Human Wellness and Lifetime Fitness.** **Cr. 3.**
Prerequisite: 110 recommended.
 Students will critically analyze the five 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 prevalent 21st Century diseases, including the positive affects on quality of life and aging.
- 306. Adapted Physical Activity Programs.** **Cr. 3.**
Prerequisite: 110 recommended.
 Students will explore a variety of vocations and programs that meet the needs of persons with disabilities. Students will demonstrate knowledge of designing adapted physical activity programs, including the following: identifying, assessing, programming, and consulting. Historical, legal, philosophical, and sociological issues associated with physical activity and sport for disabled persons will be reviewed as well. Students will be able to identify various exceptionalities, and their incidence and causes to better modify instruction and meet individual participant needs. Ecological analysis of movement will be a point of emphasis in this course. Field experience in an appropriate physical activity setting will be required – outside of class time – for this course, on a periodic basis.
- 310. Nutrition and Exercise.** **Cr. 3.**
Prerequisite: 110 recommended. Concurrent enrollment or previous credit for 310 and 433 recommended.
 Students will demonstrate knowledge of dietary analysis, nutritional principles and weight management practices related to specific physical activities/sports. Up-to-date information regarding supplement use and abuse will be addressed, as well as, a variety of traditional and contemporary physical activities will be reviewed in terms of health-related physical fitness, individual consumer/client nutrition, and exercise objectives - especially concerning healthy nutrition and hydration necessary for fueling the body for sport and physical activity.
- 314. Community Health.** **Cr. 2.**
Prerequisite: 110 recommended.
 Survey of major community health issues, focusing on local, state, national, and international perspectives. Emphasis will be placed on the role of major agencies and organizations involved in public health, and the impact of public health advocacy and legislation on issues of public health.
- 320. Motor Behavior and Development.** **Cr. 3.**
Prerequisite: 110 recommended.
 Students will analyze changes in human movement behavior that occurs throughout the lifespan, and the influence that diverse variables such as human growth, maturation, socialization, physical fitness, and perceptual-motor development have upon those changes. Students will demonstrate an ability to think critically and solve problems associated with the individual differences of those who participate in physical activity and those who do not. Practical lab experience will be included as a key part of this course, including movement and task analysis from a behavioral perspective. Field experience in an appropriate physical activity setting will be required – outside of class time – for this course, on a periodic basis.

- 371, 372. Seminar in Human Performance.** **Cr. 1-3.**
Prerequisite: Permission of the Program Coordinator.
 The seminar will focus on selected topics appropriate to the participants. May be repeated for credit with each change in title.
- 408. Kinesiology.** **Cr. 3.**
Prerequisite: 110 recommended.
 Students in this course will acquire knowledge of biomechanics that is critical in the design of conditioning and training programs. Analysis of human movement from an anatomical and mechanical perspective will aid in planning for physical activity and sport-specific motor skill performance. Students will enhance their knowledge of factors affecting human movement and how the body functions during human movement.
- 431. Teaching and Assessment Methods for Physical Education P-12.** **Cl. 3.; Lb. 1.; Cr. 4.**
Prerequisite: 110 recommended.
 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.**
Prerequisite: 110 recommended.
 Students will demonstrate knowledge of appropriate practices that increase opportunities for successful physical activity and sport performance, and preventing injuries. Students will learn proper use of rest and recovery, as well as other physiological principles associated with training human performers.
- 442. Fitness Assessment and Exercise Prescription.** **Cr. 3.**
Prerequisite: 433 or concurrent enrollment in 433.
 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.
- 481. Internship in Human Performance.** **Cr. 1-3.**
Prerequisite: Junior or senior standing in major, at least a 2.5 average on all work attempted for the major, and completion of the internship application.
 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 Program Coordinator.
 Graded on a Pass/No-Credit (P/NC) basis only. May be repeated for up to 6 hours of elective credit. May not be used to fulfill requirements for the major or minor unless specifically listed in requirements.
- 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 Dean, and the Faculty Honors Committee prerequisite.
 This course is exempt from the 42 hour limit in the discipline.
- 499. Senior Capstone in Human Performance.** **Cr. 3.**
Prerequisite: Senior standing in major.
 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.

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 2007 Summer Sessions at the Sea Lab. The 2008 summer courses, including specific fees and prerequisites, will be published by DISL. Additional information may be found at the DISL web site: www.disl.org

- 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.
- 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 laboratory 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 laboratory and field observations.
- 220. Coastal Zone Management.** **Cr. 2.**
This course provides 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.
- 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).
- 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 on the coastal avian fauna with an emphasis on nesting sites and nesting behavior. This course includes the 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, and behavior and introduction to bird identification.
- 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.

- 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).
- 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.
- 315. Marine Toxicology** **Cr. 4.**
This course will introduce basic topics of marine toxicology including dose-response relationships. Data analysis and experimental design of toxicological studies of marine organisms will be carried out by each student. Prerequisites - one semester of 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.
- 410. Marine Invertebrate Zoology.** **Cr. 4.**
This course surveys the morphology, natural history and evolutionary relationships of the marine invertebrates. The course includes lectures, laboratory exercises and extended field trips.
- 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.
- 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.
- 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 field trip to the Island School on Eleuthera Island, Bahamas.
- 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 and communication skills.

