

Huntington College



Academic Catalog

2002 - 2004





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Prospective students, parents, interested donors and others who wish to visit the campus will find a special welcome. Prospective students and parents may arrange for their visit through the admissions office. Interested donors and others may contact the Office of the President.

The mailing address is Huntington College, 2303 College Avenue, Huntington, Indiana 46750. The campus switchboard may be reached at (260) 356-6000. FAX (260) 359-4086. Admissions Toll-Free 800-642-6493. EXCEL Program for Adults Toll-Free 800-600-4888. Graduate School of Christian Ministries Toll-Free 888-424-7231. E-mail admissions@huntington.edu or visit us online at <http://www.huntington.edu>.



ACADEMIC LEADERSHIP CHRISTIAN MATURITY

Learning to live fully and courageously; acquiring the intellectual, emotional, and spiritual maturity needed to live in a challenging, fast-paced world; these are the most difficult tasks facing you as a young adult.

Huntington is firmly committed to educating the whole person, exposing you to the broadest spectrum of human knowledge, and helping you to order your inner life so that you can live with joy and dignity.

Huntington is committed to a strong liberal arts education. Regardless of the major selected, you will be introduced to the major areas of learning through a program of liberal studies. You will also select one area for intensive study so that you may be well prepared for your chosen profession or for advanced study.

Within our philosophy of higher education, Huntington provides a firm foundation of religious instruction and experience in an atmosphere of Christian love. It is our conviction that each individual should find at Huntington an environment that will encourage the fullest development of a vital Christian faith.



REGISTER OF OFFICERS, FACULTY, AND STAFF 2001-2002

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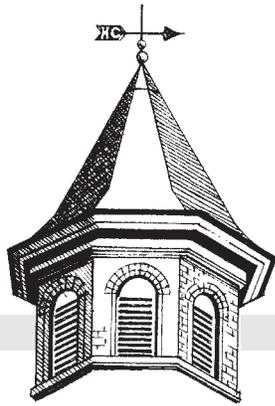
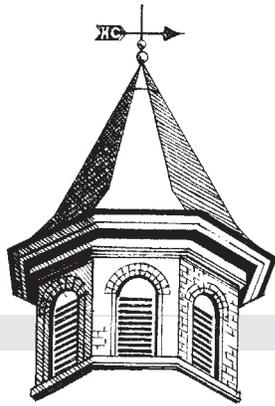


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INTRODUCTION

Beginnings

Huntington College was chartered under the laws of the State of Indiana as Central College in 1897 by the Board of Education of the Church of the United Brethren in Christ, acting under the advice of the General Conference of the church, for the express purpose of the “higher education of the young people of said church and others.” The institution was named Central College because of its location to churches in the denomination. Throughout its history, the College has fulfilled its central mission of providing education firmly rooted in the liberal arts while providing for the professional preparation of those entering service professions such as teaching, pastoral ministries and medicine, as well as business, law, and other professions.

The founding of Central College was initiated under the direction of the General Conference of the church early in 1896. At a meeting of the Board of Education held later that year, official action was taken toward the founding of Central College at Huntington. A proposition made by the Huntington Land Association was agreed upon and arrangements were made to proceed with the work. The main classroom administration building to be known as College Hall was completed by June 1, 1897.

Huntington College is the direct successor of Hartsville College, chartered in 1850 under the name of Hartsville Academy. By an act of the legislature in 1851, the name became Hartsville University. In 1883 the charter of Hartsville University was amended, reducing the number of trustees to sixteen and changing the name of the institution to Hartsville College.

The last meeting of the Board of Trustees of Hartsville College was held in the College library at Hartsville, Indiana, in June 1897 about three months prior to the opening of Central College in Huntington.

At this meeting the Board of Trustees of Hartsville College turned over to the Board of Trustees of Central College all books, records of proceedings, and students’ grades. They recommended that the new college at Huntington should confer degrees on students of Hartsville College then in the senior class. Having met all financial obligations, they voted their good will to the new college and adjourned *sine die*.

The college at Huntington opened for its first term in September 1897. In May 1917 the General Conference changed the name to Huntington College in response to community interests. This association with the community has remained throughout the life of the college as it has sought to serve both “the young people of said church and others.”

Location

Huntington College is located in the northern part of Huntington, Indiana, a community of 20,000. The city is situated on the banks of the Wabash River. Its healthful climate, beautiful scenery, splendid commercial location, fine churches, and quality school system make Huntington an excellent college city.

The college buildings are located on a large and beautiful campus in the northeast section of the city of Huntington. The drives, walks, groves and ravines make the campus unusually attractive throughout the year. The site consists of over 160 acres, largely wooded, and includes a central pedestrian mall and a monumental fountain circled by academic buildings such as the RichLyn Library; Becker Hall, the original College Hall opened in 1897 that now houses classrooms and administrative offices; and the large new science building completed in 2002. A small campus lake provides focal interest for the student union, dining commons, fine arts center, and president’s home. Living areas are divided between the centrally located modern residence halls and the apartment village tucked into the woods at the edge of campus. Athletic facilities and fields fill out the side of campus facing the adjacent residential neighborhood.

Two nature areas owned by the College are within a few minutes of campus—the Thornhill Nature Preserve north of campus, where the Reiff Nature Center provides a beautiful setting for classes and meetings, and the Pinkerton Acres near the Huntington Reservoir.

Huntington has its own airport for private aircraft, while Fort Wayne International Airport at Baer Field provides commercial air service only 20 miles away.

Accredited By

- The Higher Learning Commission and a member of the North Central Association of Colleges and Schools (30 North LaSalle Street, Suite 2400, Chicago, IL 60602, Phone 800-621-7440)
- National Council for Accreditation of Teacher Education (2010 Massachusetts Ave NW, Suite 200, Washington, DC 20026-1023, Phone 202-466-7496)
- National Association of Schools of Music (11250 Roger Bacon Drive, Suite 21, Reston, Virginia, 20190, Phone 703-437-0700)
- Indiana Professional Standards Board for Teacher Licensing (101 West Ohio Street, Suite 300, Indianapolis, IN 46204-1953)

Member Of

- American Association for Employment in Education
- American Association for Higher Education
- American Association of Christian Counselors
- American Association of Collegiate Registrars and Admissions Officers
- American Association of Colleges for Teacher Education
- American College Personnel Association
- American Council on Education
- American Counseling Association
- Association for Christians in Student Development
- Association of Christian Schools International
- Association of College and University Housing Officials
- Association of Governing Boards
- Central Association of College and University Business Officers
- Christian Center for Urban Studies
- Christian Scholar's Review
- Christian Stewardship Association
- Council for Adult and Experiential Learning
- Council for Christian Colleges and Universities
- College Entrance Examination Board
- Council for Advancement and Support of Education
- Council of Independent Colleges
- Independent Colleges of Indiana
- Independent Colleges of Indiana Foundation
- Indiana Association of College and University Business Officers
- Indiana Association of Colleges for Teacher Education
- Indiana Association of Collegiate Registrars and Admissions Officers
- Indiana College Counseling Association
- Indiana College Library Service Authority
- Indiana Conference of Higher Education
- Indiana Council for Advancement and Support of Education
- Indiana Counseling Association
- Indiana Counselors Association of Alcohol and Drug Counselors
- Indiana Higher Education Telecommunications System

- Jerusalem University College
- National Association of Christian College Admissions Personnel
- National Association of College Admissions Counselors
- National Association of College and University Business Officers
- National Association of Colleges and Employers
- National Association of Drug and Alcohol Counselors
- National Association of Intercollegiate Athletics
- National Association of Student Personnel Administrators
- National Career Development Association
- National Orientation Directors Association
- National Program on Noncollegiate Sponsored Instruction
- Private Academic Library Network of Indiana

Mission Statement

Huntington College is a Christ-centered liberal arts college that is owned by the Church of the United Brethren in Christ. With the conviction that all truth is God's truth, the College exists to carry out the mission of Christ in higher education.

Through a curriculum of demonstrated academic excellence, students are educated in the liberal arts and their chosen disciplines, always seeking to examine the relationship between the disciplines and God's revelation in Jesus Christ.

The College's mission will be accomplished as we . . .

- develop in students a commitment to scholarship that is persistent in its pursuit of truth and sensitive to the concerns of the Christian church, the scholarly and educational community, and the world at large;*
- educate students broadly for a life of moral and spiritual integrity, personal and social responsibility, and a continued quest for wisdom;*
- equip students for a variety of vocations so that they may glorify the Creator, who charged humanity with the care of his Creation;*
- help students develop their abilities for a life of God-honoring service to others and for personal fulfillment.*

Philosophy Of Education

As a Christian college, Huntington is committed to developing the whole person, assisting students to understand all areas of human knowledge from the perspective of a Christian worldview, and preparing them to impact their world for Christ. While the programs of the College are designed especially for students who desire to study in such an environment, the College welcomes students of all faiths who understand the objectives of the College and are willing to abide by its regulations.

The College is committed to a strong liberal arts emphasis, with general requirements in the arts, history, literature, philosophy, and natural and social sciences for all students, regardless of the vocation or profession for which they are preparing.

In developing the whole person, the College emphasizes intellectual, physical, social, and religious objectives.

- The College encourages the development of thorough scholarship; habits of honest, clear, constructive, critical thought; a command of oral and written English; an understanding of the meaning, methods, and interrelationships of the principal fields of learning; an appreciation of beauty as expressed in nature and the arts; and concentration in one or two fields of learning in preparation for life's work.
- The College encourages the student to value physical well-being as a basis for wholesome living and good health and to develop a personality that makes possible mutually satisfying and cooperative relations with others.
- The College encourages students to develop their faith, to interpret fields of learning from a Christian perspective, to commit themselves to Christ as Savior and Lord, and to develop traits of Christian character and service.

The College recognizes that, as a Christian college, it must make itself not a refuge from the contemporary world but an arena for encounter with that world and creative response to it. The College must emphasize the necessity for the students to make a critical and personal response to the issues encountered in the various fields of study and challenge students to think through the relationship between their Christian faith, their academic pursuits, their career goals, and their personal lives. These challenges should include unsolved problems and open questions, as well as issues for which satisfactory solutions have already been worked out. The College must accept disagreement and controversy as a normal and healthy part of its life as a college, rather than viewing them as a threat to be avoided by silence on controversial topics.

The College recognizes that it is unsuccessful if students learn information but are not challenged to rethink their values; students become familiar with a major field of study but are not ready to do independent and critical thinking in those fields; students learn about current problems, issues and controversies but feel no need to make personal responses to them; students maintain Christian beliefs and practices but insulate their Christian faith from other aspects of their experience and do not think through, broaden, and deepen their faith in response to the challenges presented both by their academic and career pursuits and by their awareness of current problems and issues.

Statement Of Faith

Huntington College was founded by the Church of the United Brethren in Christ upon a vital evangelical Christian faith. The Board of Trustees, the administration, and the faculty are united in the conviction that this faith should characterize the entire program of the institution.

While the program is designed especially for students who seek such an environment in which to continue their education, the College welcomes students of all faiths who understand the objectives of the institution and are willing to abide by its regulations.

The faculty of Huntington College subscribe to the following statement of faith.

We believe the Bible to be the inspired, the only infallible, authoritative Word of God.

We believe that there is one God, eternally existent in three persons, Father, Son and Holy Spirit.

We believe in the deity of our Lord Jesus Christ, in his virgin birth, in his sinless life, in his miracles, in his vicarious and atoning death through his shed blood, in his bodily resurrection, in his ascension to the right hand of the Father, and in his personal return in power and glory.

We believe that for the salvation of lost and sinful man regeneration by the Holy Spirit is absolutely essential.

We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life.

We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life and they that are lost unto the resurrection of damnation.

We believe in the spiritual unity of believers in our Lord Jesus Christ.

Community Life

Huntington College strives to create and promote an atmosphere that will encourage students to develop the highest attainable degree of maturity within the framework of an evangelical Christian faith. Regulations for conduct, as set forth in the *Student Handbook*, have been established in the light of this objective.

The primary obligation of all students is to live as responsible members of a Christian community, seeking to live up to their own ideals as they themselves grow personally, morally, and spiritually. The Christian life is primarily positive rather than negative; creative, loving service to others is far more important than adherence to a list of detailed prohibitions.

However, the College feels that a few specific prohibitions are necessary in the best interests of the student body as a whole and in order to establish a wholesome atmosphere on campus.

Gambling and the drinking of alcoholic beverages are not permitted on or off campus; use of tobacco is not permitted on the College campus or at College-sponsored activities off campus. Social dancing (other than choreographed dramatic productions, aerobic or square dance or that which is part of classroom instruction) is not sponsored by the College.

Sincere Christians may differ on these matters, and no condemnation is implied of those who take a different view. However, students in accepting admission agree to govern themselves by the regulations of the College, and even if they personally do not regard these practices as moral issues, they are bound by their agreement.

Residence Life

Huntington is a residential campus. The College views the educational process as extending beyond the classroom, whereby the residence hall program provides learning as well as living environments which enhance the social and intellectual development of students.

Six residence halls in three separate complexes house students in modern and well-maintained facilities. Hardy Hall for women and Wright Hall for men are more traditional residence halls joined by a common lobby. Baker Hall for men and women offers a suite arrangement where each floor has three to four suites and each suite has four to five rooms. Each suite shares a common bath and lounge. Roush Hall is for women and offers a modified suite arrangement with two rooms and a bath per suite. Meadows and Miller Halls are upperclass residence halls for men and women that offer a suite arrangement where each floor has a full kitchen. Students who live in either Meadows or Miller Halls can elect to be on a modified meal plan and do a substantial amount of cooking in the halls. Each residence hall provides space for small meetings, study, social interaction, television, recreation, laundry, and kitchen facilities.

Forester Village Apartments are primarily for married students and staff housing and as overflow housing for single, upperclass students. Located at the southeast side of the campus, Forester Village is a modern complex of two-bedroom apartments within three- or four-apartment units.

Co-Curricular Activities

Life at Huntington College provides a wide range of co-curricular opportunities for learning, recreation, and fellowship. Campus government, the fine arts, sports, clubs, and special features are all available.

Campus student government is conducted through the Student Senate. The President of the Student Senate serves as a member of the College's Board of Trustees. Students also serve on most faculty and administrative committees.

Student government publishes three periodicals—the biweekly *Huntingtonian*; an annual creative writing magazine, *Ictus*; and the yearbook, *Mnemosyne*. Students serve as editors, writers, managers, photographers, and reporters for these publications.

Fine arts options for students invite participation in a wide variety of music, art, and theatre activities. Musical ensembles provide opportunities for both instrumental and vocal performers. Some ensembles focus on special musical styles, which may range from renaissance to contemporary music. Music ministry through Christian service teams enables talented students to represent the College throughout the year. Drama and musical productions provide opportunity for expression in theater under qualified coaching. Frequent photographic, painting, and sculpture exhibitions represent student work.

Clubs, classes, honor societies, student professional organizations, and residence hall groups provide a further range of activities. The Forester Lecture Series brings a variety of special speakers to campus. Frequent concerts, programs, recitals, and other musical events are presented through the Merrillat Centre for the Arts and by the College music department. The Student Activities Board regularly sponsors special entertainment with films, games, Christian contemporary music concerts, and special projects. A broad intramural sports program encourages active participation by all interested students.

Intercollegiate Athletics

Sports participation may be in one or more of fourteen intercollegiate sports for men and women, including soccer, tennis, volleyball, basketball, cross country, track, baseball, softball, and golf. Students interested in a particular varsity sport are encouraged to contact the College admissions office and the coach of the sport for further information.

Student Services

The student development office offers various services to students with personal and academic needs. Individual counseling by trained counselors is available on a confidential basis. Psychological and vocational testing is available through the Office of the Dean of Students. Seminars and individual counseling in academic skills development are also provided.

Residence directors and assistants are available during extended hours for personal counseling and personal adjustment needs. Students are encouraged to seek out these resource persons in addition to faculty and other administrators. Professional psychological counseling is also available.

The career development office offers a multitude of services ranging from TEDS online occu-

pation and graduate school searches to seminars on preparing for the job search. The office cooperates with nearby colleges in an annual Job Fair with multiple employer interview opportunities and conducts an annual career fair with returning alumni from a variety of occupations.

Placement services are available to any graduate for life. Credentials packets developed by the student prior to graduation are sent to requested graduate schools and prospective employers.

Learning Center

The Learning Center, located in the HUB, provides academic support to students in individual or small group settings. The Center staff coordinate peer tutoring with trained student tutors in selected courses where available. In addition, the Center director provides individualized assistance to students in evaluating and improving study habits and skills in such areas as note taking, test taking, and reading comprehension.

The Writing Center is open to students who wish to improve their writing skills. Tutors provide personal assistance for learning to express ideas effectively from brainstorming and organizing a project to editing compositions to improving grammar, punctuation, and spelling.

In compliance with Section 504 of the Rehabilitation Act of 1973, the College makes reasonable accommodations for students with disabilities. The director of the Learning Center is the advocate and coordinator of services for students with disabilities at Huntington College. Any student who has a psychiatric, learning, orthopedic, or sensory disability that substantially limits one or more major life activities and who would benefit from accommodations should contact the Learning Center at 359-4290 to ask questions or discuss available services.

Library Resources

RichLyn Library provides an excellent learning resource for the College. Overlooking the campus lake, the library provides a pleasant study environment with informal lounge areas, individual study carrels, and small study rooms. The library displays a portion of the Wilson art collection on its walls and provides a rich learning resource to patrons. Its collection includes over 180,000 learning units that are electronically catalogued, over 11,000 bound periodical volumes, and databases accessible through Internet connections. Special collections include government documents, curriculum materials and kits, audio-visual media collection, music scores and listening lab, as well as an archival collection for the College and its supporting denomination.

Chapels and Convocations

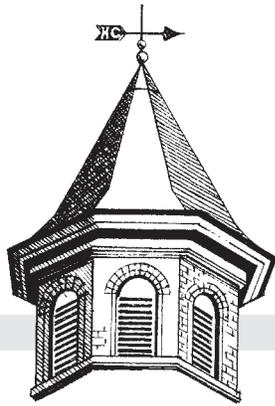
Chapel and convocation programs are designed to challenge students and faculty to commitment and growth in Christian life as part of a spiritual formation program. In addition, they provide intellectual stimulation by relating the various academic disciplines to contemporary problems, provide cultural enrichment through music and drama, assist students in career choices by informing them of opportunities to serve, and enhance the development of community within the College.

Four categories of programs ensure that these varied objectives are met. *Chapel programs* that meet twice a week promote the spiritual enrichment and growth of students, staff, and faculty. A second chapel option is offered weekly in the evening where student leadership develops spiritually enriching programs for other students. A third chapel option is weekly *small group* meetings. Finally, *convocation programs* that meet three or four times a semester have an intellectual or cultural theme related to the Christian liberal arts purposes of the College. In addition, *campus community events* provide opportunities for the campus community to gather for ceremonial or special occasions.

Chapels and convocations are a vital part of the College program, and students and faculty are expected to attend regularly. In signing the Community Life Agreement, each student assumes personal responsibility for attendance and respectful conduct.

Attendance is regularly reported to the dean of students' office. Failure to meet attendance expectations may lead to denial for continued College enrollment.





THE ACADEMIC PROGRAM

The 4-1-4 Calendar

Huntington College has operated on the 4-1-4 calendar since 1969. This calendar consists of two fifteen-week semesters and a three-week January Term. The fall semester ends before Christmas and the spring semester ends in May.

Students are required to complete a minimum of 128 credit hours for baccalaureate programs or 64 credit hours for associate programs. Some bachelor programs or combinations of programs may require more than 128, and the student is advised to plan carefully. During the fall and spring semesters each student normally takes fifteen semester hours. By taking fifteen to sixteen hours per semester and two hours in January, most students can complete course requirements for graduation within the four-year period.

The January Term

January Term is an integral part of the 4-1-4 calendar. Courses offered in January encourage creative imagination and independent inquiry. January Term frees both student and faculty from demands of other courses and programs, providing opportunity for uninterrupted and intensive investigation.

Bachelor degree students are required to take three January Term courses, including those of the freshman and sophomore years. Freshmen generally take on-campus courses. Transfer students may be exempted from up to two January Terms, one January Term for each thirty semester hours of transfer credit. Students must complete January Term courses from at least two departments.

January Term is designed to provide a unique educational experience for students and faculty by encouraging curricular flexibility, innovation, experimentation, creativity and fresh, stimulating approaches to topics of study. It is an exciting and important change of pace during the academic year.

The thirteen-day term allows rigorous and concentrated study in one subject area chosen from special courses which are very different from regular catalog courses. This concentrated study allows students time to explore new disciplines outside their major fields that they might not be able to do otherwise. The time may also allow students to focus in depth in intense study or research on a particular topic within their programs. This freedom to focus efforts in one area of study carries the expectation that students be intensely involved in that study and display a high quality of effort and academic seriousness within this unique opportunity.

Students are especially invited to consider learning experiences that take them away from campus during January. Most are available at very low cost compared to individually-arranged travel. Moreover, combining a trip with an academic course offers unique opportunities for cultural, intellectual, and spiritual growth.

Summer Sessions

Several regular courses are offered each summer in sessions that begin in late May, particularly for those students who wish to gain credits to ease their schedules. Since some courses end by early June, it is possible to take a course and still have most of the summer for work or for vacation.

Most summer courses are from the Core Curriculum program. A minimum of ten students is needed to ensure that a course may be taught.

Summer courses may be especially helpful to students wanting to accelerate their programs, take lighter loads during the semesters, or pursue additional course work in areas other than their major fields. Students who are home for the summer from other colleges may wish to take classes at Huntington College as transient students in order to transfer the credit.

EXCEL: Accelerated Program for Adults

EXCEL is an accelerated degree program in organizational management for working adult professionals whose schedules preclude taking traditional daytime classes, whose motivation for pursuing a degree program is strong, and whose experiences can contribute to cooperative learning styles.

To be eligible for regular admission into the EXCEL Program, bachelor degree students must have at least two years of college credits from an accredited college with at least a 2.0 gpa, be 25 or older, and have three years of work experience. Associate degree students must be 23 or older and have two years of work experience. Requirements in the organizational management major are completed through continuous enrollment in courses with a cohort group whose classes meet one night per week.

EXCEL also offers a Gateway Program for adults. Core and elective courses are offered for credit or noncredit throughout the year, meeting one night per week. Gateway classes are open to EXCEL students and to members of the community.

A Global Classroom: Off-Campus Programs

Opportunities abound for students to experience a different setting or a different culture as part of their education at Huntington. Such experiences are often a significant highlight and occasionally a life-changing experience for the undergraduate.

Students may take January Term courses abroad or in different settings within the United States, often at very low cost, as well as full semester or summer experiences off campus. Other enrichment opportunities such as spring break mission trips are arranged as part of outreach ministries.

Huntington is a member of the Council for Christian Colleges and Universities, whose programs described below require registration on the Huntington campus. The CCCU is an association of 100 campuses in the United States and Canada that sponsors semester and summer programs for upper-classmen from its member institutions. The programs offer a unique opportunity for students to make the world their classroom, going beyond the confines of the traditional learning experience. Information on CCCU programs is available in the academic dean's office and at www.cccu.org.

The College is also a member of the Jerusalem University College and the Christian Center for Urban Studies, whose programs are also described below. Students should contact the academic dean's office for further information on these programs.

Work completed by Huntington College students through one of the affiliated programs described below is treated as resident credit, and Huntington students enrolled for a term in one of these programs are considered resident students at Huntington for that term. That work can apply

toward the residency requirement for a Huntington degree or major. All work completed and grades earned are displayed on the student's Huntington transcript. If credits and grades awarded by the affiliated program are not in the range awarded by Huntington College, they are translated to the nearest Huntington College equivalent before posting on the transcript.

To support students who desire to participate in these programs, a partial academic scholarship may be awarded by the College. Outside grants for which the student is eligible may be used for CCCU and other affiliated programs, but some College scholarships, performance grants, international grants, or tuition remission may not be awarded for off-campus programs. Students considering applying for an off-campus program should consult the financial aid office for information about eligibility for financial aid.

Council for Christian Colleges and Universities Off-Campus Programs

American Studies Program

The American Studies Program of the Council for Christian Colleges and Universities provides internship and study opportunities in Washington, D.C. Students serve as interns in a variety of governmental and non-governmental agencies and participate in an interdisciplinary academic seminar program for a semester or summer. This Washington campus of the Council brings together capable students from several other colleges to live together in a small Christian community to be challenged to integrate faith, learning, and living and to consider career choices, public policy issues and personal relationships in response to one's Christian commitment. Students may earn 16 semester hours of credit during a semester of study.

China Studies Program

The China Studies Program of the Council for Christian Colleges and Universities provides Huntington students the opportunity to engage this large and intriguing country from the inside. The semester includes study of standard Chinese language, geography and history, religion and culture, and China's modern development. Participants travel throughout China, including Beijing, Shanghai, Xi'an, Xiamen, and the Hong Kong region. This interdisciplinary program is designed to help students understand the complex history, culture, and current issues facing China; to provide an opportunity to learn through travel and interaction with the people; and to equip them to develop a Christ-centered worldview of China. Students may earn 16 semester hours of credit during a semester of study.

Contemporary Music Program

The Contemporary Music Program provides students the opportunity to live and work in a community while seeking to understand how God will have them integrate music, faith, and business. The

program offers two tracks: the Artist Track and the Executive Track. The Artist Track is tailored to students who are considering careers as performers, producers, or recording engineers. The Executive Track is designed for students interested in business careers related to the entertainment industry. Students experience a uniquely Christian perspective on creativity and the marketplace, while working together to create and market an original music recording. Students may earn 16 semester hours of credit during a semester of study.

Latin American Studies Program

The Latin American Studies Program of the Council for Christian Colleges and Universities provides Huntington students language study and culture in San Jose, Costa Rica. Students study politics, history, economics, ecology and religion of the region while living with a Costa Rican family. Students participate in a service opportunity and travel for three weeks to surrounding countries. Two specialized tracks, in international business and management and in tropical sciences and sustainability, are available. Students may earn 16 semester hours of credit during a semester of study.

Los Angeles Film Studies Program

The Los Angeles Film Studies Program of the Council for Christian Colleges and Universities enables students to serve in various aspects of the film industry with professional skill and Christian integrity. Located in the Los Angeles area near major production studios, the semester program combines seminar courses with internships in various segments of the film industry, providing the opportunity to explore the film industry within a Christian context and from a liberal arts perspective. Students may earn 16 semester hours of credit during a semester of study.

Middle East Studies Program

The Middle East Studies Program of the Council for Christian Colleges and Universities is located in Cairo, Egypt, and provides Huntington students the opportunity to study Middle Eastern cultures, religions, and conflicts within this diverse and strategic region. Students participate in interdisciplinary seminar classes and receive Arabic language instruction. Students are equipped to relate to the Muslim world in an informed and constructive manner. Trips to Israel, Palestine, and Jordan are included. Students may earn 16 semester hours of credit during a semester of study.

Oxford Honors Program

Honors students have the opportunity to study in England through an interdisciplinary semester at Oxford University. The rigorous academic program, in association with the Council for Christian Colleges and Universities, is aimed at increasing critical thinking skills and scholarship from a Christian perspective. It allows participants to choose from a wide variety of tutorial study pro-

grams in the arts, religion, history, economics, philosophy, and many other programs. In addition to two Oxford tutorials, students participate in a seminar and an integrative course through which they produce a scholarly project or term paper. Field trips provide opportunities for experiential learning in England's rich historical setting.

Oxford Summer School Program

Students may take a six-week summer term (6 to 9 hours of credit) at the Centre for Medieval and Renaissance Studies in association with the Council for Christian Colleges and Universities at Oxford's Keble College, studying the history and development of the Renaissance and Reformation through examination of the philosophy, art, literature, science, music, politics, and religion of this era.

Russian Studies Program

The Russian Studies Program of the Council for Christian Colleges and Universities provides Huntington students the opportunity to study the Russian language and attend courses on Russian culture, literature, history, and current political and economic issues. Participants experience a variety of Russian environments, living for twelve weeks in Nizhni Novgorod and visiting Moscow and St. Petersburg. After six weeks of language study, students live with Russian families for the remainder of their time in Nizhni Novgorod. Students may earn 16 semester hours of credit during a semester of study.

Summer Institute of Journalism

Fifteen journalism students from CCCU member campuses are selected each year to participate in the Washington, DC, month-long Institute from mid-May to mid-June. All expenses for the Institute are paid. Classroom experience is blended with hands-on work and is an excellent opportunity to learn from leading journalists who share a Christian commitment. Participants engage in seminars and field trips, receive training from communications professors, and complete workshop projects for their local newspapers. The Institute helps students develop as Christian journalists, exhibiting both professionalism and legal and ethical integrity.

Affiliated Off-Campus Programs

AuSable Institute of Environmental Studies

The AuSable Institute serves evangelical Christian colleges with environmental studies in a setting of northern lower Michigan forests, wetlands, lakes and rivers. Huntington participates in the Institute through the Council for Christian Colleges and Universities. January Term, May Term, and summer courses provide academic credit and field experiences in field ecology, field biology, land resources, water resources, and environmental studies. The College grants three and one-half semester hours credit per course. The Institute

has fellowships and grants for qualified students. Tuition is charged at the Huntington College hourly amount and students pay a weekly room and board charge. The Institute grants certificates for environmental analysts, land resource analysts, and naturalists. Further information may be obtained from the biology department.

Christian Center for Urban Studies - Chicago Center

The Christian Center for Urban Studies was formed as a cooperative educational center in Chicago to link the needs and opportunities of the city with the faith and gifts of today's college and seminary students and to prepare students for America's multicultural and urban future.

Chicago serves as an ideal laboratory for ministry and career preparation. CCUS programs prepare students to serve full time in urban or cross-cultural settings, identify career paths in the urban environment, and understand social justice and cultural issues.

Urban semesters provide a foundation for understanding urban cultures, systems, and poverty through an individually tailored internship and course of study. Mini-terms provide a three-week introduction to cultural perspectives and interpretation.

Institute for Family Studies

The Institute for Family Studies, affiliated with Focus on the Family in Colorado Springs and endorsed by the Council for Christian Colleges and Universities, provides a personalized program that crosses academic and professional disciplines to address issues facing today's families from a distinctively Christian base with modern cultural relevancy and practical application.

The semester-long program is tailored to the student's interests and academic, professional, and life goals. The Institute offers students unique opportunities to interact with various national and international religious, educational, political, and pro-family leaders.

International Business Institute

The International Business Institute is a cooperative overseas program in international economics and business affiliated with a cooperative of ten Christian colleges. The Institute is designed to give students in economics, business, and related fields a

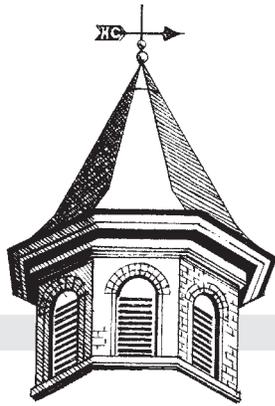
distinctive opportunity for a term of study that incorporates the international dimension in these fields. The program is ten weeks long beginning in late May and includes periods of residence in key locations as well as coordinated visits in the major political and economics centers of Western and Eastern Europe, Scandinavia, Finland, and Russia. The program features a distinguished group of faculty and capitalizes on contacts with major economic, business and financial institutions and government agencies. The academic content of the courses is comparable to similar courses taught on a college campus and is coordinated with field experiences designed to enrich student understanding. Courses offered are Comparative Economic Systems, International Trade and Finance, Global Marketing, and Global Business Strategy. Students may earn 12 semester hours of credit.

Jerusalem University College

Jerusalem University College is a nondenominational center in Jerusalem, Israel, which offers undergraduate and graduate courses in archeology, history, geography, languages, and literature relating to both ancient and modern cultures in the area. Huntington is a member and accepts credits earned at J.U.C. Students majoring in Bible and religion are provided the option of including a semester of study in Israel in either the junior or senior year. Further information may be obtained from the Bible and religion department.

Semester in Spain

Semester in Spain combines challenging Spanish language study (beginning, intermediate, and advanced levels) and a rich cultural experience in Seville, Spain, a modern city with a rich history. Students have constant opportunities to practice the language skills they are learning. Faculty members use a global approach, concentrating on developing and enhancing listening, speaking, reading, and writing skills. Students develop confidence and fluency in Spanish by improving their command of Spanish grammar and vocabulary. Courses are available during fall, January, spring, and summer terms. Students who complete 6 semester hours of credit in Spanish at Huntington (or earn equivalent credit through CLEP examinations) and 16 hours in the Semester in Spain program meet the requirements for a college minor in Spanish.



ADMISSIONS PROCEDURES AND POLICIES

Application for admission is your first step toward becoming a part of the Huntington College community. You may visit the College Web site at www.huntington.edu for information and an application form, or you may send email to admissions@huntington.edu. You may contact the Office of Admissions at 260-359-4000 or toll-free at 800-642-6493 or write to Huntington College, Huntington, IN 46750.

The recommended high school program for **entering students** includes **four years of English, two years of college preparatory mathematics and three years of social studies** including a year of American history and a year of world history. Regular admission assumes completion of a standard college preparatory program; applicants who have completed other secondary programs will be reviewed by the admissions committee to ascertain the appropriateness of their preparation.

You should submit an **application for admission** to the admissions office along with a non-refundable **application fee of \$20**. You should also request that your high school guidance office send a copy of **your high school transcript** to the Huntington College admissions office. You should take the SAT or ACT and **have your scores** sent to Huntington. The admission decision is not final until complete records of all high school and previous college work have been received. Students who have not provided complete official records of all previous post-secondary work will not be permitted to attend classes. Attendance at all previous institutions must be reported on the application; fraudulent or incomplete information about one's previous academic record will subject the individual's admission decision to review for possible immediate dismissal.

Your application for admission should be submitted during the fall semester of the senior year of high school. Although applications will also be received through the spring and summer months for anticipated fall enrollment, earlier applications have an advantage in financial aid awards. Campus-based financial aid is generally awarded for the following year by April 30 and awarded only as funds are available after that date.

Within two weeks after all application materials have been received, the applicant will be notified of his or her status by the admissions office.

Students should apply at least one month prior to the beginning of the term so that all documents can be received and the admission decision made prior to classes beginning. A \$100 general student deposit, refundable until May 15, confirms your acceptance of admission and intention to enroll.

Applicants are required to submit scores of the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Test (ACT). The results are considered, along with the high school record and the applicant's appreciation for the standards and purposes of Huntington College, in determining the likelihood of success and for placement (students with less than a 550 SAT math score, for example, will take a math placement test prior to registration). Registration for the SAT or ACT is through the high school guidance counselor, and scores are sent to Huntington College at the request of the applicant.

Graduation from high school with a **minimum gpa of 2.3 in a college preparatory program** and satisfactory test scores are required for regular admission to Huntington College. Selected students who do not meet regular admission requirements but who have a combined SAT score above 850 or an ACT composite score above 18 and who have at least a 2.0 gpa or rank in the upper half of their class may be reviewed by the admissions committee for their potential to be successful at Huntington and may be given admission on limited load.

Other students not accepted for admission but who have at least a **C** average may be advised to attend another accredited institution to demonstrate their ability to complete college work successfully. International students may be asked to provide evidence of English language proficiency by taking the Test of English as a Foreign Language (TOEFL). International students who meet other academic requirements for admission to the College but score below 550 on the TOEFL may have their admission deferred until they can provide evidence of adequate English language skills.

Applicants anticipating participation in athletics must meet admission requirements to be regularly enrolled as a full-time student in good standing and, in addition, must meet NAIA requirements in **two of the following** in order to be eligible for athletics in the freshman year: have earned above a **C** average in high school, be in the top half of the graduating class, and have an 860 SAT or 18 ACT (*NAIA requirements subject to change annually*).

Applicants over the age of 25 or those who have completed a nontraditional high school program such as the GED equivalency will be considered by the admissions committee on the basis of their potential to be successful as evidenced by exam scores and other relevant information and life experiences.

Students who wish to apply to the **EXCEL Program** in organizational management should contact the Huntington College Center for Management Studies (800-600-4888 or 260-359-4162). To be eligible for regular admission, bachelor degree students must have completed a minimum of 64 semester hours from an accredited college with at least a 2.0 gpa and be 25 or older with three years of work experience. Associate degree students must be 23 or older and have two years of work experience.

Huntington admits individuals of any race to all the rights, privileges, programs, and activities accorded or made available to every student and does not discriminate on the basis of race, class, sex, or age in the administration of its educational policies, admission policies, scholarship and loan policies, and athletic and other administrative programs.

Transfer Students

Students with letters of honorable dismissal and official transcripts of credits from other accredited colleges may be admitted to advanced standing at Huntington College.

Transfer students pursuing a degree program will be required to **complete at least eighteen hours in their major** at Huntington and **satisfy the residency requirements** for the degree level sought.

Only courses with a grade of **C** or above are transferable, and only those courses which are appropriate to programs offered at Huntington will be transferred. The registrar will determine which courses meet Huntington requirements in specific major programs and general education based on appropriate relevant materials provided by the student.

Only credits are transferred—no transfer grades are recorded nor counted in the cumulative grade point average. However, students who are regularly enrolled at Huntington may take course work at other institutions as transient students and have the grade as well as course credit listed on their

Huntington transcript and calculated in the cumulative index, provided that approval of the course work has been given by the registrar before enrolling in the course. Grades are not transferred for courses taken by correspondence and credit for correspondence work requires special approval. Credit awarded by another institution on the basis of an examination or proficiency test is not transferable to Huntington College. Credit for AP, CLEP and DANES examinations taken prior to enrollment is awarded by Huntington College only after the College has evaluated an official score report.

Credit, if awarded, from a non-accredited college is not transferred until the student has completed at least 12 hours at Huntington with a **C** average or better. Provisional acceptance of work appropriate to the Huntington College program is contingent on the student performing satisfactorily in courses with advanced standing.

Transfer students whose cumulative gpa is less than 2.0 or who are on academic probation at the most recent institution attended as a full-time student may be admitted on probation provided the student would have been regularly admitted on the basis of the high school record. Such students must obtain a **C** average in their first semester at Huntington to be removed from probation and be permitted to continue their enrollment.

A transfer student released from another college for poor scholarship may be admitted on probation after at least one semester has elapsed between the student's release and the admission to Huntington provided the student would have been regularly admitted on the basis of the high school record. However, based on an evaluation of the admissions committee, such a student may be conditionally admitted on probation if there is promise of success at Huntington but may be limited to less than full-time attendance until the student has completed 12 or more hours with a 2.0 cumulative gpa at Huntington. Subsequent action for release from probation or for dismissal will follow regulations for regularly enrolled students.

Transfer students follow regular admissions procedures. An **official transcript** of his or her college record is requested by the student to be sent from the registrar of that institution to the Huntington admissions office. Attendance at all previous institutions must be reported on the application; fraudulent or incomplete information about one's previous academic record will subject the individual's admission decision to review for possible immediate dismissal.

Transient Students

Students who are regularly enrolled at another college may earn a limited number of credits at Huntington to apply toward their degree program at the other institution without making formal application for admission provided they secure a statement from the registrar of the college to which they wish

to transfer their credits certifying that those credits apply towards their anticipated degree. Such transient students may take courses in summer session or during the semester when it is convenient to their programs. January Term courses may also be applicable.

Readmission

Students who interrupt their enrollment for one or more semesters must apply for readmission in the admissions office. Students in continuous enrollment covering a number of years may graduate under the Catalog requirements which were in force at the time of the initial registration, provided the enrollment period does not extend beyond seven years. Students who interrupt their enrollment will graduate according to the Catalog under which they return.

Work completed more than ten years prior to a student's date of graduation is subject to review by the registrar and the appropriate academic departments to determine whether those credits will count toward graduation.

Alumni LIFE Program

Graduates who completed their baccalaureate degrees at Huntington College are encouraged to return after three years to take classes for LIFE that enhance their undergraduate education in the Lifetime Investment for Education program. Alumni may enroll in regular classes at a special LIFE rate after a three-year waiting period from the date of graduation. LIFE students are not eligible for other College financial assistance.

LIFE students may enroll in any regular course on a space-available basis. Where a minimum enrollment is needed in order for a course to be offered, such as in summer session or designated special evening program, LIFE enrollments do not count toward those minimum requirements. Laboratory, course, technology, activity, or other applicable fees are assessed in addition to the special tuition rate. The LIFE tuition rate does not apply to specially offered courses such as tutorials, internships, or independent studies, nor to special programs such as EXCEL. These provisions for LIFE are periodically reviewed and revised and may change over time. An application for readmission must be completed in the admissions office.

Early Admission

A superior high school student may be permitted to enroll in not more than six credits during the summer and each semester of the senior year before high school graduation. Superior scores on standardized tests, excellent grades, and the recommendation of the high school principal are required. Special tuition rates enable such students to bank credits at Huntington for later enrollment or to transfer the work.

Audit and Visitor Students

Students wishing to take courses only on a non-credit basis may be allowed to enroll as Special students to take courses as auditors or visitors. Such students are exempted from portions of the admissions process and are not regularly admitted.

An **auditor** is a student who wishes to take a credit course and participate with the class but does not wish to receive credit. The student pays a reduced tuition plus applicable laboratory or studio fees. Students are invited to participate fully with the class, submitting papers and taking exams at their option. A permanent record entry is made with a designation of audit enrollment provided the student attends a minimum of two-thirds of the class sessions and makes a minimum passing effort. Full-time students may audit one course without tuition.

A **visitor** has permission only to attend a course as space is available. A visitor registration charge per course entitles the student to attend lectures but not laboratory sessions. No permanent record is made nor is course work to be evaluated by the instructor.

Advanced Placement, CLEP and DANTES

High school students who take advanced placement courses are encouraged to take the CEEB advanced placement examinations and have their scores sent to Huntington. The College grants college credit for scores of 3 or higher.

The College also grants college credit to enrolled students for **subject examinations** in the College Level Examination Program (CLEP) and for selected DANTES exams. These exams may be taken at any test center, including Huntington, with the scores sent to the College. Credit is not given for any of the CLEP general examinations, only the subject examinations. Certain institutionally administered tests are also given in subjects for which no national test is available.

To receive college credit, the student must be enrolled or completing a program of study at Huntington or have been graduated from the College. (Credit by examination for individuals who are not enrolled is held until they do enroll.) No credit is awarded in a course for which credit has already been received. A CLEP exam may be used to repeat an unsuccessfully attempted course; however, the prior record including the grade is not altered. Thus, credit is granted if no credit was earned in the course attempted, but a CLEP exam will only be used to waive the requirements for a minimum grade of C if credit was earned by obtaining a D.

CLEP or DANTES credit is not used in calculating the gpa, and it does not satisfy residency requirements for the major or the degree.

Huntington uses the CLEP exams for **placement and credit decisions in modern languages.**

Students who have studied two or more years of high school foreign language should take the CLEP exam by July so that scores of the test, along with the high school record, may be used to place students in the language course appropriate to the level of achievement.

Students who transfer to Huntington with CLEP or DANTES credit from another institution shall have the credit reviewed by the CLEP director. Credit may be granted by the College based on the scores and the College's current practice. Because colleges differ on the minimum score for which they may grant CLEP or DANTES credit, students cannot assume that a score accepted by another institution will be sufficient to meet Huntington's minimum score for credit.

To earn credit for EN 121 English Composition, students must pass both the multiple choice and essay sections of the **Freshman Composition** CLEP examination. The Huntington College English Department evaluates the essay section and determines whether credit can be awarded. Students must complete the Freshman Composition CLEP examination no later than June of the year of enrollment if they wish to be exempted from enrolling in EN 121.

Entering freshmen who plan to take CLEP examinations are urged to do so in late spring or early summer, but certainly not later than July, so that scores may be received prior to fall registration. The English composition and western civilization exams must be taken in June and July, respectively, since the student must enroll for comparable courses in the fall semester. Students anticipating advanced placement in language courses should take the relevant CLEP examinations not later than July. Completed registration forms and fees should be returned to the CLEP director well before the anticipated test month.

New Student Programs

The annual June Freshman Registration Weekend provides an opportunity for freshmen and their parents to become more familiar with college life by spending a weekend on campus. Students meet peers, faculty, staff, and administrators and register for fall classes with an academic advisor.

Freshmen and transfer students are expected to attend new student orientation for several days before the beginning of the fall semester. This program assists new students in gaining a perspective on the Huntington College experience. The focus of orientation is to help students adjust academically, personally, socially, and spiritually while familiarizing students with campus policies, procedures, services, and opportunities.

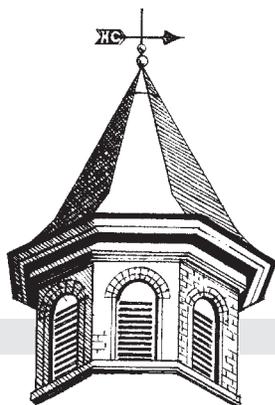
Small groups meet for discussion and mutual support with an advising team of a faculty member and an upper class student during orientation. For freshmen, this group also meets as a class throughout the fall semester. The emphasis for the course is the integration of faith and learning.

An abbreviated orientation for new students is also conducted at the beginning of the spring semester.

Parents' Orientation for New Students

Several parent sessions are held during Registration Weekend and Orientation to provide an opportunity for parents of new students to learn more about the College and how the College seeks to partner with them in the education of their sons and daughters.





DEGREES AND PROGRAMS

Degrees Offered

Students completing a designated four-year program are awarded the appropriate bachelor of arts, bachelor of music, bachelor of science, or associate of science degree. Concentrations are available within some majors to allow students to specialize in an area of interest.

The master of arts in Christian ministries degrees in the fields of pastoral ministry, educational ministry, and youth ministry are offered at the graduate level. The graduate school also offers a diploma in pastoral leadership.

Bachelor of Arts Degrees

Bible and Religion
(Biblical Studies, Religious Studies)

Biology

Chemistry

Communication
*(Media Communication–Broadcasting,
Media Communication–Journalism,
Media Communication–Public Relations)*

Educational Ministries

English

History

Mathematics

Music *(Music, Music for the Contemporary Church)*

Oral Communication

Philosophy

Psychology

Sociology

Theatre *(Theatre Performance and
Theatre Design and Technology)*

Visual Arts *(Graphic Design and Fine Arts)*

Bachelor of Music Degrees

Music *(Music Performance - Instrumental, Piano, and Vocal; Music Education - All-Grade Choral or Instrumental; Music Composition)*

Bachelor of Science Degrees

Biology *(Biology Life Science Education)*

Business *(Accounting, Economics, E-Commerce, Entrepreneurial Small Business Management, Management, Not-for-profit, and Business Education)*

Chemistry *(Chemistry Physical Science Education)*

Computer Science

Educational Ministries *(Family and Children's Ministries, Cross-Cultural Ministries)*

Education *(Elementary – Primary and Intermediate; Middle Grades; Secondary)*

English *(English-Language Arts Education)*

Environmental Science *(Laboratory Science and Public Policy)*

Exercise Science *(Personal and Community Fitness; Pre-Professional)*

History *(History Social Studies Education)*

Mathematics *(Mathematics Education)*

Music *(Music Business)*

Organizational Management

Physical Education *(Physical Education, Secondary and All-Grade)*

Recreation Management *(Outdoor, Therapeutic, and Community and Commercial)*

Visual Arts *(Visual Arts Education, Elementary, Secondary and All-Grade)*

Youth Ministries

Bachelor of Science in Science Degrees

Biology

Chemistry

Mathematics

Graduate School

Master of Arts in Pastoral Ministry

Master of Arts in Educational Ministry

Master of Arts in Youth Ministry

Diploma in Pastoral Leadership

Bachelor of Arts Degree

For students completing a general liberal arts program, the **bachelor of arts** degree is offered in fourteen major fields of study. These include majors in Bible and religion, biology, chemistry, communication, educational ministries, English, history, mathematics, music, philosophy, psychology, sociology, theatre arts, and visual arts.

Bachelor of Music Degree

The **bachelor of music** degree is a professional degree offered to students majoring in music with concentrations in performance, music education or music composition.

Bachelor of Science Degrees

The **bachelor of science** degree is offered to students who complete a designated program in one of nine professional preparation fields including business, computer science, education, educational ministries, environmental science, exercise science, music, physical education, and recreation.

The **bachelor of science degree in business** is granted to students who complete a core program in business with a concentration in accounting, economics, e-commerce, education, entrepreneurial small business management, management, or not-for-profit business, and to students who complete a designated program in organizational management.

The **bachelor of science degree in computer science** is offered to students who complete a designated program of professional preparation.

For the **bachelor of science degree in education**, students who are preparing to teach must complete a teacher licensing program and a college major. Majors or licensing fields include elementary education (primary and intermediate grades generalist), middle grades (with a content area concentration in language arts, mathematics, social studies, or science), secondary education with licensing in biology-life science, business education; chemistry-physical science; English-language arts; mathematics; music all-grade concentrations (leading to a MusB) in choral and instrumental; physical education (all-grade or grades six to twelve); social studies with content areas in economics, geographical perspectives, government and citizenship, historical perspectives, psychology, and sociology; and visual arts (all-grade or grades six to twelve). A visual arts elementary license (grades kindergarten through five) is also available. The requirements for completion of the college major and licensing program are outlined in the individual departments. Professional education course requirements for each level are outlined in the Department of Education section of the catalog. Students who wish to prepare for education related occupations other than teaching may do so by substituting designated courses for those in the licensing program and completing a major in education.

The **bachelor of science degree in educational ministries** is available to those who desire professional preparation in the field of educational ministries. Concentrations in family and children's ministries and cross-cultural ministries are available for students preparing for leadership positions in church and parachurch organizations, and a program in youth ministries is available for students preparing for youth-related professions.

The **bachelor of science degree in environmental science** is granted to students who complete a core program in environmental science and a concentration in either laboratory science or public policy.

The **bachelor of science degree in exercise science** is available to students seeking professional preparation in exercise science. Pre-professional and personal and community fitness concentrations are offered.

The **bachelor of science degree in music** is available to those who complete the designated requirements for the program in music business.

The **bachelor of science degree in physical education** is offered to students who complete the prescribed courses for the programs in secondary or all-grade teacher education. Athletic training emphasis preparing students to sit for the National Athletic Trainers Association certification examination is available.

The **bachelor of science degree in recreation** is awarded to students who complete the designated program of professional preparation. Emphases in outdoor recreation, therapeutic recreation, and community and commercial recreation are available.