- 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.**
This course provides a general introduction to the physics, chemistry, geology, and biology of the ocean and introduces the student to the interrelationships between these factors in the world's oceans. Field trips in Mobile Bay and near-coastal Gulf of Mexico serve to introduce students to research techniques and oceanographic processes in the region.
- 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 ecological 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.
- 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.

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.**
Prerequisite: 171.
Linear functions, matrices, systems of linear equations, linear programming, sets, and mathematics of finance.
- 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.**
Prerequisite: 255.
Continuation of 255. Introduction to the definite and indefinite integral. Techniques of integration, applications of the definite integral, numerical methods, and infinite series.
- 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.**
Prerequisite: 171 and 203.
 Additional statistical distributions and hypotheses testing, index numbers, time series, and analysis of variance.
- 313. Discrete Mathematics.** **Cr. 3.**
Prerequisite: 256.
 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.**
Prerequisite: 256.
 An introduction to Euclidean and non-Euclidean geometries.
- 320. Linear Algebra.** **Cr. 3.**
Prerequisite: 256.
 Linear equations, matrices, vector spaces, linear mapping, determinants, and applications.
- 330. Selected Topics in Mathematics.** **Cr. 3.**
Prerequisite: 256; additional prerequisites dependent on topic.
 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.**
Prerequisite: 256.
 Continuation of 256. Further techniques of integration, parametric equations, polar coordinates, vector functions, and infinite sequences and series.
- 356. Calculus IV.** **Cr. 3.**
Prerequisite: 355.
 Partial derivatives, multivariate and vector calculus. A brief introduction to first and second order differential equations.
- 360. Ordinary Differential Equations.** **Cr. 3.**
Prerequisite: 355.
 Introduction to the theory of ordinary differential equations.
- 366. Introduction to Abstract Mathematics.** **Cr. 3.**
Prerequisite: 256.
 Introduction to proof through basic set theory, abstract algebra, and analysis.
- 371, 372. Seminar in Mathematics.** **Cr. 1-3.**
Prerequisite: Permission of the Program Coordinator.
 The seminar will focus on selected topics appropriate to the participants. May be repeated for credit with each change in title.
- 401. Introduction to Analysis.** **Cr. 3.**
Prerequisite: 256.
 The real number system, functions, limits, continuity, integrals, and series.
- 411. Abstract Algebra.** **Cr. 3.**
Prerequisite: 256.
 Introduction to algebraic structures. Groups, rings, integral domains, and fields.
- 462. Finite Automata and Formal Languages.** **Cr. 3.**
Prerequisite: 256.
 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.**
Prerequisite: Junior or senior standing in major, at least a 2.5 average on all work attempted for the major, and completion of the internship application.
 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 Program Coordinator.
 Graded on a Pass/No-Credit (P/NC) basis only. May be repeated for up to 6 hours of elective credit. May not be used to fulfill requirements for the major or minor unless specifically listed in requirements.
- 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 Dean, and the Faculty Honors Committee prerequisite.
 This course is exempt from the 42 hour limit in the discipline.
- 499. Senior Capstone in Mathematics.** **Cr. 3.**
Prerequisite: Senior standing in major.
 Individual original research project or expository paper demonstrating mastery of the major. This course is exempt from the 42 hour limit in the discipline.

MILITARY SCIENCE (MILS)

Note: All courses are taught at Auburn University Montgomery.

Basic Courses

- 101. Foundations of Officership.** **Cr. 1.**
Corequisite: Taken in conjunction with 103.
 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.
- 102. Basic Leadership.** **Cr. 1.**
Corequisite: Taken in conjunction with 104.
 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.
- 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.**
Corequisite: Taken in conjunction with 203.
 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.
- 202. Leadership and Teamwork.** **Cr. 2.**
Corequisite: Taken in conjunction with 204.
 This course focuses on self-development guided by knowledge of self and group processes by focusing on challenging current beliefs, knowledge and skills.
- 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.**
Corequisite: Taken in conjunction with 303.
 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.
- 302. Leadership and Ethics.** **Cr. 3.**
Corequisite: Taken in conjunction with 304.
 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.
- 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.**
Corequisite: Taken in conjunction with 403.
 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.
- 402. Officership.** **Cr. 3.**
Corequisite: Taken in conjunction with 404.
 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.

- 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 concepts including scales, modes, key signatures, triads, meter and rhythm and elementary ear training. Use of basic notational and tutorial software required. Open to all students. Credit not applicable toward the music major or minor.
- 107-108. Theory and Harmony I and II.** **Cr. 2, 2.**
Prerequisite: 105, 106, or passing score on theory placement exam.
Study of basic music materials and study of music through melodic, harmonic and formal analysis. Inclusion of elementary composition and four-part writing. Use of notational music programs required for some assignments.
- 109-110. Sight Singing and Ear Training I and II.** **Cr. 1, 1.**
Prerequisite: Concurrent enrollment in or previous credit for 107-108, respectively.
Exercises in singing, hearing, and writing melodies, harmonic progressions and rhythms. Use of ear training software required.
- 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.**
Prerequisite: 108.
Modulation, chromatic chords, twentieth century techniques. Emphasis on part-writing, analysis and elementary composition. Use of notational music programs required for some assignments.
- 205-206. Sight Singing and Ear Training III and IV.** **Cr. 1, 1.**
Prerequisite: 110; concurrent enrollment or previous credit for 201-202, respectively.
Continuation of Music 110; melodic and harmonic dictation to include modulation and chromatic chords. Use of ear training software required.
- 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.
- 223. Music in Worship.** **Cr. 3.**
A study of the Biblical sources and foundations for music in the worship life of the church. Consideration of historic liturgies, and examination of contemporary practice. May involve off campus observation.
- 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.
- 230. Composition/Improvisation** **Cr. 1.**
Prerequisite: 108.
Study of basic compositional techniques and elementary improvisation practicum.
- 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.**
Prerequisite: 108. MUAP 115 must be taken concurrently.
Instructs students in basic conducting skills and rehearsal methods for both choral and instrumental music. Includes an introduction to orchestration and instrumental transposition.

- 312. Music of World Cultures.** **Cr. 2.**
This course is an overview of several representative cultures, including regions such as Africa, India, Asia, and cultures in the Americas.
- 313-314. Piano Pedagogy I and II.** **Cr. 2, 2.**
An extensive consideration of the techniques and materials used in teaching private piano. Observation and supervised teaching.
- 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.
- 321. Music in the Elementary School.** **Cr. 3.**
Prerequisite: Admission to the Teacher Education Program.
Classroom procedures 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.
- 322. Music in the Secondary School.** **Cr. 3.**
Prerequisite: Admission to the Teacher Education Program.
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.
- 326. Materials and Methods for Church Music Ministry.** **Cr. 3.**
A survey of available resources to enable the music ministry, including service playing, improvisation, and hymns. Discussion of major trends in contemporary 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. 1-3.**
Prerequisite: Permission of the Program Coordinator.
The seminar will focus on selected topics appropriate to the participants. May be repeated for credit with each change in title.
- 406. Piano Literature.** **Cr. 2.**
Prerequisite: 340 and 341.
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.
- 408. Vocal-Choral Literature.** **Cr. 2.**
Prerequisite: 340 and 341.
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.
- 409. Instrumental Literature.** **Cr. 2.**
Prerequisite: 340 and 341.
A survey of major works for orchestra and chamber groups from the seventeenth through the twentieth century.
- 481. Internship in Music.** **Cr. 1-3.**
Prerequisite: Junior or senior standing in major, at least a 2.5 average on all work attempted for the major, and completion of the internship application.
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 Program Coordinator.
Graded on a Pass/No-Credit (P/NC) basis only. May be repeated for up to 6 hours of elective credit. May not be used to fulfill requirements for the major or minor unless specifically listed in requirements.
- 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 Dean, and the Faculty Honors Committee prerequisite.
This course is exempt from the 42 hour limit in the discipline.

MUSIC, APPLIED (MUAP)

Ensembles

Each music major is required to participate in one ensemble every semester of full-time enrollment.

- 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.
- 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. Keyboard Laboratory I and II** **Cr. 1, 1.**
Elementary class instruction for students with little or no piano background. Open to music majors and minors as well as non-music majors.
- 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 Program Coordinator.
- 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 Program Coordinator.
- 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 Program Coordinator.
- 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 Program Coordinator.
- 148. Accompanying.** **Cr. 1.**
Prerequisite: Permission of the keyboard faculty member.
Piano performance experience through accompanying soloists and/or instrumental and vocal ensembles. May be repeated for credit.
- 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.
- 200. Sophomore Performance Proficiency.** **Cr. 0.**
Prerequisite: Studio Instruction 221.
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 studio instruction at the 300 level, and to have a hearing for a half or full recital.
- 201. Opera Theater** **Cr. 2**
Study and presentation of opera scenes and full operatic productions. Open to students with permission of Dean. May be repeated for credit.
- 203-204. Keyboard Laboratory III and IV** **Cr. 1, 1.**
Prerequisite: Permission of Instructor.
Continuation of 103-104.

209. Piano Proficiency. Cr. 0.**Prerequisite:** *Music 207 or 208.*

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.

499A. Senior Capstone in Music: Half Recital or Project. Cr. 0.**Prerequisite:** *200.*

Seniors may present a half recital of 25 or more minutes duration in the student's major performance area, or complete a significant project. If a student chooses to perform a recital, it shall be juried by the music faculty one month in advance. If the student elects to do a project rather than a recital, it may entail a significant research paper or equivalent effort and must lead to a presentation to members of the music department. This course is required for all music majors.

499B. Senior Capstone in Music: Full Recital. Cr. 0.**Prerequisite:** *200.*

Students who desire to study applied music in graduate school, or any student seeking more performance opportunities as an undergraduate, may elect to perform a full senior recital of 45 or more minutes duration in the student's major performance area. The recital shall be juried by the music faculty one month in advance.

This course is an option and is recommended for those music majors seeking to enter graduate school as performance majors.

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.****Prerequisite:** *Mathematics 256 corequisite for 251; "C" or better in 251 prerequisite for 252.*

Elementary foundations in mechanics, fluids, wave motion, thermodynamics, optics, electricity, and magnetism.

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.
- 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.
- 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.
- 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, medieval 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.
Prerequisite: Permission of the Program Coordinator.
The seminar will focus on selected topics appropriate to the participants. May be repeated for credit with each change in title.
- 481. Internship in Politics or Law.** Cr. 1-3.
Prerequisite: Junior or senior standing in major, at least a 2.5 average on all work attempted for the major, and completion of the internship application.
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 Program Coordinator.
Graded on a Pass/No-Credit (P/NC) basis only. May be repeated for up to 6 hours of elective credit. May not be used to fulfill requirements for the major or minor unless specifically listed in requirements.