The **bachelor of science in science** degree is offered to students who complete a designated program of professional preparation in biology, chemistry, or mathematics.

Professional and Pre-Professional Programs

Students who are interested in preparing for such professions as theology, law, medicine, dentistry, engineering, journalism, library science, and nursing are encouraged to consider taking part or all of their liberal arts preparation at Huntington. In many cases such professional schools prefer that students complete a liberal arts degree prior to admission. In other instances, a year or two of work at Huntington may be most advantageous.

The student should consult the graduate or professional school catalog of interest in planning his or her undergraduate program.

Pre-Law Program

Students preparing to enter law school will find that acceptance depends upon college grades, scores on the Law School Admission Test (LSAT), and references supplied by professors and others. Law schools emphasize the importance of a liberal arts education.

Undergraduate courses should be selected from those that emphasize comprehension, expression, and logical thinking. A critical understanding of our societal institutions and the values with which the law deals in such relations with these institutions is also important. Courses recommended include economics, English, history, philosophy, political science, psychology, sociology, and speech.

Pre-Engineering Program

Students wishing to enter one of the engineering professions should contact the university engineering schools of interest to learn specific course requirements. Among the member colleges of the Council for Christian Colleges and Universities, engineering programs are offered at Calvin, Cedarville, Dordt, Geneva, John Brown, LeTourneau, Messiah, Olivet, and Seattle Pacific.

Depending on the university and the particular engineering field, it is usually possible to complete one to two years of liberal arts courses at Huntington, including foundational courses in the physical sciences and mathematics, as well as the humanities and social sciences. CCCU engineering programs recommend a year of chemistry and physics, three semesters of calculus, differential equations, linear algebra, statistics, numerical methods, computer science languages, English composition and literature, Bible, and other courses in the humanities, history, and social sciences.

Pre-Medical Program

Students preparing for entrance into a medical or dental school will find that acceptance is based on college grades, scores earned on the Medical College Admission Test (MCAT), and references supplied by professors and others. Students should plan to major in chemistry or biology with considerable electives in other areas of the liberal arts. Medical schools are interested in students who excel in all areas and those willing to go beyond routine class assignments. Co-curricular activities and research are encouraged.

Pre-Nursing Program

A student who wishes to pursue a career in professional nursing may attend Huntington for one or two years, depending upon the nursing program to which the student may transfer. The student should contact the specific nursing school early to learn entrance requirements in order to plan properly for courses to be taken at Huntington.

Professional Teacher Education Program

Huntington College is accredited by the National Council for Accreditation of Teacher Education and the State of Indiana Professional Standards Board for its courses in the liberal arts and teacher education leading to Indiana teacher licensing in elementary (elementary: primary and intermediate grade levels), middle grades (elementary: intermediate and middle school/junior high levels), and secondary schools (middle school/junior high and high school levels).

Students may complete elementary: primary and intermediate licensing for grades K-5. Middle grades (grades 4-8) licensing programs are available with content area concentrations in language

arts, mathematics, social studies, and science. In secondary education students may complete grades six to twelve licensing programs in business education; English-language arts; mathematics; music all-grade concentrations in vocal and general music, and instrumental and general music; physical education, including a grade six to twelve major or an all-grade program; science, with programs in biology-life science and chemistry-physical science; social studies with content areas in economics, geographical perspectives, government and citizenship, historical perspectives, psychology, and sociology; and visual arts including elementary, secondary or all-grade programs.

The requirements for completion of the college major and licensing courses are available in the education department and in the respective content area departments.

Courses for **special education licensing** are available through a consortium agreement with the University of Saint Francis in Fort Wayne.

Professional Graduate Ministry Programs

Huntington College offers master of arts degree programs in pastoral ministries, educational ministries, and youth ministries through the Graduate School of Christian Ministries. The purpose of the master of arts in pastoral ministry is to prepare individuals for pastoral leadership, but concentrations are available in family development or church growth. The purpose of the master of arts in educational ministry is to prepare individuals for service in Christian educational ministries in church and in parachurch ministries. The purpose of the master of arts in youth ministry is to prepare individuals for youth ministries in church and parachurch ministries. Requirements for master of arts degrees are outlined in the section of the Catalog devoted to the graduate program.

Baccalaureate Degree General Requirements

It is the responsibility of the student to see that the proper courses for the intended program are taken in the proper sequence. Special care should be taken with courses offered in alternate years. The faculty advisor should be consulted for assistance in planning, *but ultimately the student accepts responsibility for registration in the desired and needed courses.*

Total minimum credits for graduation are 128 hours for a baccalaureate degree with a cumulative grade point average of 2.0 overall. A Core program in general education is required of all students that includes language or language alternative courses for those seeking the bachelor of arts degree. The passing of an English competency exam and demonstrated mathematics competency are required for graduation.

All baccalaureate students must complete a minimum of 36 hours in **upper-division courses** numbered 300 or above. **Three January Term** courses in at least two departments are required.

A **major** program of at least 36 hours as described in the major department, twenty-four or more of which are in the major department, must be presented for graduation. At least 10 hours in the major program must be upper-division courses. No grade less than **C-** in the major program is acceptable, and the average of all courses in the major program must be at least **C**. An appropriate minor may be added to the student's program provided it includes at least 22 hours as described in the minor department.

Not more than 48 hours from one department and not more than 66 hours from one division may be counted toward the bachelor of arts degree, exclusive of any foundation courses that are not included in the major program. Major program requirements may not exceed forty-eight hours for the bachelor of arts degree nor sixty-six hours for the bachelor of science and bachelor of music degrees.

To be granted a bachelor's degree from Huntington, the student must have completed either the last 30 hours or a minimum of 90 hours in residence through Huntington College. One-half of the courses in the major program must have been taken through Huntington.

Students must be present at Commencement for the conferring of the degree unless exempted by special action of the Faculty. Students intending to complete degree requirements during the summer may be permitted to participate in Commencement exercises in May as July graduates provided they have no more than nine hours of coursework remaining at the time of Commencement. Students who wish to be July graduates must file an acceptable plan for completing the outstanding credits with the registrar by May 1 prior to Commencement. Students may be listed as July graduates one time. Students whose names are published in the Commencement bulletin as July graduates who fail to complete requirements as planned will not be listed in the bulletin again until all degree requirements are completed.

Application for Graduation

Students pursuing any degree or diploma should submit an application for graduation to the registrar no later than the registration period two semesters prior to their planned completion of requirements. Students who wish to be considered candidates for the bachelor's degree must apply for graduation when they have completed 95 or more semester hours. After the registrar has approved a student's application for graduation, the student must report any changes in the submitted plan of study for completion of requirements to the registrar for approval.

Students wishing to participate in Commencement in May may have no more than nine semester hours of course work remaining at

the time of Commencement. A plan for completing the outstanding credits by the end of the summer must be filed with the registrar by May 1 prior to Commencement. Courses offered by Huntington College and already begun at the time of Commencement and scheduled to be completed before July 31 will not count toward the nine-hour maximum.

Students planning to complete a portion of their requirements for graduation through CLEP or correspondence must complete that work in time to allow an official report of the results of that work to reach the registrar by mid-term of the spring semester prior to graduation. Names of students not having successfully completed planned CLEP or correspondence credit will not be recommended to the Faculty for inclusion in the graduating class.

Earning a Second Bachelor's Degree

Rarely is it in the best interests of the student to work toward a second bachelor's degree. A student may find that it is advantageous to take courses in a second field at the undergraduate level; but if a degree objective is sought, most often the student will find that a graduate degree can be earned while getting the additional coursework.

However, students who have completed a bachelor's degree may be allowed to receive a second bachelor's degree at Huntington provided they complete all requirements for the second degree and a minimum of 24 hours beyond the requirements for the first degree. The major for the second degree shall be distinct from that of the first. The second degree is not to be confused with a double major or program in which case only one degree is granted.

The Core Curriculum

The Huntington College Core Curriculum assists students in integrating knowledge, values, and abilities with a coherent worldview, equipping them for a life of faithfulness to God and service in a rapidly changing world.

Students completing the Core Curriculum will *(i)* explore the central fields of human inquiry and consider the major developments in human thought; *(ii)* develop abilities necessary for productive living and for leadership in society; *(iii)* develop critical thinking abilities; *(iv)* value diversity and appreciate creative expression; *(v)* confront questions that challenge established points of view; *(vi)* identify values that will give meaning and purpose to their lives; *(vii)* be challenged to integrate the Christian faith in articulating their personal worldview; and *(viii)* interpret and respond to issues in ways that reflect their value systems.

The Core Curriculum provides an integrated program of general education and is the core of the Huntington educational experience upon which a student's major expands to develop knowledge and skills for professional life.

The Core program consists of a minimum total of 64 hours for the bachelor of arts degree, and 52 hours for the bachelor of music and bachelor of science degrees. The Core is organized around five themes.

Gaining Historical Perspective in Human Experience

- HS 115-116 Historical Perspectives on Culture and Civilization6
(HS 125-126 Mainstream of Civilization taken by history majors, pre-law and social studies licensing students)
- EN 151 Introduction to Literature3
- PL 220 Introduction to Philosophy.....3
(PL 260 Ethics may be elected if a student chooses)
- AR or MU or TH 115 Introduction to Art or Music or Theatre2
- AR or MU or TH Applied Creative Arts.....2
(designated applied experiences in studio art, private or class music lessons or ensembles, or theatre arts—see below)
- FR or GM or SN 111-121-211-221 or GR 111-121-211 Elementary and Intermediate Foreign Language.....12
(two years of foreign language recommended for all students but required only on bachelor of arts degree; designated language alternatives may substitute for some programs—see below)

Growing in Christian Faith

- BR 111 Biblical History and Literature3
(BR 231 or 251 Old or New Testament Introduction are taken by Bible and educational ministries majors; may be elected by others)
- EM 285 Understanding the Christian Faith3
(EM 285scL Life and Thought of CS Lewis may be taken in place of Understanding the Christian Faith)
- BR 331 Religions of the World or BR 311 Selected Topics in Bible or BR 421 Contemporary Religious Thought or BR 440 Religion and Scientific Thought or BR 460 Philosophy of Religion or other nonintroductory BR course3
- CAP 475 Capstone Seminar2

Understanding Man, Society and the Natural World

- PS 111 Public Policy or PY 111 Introduction to Psychology or SO 111 Principles of Sociology *(two of these are to be chosen)*.....6
(EB 211 or PS 181 may be taken for one of these if required in major)
- BI 111/L Biology in the Modern World or CH 111/L Chemistry and Contemporary Society or PH 111/L Physics and the Modern World *(two of these are to be chosen)*.....8
(BI 161/L-222/L or CH 161/L-162/L or PH 211/L-212/L may be taken if required in major)
- MA 115 Mathematics Modeling for Contemporary Society *(or MA 151 Introduction to Probability and Statistics or CS 111 Introduction to Computers)*3
(other mathematics courses may be taken if required in major, such as MA 171, or MA 111-112 for elementary education majors; a minimum math competency must be demonstrated before enrolling in math courses)

Improving Communication Skills

- EN 121 English Composition3
(placement in EN 111 English Usage and Composition may be prerequisite to EN 121; a satisfactory score must be achieved on the TSWE English competency exam for graduation)
- SP 211 Public Speaking3

Enhancing Physical Wellness

- PE 110 Introduction to Physical Wellness1
- PE 111-121 Physical Education Activities1
(two are to be chosen)

Creative Arts Requirement

The creative arts requirement in the Core includes both an introduction to one of the fine arts (AR 115, MU 115, or TH 115) as well as one or more experiences in applied studio art, music, or theatre for a total of 2 credits. Courses must be taken for letter grade (unless the course permits only S/U). Students must audition, demonstrate competency, or show prerequisite course work in order to enroll in some courses. Enrollment may be limited by space available. Some advanced courses that require one or more courses as prerequisites are not listed but may be counted toward the requirement by petition to the Academic Concerns Committee.

Approved applied creative arts courses include AR 101 Drawing for Enjoyment, AR 107 Taking Great Photos, AR 351 Ceramics, MU A01-09 Class Piano, Voice or Guitar, MU Pxx Music Ensemble, SP 381 Oral Interpretation, TH 212 Beginning Acting, TH 221 Stagecraft I, TH 222 Stagecraft II, TH 231 Scene Painting, TH/ED/RC 253 Creative Dramatics, TH/ED/RC 261 Children’s Theatre, TH 331ac Acting for the Camera, TH 331cp Creative Performance, TH 331pl Playwriting, TH 331rt Religion and Theatre, TH 331tp Trouping, TH 391 and 392 Play Production, or approved January Term courses.

Language As Broadening Cultural Understanding

Another people’s language, more than any other aspect of their culture, reflects their views of life, the world, and the human experience. In addition to these cultural insights, the study of a foreign language strengthens linguistic skills and provides a clearer understanding of one’s own language. The study of a foreign language for all students is strongly recommended.

Knowledge of a foreign language or completion of designated alternative courses is required for students earning the bachelor of arts degree and is recommended for all other baccalaureate degrees. The requirement may be satisfied by completion of 12 hours in the same language in college or by receiving credit for the equivalent level by CLEP exam or, for most programs, by completing 14 - 16 hours in language alternative courses with at least one introductory semester of a foreign language as part

of the alternatives. Designated courses in the arts, literature, religion, and history of another culture or in philosophy, linguistics, political geography, and sociology are intended to provide a broadened cultural understanding. Students completing a bachelor of arts major in English or history must complete 12 hours in the same language to fulfill the language requirement.

Students who have studied a foreign language in high school may wish to continue in the same language in college. Generally, two years of high school language study are equivalent to one year of the language in college. If the student has had less than two years in high school, the student is placed in the beginning semester of the language.

Advanced placement in language courses requires that students take the CLEP test by early summer to allow time for scores to be processed.

The student whose native tongue is a major language other than English may be exempted from the foreign language requirement upon the recommendation of the foreign languages department to the Academic Concerns Committee. A "major language" for these purposes is one used by a major population group and one in which a substantial body of written literature exists.

Language Alternatives for Broadened Cultural Understanding

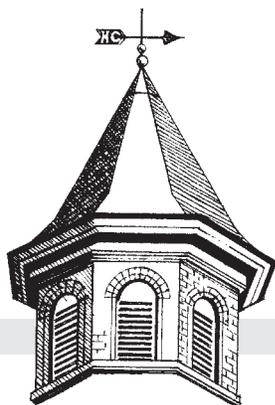
Designated language alternative courses have been selected which provide an option for students who choose not to complete two years of language study. These courses are intended to satisfy the broadened cultural understanding which underlies the foreign language requirement through study of a non-English speaking culture which reveals another people's concepts of life and human relationships.

Students opting to complete the language requirement by taking language alternative courses will complete 14-16 hours from any combination of language courses and those courses listed below, including at least one semester in a language. Some January Term courses may also be approved as alternatives but no courses may be included that otherwise are part of the student's major program or the Core Curriculum program.

The following have been approved as alternatives to the language requirement.

AR 371 Art History I
AR 381 Art History II
BR 331 Religions of the World
BR 421 Contemporary Religious Thought
EN 381 Early English Literature
EN 481 World Masterpieces I
EN 482 World Masterpieces II
HS 322 Early Modern Europe
HS 355 Modern Russia
HS 411 Medieval Europe
HS 432 Modern Europe
MU 241 English/German Diction and Literature
MU 242 Latin/Italian/French Diction and Literature
MU 341 Music History and Literature I
MU 342 Music History and Literature II
PL 311 History of Ancient and Medieval Philosophy
PL 321 History of Modern Philosophy
PL 420 Twentieth Century Philosophy
SO 421 Population Studies
SO 485 Sociological Theory
TH 311 History of Theatre





ACADEMIC POLICIES

Grading System

The College uses a traditional grading system based on the four-point scale. Letter grades may carry plus and minus marks that are computed in the grade point average. The interpretation of letter grades is as follows:

Grade	Description
A	Excellent Achievement
B	Commendable Achievement
C	Satisfactory Achievement
D	Unsatisfactory Achievement
F	Failure
S	Satisfactory
U	Unsatisfactory
W	Withdrawn
I	Incomplete
AU	Record of Audit

Only courses for which grades of **A** to **D** and **S** are earned are granted credit, and only courses for which grades **A** to **F** are earned are awarded grade points and used in the calculation of grade point averages. The following scale is used in assigning grade points. Each credit hour earns the grade points shown.

Grade	Grade Points
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

The grade point average (gpa) is an index of academic achievement in work taken at Huntington and is computed as the average of grade points earned in courses for which grades **A** to **F** were given.

Election of S/U Grades

To encourage students to explore challenging courses outside of their major program or Core Curriculum, the College permits a student to take

limited elective courses on a Satisfactory/Unsatisfactory basis. Such electives taken for **S/U** count toward graduation requirements but are not computed in the student's gpa. Internships and practicums are graded only **S/U**.

A student may elect up to five hours in a given semester to be taken as **S/U**. Not more than twenty-two hours other than in January courses may be counted toward graduation. Courses in the Core Curriculum program, those counted in the major program (except those offered only on an **S/U** basis) and those required for teacher licensing may not be taken **S/U**. However, if a student subsequently elects a major program in a discipline in which a course had been graded Satisfactory, that course (but not more than one) may be counted in the major program requirements.

A student on academic probation may not petition to take any course **S/U** in the probationary semester.

To elect **S/U** in qualifying courses, the student must petition the registrar within the first ten days of the semester or the first three class days of January Term or summer session. No change in the grading is permitted after the announced date.

Students selecting **S/U** grading are expected to participate in courses as though they were taking the course normally. Professors are not advised that a student is taking **S/U** in a graded course, and professors submit grades as usual. The registrar transcribes grades of **C-** or higher as Satisfactory and lower grades as Unsatisfactory, and those become the only existing grades of record.

The Incomplete

A grade of Incomplete in regular courses is given only under the most compelling circumstances. Lack of adequate time to complete course requirements is ordinarily not sufficient cause to grant an **I** unless there has been serious illness or another extenuating circumstance that directly affects the completion of requirements that justifies additional time for one student that others do not have.

Instructors are encouraged to determine a grade that reflects work done in the course by the end of the term, and work not completed within the time allotted for all students should not ordinarily be

included in the grade evaluation. Internships and directed studies may not conform to the academic calendar; and, therefore, instructors may request that grades be reported at a later specified date.

Requests for Incompletes are to be initiated by the student and supported by the course instructor by petitioning the Dean of the College. The extension of time agreed upon by the instructor and student may be days or weeks depending on the work to be completed.

Extensions are not permitted **beyond midterm of the following semester** unless the student is not in residence in which case the work must be completed by the end of the following semester. Failure to complete work by the agreed date will result in a grade of **F** for the course unless the Academic Concerns Committee approves an additional extension of time.

The Incomplete **I** grade is replaced in the electronic permanent record when the new grade is reported. Incomplete credit does not count toward that semester's work until the grade is recorded by the registrar. Student athletes must be alert to **implications for NAIA eligibility** based on successful completion of minimum credits.

Any Incomplete carried into a semester and completed in that semester becomes a part of the cumulative record reviewed at the end of that semester. If a grade is reported which replaces an **I** prior to the beginning of the semester, the registrar will compute the grade index and show the work as having been completed. The Academic Concerns Committee determines any change in a student's probationary status resulting from such grades reported before the beginning of the semester.

Repeating a Course

Students may repeat courses in which they have received an unsatisfactory grade of **D** or **F**. With the permission of the academic dean, they may also repeat courses in which they have received a grade of **C** or above.

The student registers for the course as a Repeat course and is charged tuition as with any other course. Should the student be unable to schedule a required course to be repeated before graduation, it may be necessary to arrange to take the course by tutorial instruction which will incur an additional charge.

Although both grade entries become part of the permanent record, only the Repeat course counts as credit toward graduation and is used in computing the cumulative grade point average.

Academic Recovery

Students who are readmitted with a poor academic record may qualify for Academic Recovery. Students who are granted **AR** have all work prior to a specified date before their readmission treated as though it had been completed on a Satisfactory/Unsatisfactory basis.

To be eligible for Recovery, the student must not have been enrolled as a full-time student at Huntington for a period of at least three years before readmission and must have attained a grade point average of 2.3 or better in at least twelve hours of work completed after re-enrolling at Huntington. A student may be granted **AR** one time only.

If **AR** is granted, a complete record of all work taken, all grades received and the grade average at the time of the action remains on the student transcript. The transcript will include a notation of the Recovery action indicating the date the action was granted.

All work completed prior to the requested Recovery date will be calculated as Satisfactory/Unsatisfactory grading and will no longer be included in the computation of grade point average. Work for which a grade of **C-** or higher was earned will be assigned a mark of **S** and may be counted toward completion of degree requirements. Course work for which a grade of less than **C-** was earned will be assigned a mark of **U** and will not count as earned hours and will not count toward any degree requirement.

Since all credits earned with a grade of less than **C-** are lost when **AR** is granted, students should carefully consider whether it is in their best interests to apply for Recovery. A student wishing to request **AR** will submit a written request to the College registrar.

Correspondence Courses and Transient Study

Students who wish to take courses in residence at another institution while maintaining their academic standing at Huntington may register for courses as transient students at the other institution provided they have received prior permission from Huntington's registrar who will approve of courses eligible for transfer (see section on Transfer Students). This applies to January and summer courses as well as regular semesters.

Students who wish to take courses by correspondence from another institution must obtain prior approval from the registrar. No more than eight credits in correspondence courses may be counted toward a degree, and correspondence may not be used to complete Core Curriculum or teacher licensing requirements or courses to be counted toward the major program, except by demonstrating in a petition to the Academic Concerns Committee that required courses cannot be taken as regular course offerings. Grades earned for correspondence courses are not included in the student's grade average.

Grade Reports and Transcripts

Final semester grades are submitted by the instructor to the Office of the Registrar and are reported to the student and the advisor by that office. **Final grades are released to the student only by the registrar.**

At midterm unofficial grades of **D** and **F** only are submitted by instructors and provided to students as indicators of unsatisfactory progress in those courses. Midterm grades are not printed on the transcript and are not included in gpa calculations. Students are encouraged to meet with professors to discuss their work and to learn what may be required to perform satisfactorily.

Students in good standing who have met all financial obligations may obtain without charge unofficial student copies of their complete transcripts, which will be stamped as Issued to Student. Requested official copies bearing the seal and signature of the registrar are sent directly to the designated employer, agency, or graduate school only at the written request of the student. Federal law requires that the request be signed in writing.

Student Records and Privacy

When a student is enrolled at an institution of higher learning, a substantial amount of personal information and educational data is collected, maintained, used, and disseminated. Huntington College recognizes and desires to protect the rights of privacy of the student over the age of eighteen, providing access to his or her educational data and the right to challenge the contents of his or her records for inaccurate or misleading information.

In general only those persons directly involved in the educational process have access to the student's records unless the student gives written permission to release the information. Parents of dependent children have access to academic and disciplinary information.

Some information has been designated as directory information by the College. The College may release directory information to outside parties without the student's prior consent. Directory information includes the following: name, address, home telephone number, date and place of birth, major fields of study, classification, participation in recognized activities and sports, photograph, dates of attendance, full-time and part-time status, and degrees and awards received. Students may request that directory information not be disclosed by completing a request in the registrar's office. The College maintains a complete policy statement in accord with the Family Educational Rights and Privacy Act of 1974, published in the *Student Handbook* or obtainable from the registrar's office.

Classification of Students

Full-time undergraduate students who are pursuing a specific program or are candidates for a degree are designated as **regular students** and classified as freshmen, sophomores, juniors and seniors according to the following:

Freshman	Less than 26 semester hours earned
Sophomore	26 but less than 58 hours earned

Junior 58 but less than 92 hours earned

Senior 92 or more hours earned

Full-time students are those enrolled for at least 12 hours in a given semester, and **part-time students** are those enrolled for less than 12 hours.

First-time freshmen are students who have not previously been regularly admitted students in a recognized institution of higher learning during a regular term.

Unclassified students are those whose transfer of credits is incomplete or pending.

Special students are those enrolled as **auditors** or **visitors** or taking a credit course but not planning to complete a recognized program of study. A special student application does not require full admission.

Post-graduate students are those who have already completed a recognized baccalaureate degree and are enrolled in undergraduate courses.

Graduate students are those enrolled in the Graduate School of Christian Ministries who have completed a recognized baccalaureate degree. Full-time graduate students are those enrolled for at least 9 hours in a given semester, and part-time graduate students are those enrolled for less than 9 hours. Special graduate students are those who do not meet regular admission requirements or who do not wish to take graduate courses for credit.

Designations of Honors

Each year in the Honors Convocation the challenge is given to students, faculty, and administration to strive for excellence in academic and scholarly performances. The Honors Convocation provides a public opportunity to recognize those who have excelled in the previous semester and college career.

Dean's List honors designation is made at the end of each semester to those students who are classified as regular students and who have been enrolled full-time with a load of 12 hours or more in graded courses earning at least 42 grade points with a semester gpa of at least 3.50.

Cumulative Achievement Honors designation is given those students who have earned a cumulative gpa of 3.50 or above and have completed a minimum of 60 hours at Huntington, carrying at least 30 hours a year. Transfer students may become eligible for such recognition by achieving a 3.50 gpa or above carrying at least 30 hours a year after one year at Huntington, provided all previous work taken was 3.50 or above.

Alpha Chi Honor Society selection is limited to juniors and seniors who rank in the upper ten percent of their classes and who are elected to this Indiana Beta Chapter of the national honor society by the faculty.

Graduation honors are accorded students receiving baccalaureate degrees with appropriate cumulative gpa's. At least sixty hours must have

been completed at Huntington with the minimum gpa, and the student's combined overall record at Huntington and previous institutions must also be above the minimum grade index. A bachelor's degree is conferred *cum laude* upon students with a cumulative gpa of 3.50, conferred *magna cum laude* upon students with a cumulative gpa of 3.70, and *summa cum laude* upon students with a cumulative gpa of 3.85. Students graduating from the EXCEL Program with a cumulative gpa of 3.70 will be graduated *with honor*.

Academic Probation

A student who fails to meet minimum scholastic standards is placed on academic probation. The scholastic index is based upon the average grade points per credit hour computed by dividing the total number of grade points earned by the total number of semester hours attempted at Huntington, not including Incompletes, courses graded **S/U**, courses replaced with a Repeat course, or courses withdrawn with a **W** before the end of the tenth week of the semester.

At the end of any semester in which a student fails to meet the minimum cumulative scholastic index required for good standing, the student is placed on academic probation by the Academic Concerns Committee. The student will be on academic probation for the following semester that he or she is in attendance at Huntington College.

Minimum Scholastic Index for Range of Semester Hours Attempted

1.70	Less than 26 hours attempted
1.80	26 but less than 42 hours
1.90	42 but less than 58 hours
2.00	58 or more hours

Semester hours attempted for minimum scholastic index include all hours in courses attempted at Huntington as well as those attempted at other colleges, whether or not such courses were transferable.

Any student whose cumulative or semester gpa falls below a 1.0 may be required to withdraw from the College or placed on probation even though the cumulative average is satisfactory. Any conditionally admitted student will be dismissed from further attendance.

Special students may be refused permission to re-enroll for any semester based on past poor scholastic achievement and are not eligible for probation.

Academic Support Contracts and Conditions of Academic Probation

Students on academic probation are permitted to continue their enrollment under the conditions outlined in an academic support contract developed with the probationary student by the Director of Learning Assistance. Conditions designated in the contract include a reduction of course load to not more than 12 to 13 hours and limitations on participation in co-curricular activities. Additional condi-

tions may include, but are not limited to, reduction or elimination of non-college activities, required study assistance, limits on work commitments, mandatory counseling, arranging for alternative housing, required class attendance and any other measures recommended by the Director of Learning Assistance or the Academic Concerns Committee to ensure concentration on the academic program. Students are automatically registered for SS102 Academic Support Seminar when they are placed on academic probation. Students on academic probation are accountable to the Director of Learning Assistance and the Academic Concerns Committee and are expected to abide by any restrictions established by those individuals as a condition of attendance. A student admitted on probation is subject to the same requirements.

A student admitted, placed, or continued on academic probation must contact the Director of Learning Assistance before the first day of the semester to make arrangements to meet individually with the director before the second full week of classes to develop and sign the academic support contract. The terms of the academic support contract are required conditions for continued attendance for probationary students, and students are expected to honor them. Failure to contact the director before classes begin or to follow through on any requirement placed on a probationary student may result in the student's immediate dismissal from the College.

Students on academic probation may not participate in public performances or intercollegiate contests of any kind, nor may a student athlete attend practices. Students on probation may not be candidates for positions of honor, such as the Homecoming Court, may not hold office or any other responsible position in organizations, be a member of Student Senate or the Student Activities Board, be a member of a Campus Ministries leadership team, be editors or business managers of student publications, be cheerleaders or student managers of athletic teams, participate in theatrical productions in either technical or performance roles, participate in College broadcasting or forensic activities, or participate in college musical performances unless exceptions are specifically designated in the academic support contract. The Academic Concerns Committee has final authority over the conditions placed on students on academic probation.

The period of academic probation begins on the first official day of classes of the student's next term following the semester for which the assessment of academic performance is made and continues through the full semester of attendance. Disciplinary probation may go into effect at any point in the term.

Students on academic probation are consequently subject to the restrictions designated in the academic support contract and ineligible for various activities effective with the first official day of classes of the next semester they are in attendance. At the end of each semester, the Academic Concerns Committee reviews all completed work to date and the recommendation of the Director of

Learning Assistance to determine whether the student may be removed from probation or be asked to withdraw from the College.

A student is neither placed on probation nor removed from probation on the basis of a record achieved while carrying less than eight semester hours except that a student who fails to achieve a 1.0 may be placed on probation or advised to withdraw. Neither a record achieved in January Term nor summer session is the basis in and of itself for placing a student on probation; grades achieved in such sessions are included in the cumulative record reviewed at the end of the subsequent semester. Grades earned at another institution are not considered when releasing a student from probation.

Any student who is on probation for poor scholarship and who fails to earn the required minimum gpa at the end of the subsequent semester of attendance is not permitted to re-enroll except that a student who achieves a C semester average may be allowed to petition to continue for an additional semester. The Academic Concerns Committee must be persuaded that there is reasonable expectation of success and that reasonable progress is being made toward the completion of the degree objective. The Committee may require a higher semester average than C for continued enrollment on probation.

A student denied permission to continue because of poor scholarship may apply for readmission on academic probation after one or two semesters provided the student's record gives evidence of ability to succeed. Students who were initially admitted on limited load or who have performed unsatisfactorily in their first year and have been subsequently dismissed are not likely to be readmitted. Students applying for readmission must demonstrate a reasonable expectation of success in their written appeal to the academic dean before readmission by the admissions counselor can be considered. A student twice dismissed will not be given consideration for readmission.

Disciplinary Probation

The dean of students' office may place a student on disciplinary probation for misconduct and disregard of the established social rules and regulations. Disciplinary probation may go into effect at any point in the term. Procedures and appeal processes are described in the *Student Handbook*.

Disciplinary probation precludes a student's participation in co-curricular activities and may include restriction to the campus or suspension from classes. If the misconduct persists or if disciplinary probation occurs during two consecutive semesters, or more than twice during the four years of college, dismissal from the College will result. A dismissed student may not be readmitted until sufficient time has elapsed since the dismissal and the dean of students has approved a petition for readmission which demonstrates reasonable expectation for conformance to community standards of the College.

Eligibility for Activities on Disciplinary Probation

Students on disciplinary or social probation may not participate in public performances or intercollegiate contests of any kind, nor may a student athlete attend practices. Students on disciplinary probation may not be candidates for positions of honor, such as the Homecoming Court, may not hold office or any other responsible position in organizations, be a member of Student Senate or the Student Activities Board, be a member of a Campus Ministries leadership team, be editors or business managers of student publications, be cheerleaders or student managers of athletic teams, participate in theatrical productions in either technical or performance roles, participate in College broadcasting or forensic activities, or participate in College musical performances unless exceptions are specifically designated by the Office of the Vice President for Student Development. Disciplinary probation may also preclude off-campus involvement in the wider community, e.g. student teaching, PRIME Experience, volunteer service activities through the Joe Mertz Center and any other activities designated by the Office of the Vice President for Student Development.

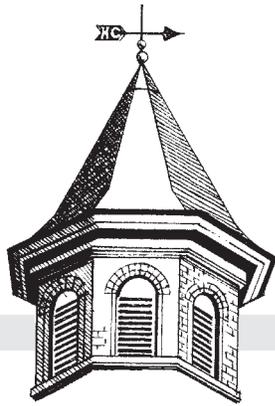
Academic Honesty

The academic community places high value on intellectual honesty. Representation of work as one's own but taken from another source by plagiarism or cheating is a serious offense, the penalty for which will result in failure for the paper or exam and may result in failure for the course and possible recommendation for dismissal from the College. In addition to academic sanctions that may be imposed, a student may also be placed on disciplinary probation as a consequence of cheating.

Plagiarism is the use of the ideas, information, or wording of another without proper acknowledgment, leaving the false impression that the material is original with the student. Students will be held responsible for knowing the difference between legitimate and illegitimate use of source material.

Dismissal from College

If a student is persistent in behavior contrary to the standards of the College or placed on disciplinary probation during two consecutive semesters or more than twice during college, or is sufficiently disruptive and, in the judgment of the College, threatening to the general welfare of the campus community, the College reserves the right to dismiss the student and to require the immediate vacating of College housing and the campus. Such action to dismiss a student is taken only by the president or his official designee. The student concedes the right of the College to take such actions when necessary by his or her acceptance of admission.



REGISTRATION

Registration and Advising

First time freshmen are encouraged to complete registration for the fall semester in early summer. The annual Freshman Registration Weekend during June of each year allows freshmen and their parents to become more familiar with college life by visiting campus for the overnight event and meeting college faculty and administrators. During the weekend, freshmen talk with an academic advisor and register for fall classes.

Special arrangements can be made for students unable to visit campus to register for classes prior to Freshman Orientation. Freshmen review their fall registrations with their advisor during the fall Freshman Orientation.

Readmitted and transfer students and those returning students who have not completed registration earlier should register prior to the first day of classes.

Although faculty advisors attempt to provide the student with the best available information, the student ultimately selects the courses and constructs his or her program to his or her own satisfaction. *It is the student's responsibility to see that program requirements are met and that the proper courses for the intended major program are taken in proper sequence.*

Registration is complete when registration forms have been properly filled out, signed, and accepted by the registrar, and financial arrangements are finalized.

Students may not enroll later than the fifth day of a semester or second day of January Term or summer session except by special permission. A student allowed to enroll late by permission is limited to a partial load.

Dropping and Adding

A student may drop a course or add a course through the fifth day of the semester or the second class day of January or the first class day of summer terms (prorated for courses that do not follow the regular semester schedule and for special terms). Through the tenth day of the semester or the third class day of January and summer terms, a student may petition to take selected courses with a

grade of S/U. A student may petition for a grade of **W** and withdraw from a course through the tenth week of the semester or the tenth class day of January and summer terms. Student athletes must be alert to **implications for NAIA eligibility** based on their need for successful completion of minimum credits per term.

Student Schedules

At the beginning of each semester, student schedules stamped **CLEARED** are issued by the business office to students who have cleared their accounts. Until all financial obligations are met, registration is not complete and **CLEARED** student schedules will not be issued. Students who have not cleared their accounts with the business office will not be permitted to attend classes after the first day until their accounts are cleared and they can present a **CLEARED** form to their instructors.

Student Hour Load and Overloads

Students should ordinarily carry a full load of 15 to 16 hours each semester in addition to 2 hours each January Term. Students in some programs (such as music) or students combining minors, a second major program, or teacher licensing with the college major may need to incorporate additional hours into their programs of study by taking summer sessions, heavier loads, or an additional semester. Students who are employed are advised to carry a lighter load and to include summer courses in order to complete the program in the normal time.

A student wanting to carry 18 hours or more will petition the Academic Concerns Committee. Ordinarily, to be considered for overload, a student will have earned a **B** average in the preceding semester. A student may not carry more than 20 hours except under very unusual circumstances. Any full-time student may audit one course each semester without credit or tuition charge.

In summer session a student may carry up to 6 hours concurrently or a total of 12 hours for the full semester session. In January Term students may carry a maximum of one January Term course or 3 semester hours of credit.

Class Attendance

Students are expected to be regular in class attendance and to accept responsibility for all assigned work. A student who has been absent from as many as one-third of the total class sessions for a course is considered to have failed the course and is suspended from it.

Instructors set class attendance policies within these limits. Class sessions missed because of late registration are counted as absences. Students who fail to attend a course during the first week of classes (prorated for other terms) may be dropped from the class. A student may petition the Academic Concerns Committee to be readmitted to class if there are extenuating circumstances.

A student forced to miss classes for an extended period shall notify the registrar's office. Faculty members are asked to notify the dean of students' office concerning a student who is absent from class for a period of two weeks. Such a student is considered to have unofficially withdrawn from that course and receives a grade of **F**. If the student has been unable to notify the institution for reasons beyond his or her control, the student may petition the Academic Concerns Committee.

Group Absences

Occasionally class absences result from a field trip scheduled for another course or from an authorized co-curricular activity which falls within class hours. Students who participate in co-curricular activities which may require class absences should regularly attend class so that absences for co-curricular activities do not lead to course failure. Such group absences do not excuse students from their obligations to their regularly scheduled courses, and it is the students' responsibility to complete all requirements in a manner satisfactory to their instructors. Field trips normally are not scheduled during the first or last week of classes.

Final Examinations

A student who misses a final examination must seek permission to make up the examination at the discretion of the faculty member. Permission to give a final examination at any time other than the officially scheduled time must be obtained from the Dean of the College. Students may not change final exam times in order to make more convenient travel arrangements; air flights particularly should be reserved well in advance so that reservations may be obtained for the end of the examination period.

Students who have four final examinations in one day and students who have three finals in one day including two comprehensive exams may petition the Dean of the College to arrange to take one of the exams at another time. Petitions are to be completed one week ahead of exam week.

Withdrawal from College

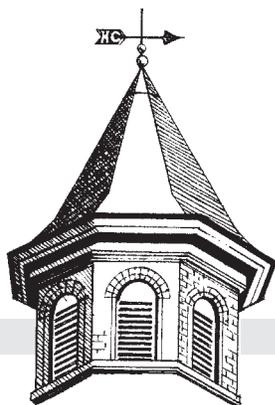
If a student finds it necessary to withdraw from the College, he or she first reports to the Director of Retention Programs, who will assist the student in the transition.

Until the tenth week of the semester, a student who officially withdraws is given grades of **W**. After the tenth week, or if the student does not officially withdraw, the student is given grades of **F**.

A student who officially withdraws is entitled to a partial refund of tuition (but not fees) and room charges through the fifth week of the semester except that no refund is allowed to a student who has been dismissed by the College. Partial board refund is prorated to the weeks remaining in the semester. Financial assistance such as grants and scholarships are recomputed to reflect appropriate credits and may be cancelled for the semester in which the student withdraws. Students who are called to active military duty and withdraw from classes at any point in the term will receive a refund of 100% of tuition and fees.

If a student does not complete the arrangements for withdrawal, his or her record will show Unofficial Withdrawal and the student is not entitled to honorable dismissal. In addition all courses will show an automatic grade of **F**.





FINANCIAL COSTS AND ASSISTANCE

Tuition, fees, room and board rates are established annually in the spring for the succeeding year. Costs are moderated through the generosity of friends and alumni of the College and the supporting denomination who annually contribute over 25% of the College's operating costs. As a result, tuition and fees provide only 75% of the direct costs of educating a student.

In addition, many students are provided financial assistance in meeting the costs of attending the College. Approximately 90% of the students receive aid in the form of scholarships, grants, loans or work-study assistance. Such assistance is primarily available only to those who file a FAFSA financial aid application by the preferred submission date and is usually limited to full-time students in good standing.

	2002-03 Typical Student Charges		
	FALL 2002	SPRING 2003	TOTAL YEAR
Tuition	\$7,760	\$7,760	\$15,520
Room and Board	2,840	2,840	5,680
Student Activity Fees	200	200	400
TOTALS	\$10,800	\$10,800	\$21,600

The above costs are estimates based on a typical student taking 12 to 17.5 credit hours each semester. In addition, special laboratory, course, or music fees may be included for some students. Full-time students carrying 12 or more credit hours in either semester are not charged tuition (up to 3 credit hours), student activity fee, room, or board for January Term.

Undergraduate Tuition

Overload Tuition per Hour (above 17.5 hrs)	\$475
Summer Tuition per Hour	\$315
Part-time Semester Tuition per Hour (6-11.5 hrs)	\$475
Part-time January Term per Hour	\$236
Special P-T Semester Tuition per Hour (up to 5.5 hrs)	\$236
Audit Charge per Hour	\$236
Tutoring per Hour (plus tuition)	\$236
Visitor Charge per Course (no record)	\$100
EXCEL Tuition per Hour	\$236

Special Tuition Categories

HC LIFE Alumnus (3 Yrs+) Tuition per Hour	\$100
Early Entry HS Student Tuition (Max 6 hrs) per Hour	\$100
Senior Adult (over 55) Tuition or Audit per Course	\$100

Graduate SCM Tuition and Fees

GSCM Tuition per Hour	\$256
GSCM Tutoring per Hour (plus tuition)	\$236
GSCM Audit Charge per Hour	\$125
GSCM Time Extension Fee	\$100
GSCM Ministry Mentor Fee	\$80

Room and Board

Total Charge for Semester	\$2,840
<i>Board fee provides 20 meals per week according to the campus housing schedule. An alternate meal plan is available for sophomores, juniors and seniors.</i>	
January Term Room and Board Fee	\$565
<i>Charged only to those not enrolled full-time for fall or spring semester.</i>	

Student Activities Fees

Full-time Activities Fee per Semester	\$200
<i>General student activities fee for Student Senate and class dues, Huntingtonian and Mnemosyne, Activities Board, artist series, recreation complex and campus health services.</i>	

Special Student Fees

Application Fee	\$20
<i>One-time nonrefundable fee which must accompany application for admission.</i>	
General Student Deposit	\$100
<i>A deposit for new full-time undergraduate students is due within 30 days of acceptance and continues on deposit for the duration of the student's enrollment.</i>	
<i>Receipt of the advance deposit in U.S. funds represents the student's acceptance of admission and is not refundable to new students after May 15. All full-time undergraduate students are required to</i>	

have a comprehensive deposit on account for the duration of the student's enrollment. The deposit is refundable when the student leaves the College following initial matriculation. Unpaid charges at the time of a refund may be deducted from this deposit.

Laboratory Fees per Course	\$45-125
Private Music Lesson Fee	\$205
<i>Twelve half-hour lessons per semester. Fee includes availability of practice room as needed. Lesson fee is in addition to regular tuition.</i>	
Student Teaching Fee (twelve weeks)	\$285
PRIME Experience Fee	\$205

See HC web site for a current list of fees —
www.huntington.edu/businessoffice/feeschedule.html

The Huntington Plan

A guaranteed tuition plan is available to continuously enrolled, current full-time students. Students who wish to participate pay a non-refundable fee in U.S. funds equal to ten percent of the current-year tuition prior to May 1 of the freshman, sophomore, or junior year. Contract details are available from the business office.

Personal Property and Liability

Students who need personal bank accounts are encouraged to use one of the local banks for checking and savings. The College is not responsible for the loss of personal property on the campus by fire or from any other cause. Students are advised to verify insurance coverage that may be extended from parents' homeowners insurance. Students are responsible for all College property, materials, and equipment issued to them and will be charged for loss or breakage.

Health Services and Insurance

Health services are provided to students at the Health Services Center during regularly scheduled hours. Full-time students must show evidence of health insurance coverage (under parents' coverage or self) or the student will be enrolled in an accident and sickness insurance plan and billed at the student's expense. Health related expenses beyond services provided by the College Health Services Center are the responsibility of the student.

Payment of Student Accounts

Students may make advance payments to the College on their accounts for the coming year from their earnings during the spring and summer months. Funds are held in trust until classes begin and may be withdrawn or transferred by the student.

In June and in December, an official billing is sent to each student for the subsequent semester. Billed expenses are due by August 10 for the fall

semester and January 10 for the spring semester. Students are not allowed to begin the semester unless full payment has been received.

Full-time students may make prior arrangements for installment payments through Academic Management Services, Inc. (AMS Plan) Students should join the AMS Plan by July so that initial required payments have been made. The AMS Plan enables the student to pay the Net Amount Due in ten monthly installments (July through April). (Except for a small application fee, there are no monthly interest charges.) The Net Amount Due represents the total annual charges, less any scholarships, grants, or loans confirmed by the financial aid office but not including estimated awards or anticipated earnings, such as work-study employment which cannot be considered until they are earned or finalized. The budgeted amount elected under AMS should be sufficient to cover both fall and spring semesters. The AMS Plan is available only to those who are U.S. residents and full-time students. Alternatively, the student may choose to arrange private financing for educational expenses through one of several private lenders. The financial aid office is able to provide information about such lenders.

Clearance To Attend Class

Students whose bills have been paid or who have made appropriate financial arrangements in advance may pick up their CLEARED for class admission student schedules at the business office before attending classes.

Until all financial obligations are met, registration is not complete and a CLEARED student schedule will not be issued. Students who are not CLEARED in advance will be permitted to attend classes after the first day only after a CLEARED student schedule has been presented to the course instructor.

Unpaid Student Accounts

Students who are delinquent in the settlement of any of their accounts with the College forfeit College privileges, including class attendance, board, and room. Students whose accounts are not paid in full or otherwise provided for are not issued transcripts or permitted to register for a new semester. Diplomas are not issued and no transcripts of credit will be issued until all financial obligations have been cleared.

A service charge of 1.5% or \$30, whichever is greater, is added to any unpaid balance in the student account as of the last working day of each month.

Refund Policies

Students who officially withdraw from college or who reduce their course credit load (which

reduces the tuition to be charged) may be entitled to a refund on the tuition paid for courses dropped, according to the schedule shown below. Before the official beginning of classes, full tuition is refunded. For withdrawal after the beginning of classes, the date for any refund is the official date of withdrawal based on whether that official date falls within the specified week or day below.

Semester	January	Summer	Tuition Refund
First Week*	First Day	First Class Day	90%
Second Week	Second Day	Second Class Day	80%
Third Week	Third Day	Third Class Day	60%
Fourth Week	Fourth Day	Fourth Class Day	40%
Fifth Week	Fifth Day	Fifth Class Day	20%
After these weeks or days			None

* including at least second class session in a regular semester

No refund of activity fees, lab fees, or other fees is made after the official beginning of classes. Students who have been dismissed may not appeal for refund of tuition. Students who are called to active military duty and withdraw from classes at any point in the term will receive a refund of 100% of tuition and fees. Room and board refunds are calculated as described below.

Room refund follows the same schedule and policies above.

Board refund is provided at 90% of the unused full weeks remaining in the term.

Students considering reducing their status from full time to part time (less than 12 hours) should discuss those plans with the financial aid office since most financial assistance is available only to full-time students. If a student withdraws or is dismissed, scholarships and grants are prorated to the tuition charged. College scholarships and grants may be recomputed and the student charged for the unpaid cost.

Students receiving Federal Title IV Student Financial Assistance may be entitled to a refund in accordance with the Federal Refund Policy or the Federal Statutory Pro Rata Refund Policy. All refund distributions will be made according to Federal laws and regulations. Students with questions regarding these policies should contact the financial aid office.

Financial Aid

The College's first priority in providing financial assistance is to full-time students living on campus who excel in academic achievements and performance areas and to those preparing for service to the church. Many of the awards are need-based although several important awards are not. Most College-based financial aid is indexed to the ability of the student to succeed academically.

The purpose of the financial aid program at Huntington is to provide assistance to students who can benefit from further education but who cannot afford to do so without such assistance. Students receiving financial aid are expected to uphold the ideals of the College as a condition of

their awards, and students who are placed on disciplinary probation or academic probation may have their aid reduced or withdrawn by action of the financial aid committee.

Parents are expected to contribute according to their means, taking into account their income, assets, number of dependents, and other relevant information. Students themselves are expected to contribute from their own assets and earnings, including appropriate borrowing against future earnings. The investment that one makes in one's own education or in one's children's education often is made sacrificially. The College financial aid program is designed to help share the burden after other resources have been drawn upon.

Financial aid is offered to accepted students only after determination that resources of the family are insufficient to meet the student's educational expenses. The amount of aid offered will not exceed the amount needed to meet the difference between the student's total educational expenses and the family's resources.

To be considered for financial aid, the student must be admitted to the College and must have completed the Free Application for Federal Student Aid (FAFSA), which may be obtained from a high school guidance office or the College Financial Aid Office. The FAFSA should be filed before March 1. New students are also required to file an Authorization Form prior to registration for classes. To be eligible for financial aid, the student must be enrolled or accepted for enrollment, must be making satisfactory academic progress, and must have completed all necessary forms.

The financial aid office will determine eligibility and award aid to the student based on the difference between the cost of college and the family contribution by institutional methodology. As nearly as possible, the College attempts to meet a student's need with a financial aid award package that may include scholarships, grants, loans, and employment.

College-funded scholarships and grants are not awarded to students carrying fewer than twelve hours except for those in the GSCM and tuition remission programs. Unless otherwise noted, students must have a 2.3 gpa to be eligible for a College award.

Financial aid is awarded for two semesters with one-half the annual amount granted for each semester. The student's application must be renewed each year. Applications are evaluated on the basis of academic achievement, character, and need. Applications not submitted by March 1 will be considered only for funds still available, with preference for remaining funds for those applying for aid by April 1. Indiana students who do not apply for state grants before March 1 may not have their computed Indiana State Grant made up by College funds.

No combination of College-funded scholarships and grants may exceed the lesser of full-time tuition or the student's actual semester tuition, and students who do not reside on campus may receive reduced awards. Externally funded grant programs, however, may sometimes be applied to a portion of room and board costs.

In the event that a student withdraws from the College either voluntarily or by request, College scholarships and grants are recomputed and the student charged for the unpaid cost.

Financial Assistance and Academic Progress

To be eligible for awards, a student must demonstrate that he or she is making satisfactory progress toward his or her degree objective. Awards are subject to review by the financial aid committee after the completion of each semester's work, and students who receive less than a 2.0 gpa may have their scholarships and grants reduced or withdrawn based on their academic achievement. The following standards of satisfactory academic progress are used for financial assistance eligibility.