- 483. Fieldwork in Public Affairs** **Cr. 1-3.**
Prerequisite: Completed application and permission of the Program Coordinator.
 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, as 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.
- 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 Dean, and the Faculty Honors Committee prerequisite.
 This course is exempt from the 42 hour limit in the discipline.
- 499. Senior Capstone in Political Science.** **Cr. 3.**
Prerequisite: Senior standing in major.
 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. May be repeated for a double major. This course is exempt from the 42 hour limit in the discipline.

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.
- 203. Statistics for the Behavioral Sciences.** **Cr. 3.**
Prerequisite: 201.
 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.**
Prerequisite: 203.
 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.
- 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.**
Prerequisite: 201.
 An introduction to behavioral pharmacology. The emphasis in the course is threefold: to describe the classes of drugs that most commonly exhibit the potential for abuse and/or misuse; to familiarize the student with how drugs of various classes act within the body to produce specific effects; and to illustrate how the specific physiological effects of a drug may produce a variety of psychological effects.
- 305. Theories of Learning.** **Cr. 3.**
Prerequisite: 201.
 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.**
Prerequisite: 201.
 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.**
Prerequisite: 201.
 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.**
Prerequisite: 201.
 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.**
Prerequisite: 201.
 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.**
Prerequisite: 201.
 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.**
Prerequisite: 201.
 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. 1-3.**
Prerequisite: Permission of the Program Coordinator.
 The seminar will focus on selected topics appropriate to the participants. May be repeated for credit with each change in title.
- 401. Physiological Psychology.** **Cr. 3.**
Prerequisite: 201; Biology 101 recommended
 Study of the physiological structures related to psychological functions with emphasis on the nervous, sensory, and glandular systems.
- 402. Clinical Practice.** **Cr. 3.**
Prerequisite: 404.
 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.
- 403. History and Systems.** **Cr. 3.**
Prerequisite: 201 and six (6) additional hours in psychology above the 200 level.
 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.
- 404. Abnormal Psychology.** **Cr. 3.**
Prerequisite: 201.
 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, but are not limited to the following: schizophrenia, mood disorders, adjustment and grief reactions, fears and phobias, and sexual deviations.
- 481. Internship in Psychology.** **Cr. 1-3.**
Prerequisite: Junior or senior standing in major, at least a 2.5 average on all work attempted for the major, and completion of the internship application.
 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 Program Coordinator.
 Graded on a Pass/No-Credit (P/NC) basis only. May be repeated for up to 6 hours of elective credit. May not be used to fulfill requirements for the major or minor unless specifically listed in requirements.
- 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 Dean, and the Faculty Honors Committee prerequisite.
 This course is exempt from the 42 hour limit in the discipline.
- 499. Senior Capstone in Psychology.** **Cr. 3.**
Prerequisite: Senior standing in major.
 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.

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.
Prerequisite: Permission of the Program Coordinator.
The seminar will focus on selected topics 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 intertestamental 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 intertestamental 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, and 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.
Prerequisite: 101.
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.
- 312. Jesus and Gospels (New Testament Scriptures).** Cr. 3.
Prerequisite: 102.
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.
- 313. Wisdom and Poetic Literature (Hebrew Scriptures).** Cr. 3.
Prerequisite: 101.
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.

- 321. History of Christianity I.** **Cr. 3.**
Prerequisite: 233.
 An in-depth examination of Christianity. The course will focus on the history of Christian thought and affairs, but pays particular attention to challenges and issues that shaped religious thought and expression in the early centuries of the Christian era (first to sixteenth centuries). The course will examine the formative influence of such Early Fathers as Justin Martyr, Irenaeus, Athanasius, Tertullian, Augustine, Anselm, Thomas Aquinas and many others.
- 322. History of Christianity II.** **Cr. 3.**
Prerequisite: 233.
 An in-depth examination of Christianity. The course will focus on the history of Christian thought and affairs, but pays particular attention to the challenges and issues that shaped religious thought and expression from the time of the Protestant Reformation to the present era (sixteenth to twenty-first centuries). The course will examine issues such as the conflict between faith traditions and the scientific revolution, concepts of peace and warfare, liberal and conservative debate, and the theological issues raised by the modern and post-modern world.
- 323. Paul and His Letters.** **Cr. 3.**
Prerequisite: 102.
 An evaluation of Paul's letters, including their distinctive theological positions and interpretation of the Christ. Emphasis on the position of Paul in the history of the church and theology.
- 325. Johannine and other New Testament Texts.** **Cr. 3.**
Prerequisite: 102.
 An examination of selected Johannine texts and/or catholic epistles. Emphasis placed on the influence of Greco-Roman society and culture on these texts' understanding of Christ and the early church.
- 331. Religions of the Book (Judaism, Christianity, Islam).** **Cr. 3.**
Prerequisite: 233.
 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.
- 345. Methodism.** **Cr. 3.**
Prerequisite: 201.
 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.
- 351. Religions of the Far East (Hinduism, Buddhism).** **Cr. 3.**
Prerequisite: 233.
 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.
- 400. Special Topics – Christian Theology & Ethics.** **Cr. 3.**
Prerequisite: 200 level course.
 Advanced topics in theology and ethics. Topics may include: Liberation Theology, Fundamentalism, Science and faith, genetic engineering, medicine and faith, Christology, and Holocaust theology. May be repeated for credit with each change in topic.
- 401. Special Topics – Bible.** **Cr. 3.**
Prerequisite: 300 level course.
 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 with each change in topic.
- 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 Dean, and the Faculty Honors Committee prerequisite.
 This course is exempt from the 42 hour limit in the discipline.