Financial Aid Probation A student placed on academic probation is also placed on financial aid probation. If the student fails to be removed from academic probation, he or she is placed on financial aid suspension for the succeeding semester. A student who achieves at least a 2.5 in the probation semester but fails to be removed from academic probation may appeal to be continued on financial aid probation instead of suspension.

Financial Aid Suspension A student who is placed on financial aid suspension will be ineligible to receive financial aid of any kind from federal, state, or College sources.

Financial Aid Reinstatement Students on financial aid suspension are eligible to apply for reinstatement of their financial aid in a subsequent semester if they earn at least a 2.0 gpa as a full-time student for the semester that they are on suspension. Students not in college during the semester of their suspension status will be reinstated on financial aid probation upon their readmission to the College. Part-time students may achieve reinstatement after the completion of 12 semester hours.

Appeal Process A student may appeal either financial aid probation or suspension by letter to the academic dean.

College Scholarships and Awards

Through its scholarship program, the College attracts superior students for undergraduate and graduate study. Scholarship students are expected to make contributions to the total academic program, to challenge all students to academic excellence, and to enhance the intellectual life of the

campus. Talent and leadership award winners bring a special vitality to the overall college program. Students receiving awards are expected to uphold the ideals of the College as a condition of their awards. College awards may not exceed the amount that would diminish state or federal awards and may be awarded as partial awards to meet College award guideline limitations or based on academic achievement. Financial aid packages include appropriate self-help contributions from work-study earnings, loans, parental contributions, and summer earnings and savings. Students must maintain continuous enrollment for renewable awards that are applicable only toward tuition for the first baccalaureate degree. Students must have applied by March 1 to receive maximum financial aid consideration. One-half of the award is given per semester.

Presidential Scholar awards in the amount of \$5,000 each are made for academic excellence. These awards are renewable for up to four years of college provided the recipient maintains a 3.4 cumulative gpa (those whose cumulative gpa drops below a 3.4 may be eligible for other academic scholarships and grants). Eligible applicants must have a minimum of a 3.6 gpa, have a combined SAT of 1250 or composite enhanced ACT of 28 and must attend an on-campus celebration day.

National Merit Finalists are granted a \$6,000 scholarship and **Semi-finalists** \$4,500, which may be increased if the student is selected as a Presidential Scholar.

Academic Scholarships are made for the freshman year based on high school gpa, class rank, and SAT/ACT scores. Awards can be renewed by having a 3.2 cumulative gpa. Funds for these scholarships have been provided through endowment by the *HC Foundation General Scholarships, Adler Scholarship, E.D. Baker Scholarship, Baker Alumni Scholarship, Ruth Ann Barcanic Scholarship, Becker Memorial Scholarship, H.S. and Ethel Brubaker Memorial Scholarship, Doris H. Derrah Scholarship, Huntington Laboratories Scholarship, Maurice B. Clark Scholarships, Dolby Memorial Scholarship, Frederick O. Fisher Memorial Scholarship, Eugene and MaryLou Habecker Huntington College Foundation Scholarship, R.M. Hafner Memorial Scholarship, Basil and Nellie Holloway UB Scholarship, Huntington College Faculty Scholarship, Huntington County Bar Association Scholarship, Hunckler Scholarship, Kruger Memorial Scholarship, Roxy Lefforge Scholarship, Majestic Scholarship, Memcor Scholarship, Marion C. Miller Scholarship, First Presbyterian Scholarship, Purviance Scholarship, Irwin Pulliam Scholarship, Shuttleworth Scholarship, Robert and Ruth Thompson Scholarship, Wabash Scholarship, Bob Wilson Scholarship.*

Other funds for scholarships and grants have been provided through endowments or gifts for the *Austin Music Scholarship, Irene F. Bergdall Scholarship Endowment, Brenn Science Scholarship, Helen Brooks Teacher Education and Christian Ministries Scholarship, Brubaker Memorial Scholarship, Emil and Ruth Bucholtz Scholarship, Carver Memorial Scholarship, Francis Keeling Coe*

Memorial Scholarship, Frank Memorial Scholarship, Frey Memorial Scholarship, Jarrod Geiger Scholarship, Richard Goshorn Memorial Scholarship, Florence Grayston Memorial Scholarship, Walter and Francis Habecker Christian Leaders Scholarship, Heritage Fund of Huntington County Scholarship, Basil and Nellie Holloway UB Scholarship, Huntington College Auxiliary Scholarship, Johnson Petroleum and Johnson Junction Scholarship, Richard Klopfenstein Scholarship, Langholf Memorial Scholarship, Richard and Shirley Mann Scholarship, Mabel and Mildred McGinity UB Scholarship, Clyde W. Meadows Scholarship, Napolitano Scholarship, Older Scholarship, Mary Osborn Memorial Scholarship, Marvin Price Memorial Scholarship, Harold and Betty Pontious Christian Ministries Scholarship, Reiff Family Scholarship, Reiff Memorial Scholarship, Robbins Memorial Scholarship, Satterthwaite Family Scholarship, Nyla Jeanne Schenkel Medical Scholarship, Ella Cadwallader Schofield Memorial Scholarship, Shipley Memorial Scholarship, Henry and Doretta Smith Scholarship, State Bank of Markle and Don Hoopengartner Scholarship, Stemen Music Scholarship, Thorne Music Scholarship, Tinnerstet-Morgan Scholarship, and Helen D. Wilson Scholarship. Other funds for *GSCM Scholarships* have also been provided.

Further information on specific awards may be obtained from the admissions or financial aid office.

College Grants and Performance Awards

Through the College's grants and awards program, the College brings to the campus students with particular skills to enhance the overall programs of the College. The College also administers various governmental aid programs that enable worthy and needy students to attend college.

Students receiving awards are expected to uphold the ideals of the College as a condition of their awards. College awards may not exceed the amount that would diminish state or federal awards and may be awarded as partial awards to meet College award guideline limitations or based on academic achievement. College awards are applicable only toward tuition for the first baccalaureate degree. Financial aid packages include appropriate self-help contributions from work-study earnings, loans, parental contributions, and summer earnings and savings. Students must maintain continuous enrollment for renewable awards and, unless otherwise noted, must have a 2.3 gpa to be eligible for an award. Students must apply by March 1 or earlier to receive maximum financial aid consideration. One-half of the award is given per semester.

United Brethren Grants are provided to full-time, regularly admitted undergraduate students who are members of the United Brethren in Christ Church based on need and academic achievement. Students must have a high school gpa above 2.3. Returning students can renew this award with a cumulative gpa of 2.0 and should apply by March 1 to ensure consideration. *Merillat Scholar Grants*

are awarded by the Merillat Foundation to students who are members of UB or federation churches, selected Youth for Christ student leaders, or children of alumni. Students may receive up to \$3,500 if their gpa is above a 3.2 with 1000 SAT or 21 ACT and up to \$2,000 if their gpa is above a 2.7 with 900 SAT or 19 ACT. Renewal of these awards requires a 3.0 and 2.5 college gpa, respectively. *UB Endowment Grants* are awarded in amounts ranging from \$1,000 to \$2,000 based upon financial need and state of residency. *Church Service Grants* are given to students based on need and academic achievement for dependents of full-time licensed ministers of the gospel in good standing or foreign missionaries currently serving. *Matching Church Grants* may be awarded based on the criteria described below.

International Student Grants may be awarded to a limited number of non-North American international students based on need and academic achievement who have potential for spiritual, social, physical, and intellectual development. International student grants are renewable for each of the four years provided the student maintains a cumulative 2.0 gpa after the freshman year, maintains continuous enrollment, and lives in college housing. United Brethren International Student Grants may be awarded toward the costs of tuition, room, and board.

Matching Church Grants may be awarded to full-time students whose local church contributes directly to the *Huntington College Church Matching Grant Scholarship Fund*. Eligible students must be members of the local church and have a 2.3 high school gpa. Returning students can renew this award with a 2.0 cumulative gpa. After the church notifies the College each year of the church's intent to participate, the College will match up to \$500 per year to the limit of College funds available. All eligible students from that local church will be awarded equal awards; no gifts may be designated to an individual student. The combined church and College grant will be included in the students' financial aid packaging and may not exceed the amount which would diminish state or federal awards.

Fine and Performing Arts Awards are available to students who have outstanding music, art, broadcasting, or drama skills and who participate in various music ensembles, broadcasting, art, or dramatic productions. Awards are based on specific music, art, or drama ability and academic achievement. Students must have a 2.3 high school cumulative gpa. Returning students must have a cumulative gpa of 2.0 to be considered for these awards.

Athletic Performance Awards are given in all varsity sports to both men and women on basis of specific athletic ability and academic achievement. Awards depend upon the qualifications of the student athlete and the particular sport. The award is divided between semesters and conditioned upon the student being in good standing academically

and socially. Funding for athletic grants may consist of endowment for the *HC Foundation Chris Schenkel Athletic Awards*, the *Alumni Soccer Award*, the *Forester Basketball Award*, the *Cheryl Lee Wilson Baseball Award*, and *Rocky's Hank Aaron Baseball Award*. Students must have a 2.3 high school cumulative gpa. Returning students must have a cumulative gpa of 2.0 to be considered for these awards.

Further information on specific awards may be obtained from the admissions, financial aid, and athletic offices.

Governmental Programs

Federal Pell Grants are provided by the federal government to needy students in amounts that are determined by the student's ISIR, the cost of attendance at the College, and a payment schedule issued by the U.S. Department of Education.

Students apply by filing the FAFSA with the Department of Education which computes the student's eligibility. The FAFSA must be submitted by March 1 for maximum consideration.

When unusual circumstances such as unemployment or death of a parent occur, a special application may be submitted to the College's financial aid office for the determination of additional need.

Eligible students enrolled less than full-time may receive partial grants. Students should contact the financial aid office.

Federal Supplemental Educational Opportunity Grants are provided by the federal government to students with exceptional need, subject to federal funding guidelines. The award is based on the family's ability to contribute as determined from the FAFSA and the amount of grant funds made available to the College.

Eligible students enrolled less than full-time may receive partial grants. Students should contact the financial aid office.

State of Indiana Grants are provided to residents of Indiana in the form of Indiana Higher Education Grants, Freedom of Choice Grants, and 21st Century Scholar Awards to provide additional monies to eligible students based on need and differential cost of attendance at private colleges.

Veterans' Benefits and Vocational Rehabilitation Grants provided by government agencies may be used at Huntington. The College is approved for educational training of veterans and their families under US Code Title 38, Section 1775. Licensing is handled by the registrar. Under the provision of Public Law 565, the federal and state governments jointly provide funds for grants to students who have a physical or mental impairment that constitutes a vocational handicap. The State Vocational Rehabilitation Division determines the grants that may be applied to tuition and certain fees. The registrar's office accepts referrals for applications.

Student Loan Programs

Students without immediate resources to complete payment for their educational expenses may choose to borrow against future earnings through several loan programs. Borrowing for such an investment may well yield monetary returns, but the greater return on an investment for one's education comes in the enhanced quality of life and sense of self-worth.

Federal Stafford Loans are made by a bank or other lending agency in amounts ranging to \$2,625 for freshmen, \$3,500 for sophomores, and \$5,500 for juniors and seniors. Subsidized Stafford Loans are government subsidized for students whereby no interest accrues to the student while he or she is in college, and Unsubsidized Stafford Loans are government loans whereby the interest begins immediately. Repayment of Stafford Loans begins six months after the student ceases to be a half-time student.

Federal Perkins Loans are made through the College from federal monies on the basis of a student's financial need and availability of funds. Loans range from \$500 to \$4,000 per year or \$15,000 for the completion of a student's degree. Repayment begins nine months after graduation or less than half-time enrollment with a repayment schedule over 10 years at 5% interest and minimum monthly payments of \$40. Cancellation benefits are available for full-time teaching service in classes for handicapped or in schools with high concentration of pupils from low-income families.

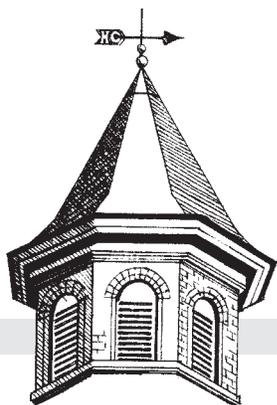
Student Employment

Students should have at least one semester's expenses on hand before beginning college and preferably one year's expenses. The College recognizes, however, that many students need to earn part of the cost of their education while in college.

Federal Work-Study is a federally funded program which provides jobs for students who need financial aid and who must earn part of their educational expenses. Job opportunities are made available to the student, who secures the job, and approval by the financial aid office is determined by the need. Most jobs are on-campus and parallel other student employment.

College Employment is available to any student who qualifies in jobs ranging from those in dining service, library, secretarial, receptionist, janitorial, grounds, telephone, audiovisual, and laboratory assistants.

Graduate Student Assistantships are provided in limited number as tuition grants. **Off-Campus Employment** in the city of Huntington is possible in the many retail stores, restaurants, shops, factories, and homes.



THE CURRICULUM

The undergraduate program of the College is structured into six academic divisions, including the divisions of (1) humane studies, (2) business and social science, (3) natural and mathematical sciences, (4) visual and performing arts, (5) education, physical education, exercise science, and recreation management, and (6) philosophy and religious studies. These alignments are primarily for administrative convenience but do reflect relationships among disciplines. Course listings are arranged alphabetically by departments without regard to divisions.

The graduate school is a separate structure, and the offerings of that program are listed following the undergraduate listings.

Division of Humane Studies

The Division of Humane Studies includes the Departments of Communication, English, and History.

The objectives of this division are (a) to develop in students a critical awareness and appreciation of the great cultural achievements of humankind as expressed in the masterpieces of literature; (b) to acquaint students with the ongoing contemplation and interpretation of the human condition by all individuals; (c) to prepare students for critical thinking and problem-solving; (d) to develop students' abilities in communication and creative expression; (e) to develop in students a better understanding of the present through an acquaintance with the past; (f) to develop skill in the analysis of political and social problems; (g) to encourage critical judgments in regard to world situations; and (h) to provide training for positions of responsibility in the legal and social science professions.

Division of Business and Social Science

The Division of Business and Social Science includes the Departments of Business and Economics, Psychology, and Sociology. The aims in this division are (a) to develop students' skills in the analysis of economic, psychological and social problems; (b) to provide training for positions of responsibility in the business, social science and teaching

professions; and (c) to foster the ability to make critical judgments and decisions as responsible world citizens.

Division of Natural and Mathematical Sciences

The Division of Natural and Mathematical Sciences includes the Departments of Biology, Chemistry, Mathematical Sciences, and Physics.

The purposes of programs offered in the division are to enable the student (a) to understand the common phenomena of one's physical environment; (b) to understand the point of view with which a scientist or mathematician approaches problems; (c) to apply habits of scientific thought to both personal and societal problems; (d) to appreciate the implications of scientific discoveries for human welfare; and (e) to prepare for professional careers in science and mathematics.

Division of Visual and Performing Arts

The Division of Visual and Performing Arts includes the Departments of Visual Arts, Music, and Theatre. The objectives of this division are (a) to help students develop a critical awareness and appreciation of the great artistic masterworks of Western culture and become acquainted with the products of creative innovation in non-Western cultures; (b) to prepare students for critical thinking and problem solving in the creative process; (c) to develop individual creative expression and communication skills in all artistic mediums; (d) to recognize and nurture talents as God-given gifts.

Division of Education, Physical Education, Exercise Science and Recreation Management

The Division of Education, Physical Education, Exercise Science and Recreation Management includes the Departments of Education, Physical Education and Health, Exercise Science and Recreation Management.

The aims of instruction in this division are (a) to train teachers in cooperation with other departments for the elementary and secondary fields; (b) to provide training for positions of responsibility in the exercise leadership, recreational management, and teaching professions; and (c) to provide training in recreational activities and sports, and to help students acquire an appreciative understanding of the problems of personal and community health.

Division of Philosophy and Religious Studies

The Division of Philosophy and Religious Studies includes the Departments of Bible and Religion, Educational Ministries, and Philosophy. The aims in this division are (a) to develop in students a critical awareness and appreciation of the foundational nature of biblical truth; (b) to acquaint students with man's contemplation and interpretation of the human condition and with the Bible as God's self-revelation to man; (c) to prepare students for critical thinking and problem-solving; (d) to develop in students the ability to investigate and integrate knowledge from a variety of disciplines; and (e) to challenge students to greater faithfulness and effectiveness in life and ministry.

Interpreting Course Description Information

Each semester hour credit represents class attendance for one class period per week for a semester of fourteen weeks or its equivalent, plus a final examination week. A lecture period is fifty minutes. Laboratory and studio periods are two or three hours. A laboratory period is considered equivalent to one lecture period.

Students of average ability are expected to devote an average of two to three hours in study and class preparation for each lecture class session and one to two hours preparation and follow-up for each laboratory period.

Courses numbered from 100-199 are freshman level, 200-299 are sophomore level, 300-399 are junior level and 400-499 are senior level. Courses numbered 500 or above are in the graduate program. While this numbering system serves primarily as a guide to the expectations and demands of those courses, freshmen may not take junior or senior level courses unless required in their specific program or unless permission is granted. Where natural science courses are referred to by a course number followed by "L", both lecture and laboratory courses are implied.

Semester credit hours are shown in parentheses at the end of the same line as the course title. Any prerequisites are indicated at the end of each description. A student wishing to register for a course who has not taken the stated prerequisite may appeal to the instructor for permission to enroll. Where permission is specified, that refers to permission of the

instructor. At the beginning of the semester, each instructor establishes that registrants have the stated prerequisites assumed necessary to be capable of successfully completing the course.

Frequency of offerings is indicated at the end of each description. If odd or even year is designated with the semester of offering, then the course is normally available only in alternate years. Frequency of offerings is noted for purposes of schedule planning. Student enrollments and staffing considerations may make it necessary for the College to alter the planned sequence of course offerings.

Individualized coursework opportunities exist in most departments in the form of internships, practicums, field experiences, directed studies and independent studies. Internships and practicums both place students in off-campus learning environments. Practicums are more limited exploratory experiences and internships are culminating apprenticeships. Field experiences are included as part of specific courses. Directed studies may be tutorial instruction or individualized. Independent studies are largely self-directed. Guidelines and application forms are available from the registrar.

The College reserves the right to withdraw a general education course which is enrolled by fewer than ten students, as well as any other course with fewer than seven students, and to make substitutions in the student's program to accommodate the withdrawn course.

Catalog Order of Departments and Programs

Course listings and program descriptions are arranged in the following order for this Catalog.

Bible and Religion

Biology

Biology, Environmental Science

Business

Accounting, Business, Economics, Office Administration, Organizational Management

College Capstone

Chemistry

Communication

Communication, Speech/Oral Communication

Education

Educational Ministries

Engineering Pre-Professional Program

English

Foreign Languages

French, German, Spanish, Greek, Hebrew

History

History, Political Science

Honors Colloquia

International Cross-Cultural Experiences

Law Pre-Professional Program

Mathematical Sciences

Computer Science, Mathematics

Medicine Pre-Professional Program

Music

Philosophy

Physical Education, Exercise Science, and Recreation

Exercise Science, Physical Education, Recreation

Physics and Space Science

Psychology

Science Teaching Licensing in Life Science and Physical Science

Social Studies Teaching Licensing

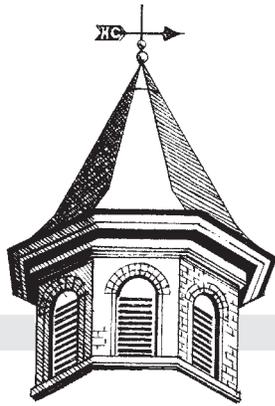
Sociology

Student Services Courses

Theatre Arts

Visual Arts





DEPARTMENT OF BIBLE AND RELIGION

Chaney Bergdall, Mark Fairchild, Paul Fetters, John Sanders, David Woodruff

The purposes of the Bible and religion department are to lead students to develop a better understanding of the Bible and of religious thought, to develop the skills necessary for interpretation of the Bible, to deepen their faith in God, and to prepare them for more effective service to Christ.

A major in **Bible and religion** is chosen by those whose work involves interpretation of the Bible. Such vocations include the pastoral ministry, evangelism, missions, and teaching Bible and religion in churches, parochial schools, colleges and seminaries. Those interested in missionary service should be aware of the various forms which such service may take besides preaching such as nursing, medicine, and agriculture. The department also welcomes those students who wish to major in Bible and religion to enrich their own lives even though they do not plan to enter some phase of full-time Christian service.

Students who plan to continue graduate study in the Graduate School of Christian Ministries should make their intention clear to their advisors before they schedule their courses. It is essential that prerequisites to the graduate program as outlined in the GSCM catalog be included in addition to the major requirements described below.

Students who plan to attend a theological seminary after graduation from Huntington may consider a major in Bible and religion. Such students lay the foundation for future ministries during their undergraduate college program and enlarge this foundation during seminary training by supplementing their college program and branching into new areas. Students wishing to attend seminary are encouraged to consult with the department whether or not they choose to major in Bible and religion.

Students majoring in Bible and religion are provided the option of including a semester of study in Israel at Jerusalem University College (formerly The Institute of Holy Land Studies) in either the junior or senior year. By taking an approved list of courses at the Institute, they can receive credit for 15-16 semester hours toward the bachelor of arts degree and will also be given credit for one of the three required January Term experiences.

Students selecting the major in **Bible and religion with a concentration in Biblical studies** will complete thirty-six hours in the department, including BR 231, 241, 251, 261, and 271; three hours from BR 331, 421, 440, and 460; nine hours from BR 441, 442, 443, 444, 445, 446, 447, and GR 421; and nine additional hours of electives chosen from BR courses.

Students selecting the major in **Bible and religion with a concentration in religious studies** will complete thirty-six hours in the department, including BR 231, 241, 251, 261, 271, 416, 417, 418, and HS 311; and nine hours representing at least two departments chosen from BR 331, 333pt, 421, 440, 460, EN 331cc, 481, EM 285csl (provided it is not taken to fulfill the Core Curriculum requirement), HS 322, 361, 411, and PY 341.

To fulfill the language requirement for the bachelor of arts in **Bible and religion** in either concentration, students must successfully complete GR 111, followed by either eight more hours of Greek or ten to twelve hours of another language or language alternatives.

The **minor in Bible and religion** of twenty-four hours includes twelve hours from BR 111, 231, 241, 251, 261; three hours of BR 271; three hours from BR 416, 417, and 418; three hours of an upper-division BR course; and three hours of an elective chosen from other BR courses, HS 311, 361, EN 331cc, EM 285csl, and PY 341.

Courses in Bible and Religion

BR 111 Biblical History and Literature (3)

A survey of the Bible with emphases on its nature and authority; its historical, cultural and religious backgrounds; its historical development; its types of literature; and its content and major themes. *Does not count on the major in educational ministries or Bible and religion.*

Fall, Spring

BR 231 Old Testament Introduction I (3)

A literary introduction to the Pentateuch and books of poetry and a study of their content. An emphasis on dealing with problems of interpretation and using an analytical, expository approach for the study of selected passages.

Prerequisite: BR or EM major, or consent

Fall

BR 241 Old Testament Introduction II (3)

A literary introduction to the books of history and the prophets, a study of the content of these books, and a discovery of the prophetic view of history. An emphasis on dealing with problems of interpretation and using an analytical, expository approach for the study of selected passages.

Prerequisite: BR 231 or consent

Spring

BR 251 New Testament Introduction I (3)

A general introduction to the study of the New Testament, featuring the historical, literary and cultural

backgrounds of first century Judaism, the formation of the Gospels, modern criticism of the Gospels, an introduction to each of the Gospels, and a survey of the life of Jesus.

Prerequisite: BR or EM major, or consent

Fall

BR 261 New Testament Introduction II (3)

A general introduction to the study of the New Testament, featuring the historical, literary and cultural backgrounds of the Greco-Roman world, the history of the early church throughout the first century, Gnosticism, the life of Paul, and an introduction to Acts, the New Testament epistles, and Revelation. *Prerequisite: BR or EM major or consent*

Spring

BR 271 Biblical Interpretation (3)

A study of the science of biblical interpretation employing inductive Bible study techniques. Emphasis is placed upon the adaptation of methods to various types of literary genre, the analysis of structural arrangement, word studies, and principles of practical application. Students will do exegetical notebooks on selected passages. *Prerequisite: BR 111 or 231 or 251*

Fall, Spring

BR 311 Topics in Biblical Studies (3)

The study of a selected book or literary unit of the Bible, examining its historical, literary, theological, and practical significance. *Designed as an upper-level biblical literature course for nonmajors, this course does not count toward the BR major. May be repeated for credit in different topics. Prerequisite: BR 111*

Fall, Spring

BR 320 Biblical Archaeology (3)

An introduction to biblical archaeology and geography from the prehistory of Israel to the end of New Testament times. The major emphasis is on the relevance of archaeology for understanding the Bible. *Prerequisites: BR 111 or 231 or 251*

Fall

BR 331 Religions of the World (3)

Religion as a universal phenomenon is discussed. The major religions of antiquity and modernity are discussed, with special reference to similar and disparate features. *Prerequisite: one course in Bible*

Fall, Spring

BR 333 Topics in Theological Studies (3)

A detailed examination of a selected topic in theology and religion. *May be repeated for credit in different topics.*

Offered on sufficient demand

BR 333pt Philosophical Theology provides an advanced study of what philosophers and theologians have said about the nature of God. The course includes a discussion of the historical development of the "God" concept from the pre-Socratics through its apex in classical theism to the critique of this concept in modern atheism. The tools of contemporary analytical philosophy will be utilized to examine specific attributes of God. *May be counted as a non-introductory course in Bible and religion in the Core Curriculum. Identical with PL 331pt. Prerequisite: One course in Bible and PL 220*

BR 395 Field Work (1)

A course in practical field work involving a specific responsibility in a local church or other community institution in which the student implements principles of biblical interpretation. May be repeated for four credits total; Graded as internship. *Prerequisite: BR major with one year of Bible and sophomore standing*

BR 411 United Brethren Church History (3)

The origin, development and distinctive reform principles of the Church of the United Brethren in Christ are studied giving attention to both theological perspective and church policy. *Prerequisite: BR or EM major or consent*

Spring Even Years

BR 416 Systematic Theology I (3)

Knowing ultimate reality and the Living God includes a study of the nature of theology, revelation and inspiration, and the nature of God. *Prerequisite: EM 285 and BR or EM major or consent*

Fall

BR 417 Systematic Theology II (3)

Under the heading of Our Primary Need and "Christ's Atoning Provisions," the subjects of creation, providence, anthropology, sin, and Christology will be studied.