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.**
Prerequisite: 103 or equivalent proficiency.
 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.
- 212. Intermediate Grammar and Composition.** **Cr. 3.**
Prerequisite: 103 or equivalent proficiency.
 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.
- 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.
- 308. Introduction to Hispanic Literature.** **Cr. 3.**
Prerequisite: 211 and 212, or equivalent proficiency.
 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.
- 311. Iberian Culture and Civilization.** **Cr. 3.**
Prerequisite: 211 and 212, or equivalent proficiency.
 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.
- 313. Latin American Culture and Civilization.** **Cr. 3.**
Prerequisite: 211 and 212, or equivalent proficiency.
 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.
- 321. Spanish Phonetics and Pronunciation.** **Cr. 3.**
Prerequisite: 211 and 212, or equivalent proficiency.
 Spanish phonetics and phonemics; systematic means of correcting pronunciation defects. Classes will be conducted primarily in Spanish.
- 322. Spanish Morphology and Syntax.** **Cr. 3.**
Prerequisite: 211 and 212, or equivalent proficiency.
 The Spanish grammatical system; analysis of morphemic units and their organization into syntactic structures.
- 331. Masterpieces of Spanish American Literature in English Translation.** **Cr. 3.**
Prerequisite: 211, 212, or 308.
 Emphasis on works and authors of international importance. Lectures, readings and written work in English.
- 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.
- 371, 372. Seminar in Spanish.** **Cr. 1-3.**
Prerequisite: Permission of the Program Coordinator.
 The seminar will focus on selected topics appropriate to the participants. May be repeated for credit with each change in title.
- 408. Survey of Spanish Literature.** **Cr. 3.**
Prerequisite: 308
 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.
- 410. Survey of Latin American Literature.** **Cr. 3.**
Prerequisite: 308
 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.

- 421. 20th Century Latin American Poetry.** **Cr. 3.**
Prerequisite: 308
 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.
- 422. Spanish-American Short Story.** **Cr. 3.**
Prerequisite: 308
 Critical readings of selected short stories and historical survey of development and trends. Readings, lectures and written work in Spanish.
- 431. Colonial Literature.** **Cr. 3.**
Prerequisite: 308
 A study of representative works from the colonial period. Writings may include those of Christopher Columbus, Bartolomé de las Casas, Hernán Cortés, Bernal Díaz del Castillo, Álvar Nuñez Cabeza de Vaca and/or others from the period. Readings, lectures and written work in Spanish.
- 432. Golden Age Literature.** **Cr. 3.**
Prerequisite: 308
 Critical reading of poetic, dramatic and prose masterpieces produced in Spain between the years 1469-1681. Readings, lectures and written work in Spanish.
- 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 Dean, and the Faculty Honors Committee prerequisite.
 This course is exempt from the 42 hour limit in the discipline.

STUDIO INSTRUCTION

(Course prefix designation is determined by instrument.)

Permission of the Program Coordinator is required for enrollment in any studio instruction course.

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-half (0.5) semester hour—one-half hour studio instruction or one hour class instruction per week; one (1) semester hour—two one-half hour studio instructions per week. A student majoring in music taking studio instruction in his/her primary performance area must also be enrolled in 149 (e.g. PIAN, VOIC) in the primary performance area each semester as well.

These courses are numbered using the following scheme:

- the first digit represents the level of proficiency;
- the second digit represent the number of one-half hour lessons per week; and
- the third digit represents the term.

For example: 321 indicates third level proficiency, two one-half hour lessons per week during the Fall Semester.

Students majoring in music who need additional preparation before enrolling in Studio Instruction 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 major and music major students.

111, 112	0.5 hour credit each semester (may be taken for noncredit)
211, 212	0.5 hour credit each semester (may be taken for noncredit)
311, 312	0.5 hour credit each semester (may be taken for noncredit)
411, 412	0.5 hour credit each semester (may be taken for noncredit)
121, 122	1 hour credit each semester (may be taken for noncredit)
221, 222	1 hour credit each semester (may be taken for noncredit)
321, 322	1 hour credit each semester (may be taken for noncredit)
421, 422	1 hour credit each semester (may be taken for noncredit)

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.**
Prerequisite: 213.
The theory and technique of building a character in context and depth, through further study of improvisation analysis development, and scene study.
- 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.**
Prerequisite: 215.
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.
- 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 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. 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.**
Prerequisite: 214.
An in-depth study of the American genre of musical theater; using historical involvement, critical analysis, scene study; further character analysis, and audition techniques.
- 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.**
Prerequisite: Permission of the Program Coordinator.
The seminar will focus on selected topics appropriate to the participants. May be repeated for credit with each change in title.
- 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.**
Prerequisite: Majors who have completed all performance and technical aspects.
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.
May be repeated for credit.
- 481. Internship in Theater.** **Cr. 1-3.**
Prerequisite: Junior or senior standing in major, at least a 2.5 average on all work attempted for the major, and completion of the internship application.
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 Program Coordinator.
Graded on a Pass/No-Credit (P/NC) basis only. May be repeated for up to 6 hours of elective credit. May not be used to fulfill requirements for the major or minor unless specifically listed in requirements.

- 483. Practicum in Theater.** **Cr. 1-3.**
Prerequisite: Junior or senior standing in major, at least a 2.5 GPA in the major, and permission of the Program Coordinator.
 Credit will be granted for hands-on experience with a local or regional theater. Level of credit will be determined based on the significance of the participation. May be repeated for credit.
- 491. Honors in Theater.** **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 Dean, and the Faculty Honors Committee prerequisite.
 This course is exempt from the 42 hour limit in the discipline.
- 499. Senior Capstone in Theater.** **Cr. 3.**
Prerequisite: Senior standing in major.
 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.

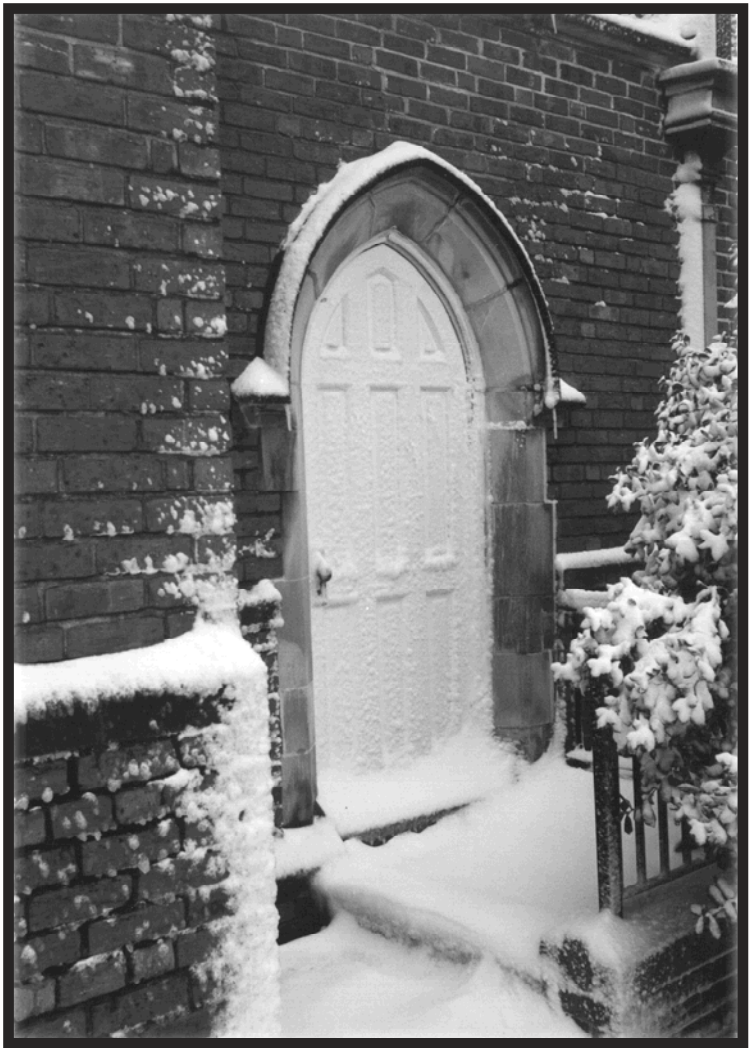
THEATER, APPLIED (THAP)

- 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.

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Cinzia Balit Moussalli, B.S., M.B.A., Ph.D.,	Chair, Department of Business and Applied Sciences, 1991
Samir R. Moussalli, B.S., M.S., M.B.A., Ph.D.,	Associate Dean of School of Business and Professional Studies for Faculty and Curriculum, 1991
Ann F. Reitzammer, B.A., M.Ed., Ed.D.,	Chair, Department of Social Sciences, 1995
Jacqueline Allen Trimble, B.A., M.A., Ph.D.,	Chair, Department of Humanities, 2002

ADMINISTRATIVE STAFF

Megan Aiello, B.S., M.A.	Head Volleyball Coach, Associate Athletic Director, and Director of Compliance, 2006
Stephen Andrew	Head Women's Soccer Coach, 2007
Derrick Ansley, B.S.	Assistant Football Coach, 2005
Maryann Beck, B.A.	Associate Registrar, 2006
Harold Blankenship, B.M.E., M.A.M.E.	Director of Marching Band, 2006
Melissa Bond, B.S.	Admission Counselor, 2005
Marilyn Boswell, B.A.	Associate Director of Annual Fund and Alumni Advancement, 2002
Vivian Bricken, A.A.	Disbursement Clerk, 1993
Rick Bruner	Network Administrator/Campus Technology Team, 1994
Alicia Burnett, B.A.	Administrative Assistant to the Vice President for Student Life and Dean of Students, 2006
Renee Carlisle, B.A.	Administrative Assistant to the Vice President for Academic Affairs and Dean of Faculty, 1984
Bonnie Catching, B.A.	Assistant Director of Admission for Operations, 1992
Dewey J. "DJ" Conville, B.A.	Head Baseball Coach, 1996
Angela Cook, B.A.	Head Women's Softball Coach, Senior Womens Administrator, 2000
Vaughan Jinks Dickson, B.A., M.A.	Associate Registrar, 2006
Belinda Goris Duett, B.A.	Director of Financial Aid, 1999
Laura H. Duncan, B.A., M.P.A.	Director of Operations and Enrollment Management, School for Business and Professional Studies, 1994
Thomas Mike Dunn	Director of Facilities and Grounds, 1992
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	Student Account Manager, 2006
Donna Hartley	Cashier, 2007