Prerequisite: EM 285 and BR or EM major or consent

Spring

BR 418 Systematic Theology III (3)

The Holy Spirit, the church, and Last Things concludes the work of developing an integrative theology. *Prerequisite: EM 285 and BR or EM major or consent*

Fall

BR 421 Contemporary Religious Thought (3)

A study of the major developments in religious thought in this century, in light of the changing intellectual and cultural situation. Topics considered will include Karl Barth, Rudolf Bultmann, process theology and liberation theology.

Prerequisite: PL 220 or 260

Spring Odd Years

BR 440 Religion and Scientific Thought (3)

A study of the nature of scientific thought and scientific method; consideration of historical and contemporary views concerning the relationship between science and religion; and of current issues resulting from the interaction of modern science and the Christian worldview. *Identical with PL 440. Prerequisite: PL 220 or 260*

Fall Even Years

Advanced Biblical Literature

Each of these courses involves an interpretation of a selected book or literary units within the specified area. Emphasis will be placed on the practice of accepted principles of interpretation pertinent to the various types of literature and on the religious ideas and practical value of the material under consideration.

BR 441 The Pentateuch (3)

Prerequisite: BR 231 and 271

Fall 2004

BR 442 Old Testament Poetic Literature (3)

Prerequisite: BR 231 and 271

Fall 2002

BR 443 Old Testament Historical Literature (3)

Prerequisite: BR 241 and 271

Fall 2005

BR 444 Old Testament Prophetic Literature (3)

Prerequisite: BR 241 and 271

Fall 2003

BR 445 Gospels (3)

Prerequisite: BR 251 and 271

Spring 2003

BR 446 Epistles (3)

Prerequisite: BR 261 and 271

Spring 2004

BR 447 New Testament History & Prophecy (3)

Prerequisite: BR 261 and 271

Spring 2005

BR 460 Philosophy of Religion (3)

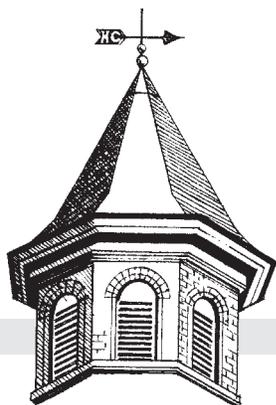
A consideration of various attempts to provide a philosophical formulation and defense of the basic tenets of the theistic worldview, with particular attention to recent analytic philosophy. *Identical with PL 460. Prerequisite: PL 220 or 260 or consent*

Spring Even Years

BR 490 Independent Study (1-4)

The study of a problem, a research paper or a project related to the Bible and religion major. *Prerequisite: Consent*

Fall, Spring



DEPARTMENT OF BIOLOGY

Bruce Evans, Beth Burch

The biology department offers bachelor's degree programs in both biology and in environmental science. Students majoring in biology may complete the professional major leading to a bachelor of science in science degree, the biology-life science teaching program leading to a bachelor of science degree, or the liberal arts major in biology leading to a bachelor of arts degree. Students majoring in environmental science complete a common core of courses in biology, chemistry, environmental science, and mathematics and select a concentration in either laboratory science or public policy to complete their environmental science program.

Program in Biology

Glimpses into the molecular basis for life have caused biology to grow in scope in recent years, and opportunities in the field are commensurate with this growth. Providing knowledge that students will need about biology in the 21st century is a goal for the department. The biology department prepares students for (a) entrance into professional schools, such as medicine, dentistry or optometry, (b) entrance into graduate school in biological fields, (c) teaching careers in middle and secondary schools, and (d) research and application of biology in industry positions.

Students who choose **biology** as a professional major in the **bachelor of science in science** degree complete forty-two hours in biology and environmental science, including BI 161/L, 222/L, 261/L, 321/L; 362/L or 442/L; 451; ES 211/L; and sixteen additional hours from biology and environmental science, including at least two courses from BI 342/L, 371/L, 422/L, 432/L, 461 and 482. Also required are MA 151; CH 161/L, 162/L, 263/L and 264/L.; and PH 211/L and 212/L. For students planning to attend graduate or professional school, biochemistry and calculus are strongly recommended.

Students who select **biology** as a major in the **bachelor of arts** degree complete BI 161/L, 222/L, 261/L, 321/L, 451; eight additional semester hours in biology, four of which must be in courses numbered 300 or above; MA 151; ES 211/L; CH 161/L and 162/L.

The college **minor in biology** requires BI 161/L, 222/L, and 261/L; eleven additional semester hours

in biology or environmental science, four of which must be in courses numbered 300 or above; and CH 161/L.

Students who complete a **bachelor of science** degree in **biology-life science education** can be licensed in Indiana to teach life sciences in a middle or high school setting. The program requires BI 161/L, 222/L, 231/L or 342/L, 261/L, 321/L, 422/L, and 432/L; CH 161/L, 162/L, 263/L; MA 151; ES 211/L, 262/L; PH 211/L, and 212/L. Students preparing to teach life science are encouraged to complete a college minor in chemistry (or physics) to strengthen their license and give them greater employment options.

Program in Environmental Science

The **environmental science major** provides preparation for employment in the private sector and government in various environmental fields, including environmental biology, ecology, wildlife biology and management, environmental chemistry, environmental law and policy, and pollution monitoring and control. As with other programs in the sciences, students develop analytical and problem-solving skills that enhance their employability and that prepare them for graduate school and potential admission to various professional schools such as law and business. The environmental science major will prepare students for service in professions that directly promote wise stewardship of the Earth as God's creation.

The foundations for environmental science are primarily in the biological and chemical sciences, and therefore students complete introductory courses in those disciplines. The program provides students with a solid science foundation in biology and chemistry, and the mathematical skills in statistics needed to analyze and interpret data fosters critical thinking skills in science, develops students' skills in written and oral communication, assists students in understanding their responsibility to be stewards of God's creation, and equips students with tools to make informed decisions to improve societal stewardship.

Students who choose **environmental science** as a **major** in the **bachelor of science** degree complete BI 161/L, BI 261/L, CH 161/L, CH 162/L, ES 161,

ES 211/L, ES 422/L, ES 451, ES 491, at least one course (3-4 hours) at the Au Sable Institute, MA 151, and course work needed to complete either the **laboratory science** or the **public policy** concentration. To complete the **laboratory science concentration**, students will complete 4 hours from BI 222/L, CH 333/L, and CH 263/L; and 6 to 8 hours from PH 211/L, PH 212/L, PH 323, or any course in biology or chemistry numbered above 161. To complete the **public policy concentration**, students will complete EB 321, 324, 413 and 421.

Elective courses and licensing programs in field biology are available through a cooperative arrangement with the AuSable Institute of Environmental Studies. See the Academic Programs section on AuSable Institute earlier in this Catalog or contact the campus representative in the biology department for further information.

Pre-Medicine and Pre-Nursing

Pre-med students are advised to major in biology or chemistry with substantial course work in both, as well as electives in other areas of the liberal arts. Pre-nursing students should meet early with the pre-nursing advisor to determine the appropriate course work for the intended nursing school. Pre-professional study for physical therapy and other physical fitness promotion fields, utilizing a major in exercise science, is described in the Department of Physical Education, Exercise Science and Recreation.

Courses in Biology

BI 111 Biology in the Modern World (3)

This course is a general survey of biological principles for non-science majors. Students will study ecology and environmental stewardship, origins, nutrition, structure and function of the human body, disease, genetics, and biotechnology. Christian perspectives on these topics and applications to everyday life are emphasized. *Must be taken concurrently with BI 111L.*

Fall, Spring

BI 111L Laboratory for Biology in the Modern World (1)

Laboratory exercises illustrate biological concepts and provide experience with techniques in biology. Includes field trips, field measurements, and laboratory work. *Must be taken concurrently with BI 111.*

Fall, Spring

BI 161 Cell Biology (3)

Introduction to cellular organization, function, and genetics; includes biological molecules, energy transformations, differentiation and function of organelles and cells, enzymes, replication, translation, synthesis, and movement. Includes introduction to the processes used in investigating scientific phenomena and those used in communicating the findings of these investigations. *Must be taken concurrently with BI 161L. Prerequisite: CH 161/L or concurrently*

Fall

BI 161L Laboratory for Cell Biology (1)

Laboratory experiments and demonstrations which support or extend concepts presented in the lecture course.

Must be taken with BI 161.

Fall

BI 222 Zoology (3)

Survey of major invertebrate phyla and the chordates, emphasizing anatomy, physiology, classification, adaptations, behavior, evolution, ecological relationships, and the relation of zoology to the broad areas of biology. *Must be taken concurrently with BI 222L. Prerequisite: BI 161/L or concurrently*

Spring Odd Years

BI 222L Laboratory for Zoology (1)

Study of the structure and function of representative animals from many different phyla, from sponges through increasing complexity to the vertebrates. Dissection and microscope slides are used to investigate. *Must be taken with BI 222.*

Spring Odd Years

BI 231 Human Anatomy and Physiology (3)

Study of gross and microscopic human anatomy and the maintenance and regulation functions of cells, tissues and organ systems. Designed to meet the need of physical education and psychology majors. *Must be taken concurrently with BI 231L. Prerequisite: BI 111 or 161*

Fall

BI 231L Laboratory for Human Anatomy and Physiology (1)

Physiological experiments on human subjects using the respirometer, physiograph and other equipment. Anatomy is studied using preserved human and sheep material, models and microslides. *Must be taken with BI 231.*

Fall

BI 261 Botany (3)

Survey of algae, fungi, and plants. Topics include diversity, evolution, ecology, morphology and anatomy, reproduction, physiology, biotechnology, current issues involving botany, and the relation of botany to the broad areas of biology. The importance of plants to humans will also be discussed. *Must be taken concurrently with BI 261L. Prerequisite: BI 161/L and CH 161/L*

Fall Odd Years

BI 261L Laboratory for Botany (1)

Exploration of algae, fungi and plants, including taxonomy, life cycles, morphology and anatomy, physiology and ecology. Laboratory work and field trips are included. *Must be taken with BI 261.*

Fall Odd Years

BI 271 Nutrition (3)

A general course designed to address dietary needs of individuals of all ages. Some attention will be given to the role of the nurse, dietician, and community agencies in promoting good health through the proper use of food.

Spring Even Years

BI 321 Genetics (3)

A study of heredity at the classical Mendelian, molecular, and population levels. Emphasis will be placed on the molecular mechanisms of DNA replication, transcription, translation, gene expression, cloning, and related topics. *Must be taken concurrently with BI 321L. Prerequisite: one course in college biology*

Fall Even Years

BI 321L Laboratory for Genetics (1)

Laboratory experiments investigating genetic phenomena in microorganisms, *Drosophila*, corn and mammals. *Must be taken with BI 321.*

Fall Even Years

BI 342 Human Physiology (3)

A systems approach is used to study the physical, chemical, and biological processes that contribute to the function of the human body. Discussion will focus on the integral role of each system in maintaining homeostasis. *Must be taken concurrently with BI 342L. Prerequisite: BI 161/L and 222/L, and CH 161/L and 162/L*

Spring Even Years

BI 342L Laboratory for Human Physiology (1)

Functions of various organs and organ systems are investigated using the human, frog, and turtle. Techniques include respirometry, electrocardiography and urinalysis. *Must be taken with BI 342.*

Spring Even Years

BI 362 Plant Physiology (3)

Study of the physiological functions of plants in response to their environment and in terms of their structure. Includes water relations, photosynthesis, mineral nutrition, and hormonal regulation of plant development. *Prerequisite: BI 161/L and 261/L*

Spring Even Years

BI 362L Laboratory for Plant Physiology (1)

Practice of modern laboratory techniques in the measurement of plant water and mineral balance, measurement of photosynthetic rate, extraction and separation of plant pigments, experiments with plant hormones, and tissue culturing techniques. *Must be taken with BI 362.*

Spring Even Years

BI 371 Comparative Embryology (2)

A study of developmental biology of invertebrates and vertebrates. Includes gametogenesis, fertilization, blastulation, gastrulation, neurulation, and organogenesis. *Must be taken concurrently with BI 371L. Prerequisite: BI 222/L*

Fall Odd Years

BI 371L Laboratory for Comparative Embryology (2)

Study of living and preserved gametes and embryos during development. Observation and experimentation will focus on slime molds, sea urchins, frogs, and chickens. *Must be taken with BI 371.*

Fall Odd Years

BI 422 Ecology (3)

Study of the relationships between organisms and their physical and biological environments. Includes effects of the physical environment on plants and animals, population biology and natural selection, and community ecology and dynamics such as succession. *Must be taken with BI 422L.*

Spring Odd Years

BI 422L Laboratory for Ecology (1)

Measurements of physical conditions, soils, plant type and distribution, and other field activities will be performed. Predator-prey interactions will be simulated. Field trips will be taken to observe dune succession and bog ecology. *Must be taken with BI 422.*

Spring Odd Years

BI 432 Microbiology (2)

Structure and function of viruses, bacteria, and protists, microbial genetics, survey of infectious diseases, immunology, the role of microorganisms in nature, and the relation of microbiology to the broad areas of biology. *Must be taken concurrently with BI 432L. Prerequisite: BI 161/L*

Spring Odd Years

BI 432L Laboratory for Microbiology (2)

Sterile technique, identification of microorganisms through use of staining techniques, growth characteristics, and diagnostic media, preparation of microscope slides, uses of antibiotics and antiseptics, and immunological tests. *Must be taken with BI 432.*

Spring Odd Years

BI 442 Plant Anatomy and Morphology (3)

Morphology of the organs (roots, stems, leaves and flowers) of higher plants and the anatomy of the tissues that comprise these organs will be examined. *Must be taken with BI 442L. Prerequisite: BI 261*

Offered on Sufficient Demand

BI 442L Laboratory for Plant Anatomy and Morphology (1)

Live specimens and prepared slides of the plants organs will be examined using the light microscope. *Must be taken with BI 442.*

Offered on Sufficient Demand

BI 451 Seminar in Biology (2)

Students prepare a major research paper on a topic of their choice in biology and present the information in a formal seminar setting. Graduate and professional degree programs and career opportunities in biology are discussed and students prepare a resume. A portion of class time is devoted to examining the philosophical, moral and ethical aspects of biology with discussions based on assigned readings. Particular attention is given to Christian perspectives. *Prerequisite: Junior biology major or consent*

Spring Odd Years

BI 461 Introduction to Neuroscience (3)

A study of nervous system organization, function, and development. Topics include neuronal cell biology, molecular biology, and physiology. We will also discuss higher brain functions and human nervous system disorders as well as the neural basis of behavior.

Prerequisite: BI 161/L and 342/L

Spring Odd Years

BI 482 Comparative Vertebrate Anatomy (3)

Study of the anatomical, physiological, and phylogenetic relationships among the vertebrates. Written assignments, student presentations and lab work each week. Animals dissected include lancelets, sharks, and mink or cats. *Prerequisite: BI 161 and 222*

Spring Even Years

BI 490 Independent Study (1-4)

Experiments or special projects will be selected according to the interest of the student and will be performed on an individual basis. *Prerequisite: Junior standing and consent*

Fall, Spring

Courses in Environmental Science

ES 161 Introduction to Environmental Science (3)

An introduction to environmental science, including ecological principles, biodiversity, pollution issues, environmental policy and laws, and the scientific and ethical implications of human interaction with the environment.

Spring

ES 211 Environmental Resources (3)

Survey of world environmental history with a focus on the United States. Discussion of current problems and practices involved in the use and conservation of water, tropical and temperate forests, soil, energy sources, agricultural and crop genetic resources, and control of pollution. *Must be taken currently with ES 211L.*

Fall Even Years

ES 211L Laboratory for Environmental Resources (1)

Visits to selected sites and activities involving environmental management. Most field trips will involve a two-hour laboratory period but some may involve a full day. *Must be taken currently with ES 211.*

Fall Even Years

ES 262 Physical Geography (3)

Survey of basic statics and dynamics of the physical world as these affect human cultural development and demographic trends. Extensive development of conceptual models. *Must be taken concurrently with ES 262L.*

Spring Odd Years

ES 262L Laboratory for Physical Geography (1)

Practice in the interpretation of space-time phenomena, data analysis, mapping, elementary geology, landforms, weather and climate, soils and aerial photograph interpretation. *Must be taken with ES 262.*

Spring Odd Years

ES 422 Ecology (3)

Study of the relationships between organisms and their physical and biological environments. Includes effects of the physical environment on plants and animals, population biology and natural selection, and community ecology and dynamics such as succession. *Identical with BI 422. Must be taken currently with ES 422L.*

Spring Odd Years

ES 422L Laboratory for Ecology (1)

Measurements of physical conditions, soils, plant type and distribution, and other field activities will be performed. Predator-prey interactions will be simulated. Field trips will be taken to observe dune succession and bog ecology. *Identical with BI 422L. Must be taken currently with ES 422.*

Spring Odd Years

ES 451 Seminar in Environmental Science (2)

Students prepare a major research paper on a topic of their choice in environmental science, and present the information in a formal seminar setting. Graduate and professional degree programs and career opportunities in environmental science are discussed, and students prepare a resume. A portion of the time is devoted to examining the philosophical, moral and ethical aspects of environmental science with discussions based on assigned readings. Particular attention is given to the Christian perspective. *Meets with BI 451. Prerequisite: Junior environmental science major or consent*

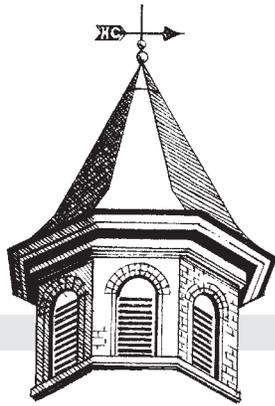
Spring Odd Years

ES 491 Internship in Environmental Science (4)

Students will complete a supervised internship in a governmental or not-for-profit agency or in the private sector. *Prerequisite: Senior environmental science major or consent*

Summer, Fall, Spring





DEPARTMENT OF BUSINESS

*Ann McPherren, Sharon Custer, David McEowen
James O'Donnell, Anita Wickersham*

The business department seeks to develop students prepared to be effective stewards of the earth's physical, human and capital resources. The curriculum has been intentionally designed to integrate Christian perspective and ethical considerations with business theory. While some may consider the pursuit of maximum profit and wealth as prime activities of business, the faculty of the business department consider the use of profit and wealth to serve God's creation to be central to our mission.

The department provides opportunities for students to earn a bachelor's degree in business with concentrations in either business-related accounting, e-commerce, economics, management, not-for-profit management, small business management, or education. The EXCEL accelerated program for adult professionals offers both a bachelor's degree and an associate of science degree in organizational management.

Programs in Business

Students may earn the **bachelor of science degree in business** in one of six related concentrations: **business-accounting**, **business-e-commerce**, **business-economics**, or **business-management**, **business-not-for-profit management**, **business-entrepreneurial small business management**, and in **business education**. Courses common in each of these programs are *italicized* below.

The program in **business-accounting** requires AC 241, 242, 341, 342, 361, 371, 372, 441, and 471; BA 252, 351, 421, 481, and 389 (or AC/BA 495); EB 211 and 212; OA 215 (3); and MA 151, and 161 or 171 (calculus recommended for those anticipating graduate school). Many states, including Indiana, require candidates for the CPA examination to have earned 150 semester hours of college level credit and earn a bachelor's degree prior to sitting for the exam. Students may meet the Indiana requirements at Huntington College in a number of ways. Expanding the above accounting program to include ten additional upper level hours in business, along with a minor, such as marketing, economics, or computer science, will fulfill the requirements. Students should meet with their academic advisor to discuss other acceptable courses of study or to review requirements of other states.

The program in **business-economics** requires AC 241 and 242; BA 252, 351, 389 (or 495), 421, and 481; EB 211, 212, and eighteen hours from EB 321, 324, 331, 381, 413, 421, 461, or other

approved EB courses; OA 215 (3) and 371; and MA 151, and 161 or 171 (calculus recommended for those anticipating graduate school).

The program in **business-e-commerce** requires AC 241 and 242; AR 141, 241, and 271; BA 235, 252, 322, 351, 381, 421, 481, 495 and one of BA 451, 452 or CO 211; CS 111 and 117; EB 211 and 212; OA 215 (3); and MA 151, and 161 or 171 (calculus recommended for those anticipating graduate school).

The program in **business-entrepreneurial small business management** requires AC 241 and 242; BA 235, 252, 351, 362, 381, 389, 414, 431, 451, 452, 462, 481, 495; EB 211 and 212; OA 215 (3) and 371; and MA 151, and 161 or 171 (calculus recommended for those anticipating graduate school).

The program in **business-management** requires AC 241 and 242; BA 252, 331, 351, 381, 389 (or 495), 421, 431, 461, 481, and 3 additional hours from BA, EB, or AC offerings; EB 211 and 212; OA 215 (3) and 371; and MA 151, and 161 or 171 (calculus recommended for those anticipating graduate school).

The program in **business-not-for-profit management** requires AC 241 and 242; BA 252, 345, 351, 381, 421, 481, 495 (6); EB 211 and 212; OA 215 (3) and 371; and MA 151, and 161 or 171 (calculus recommended for those anticipating graduate school) and 9 hours from EM 376, 381; RC 111, 211, 221, 381, 411; SO 311, 333, and 321.

Business education standards for the State of Indiana were not available at the time of publication. Please contact the business department for information about business as a major for teacher licensing.

The EXCEL accelerated **program in organizational management** for adult professionals is offered in the evening (or mornings for some groups) to enable the working adult professional whose schedule precludes taking traditional daytime classes to complete a bachelor's degree. Students complete modules as a cohort group over an 18-month period. Admission to the EXCEL program requires separate application. Persons interested should contact the Center for Management Studies.

Students may earn a college **minor in accounting** by completing AC 241, 242, 341 and 342; BA 151; OA 215 (3); and MA 161. The **minor in economics** requires EB 211 and 212, MA 161, and

twelve additional hours in economics. The **minor in e-commerce** requires AR 141, AR 241, AR 271, BA 252, BA 322, BA 381, either BA 451 or BA 452, CS 111, and CS 117. The **minor in entrepreneurial small business** requires AC 241, BA 252, BA 362, BA 381, BA 414, BA 431, BA 451, BA 462 and PY 111. The **minor in management** requires BA 151 and 252; EB 211; MA 161; six hours from BA 351, 431 and 451; and one course from BA 331, 381 and 421. The **minor in management information systems** requires CS 116 (or CS 111 and 117), BA/CS 235, CS 245; AC 241, BA 252, BA 331, and OA 371; and OA 215 (3). The **minor in marketing** requires BA 252, 381, 451, 452, and PY/SO 381; and six hours from CO 211, 331, 341 and 342, AR 101, 141, 241, 271, EN 391, PY 351, or other approved communication arts electives. The **minor in not-for-profit management** requires AC241, BA 252, BA345, OA 371, RC 416 and two courses from RC 111, RC 221 and RC 411.

Courses in Accounting

AC 241 Principles of Accounting I (3)

Fundamental problems of accounting are taught using modern accounting procedures including theory of debits and credits, inventories, depreciation, revenue, expense, adjusting and closing entries, preparation of financial statements, and partnerships.