Stephanie Hicks, B.S., M.S.	Associate Director of Admission/Cheerleading Coordinator, 2004
Steven Hicks, B.S.	Assistant Football Coach, 2004
Michelle Ialacci, B.A.	Administrative Assistant to the President, 1992
Camilla Irvin, B.A.S.N.	Director of Health Services/ Disability Services Intake Coordinator, 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
Joanna M. Jones, B.S.	Admission Counselor, 2006
Sandra Kelser	Executive Assistant to the President/Corporation Secretary, 1997
Eric A. Kidwell, B.A., B.S., M.L.S.	Core Coordinator, Director of the First-Year Experience Program, 1997
Margaret Kinney, B.S.	Library Associate/Head of Circulation, 1992
Charlie Lane, B.S.	Men's Tennis Coach, 2006
Cheryl Lange, B.S.	Director of Gift Planning, 2007
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 Mize, B.S.	Assistant Volleyball Coach, 2006
Martie McEnerny, B.A.	Director of Annual Fund and Alumni Advancement, 2005
John McWilliams, B.A., USPTA, USPTR	Coordinator of Tennis Program, 1991
Joseph Miller, B.A.	Director of Admission, 2003
Sandra R. Montgomery	Administrative Assistant to the Registrar/ Transcript Clerk, 2004
Ximena Moore, B.S.	Head Women's Tennis Coach, 2002
Tina Nixon, B.S., C.P.A.	Comptroller, 2006
Lisa M. Olenik, B.A., M.S., Ph.D.	Director of Academic Assistance and Retention, 2007
Karen Lynn Osborne, B.A., M.Ed.	Director of Residential Life, 2007
Hugh "Buzz" Phillips, B.S.	Athletic Director/Head Women's Basketball Coach, 2004
Carl Michael Pugh, B.A., M.A.	Head Men's Basketball Coach, 2007
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 Soccer Coach, 2005
Catherine Reinehr, B.A.	Webmaster and Director of Publication, 2007
Gregg Ryan, B.A.	Assistant Men's Soccer Coach, 2006
Heather Slagle, B.A.	Administrative Assistant to the Senior Vice President and Treasurer/Payroll Clerk, 1997
Brian Smith, B.A., M.A.	Chaplain, 2007
Charles N. Stanton, Jr., B.S.	Supervisor of Print Shop and Mailroom/ Campus Technology Team, 1998
Rebecca J. Timmins, B.S., M.Ed.	Director of Student Involvement and Leadership Programs, 2006
Mike Turk, B.S., M.S.	Head Football Coach, 2004
Andrea Ward, B.S.	Assistant Women's Basketball Coach, 2006
Michael Ward, B.A.	Chief of Security, 1998
Ashley S. Whatley, B.A.	Admission Counselor, 2006
Jane T. Williams, B.S., M.S.	Director of College Travel and Event Planning/Secretary of the Faculty, 1973
Yvonne Williams, B.A., M.A.	Library Associate, 2002
Cathy Wolfe, B.S.	Director of Development Operations and Grant Specialist, 2001
Lesa Youngblood	Receptionist, Office of Admission, 2007
Karen Ziglar	Coordinator of Gift Processing, 2005

THE FACULTY

CURRENT FACULTY

Anthony Jack Carlisle	Professor of Computer Science, Vice President for Academic Affairs and 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.
James McLean Albritton	Assistant Professor of History, 2007 B.A., Vanderbilt University; M.Div., Covenant Theological Seminary; M.A., Ph.D., University of Alabama.
Carbestha Tate-Braxton Barker	Assistant Professor of Education, 2007 B.S., M.Ed., Alabama State University; Ed.D., University of Alabama.
Clifton Jason Borders	Assistant Professor of Religion and Philosophy, 2004 B.S., Millsaps College; M.Div., Emory University; Ph.D., Brunel University, London, England.
Frank W. Buckner, Jr.	Professor of Religion and Philosophy, 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.
M. Terence Conkle	Associate Professor of Physical Education, 2003 B.S.E., University of Alabama; M.Ed., Ed.S., University of Montevallo; Ed.D., Auburn University.
James D. Daniels	Associate Professor of Biology, 2007 B.S., M.S., University of Alabama at Huntsville; Ph.D., University of North Dakota.
Gene J. Davis	Assistant Professor of Music, 2007 B.M., Samford University; M.Ed., Auburn University.
Jaime Demick	Instructor of Physics, 2007 B.S., Auburn University; M.S., Johns Hopkins 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.
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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., Brown University.
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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.
Steven M. Guthrie	Assistant Professor of Biology, 2007 B.S., Albright College; Ph.D., University of Florida.
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.
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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.
Justin V. Lamberti	Instructor of Communication Studies, 2007 B.A., University of Rhode Island; M.A., Auburn University.
Jeremy R. T. Lewis	Professor of Political Science, 1996 B.A., M.A., Oxford University; M.A., Ph.D., The Johns Hopkins University.