Fall

AC 242 Principles of Accounting II (3)

A continuation of principles of accounting, including the topics of corporations, stocks and bonds, stockholder's equity, statement of change of financial position, statement analysis, and managerial accounting. The concepts of automated data processing will be taught and applied. *Prerequisite: AC 241 or consent*

Spring

AC 341 Intermediate Accounting I (4)

A review of financial statements followed by a detailed study of the theory of accounting principles. Included in the course is a study of cash, receivables, inventories, plant assets, current and non-current liabilities, and alternative methods of revenue recognition. *Prerequisite: AC 242*

Fall

AC 342 Intermediate Accounting II (4)

A continuation of intermediate accounting, including equity financing, equity and debt investments, investments in non-current operating assets, taxes, leases, pensions, derivatives, EPS computations, and measures of liquidity and profitability. *Prerequisite: AC 341*

Spring

AC 361 Income Taxes (3)

A comprehensive study of the federal income tax structure as it applies to individuals, partnerships, and corporations, including problems intended to provide a thorough understanding of the laws and regulations as related to taxes. *Prerequisite: AC 241*

Fall Odd Years

AC 371 Cost Management I (3)

A focus on how cost management enables an organization to identify strategic opportunities and maintain a competitive advantage. Specific topics include the design and use of activity-based costing, managing costs of constrained resources, managing costs with job order systems and process cost systems, and managing quality to create value. *Prerequisite: AC 242*

Fall Even Years

AC 372 Cost Management II (3)

A continuation of Cost Management I, including the study of financial modeling, budgeting and financial planning, standard costing, customer and sales performance evaluation, and transfer pricing. *Prerequisite: AC 371*

Spring Odd Years

AC 441 Advanced Accounting (3)

A study of the business combinations, preparation of consolidated statements, inter-company transactions, subsidiary equity transactions, international accounting standards, foreign currency translation and remeasurement, government and not-for-profit accounting, and partnerships. *Prerequisite: AC 341*

Spring Even Years

AC 471 Auditing (3)

A study of financial statements and specialized auditing procedures are analyzed for the various types of assets and liabilities, capital stock, revenues, earnings and expenses. Attention is also given to the auditors working papers, report and certificate. *Prerequisite: AC 341 and junior standing*

Fall Odd Years

Courses in Business

BA 151 Introduction to Business (3)

This course provides an overview of management as a field of study and introduces the need for efficient management within the business enterprise. It emphasizes skill identification for successful management and helps students assess and develop business organization skills.

Fall

BA 252 Business Organization and Management (3)

This course surveys the planning, organizing, directing, and controlling functions within the business enterprise. Additional focus will be placed upon the analysis of management problems and the formulation of corrective policy. Students learn job requirements and career opportunities in business and office occupations and allied fields.

Fall, Spring

BA 235 Management Information Systems (3)

Concepts and terminology relating to the effective management of information technology. Information systems, applications, development practices, management software, and ethical issues are explored. *Identical with CS 235. Prerequisite: CS 111 or 116 or consent*

Spring Even Years

BA 322 E-commerce Foundations (3)

Through lectures, hands-on experiences, and interactive activities, this course examines the history, basic principles, tools and other important issues surrounding the many forms of electronic commerce. The student devel-

ops skills and gains knowledge of and experience with “networked business communities.” Students also learn how e-commerce compares, contrasts, develops, and operates within a “bricks and mortar” business. *Prerequisite: BA 381*

Spring Even Years

BA 331 Operations Management (3)

This course analyzes the performance of the managerial activities entailed in selecting, designing, operating, controlling and updating productive systems. Emphasis on understanding the tools needed to assess efficiency is given. An integrative systems approach to analysis is employed. *Prerequisite: BA 252 and MA 151 and MA 161*

Spring

BA 341 Organizational Communication (3)

Principles of communication applied to the organizational context. Topics covered include information flow, organizational structure, leadership styles related to communication, interviewing, and communication problems within organizations. *Identical with SP 341. Prerequisite: SP 211 and 241 or consent*

Fall Even Years

BA 345 Not-for-Profit Management (3)

This course is designed to provide an overview of the issues and challenges of managing in the not-for-profit sector. Emphasis is given to the unique nature of not-for-profit organizations, program/service development and evaluation, motivation of staff and volunteers, and marketing to constituent groups. *Prerequisite: BA 252*

Fall Even Years

BA 351 Business Law (3)

Legal rights and obligations arising out of common business transactions; fundamental principles of the law of contracts, negotiable instruments, agency bailment, sales, and partnerships are examined. *Prerequisite: BA 252 or consent*

Fall

BA 362 Starting the Entrepreneurial Small Business (3)

This course will include self-evaluation and idea analysis, practice in business plan and needs development, start-up strategies, capital acquisition strategies and discussion of concerns of the entrepreneur regarding human resources, supplier, lender, and customer relations. The classroom experience will be supplemented with entrepreneurs as guest speakers, site visitations, selected readings, case studies, and applicable computer simulations.

Prerequisite AC 241 and BA 381 or concurrently

Fall Odd Years

BA 381 Marketing Management (4)

This course surveys the role of modern marketing in today’s society and economy with an emphasis on marketing’s role in the company and the strategic planning process. Target market analysis and marketing mix strategies are also of major importance. Students will be introduced to survey activities. *Prerequisite: BA 252 and junior standing or consent*

Fall

BA 389 Managerial Decision-Making (3)

An examination of decision-making in the business setting. A business simulation will be used to model a practical setting which will require students to integrate prior course work and knowledge, including accounting, finan-

cial marketing, economics, operations, and resources information. *Prerequisite: junior standing*

Fall

BA 414 Small Business Financial Management (3)

This course introduces students to the financial and accounting issues needed to run a small business. Students will learn to use computerized accounting software designed especially for the small business as well as learn financial management concepts such as the “time value” of money and capital budgeting. *Prerequisite: AC 242*

Spring Odd Years

BA 421 Financial Management (4)

This course will survey the goals and functions of valuation and the development of financial tools for analysis and control. It will also encompass an exposure to working-capital management, investment decisions in capital assets, capital structure, and dividend policies.

Prerequisite: AC 241, BA 252, and junior standing

Spring

BA 431 Human Resource Management (3)

This course presents a modern examination of the principles, policies and problems of manpower management. It addresses the areas of recruitment, placement, compensation and motivation, appraisal and development, and the legal environment surrounding the staffing function.

Prerequisite: BA 252 and junior standing

Spring

BA 451 Salesmanship (3)

This course is designed to present salesmanship as a basic human activity. Emphasis is given to the presentation of the selling process and the fundamentals of good salesmanship. Salesmanship includes the personal and economic aspects of selling, program promotion, and psychological steps involved in making the sale. *Prerequisite: BA 151 or consent*

Fall Odd Years

BA 452 Advertising and Promotion (3)

Theories and practices of advertising, sales promotion, and public relations as they relate to the overall marketing programs. Emphasis is placed on promotion mix, decision tools, and legal, social, and ethical considerations.

Prerequisites: BA 381 or consent

Spring Odd Years

BA 461 Global Economic and Business Strategy (3)

A study of the global environment facing business. Topics studied include international trade theory, foreign investment, the multinational enterprise and human resource, marketing and production decisions in the international arena. *Identical with EB 461. Prerequisites: EB 211 and BA 252*

Fall

BA 462 Managing the Entrepreneurial Small Business (3)

This course will deal with day-to-day issues facing small business entrepreneurs, including start-up, cash flow and working capital acquisition and management, operating and marketing strategies, topics specifically relating to inventory management, human resources, subordinate compensation, personal compensation, organizational structures, culture, and leadership styles that are appropriate for entrepreneurial small businesses. Other topics dis-

cussed include competitive strategies, developing and managing by pro forma budgets, dealing with the stress and pressures, recovery and survival strategies, coping with failure and success. The classroom experience will be supplemented with entrepreneurs as guest speakers, site visitations, selected readings, case studies and applicable computer simulations. *Prerequisite: BA 362*

Spring Even Years

BA 481 Business Seminar in Social Issues (3)

This capstone experience for business majors is aimed at stimulating discussion and analysis of the critical issues facing business people today. Christian perspectives on work, wages and management decisions are integrated throughout the semester. A secondary focus of the seminar is an emphasis on career preparation and community service. *Prerequisite: Senior standing*

Spring

BA 490 Independent Study (1-4)

A study of various aspects of business, the subject area of which will be determined by the instructor according to student interest. *Prerequisite: Consent*

Fall, Spring

BA 495 Internship (3-4)

A field experience in business which provides an opportunity for the student to apply theoretical knowledge in a practical setting. Students will engage in career development activities as they search for internship opportunities, assisted by the department. *Prerequisite: Junior standing and consent*

Fall, Spring

Courses in Economics

EB 211 Principles of Economics I (3)

An introduction to macroeconomic principles, including current problems and practices in various economic systems. Economic institutions and processes necessary for the individual as citizen, housekeeper, wage earner, taxpayer and user of credit will be analyzed.

Fall

EB 212 Principles of Economics II (3)

A continuation of principles of economics with an emphasis on microeconomic principles which include price system theory of the firm, monopoly and distribution of personal income. *Prerequisite: EB 211*

Spring

EB 321 Public Finance (3)

A study of the political economy with a focus on fiscal institutions, taxation, government spending and the federal budget. The application of social controls to economics and the regulation of economic controls by government are reviewed. *Identical with PS 321. Prerequisite: EB 211*

Spring Odd Years

EB 324 Geography of the Contemporary World (3)

A study and analysis of the political, economic, and cultural aspects of the geography of the contemporary world from a developmental perspective. Attention will be given to theoretical and practical issues such as the relationship of people to the environment and the political and economic constraints on development and power in the context of the modern nation state system since 1945. *Identical with HS/PS 324.*

Spring Even Years

EB 331 Labor Economics (3)

An analysis of labor markets as major and unique factor markets, emphasizing the supply and allocation of labor, the incidence of unemployment, the determination of wages and the effects of unionism. *Prerequisite: EB 211*

Fall Even Years

EB 381 Money and Banking (3)

An analysis of monetary policy and the institutions of the financial sector of the economy. The commercial banking industry, financial markets, the Federal Reserve System, monetary theory and policy issues are studied. *Prerequisite: EB 211*

Spring Even Years

EB 413 The City (3)

This course examines the structure, functions, processes and change involved in rural and urban communities. The changing ecological patterns of communities are examined in conjunction with problems of urbanization. *Identical with SO 413. Prerequisite: SO 111*

Fall Odd Years

EB 421 Population Studies (3)

This course will examine the trends and changes in world population, its composition and distribution, population movements, issues involving quality of life, and approaches used by various nations in dealing with population problems. *Identical with SO 421. Prerequisite: SO 111*

Spring Even Years

EB 461 Global Economic and Business Strategy (3)

A study of the global environment facing business. Topics studied include international trade theory, foreign investment, the multinational enterprise and human resource, marketing and production decisions in the international arena. *Identical with BA 461. Prerequisites: EB 211 and BA 252*

Fall

Courses in Office Administration

OA 114 Keyboarding Applications (3)

A course focusing on the use and application of keyboarding skills. This multi-level course serves both the beginner and advanced keyboarding that focuses on the improvement of individual abilities. *Course may be taken twice by business education majors.*

Spring

OA 215 Business Software Applications (1,1,1,1,1)

<i>OA 215wp Word Processing</i>	<i>Fall</i>
<i>OA 215sp Spreadsheet</i>	<i>Fall</i>
<i>OA 215db Database</i>	<i>Spring</i>
<i>OA 215cg Computer Graphics</i>	<i>Spring</i>
<i>OA 215wd Web Page Design</i>	<i>Fall</i>

Each of these software application topics will be taught in seven-week modules. Emphasis is placed on practical applications. Students in areas outside of business are encouraged to elect modules that may be of interest. In *Word Processing*, commonly used commands are introduced and document creating, saving, editing, formatting, and printing will be studied. In *Spreadsheet*, the nature and use of spreadsheets to make calculations, create graphics, and execute macros are introduced. In *Database*, students learn to create a database structure and to add or

update records, generate reports, use custom screens, and create mailing labels. In *Computer Graphics*, students learn to produce professional presentations for overhead transparencies, slides, or projection devices. In *Web Page Design*, students learn to use web page design software to create and publish web pages. *Meets three periods per week. Prerequisite: OA 111 or demonstrated proficiency in keyboarding as a touch typist*

OA 254 Principles of Office Administration (3)

Fundamentals of effective office management, including problem solving, productivity, human resources, office services, information technology, records management, and expected professional standards of conduct and appearance necessary to work successfully in the business environment.

Spring

OA 371 Business Communications (3)

A study of effective communication techniques as they apply to topics such as business letters, employment messages, electronic communications, proposals and reports, visual aids, business presentations and meetings, and news releases. *Prerequisite: EN 121 or 112*

Fall

Courses in Organizational Management

Refer to the EXCEL Program for course descriptions for the following courses. Enrollment is limited to those enrolled in the EXCEL Program.

- ENX 133 Introduction to Writing (3)**
- OM 116 Business Math (3)**
- OM 203 Adult Development & Life Assessment (3)**
- OM 213 Management Concepts (4)**
- OM 223 Introduction to Computers and Applications (3)**
- OM 283 Business Case Study (3)**
- OM 303 Group and Organizational Behavior (3)**
- OM 313 Communication in Organizations (3)**

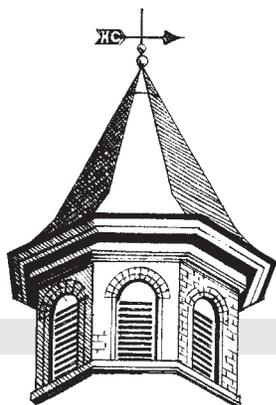
- OM 323 Statistics for Managers (3)**
- OM 334 Issues in Management (3)**
- OM 343 Managerial Economics (3)**
- OM 353 Ethics and the Practice of Management (3)**
- OM 403 Marketing in a Global Economy (3)**
- OM 413 Managerial Accounting (3)**
- OM 421 Managerial Finance (3)**
- OM 423 Human Resource Administration (3)**
- OM 443 Business Research: Design and Analysis (5)**
- PEX 110 Physical Wellness in Adulthood (1)**
- SPX 211 Professional Presentations (3)**

College Capstone Course

CAP 475 Capstone Seminar (2)

Intended as a culminating experience in the liberal arts, this course will focus on helping students enhance their abilities as interdependent persons who can integrate what they have learned in order to make thoroughly effective and distinctively Christian contributions to society. Within the context of a predetermined theme, students will have opportunity to enrich the campus community as they work together to do research, problem-solving, ethical exploration and decision-making, and public presentations. Active participation and extensive writing will be expected of each student.

Fall, Spring



DEPARTMENT OF CHEMISTRY

William Bordeaux, Ruth Nalliah, Gerald Smith

The chemistry department offers programs for professional careers in chemistry or the teaching of chemistry, and for a liberal arts major. The purposes of the chemistry major include (a) developing an understanding of the chemical principles from the primary fields of chemistry; (b) applying chemical principles to other areas of the natural sciences, (c) developing skills in modern professional laboratory techniques; (d) obtaining a foundation for further studies and research in chemistry; (e) preparing for secondary science teaching; and (f) obtaining a foundation for studies in medicine.

All chemistry majors will take a common core consisting of CH 161/L, 162/L, 263/L, 264/L, 331/L, 361/L, and 371/L; PH 211/L and 212/L; and MA 171 and 172.

Students who choose **chemistry** as a professional major in the **bachelor of science in science** degree complete the common core as well as CH 333/L, 411, 441, 451 and 490; PH 261; MA 273 and 371 (premed students may substitute an upper-level biology course for MA 371).

Students who select **chemistry** as a major in the **bachelor of arts** degree complete the common core as well as four additional hours from CH 333/L, 411 and 441.

The college **minor in chemistry** requires CH 161/L, 162/L, 263/L, 264/L, 331/L and four to six hours from CH 333/L, 361/L, 371/L, 411 and 441.

Students who complete a **bachelor of science degree in chemistry for physical science teacher licensing** can be licensed in Indiana to teach the physical sciences in middle school and high school settings. To complete this program, students complete the common core as well as CH 333/L; BI 161; and PH 271, 321, 323, and 261 or 421.

Students licensed in physical science for middle and high school levels are qualified to teach high school chemistry and physics as well as other courses in the physical sciences in middle and high schools.

Pre-Medicine and Pre-Nursing

Pre-med students are advised to major in chemistry or biology with substantial course work in both, as well as electives in other areas of the liberal arts. Pre-nursing students should meet early with

the pre-nursing advisor to determine the appropriate course work for the intended nursing school. Pre-professional study for physical therapy and other physical fitness promotion fields, utilizing a major in exercise science, is described in the Department of Physical Education, Exercise Science and Recreation.

Courses in Chemistry

CH 111 Chemistry and Contemporary Society (3)

Topics will include environmental and consumer chemistry that relate chemistry to the needs, concerns and problems of our society and the international community. Students become aware of the scientific basis for promises and problems engendered by a technological society, thereby able to make informed choices. Not counted in chemistry major. *Must be taken concurrently with CH 111L.*

Fall, Spring

CH 111L Laboratory for Contemporary Society (1)

This course introduces the student to basic methods of scientific investigation, solution chemistry, safety procedures in the chemical laboratory and critical analysis of results. *Must be taken with CH 111 unless consent given.*

Fall, Spring

CH 161 Principles of Chemistry I (3)

Modern views of atomic and molecular structure, bonding concepts, thermochemistry, reaction types, and the states of matter are introduced. The relationships between chemical science, technology, society and the environment are addressed. Recommended for students majoring in chemistry, biology or exercise science. *Prerequisite: Math placement and one year h.s. college-prep chemistry or placement*

Fall

CH 161L Laboratory for Principles of Chemistry I (1)

Principles and beginning laboratory chemical techniques, and instrumentation are introduced. *Must be taken concurrently with CH 161 unless consent given.*

Fall

CH 162 Principles of Chemistry II (3)

A continuation of the foundations of chemistry with an emphasis on solution chemistry, kinetics, thermodynamics, equilibrium, oxidation-reduction, acid-base theories, coordination compounds and nuclear structure. The course

also focuses on the risks and benefits to society and the environment that accompany applications of chemical knowledge. Recommended for students majoring in chemistry, biology or exercise science. *Prerequisite:* Successful completion of CH 161/L

Spring

CH 162L Laboratory for Principles of Chemistry II (1)

Quantitative techniques and spreadsheet analysis are introduced, and the application of chemical principles and use of chemical instrumentation are continued. *Must be taken concurrently with CH 162 unless consent given.*

Spring

CH 263 Organic Chemistry I (3)

Fundamental study of the chemistry of carbon compounds focusing on the carbon to carbon bond in alkanes, alkenes and alkynes, and characteristic reactions of these substituted hydrocarbons including synthesis and mechanisms, and study of spectroscopic methods, IR and NMR. Recommended for students majoring in chemistry or biology. *Prerequisite:* CH 162/L

Fall

CH 263L Laboratory for Organic Chemistry I (1)

Elementary techniques of organic separation, characterization and analysis are introduced as well as organic synthesis and spectroscopic identification. *Must be taken with CH 263 unless consent is given.*

Fall

CH 264 Organic Chemistry II (3)

A continuation of the study of carbon compounds including alcohols, arenes, phenols, nitrogenous compounds, and the carbonyl group. There is a large emphasis on multi-step synthesis and on the biological/medical/environmental applications of organic chemistry. Recommended for students majoring in chemistry or biology. *Prerequisite:* CH 263/L

Spring

CH 264L Laboratory for Organic Chemistry II (1)

Techniques of multi-step synthesis and reaction mechanism studies are performed as well as continued experience with spectrophotometric methods of characterization and identification of products. *Must be taken with CH 264 unless consent is given.*

Spring

CH 331 Quantitative Analysis (3)

The underlying principles of analytical chemistry are studied in this course. Topics include statistical methods, volumetric and gravimetric analyses, acidimetry, oxidation and reduction, and spectrophotometric methods of analysis. *Must be taken concurrently with CH 331L. Prerequisite:* CH 264/L.

Fall Odd Years

CH 331L Laboratory for Quantitative Analysis (1)

Quantitative laboratory procedures, including wet chemistry and spectrophotometric methods are practiced in this course. *Must be taken with CH 331 unless consent given.*

Fall Odd Years

CH 333 Instrumental Analysis (3)

The course introduces the student to the theory and practice of various types of spectroscopic, chromatographic, and electroanalytical instrumentation for quantitative chemical analysis and identification. *Must be taken concurrently with CH 333L. Prerequisite:* CH 264/L

Spring Even Years

CH 333L Laboratory for Instrumental Analysis (1)

Laboratory experiments are assigned which focus on the practice of chemical analysis by spectroscopic, chromatographic, and electroanalytical techniques, using a variety of chemical instruments. Instrument maintenance and repair are also discussed. Formal report writing is required. *Must be taken with CH 333 unless consent given.*

Spring Even Years

CH 361 Physical Chemistry I (3)

Laws of chemistry and physics are studied with emphasis on kinetic molecular theory, thermodynamics, chemical and phase equilibria, electrochemistry, and kinetics. *Must be taken concurrently with CH 361L. Prerequisite:* CH 264/L, MA 172 and PH 212/L

Fall Even Years

CH 361L Laboratory for Physical Chemistry I (1)

Experiments focus on kinetic molecular theory, phase equilibria, thermodynamics, kinetics, and applications of electronics and computers in the laboratory. Students are trained in advanced laboratory techniques, safety, and careful measurements. Formal report writing is required. *Must be taken with CH 361 unless consent is given.*

Fall Even Years

CH 371 Physical Chemistry II (3)

This course introduces the student to quantum theory, chemical bonding, crystal structures, spectroscopy, and statistical thermodynamics. *Must be taken concurrently with CH 371L. Prerequisite:* CH 361

Spring Odd Years

CH 371L Laboratory for Physical Chemistry II (1)

Experiments will focus on spectroscopic and crystallographic properties of substances as related to quantum chemistry and the interaction of radiation with atoms and molecules. Formal report writing required as is an oral presentation on an advanced experimental technique in physical chemistry research. *Must be taken with CH 371 unless consent given.*

Spring Odd Years

CH 411 Biochemistry (3)

The chemistry, structure and metabolism of biologically related compounds are studied in this course which is designed for premed students as well as chemistry and biology majors. *Prerequisite:* CH 264/L

Spring Even Years

CH 441 Advanced Inorganic Chemistry (3)

The course integrates quantum chemistry into atomic and bonding theory on an intermediate level. Descriptive chemistry involving periodic trends in the elements, symmetry, coordination chemistry, and ligand field theory, particularly for transition elements, will be emphasized.

Recommended for students anticipating graduate study or chemical research. *Prerequisite: CH 264/L*

Fall Even Years

CH 451 Senior Seminar in Chemistry (1)

For senior chemistry majors, this course involves the student in reviewing chemical literature, professional organizations, planning for graduate study, career planning, resume preparation and the presentation of a seminar topic. *Prerequisite: Senior standing*

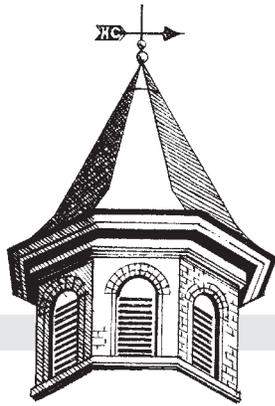
Fall

CH 490 Independent Study (1-2)

Experiments or special projects will be selected according to the interest of the student and will be performed independently. *Prerequisite: Junior standing and consent*

Fall, Spring





DEPARTMENT OF COMMUNICATION

Lance Clark, Michael Rowley

The Department of Communication seeks to develop effective and creative communicators in order to challenge others to thoughtful examination of ideas, culture and values. Students majoring in communication will develop skills and thinking that reflect the historical foundations of these disciplines as well as recent advances. Through both traditional classroom instruction and studio and production experience, students will enhance their skills of observation, analysis, development and performance in order to better prepare them for their careers and lives.

The Department of Communication offers two pre-professional majors designed to provide a foundation for careers in media communication or oral communication. Students in media communication may concentrate in broadcasting, journalism or public relations.

Students in the **media communication—broadcasting concentration** will take CO 211 Communication and Society, CO 231 Radio Announcing and Production, CO 251 Electronic Field and Post Production, CO 261 Broadcast Journalism, CO 281 Television Studio Production, CO 326 Broadcast Management, CO 341 Writing for Film, Television, and Radio, CO 351 Advanced Television Production, CO 381 Mass Communication Law, 6 hours from CO 195, CO 295 and CO 395 Practicum in Radio or Television Broadcasting, CO 481 Theory and Ethics of Mass Communication and SP 241 Interpersonal Communication and Group Process. Additional hours to total forty-five in the major will be selected from CO 191 Accessing Information, CO 241 News Writing and Editing, CO 495 Internship, SP 261 Language and Society, SP 381 Oral Interpretation, SP 421 Communication Analysis, TH 212 Beginning Acting, BA 252 Business Organization and Management, BA 381 Marketing Management, BA 451 Salesmanship, and BA 452 Advertising and Promotion.

Students in the **media communication—journalism concentration** will take CO 211 Communication and Society, CO 241 News Writing and Editing, CO 331 Public Relations, CO 342 Advanced Reporting and News Writing, CO 381 Mass Communication Law, CO 395 Practicum in Journalism (6 hours), CO 481 Theory and Ethics of Mass Communication, AR 107 Taking Great Photographs, AR 141 Basic 2D

Design, AR 241 Introduction to Computer Graphics, AR 271 Visual Communication and Graphics, EN 361 Creative Writing, and SP 241 Interpersonal Communication and Group Process. Additional hours to total forty-five in the major will be selected from CO 191 Accessing Information, CO 261 Broadcast Journalism, CO 495 Internship, EN 391 Advanced Composition, BA 252 Business Organization and Management, BA 381 Marketing Management, BA 451 Salesmanship, and BA 452 Advertising and Promotion.

Students in the **media communication—public relations concentration** will take CO 211 Communication and Society, CO 281 TV Studio Production, CO 331 Public Relations, CO 341 Writing for Film, Television, and Radio, CO 395 Practicum (1), CO 495 Internship (2), BA 252 Business Organization and Management, BA 381 Marketing, BA 452 Advertising and Promotion, SP 271 Argumentation and Persuasion, SP 281 Historical and Theoretical Issues, SP 421 Communication Analysis, and SP 485 Senior Seminar. Additional hours to total forty-two in the major will be selected from AR 241 Computer Graphics, AR 271 Visual Communication, CO 195 Practicum in Equipment Usage I, CO 231 Radio Announcing, CO 251 Electronic Field Production, CO 261 Broadcast Journalism, CO 295 Practicum in Equipment Usage II, CO 395 Practicum, CO 495 Internship, and SP 341 Organizational Communication. MA 151 is recommended for the core mathematics requirement.