- Mark L. Liatti Assistant Professor of Mathematics, 2005
B.S., University of Dayton; M.S., Ph.D., Auburn University.
- Fiona Macleod Assistant Professor of Speech and Theater (retired), 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.
- Jerimiah F. Morris Assistant Professor of Communication Studies, 2007
B.S., James Madison University; M.A., Ph.D., Ohio 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.
- Samir R. Moussalli Frank A. Plummer Professor of Management, 1990
B.S., California State University; M.S., University of Michigan; M.B.A., Ph.D., Auburn University.
- Maureen Kendrick Murphy 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 Visual Art, 1986
B.F.A., Auburn University; M.F.A., Wichita State University.
- Katherine D. Perry Assistant Professor of English, 2007
B.A., Auburn University; M.A., University of Texas at Dallas; Ph.D., Auburn University.
- Ann G. Phillips Assistant Professor of Psychology, 2007
B.S., Berry College; M.A., Ph.D., University of North Carolina at Greensboro.
- Sean D. Puckett Assistant Professor of Chemistry, 2006
B.S., M.S., Arkansas State University; Ph.D., Miami University.
- Ann F. Reitzammer Associate Professor of Education, 1995
B.A., M.Ed., University of Louisiana at Monroe; Ed.D., The University of Alabama.
- J. Shelby Searcy Assistant Professor of Athletic Training, 1999
B.S., Louisiana State University; M.Ed., Ed.D., Auburn University.
- Nordis J. Smith Librarian IV, 1989
B.S., M.L.S., University of Wisconsin-Madison.
- Sidney J. Stubbs Professor of Mathematics, 1988
B.S., University of the South; M.S., University of Tennessee; Ph.D., Auburn University.
- Michelle Ellis Taylor Instructor of Religion, 2007
B.S., University of Alabama; M.S., United Theological Seminary; Ph.D. Candidate, Brandeis
University.
- Lauren Walworth Thompson Instructor of Music, 2007
B.A., Huntingdon College; M.M., University of Oklahoma.
- Jacqueline Allen Trimble Associate Professor of English, 2002
B.A., Huntingdon College; M.A., Ph.D., University of Alabama.
- James C. W. Truman Assistant Professor of English, 2007
B.A., University of Wisconsin-Madison; M.A., Ph.D., University of North Carolina at Chapel Hill.
- Allen A. Tubbs Assistant Professor of Biology, 2006
B.S.Ed., University of Idaho; M.S., Kansas State University; D.A. University of Northern Colorado.
- Joyce L. Weiss Associate Professor of Education, 2007
B.A., Bennett College; M.S., Troy State University; Ed.D., University of Michigan.
- Barbara White Instructor of Accounting, 2005
B.B.A., Millsaps College; M.B.A., Auburn University Montgomery.
- 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 (retired), 1969
B.E.E.E., M.S., Auburn University

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.
- James W. Glass Professor Emeritus of Music, 1989
B.M., Hardin-Simmons University; M.M., University of Texas; D.M.A., Southwestern Baptist Theological Seminary.
- 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.
- Douglas T. McGinty Professor Emeritus of Biology, 1976
B.A., Oglethorpe College; M.S., Ph.D., University of Georgia.
- 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

2007-2008 Board of Directors

Officers

President	Terri Turman Tuley, 1979
Vice President	Amy Woodard Klugh, 1996
Secretary	Allyce Sikes Read, 1990
Immediate Past President	Eric Koin Ross, 1992
Trustee Representative	Wanda A. Howard, 1981

First Year Member

Jason Adams	1996	Dee Koza	1971
Sonya Dalrymple Berryman	1983	Richard Morrison	1988
Betty Finlay Brislin	1949	Bruce Parsons	1984
Susan Adams Cooper	1999	Kathy Paschal	1997
Chris Eckert	1983	Evelyn Hunter Pope	1990
Dorothy Kreis Golab	1967	Mathew Pope	1988
Roselyn Butts Holloway	1962	LaVerne Davis Ramsey	1958
Taylor Jernigan	1988	Carolyn Hamilton Vice	1960
Elizabeth Bricken Jones	1965	Martha Grimes Wood	1954
Jan Puckett Kirkemier	1965	Lynda K. Woodall	1970

Second Year Members

Thomas Kirke Adams	1992	James Wesley Kelly	1998
David Howard Allred	1991	Wade Latham	1991
Glenda Atwell Allred	1992	Iris McGehee	1957
June Burdick Bisard	1956	Sarah McCarthy Mingledorff	1969
Dianne Petrov Burke	1978	Daniel Patton Ogle	2001
Walter J. Corbitt	1971	Clarence Crenshaw Pritchett, IV	1992
Peggy Parsons Crum	1970	Elinor Warr Roberts	1957
Ann Veazey Fuller	1972	Marie W. Stafford	1968
Alice Godbold	1965	Ty Story	1990
Jerome Scott Hayes	1988	James Kevin Walding	1988

Third Year Members

Tommy Blake	1986	Minnie Lamberth	1983
Linda Harper Borden	1982	Mary K. McGuffey	1994
LeeAnn Hundley Boykin	1987	George Partridge	1968
Julie Johnson Dougherty	1986	Dr. Gaylen Pugh	1970
Judge Kristi Dubose	1986	Misty Edwards Roberts	1989
Jackie Hodges Earnest	1964	Lucie McLemore	1973
Gerry Garrick	1965	Monica Kneiley Ward	1986
Dr. Sue Russell Garrick	1964	Jody Zarr Williams	1981
Terri Peoples Gray	1978		

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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
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Financial Aid, Scholarships	
The Director of Student Financial Services	334-833-4519
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The Director of Athletics	334-833-4581
Library, Houghton Memorial	
Circulation Desk	334-833-4421
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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>