A **minor in media communication** requires twenty-two hours including CO 195, CO 211, CO 231 or CO281, CO 241, CO 295, CO 481, CO 395, and additional courses from those that count in the major to total twenty-two hours.

Students **majoring in oral communication** complete SP 241 Interpersonal and Small Group Communication, SP 271 Argumentation and Persuasion, SP 281 Historical and Theoretical Issues in Communication, SP 381 Oral Interpretation, SP 421 Communication Analysis and SP 485 Senior Seminar. To complete the major, students will select an additional nine hours in oral communication courses, and nine hours in complimentary areas approved by the department to complete the thirty-six hours required for the major.

A **minor in oral communication** requires the courses specified above for the major plus six additional hours from oral communication courses or approved complimentary courses to total twenty-two hours.

Any student majoring in communication may elect to add a **concentration in film studies** by completing 16 hours in the Council for Christian Colleges and Universities Film Studies Program in Hollywood. Interested students should contact the department for information on this off-campus program.

Courses in Communication

CO 191 Accessing Information in the Information Age (2)

Methods of using library resources and services, including the online catalog, common reference sources and electronic data bases will be explored, with special emphasis for students in communication.

Fall Even Years

CO 195 Practicum in Equipment Usage I (1)

An introduction to audio and video equipment operations and technique. Required for students who wish to use departmental equipment or take a practicum in broadcasting.

Fall

CO 211 Communication and Society (3)

An introductory study of media communication and its impact on culture and society. Students will explore print, radio, television, film, and emerging technologies in communication from a Christian perspective as they examine the role of media in popular culture and develop media literacy skills through critical analyses.

Fall

CO 231 Radio Announcing and Production (3)

An introduction to the principles of radio broadcasting, with emphasis given to proper announcing theory, technique and style for on-air delivery. Students will practice creative and technical skills in digital multi-track audio production by producing audio programming including radio drama. *Prerequisite: CO 211*

Spring

CO 241 News Writing and Editing (3)

The student will be given extensive practical experience in the techniques of gathering, reporting, and editing information for journalism. Legal and ethical problems of the information media will be considered.

Prerequisite: CO 211 or consent

Fall Even Years

CO 251 Electronic Field and Post Production (2)

Professional experience in the video/film production process. Includes pre-production planning and shooting footage in the field. Students will write, produce and direct non-profit and industrial videos. Training will include Avid digital editing. *Prerequisite: CO 211 and 281*

Spring Odd Years

CO 261 Broadcast Journalism (3)

The dynamics of radio and television news are cov-

ered, including news gathering, writing, editing and proper delivery. Students will work as a team producing news shows suitable for broadcasting on radio and television. *Prerequisite: CO 211 and 281*

Fall Even Years

CO 281 Television Studio Production (3)

Introduction to television studio production including camera, control room, stage lighting and crew positions for television broadcasting, production and off-line editing. Students will direct, write, and produce short interview and variety show programming. *Prerequisite: CO 211*

Fall

CO 295 Practicum in Equipment Usage II (1)

Further introduction to use of technical audio and video equipment and to camera, lighting, and basic editing operations. *Prerequisite: CO 195*

Spring

CO 326 Broadcast Management (3)

A study of the principles of managing radio stations, television stations, video production houses. Topics include programming, advertising, sales, audience measurement, public affairs, FCC rules and regulations.

Prerequisite: CO 281 or 231

Fall Odd Years

CO 331 Public Relations (3)

Writing of public relations material including news releases for all media. Students will study procedures for dissemination of public information. Various desktop publishing techniques will be explored.

Prerequisite: CO 241

Spring Odd Years

CO 341 Writing for Film, Television, and Radio (2)

A study of writing for broadcast utilizing computerized screenwriting programs. Attention will be given to conception and scripting of commercial copy, public service announcements, and feature television and movies. *Prerequisite: CO 211*

Fall Odd Years

CO 342 Advanced Reporting and News Writing (3)

An advanced study of news writing covering in-depth news articles for publications, and advanced interviewing and news gathering techniques. *Prerequisite: CO 241*

Fall Odd Years

CO 351 Advanced Television and Video Production (3)

An advanced course in the methods and techniques of television, film style theory and production. Emphasis will be placed upon producing, directing, and editing studio and dramatic productions. *Prerequisite: CO 251 and 281*

Spring Even Years

CO 381 Mass Communication Law (3)

An overview of current law pertaining to the regulation of mass communication and its historical development in the United States will be the focus of this course. Landmark court decisions regarding the fairness doctrine, equal opportunities provision, libel, First Amendment, and the Freedom of Information Act will

be covered. *Prerequisite: CO 211 and junior standing, or consent*

Spring Even Years

CO 395 Practicum in Communication (1-3)

Students may gain practical experience in broadcasting or journalism through a variety of hands-on media experiences, including the daily operation of the campus radio station, *WQHC 105.5 FM*; the campus television news program, *HCTV*; and the nationally syndicated television show, *The Vision*. Journalism students on campus have supervised experiences with the campus newspaper, *The Huntingtonian*; the yearbook, *Mnemosyne*; the literary magazine, *Ictus*; or other college publications, such as *HC Magazine*. Students also work through the public relations office in writing, editing, and publishing college publications. *On-campus practica are one credit but may be repeated for up to six credits. Prerequisite for broadcasting practica: CO 195, CO 295 or consent*

Fall, Spring

CO 481 Theory and Ethics of Mass Communication (3)

Theories of communication systems will be explored, including the purposes and nature of mass communication and the effects of mass media. Students will examine the Christian role in media ethics, value formation and criticism. *Prerequisite: CO 211 and junior standing*

Spring Odd Years

CO 495 Internship (2-4)

Capstone opportunity for advanced work off-campus in areas of concentration at radio or television stations, newspapers, magazines, public relations and ad agencies. *Prerequisite: Junior or senior major and consent*

Fall, Spring

Courses in Oral Communication

SP 211 Public Speaking (3)

An introduction to the principles of oral communication as applied to public speaking situations. Opportunities are provided for developing skills in composition, research, delivery and criticism of representative types of speeches. *Prerequisite: EN 121*

Fall, Spring

SP 241 Interpersonal Communication and Group Process (3)

A course in human communicative interaction in dyads and small groups. Theory is applied through participation in laboratory exercises and observation of dyads and groups on and off campus.

Spring Even Years

SP 261 Language and Society (3)

Consideration of language acquisition and the relationship between thought and language, basic phonetic structure of American speech, major communication disorders, the principles of semantics and the effects of language in both interpersonal and public communication. *Prerequisite: SP 211 or consent*

Fall Odd Years

SP 271 Argumentation and Persuasion (3)

An advanced course in oral communication with an emphasis on motivation and persuasion in such interac-

tion. Argumentation is studied within the framework of the logos, pathos, and ethos of persuasion. Principles are emphasized and applied through presentations and analyses of contemporary communication artifacts.

Prerequisite: SP 211 or consent

Fall Even Years

SP 281 Historical and Theoretical Issues in Oral Communication (3)

The course examines the development of various issues in oral communication history. Emphasis given to different types of humanistic and social scientific theories of communication, and to selected theories to generate critiques of specific communication events.

Fall Even Years

SP 291 Forester Forensics (2)

Participation on the Huntington College Forensic Team, including preparation, practice and competition at intercollegiate forensic tournaments. *May be repeated for up to eight credits. Prerequisite: Consent and audition*

Fall, Spring

SP 311 Advanced Public Speaking (3)

An advanced course that will examine theory and practice in various forms of platform speaking for the academically mature student. Includes special forms of presentations such as after dinner speeches, tributes, keynote addresses, as well as an introduction to preaching. *Prerequisite: SP 211 or consent*

Spring Odd Years

SP 321 Intercultural Communication (3)

This course explores issues related to the intercultural communication process and considers the important role of context (social, cultural and historical) in intercultural interactions. This course examines the complex relationship between cultures and communication from various perspectives. Special emphasis will be given to managing cross-cultural conflict and cross-cultural ministry applications. *Prerequisite: SP 211 or consent*

Spring Even Years

SP 331 Topics in Oral Communication (3)

Special topics dealing with current problems, issues or interests in various areas of communication. May include topics such as political communication, communicating the Gospel, and nonverbal communication.

Prerequisite: SP 211 and consent

Offered on Sufficient Demand

SP 341 Organizational Communication (3)

Principles of communication applied to the organizational context. Topics covered include information flow, organizational structure, leadership styles related to communication, interviewing, and communication problems within organizations. *Identical with BA 341.*

Prerequisite: SP 211 and 241 or consent

Fall Even Years

SP 381 Oral Interpretation (3)

A study of the techniques of oral communication of the intellectual, emotional and aesthetic content of literature. Experience is provided in selection and analysis of literature for oral reading and in oral interpretation of various forms of literature. *Prerequisite: SP 211*

Spring

SP 421 Communication Analysis (3)

This course introduces the methods used for the analysis and critique of various linguistic, pictorial, and aural elements of communication for the purpose of becoming more discerning consumers of various forms of public and mass-mediated messages. Analysis includes public speeches, advertising campaigns, print media, and radio and TV messages in contemporary and historical settings. *Prerequisite: SP 211 and SP271 or consent*

Spring Even Years

SP 485 Senior Seminar (3)

Selected topics for reading and discussion. In addition to current research in the field of speech communication, students will prepare oral presentations of various types and prepare a senior seminar research project. *Prerequisite: Junior or senior standing or consent*

Spring Odd Years

SP 490 Independent Study (1-4)

A creative research or oral communication production project approved by the department. *Prerequisite: Junior or senior major*

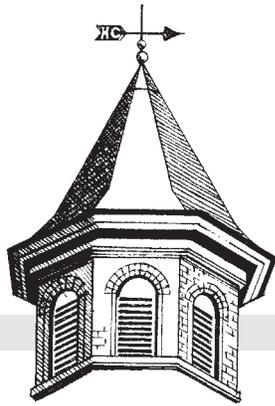
Fall, Spring

SP 495 Internship (2-4)

Supervised field study involving communication with a communication organization. The student will complete a project for the organization and write a critical analysis paper of the experience. *Prerequisite: Junior or senior standing or consent*

Fall, Spring





DEPARTMENT OF EDUCATION

Terrell Peace, Stephen Holtrop, Evelyn Priddy, Cindy Steury, Kathy Turner

The education department offers programs leading to teacher licensing in the **elementary, middle, and high** schools. Huntington College is accredited by the **National Council for Accreditation of Teacher Education (NCATE)**. Teacher education programs leading to licensure are approved by the Indiana Professional Standards Board. Many surrounding states have cooperative agreements with Indiana that allow individuals with Indiana licenses to be licensed to teach in those states.

The goal of the education department is to develop teachers who are *effective stewards*. Stewardship is a biblical concept that fits well with our mandate from the state of Indiana to prepare students for the teaching profession. In the parable of the talents (Matthew 25), Jesus portrays stewards as individuals who are given responsibility for the growth and development of someone else's assets. The state of Indiana will give graduates of our teacher preparation programs responsibility for the growth and development of one of its most precious assets—its school children.

Teachers act as stewards in four areas. First, as stewards of knowledge, teachers are responsible to society and the culture at large to transmit and make understandable the growing knowledge base that comprises school curricula. Second, as stewards of learner development, teachers have a responsibility to parents and to the students themselves to guide learners in their intellectual, social, emotional, and moral development. Third, as stewards of classroom and school environments, teachers have a responsibility to administrators, parents and the community to provide the best possible conditions for student learning. Finally, as stewards of instruction, teachers have a responsibility to teach the various disciplines with the most effective methods and with integrity and thoroughness.

These four areas of stewardship correspond to and support national and state teaching standards such as the Interstate New Teacher Assessment and Support Consortium principles (INTASC) and the Indiana Professional Standards Board's developmental area standards and content area standards for new teachers. Since the standards of the Indiana Professional Standards Board are based on the INTASC standards, the four areas of stewardship include not only all the INTASC standards but all state licensing standards as well.

Huntington College teacher education graduates understand the conceptual framework provided by this "Teacher As Effective Steward" model (see Student Handbook or department web page for further explanation of the department's conceptual framework and model). Additionally, HC teacher education graduates are effective communicators in spoken and written communication and are thoroughly grounded in both general education and the content of the subject areas they will be teaching.

Students who wish **to be admitted to the teacher education program** are encouraged to enroll in the BRIDGES program, a tutoring opportunity with local public school students, during the freshman year. **During the fall semester of the sophomore year students must register to take all sections of the Pre-Professional Skills Test (Praxis I) as part of the application to the teacher education program. This application will also be submitted during the first semester of the sophomore year.**

The Teacher Education Program relies on continuous assessment and includes four checkpoints.

Checkpoint 1: Admission to the Program.

Occurring in the sophomore year, Checkpoint 1 includes an interview with members of the Teacher Education Committee and the initial portfolio check. Admittance to the program requires a college gpa of 2.5 or above, a major gpa of 2.5 or above, Praxis I scores of 172 in writing, 175 in mathematics, and 176 in reading, a successful interview, a satisfactory portfolio evaluation, and positive recommendations. Successful completion of this checkpoint is required prior to enrolling in junior level methods courses.

Checkpoint 2: Application for Student

Teaching. Occurring during the junior year, Checkpoint 2 includes the second portfolio check, evidence of successful field experiences, and the completed application for student teaching.

Note: Student teaching placements are made by the Director of Clinical Experiences for students who remain in good standing based on both the college and major gpa, have shown evidence of successful field experiences, have received a second satisfactory portfolio evaluation, and have **taken the Praxis II test(s)** required by the state of Indiana for their area(s) of licensure.

Checkpoint 3: Topics and Problems. Occurring at the beginning of the student teaching semester, Checkpoint 3 involves a focused interview on the portfolio conducted by the student teacher's supervisor. A successful portfolio evaluation is required to pass this checkpoint and begin the student teaching experience.

Checkpoint 4: Culmination. Occurring during the final week of student teaching, Checkpoint 4 involves an exit interview with the portfolio providing the needed evidence of professional proficiencies worthy of recommendation for licensure. The student teacher's college supervisor conducts the interview. A satisfactory portfolio evaluation is required.

Recommendation for state licensing is made only when a student has (a) successfully completed all phases of training, (b) received a 2.5 cumulative gpa and 2.5 gpa in the licensing area, (c) received a C+ or higher in student teaching, (d) received no grade less than C- in any course required for licensing, and (e) passed the Praxis II exam(s) required for each licensing area.

Program in Elementary Education: Primary and Intermediate

This program is designed for students wishing to prepare for teaching in an elementary school setting (typically grades K-5). Required professional education courses for the program in primary and intermediate elementary education are ED 212, 232, 236, 242, 264, 272, 295, 316, 325, 332, 336, 377, 382, 384, 386, 388, 395, 397, 398, 420, 440 and 450; and PE 231. As part of the general education program, the student must complete two of BI 111/L, CH 111/L or PH 111/L; MA 111 and 112; and PY 111. A visual arts elementary level program is also offered and is described in the catalog section for the Department of Visual Arts.

Program in Middle Grades Education: Intermediate Elementary and Middle School Education

This program is designed for students wishing to prepare for teaching in the upper elementary grades or at the middle school level (typically grades 4-8). Students completing the program for middle grades education will take: ED 212, 232, 236, 264, 272, 295, 311, 325, 332, 336, 377, 382, 384, 386, 395, 397, 398, 420, 440, 460, and courses to complete one of the following: For **Middle School Language Arts License**, students will complete ED 332, 336; EN 121, 151, 311, 321; SP 211, and ED 273. For **Middle School Mathematics License**, students complete MA 111, 112, 151, 165, 171 and 351. For **Middle School Science License**, students complete BI 161/L; CH 111/L; PH 111/L; ES 262/L or PH 271; and BI 222/L or BI 231/L or BI 261/L. For **Middle School Social Studies License**, students complete HS 125, 126, 211, 212; PY 111; two from EB 211 or PS 181 or SO 111 or PS 111; and one

from HS 377 or HS 444 or HS 466. As part of the general education program, each student must complete two of BI 111/L, CH 111/L or PH 111/L; MA 111 and 112; and PY 111.

Programs in Secondary Education: Middle School and High School Education

Programs for which students may be licensed to teach at the middle school/junior high and high school level (typically grades 6-12) include visual arts, vocal and general music, instrumental and general music, physical education and health, business, language arts, life sciences, physical sciences, mathematics, and social studies. Candidates desiring to teach in the social studies area are required to be licensed in three or more of the following: economics, geographical perspectives, government and citizenship, historical perspectives, psychology, and sociology. The requirements for completion of the college major are available in the catalog sections for the respective subject area departments.

Professional education courses required of those wishing to teach at the middle school and high school level include PY111, to be taken in the freshman year; ED 212, 234, 236, and 296 to be taken in the sophomore year; ED 311, 320, and 395 to be taken in the junior year (English majors and minors must also take ED 273); ED 410 (subject specific) to be taken in either the junior or senior year; and ED 440, and 460 during the senior year. Students majoring in physical education and health take both ED 410hea and ED 410phy. For professional education courses required for those wishing to teach **visual arts** at the middle school and high school level, see the catalog section for the Department of Visual Arts.

Program in All-Grade Education

Professional education courses required for those seeking all-grade licensing in visual arts, music, or physical education and health include PY111, to be taken in the freshman year; ED 212, 232 or 234, and 236 to be taken in the sophomore year; ED 395 to be taken in the junior year; and ED 440, and 460 during the senior year. Students in the **visual arts** all-grade program also complete ED 342 and 295 or 296. Students in the **music** education program also complete MU 234, MU 325, and either MU 427 or MU 429. Students in the all-grade **physical education and health** program also complete ED 311, 320 and ED 410phy and 410hea physical education and health subject methods.

Program in Special Education

Huntington College has a cooperative special education program with the University of Saint Francis in Fort Wayne. By taking some classes at the University of Saint Francis, a student may complete licensing requirements for teaching in a special edu-

cation field. A student teaching experience of fourteen weeks, a portion in a regular classroom and a portion in a special education classroom, is required. Students wishing to add a special education license need to plan carefully by beginning the program in the fall semester of the sophomore year and anticipating the possibility of an additional semester of study.

Professional Semester for Student Teaching

Students must plan schedules carefully in order that the final semester may be devoted to the student teaching experience. Students must make application for placement in student teaching during the first semester of the junior year.

To be allowed to student teach, students must have successfully completed Checkpoints 1 and 2. Students enrolled in the professional semester should not take any other courses or be involved in other experiences that may detract from student teaching.

The student teaching experience necessarily follows the schedule of the school where the teaching is being done rather than the calendar of the College. Students must make arrangements for their own transportation and adjust to the school's schedule as they move into the role of teaching professionals.

Students who wish to pursue careers teaching in overseas schools are encouraged to apply for an additional student teaching experience overseas through the Christian College Teacher Education Coordinating Council. Further information about this program is available in the education department office.

Federal Disclosure Requirement

The Huntington College teacher education program is accredited by the Indiana Professional Standards Board and the National Council for Accreditation of Teacher Education. The federal government requires that the following information be reported by all accredited teacher education institutions.

1. Total number of students admitted into teacher preparation, all specializations, in academic year 2000-2001	57
2. Number of students in supervised student teaching in academic year 2000-2001	50
3. Number of faculty members who supervised student teachers:	
a. Full-time faculty in professional education	4
b. Part-time faculty in professional education but full-time in the institution	1
c. Part-time faculty in professional education, not otherwise employed by the institution	5
Total faculty student teaching supervisors	10
4. Student teacher/faculty ratio	5/1
5.a. The average number of student teaching hours per week required	40
5.b. The total number of weeks of supervised student teaching required	12
5.c. Average total number of hours required	480

Academic Year: 2000-2001		Number of Program Completers: 51		
Type of Assessment	# Taking Assessment	# Passing Assessment	Institution Pass Rate	State Wide Pass Rate
Basic Skills	51	49	96%	95%
Academic Content Areas	47	47	100%	99%
Summary Totals and Pass Rates	51	49	96%	95%

Ninety-six percent of the year 2001 teacher education graduates at Huntington College passed the Indiana state licensing tests by July 2001. Changes in the Huntington College teacher education program now require that all applicants to the program (sophomore year) take and pass the Praxis I tests (PPST) at the state licensing levels before being admitted to the program and take the relevant Praxis II (subject) test before student teaching.

Courses in Education

ED 212 Introduction to Education (3)

The historical, philosophical, and sociological foundations of education are explored in this course. The effects that theoretical developments and research have on curriculum and the role of the teacher are studied. Students are introduced to the "Teacher as Effective Steward" model and encouraged to develop their own philosophy of education in response to that model. *This course must be taken before the junior year.*

Fall, Spring

ED 232 Education of the Exceptional Child (3)

This course provides an overview of the developmental, behavioral, intellectual, and educational characteristics of children with disabilities. Early intervention, identification, and placement as well as appropriate adaptations for diverse learners in inclusive classroom settings will be emphasized. In addition the special methodologies related to the instruction of gifted and talented students are addressed. *Prerequisite: PY 111*

Fall, Spring

ED 234 Education of the Exceptional Adolescent (2)

This course provides an overview of the developmental, behavioral, intellectual, and educational characteristics of adolescents with disabilities. Educational adaptations and accommodations for specific content areas will be addressed as well as the integration of diverse learners into inclusive classroom settings. This course also examines the issues related to transition and working with agencies to facilitate transition. In addition the special methodologies related to the instruction of gifted and talented students are addressed. *Prerequisite: PY 111*

Fall, Spring

ED 236 Educational Psychology (4)

Applications of theories of teaching, learning, development and measurement to classroom environments are explored. This course also examines qualities of classroom interaction, particularly related to instructional processes, motivation of students and classroom management. *Prerequisite: PY 111*

Fall, Spring

ED 242 Early Childhood Development (3)

This course is an introduction to professional preparation for teaching in the early childhood setting. The student will explore the ethical standards for the profession, issues relat-

ed to the developmental needs of the young child, and the skills that are necessary for working in this setting. *Prerequisite: PY 111 or PY 211*

Fall

ED 253 Creative Dramatics (2)

A study of the techniques of improvisational dramatics including physical, social and psychological exercises. Special attention will be given to ways of expressing ideas and emotions and to the use of original dramatizations as teaching tools. *Identical with TH 253*

Fall Even Years

ED 261 Children's Theatre (2)

Children's dramatic literature will be studied and performed with particular emphasis on staging theatrical productions with children and for young audiences. *Identical with TH 261*

Spring Odd Years

ED 264 Social and Cultural Geography (2)

This course focuses on how societies and cultures arrange themselves across the globe. Emphasis will be placed on the human-land relationships of the world. Aspects of culture in regional contexts will be explored. Additionally this course surveys the basic statistics and dynamics of the physical world as these affect human cultural development and demographic trends.

Fall, Spring

ED 272 Literature for Children (2)

This course is designed to acquaint the student with the various types of children's books. The uses of these books as an integral part of the school curriculum in grades K-6 are explored. Methods for discovering and developing student interest are stressed through practice in storytelling, oral reading and dramatization. *Prerequisite: ED 236*

Fall

ED 273 Adolescent Literature (3)

This course acquaints the student with various types of literature for adolescents, theories of supporting reading in secondary classrooms, and using reading as a communication device. The course addresses literacy issues, required vs. open reading, pleasure reading, and methods for integrating reading into the secondary curriculum. *Prerequisite: ED 236*

Fall Even Years

ED 295 Sophomore Practicum for Primary and Intermediate Elementary (1)

Students will do at least thirty hours of observation and participation in a K-5 classroom. Reflections related to these classroom experiences will be required. *Prerequisite: ED 212, ED 232, or ED 236 or concurrent*

Fall/Spring

ED 296 Sophomore Practicum for Middle School and High School (1)

Students will do at least thirty hours of observation and participation in a middle school or high school classroom. Reflections related to these classroom experiences will be required. *Prerequisite: ED 212, ED 234, or ED 236 or concurrent*

Fall/Spring

ED 311 Early Adolescent Curriculum and Methodology (3)

The middle school concept, the nature of the curriculum, and methods of teaching at the middle school level are studied. In addition, theories related to the cognitive and

psychosocial development of early adolescents are addressed. *Prerequisite: ED 236*

Fall

ED 316 Early Childhood Methods and Materials (2)

This course explores methods and strategies appropriate for the early childhood setting. Selection, organization, and use of materials will be emphasized. *Prerequisite: ED 236*

Spring

ED 320 Instructional and Management Strategies for the Adolescent Learner (3)

A comprehensive methods course which focuses on instructional planning, strategies, and assessment for teachers of adolescents, as well as the essential aspects of establishing and maintaining effective classroom management. Emphasis will also be given to reading strategies and practices for the effective use of classroom texts. *Prerequisite: ED 236 or concurrently. Students are expected to complete ED 236 before enrolling in ED 320 unless they must enroll concurrently to prepare for ED 410 in the next fall semester.*

Spring

ED 325 Differentiated Instruction (3)

Explores how teachers can develop responsive, personalized, and differentiated classrooms by attending to the learning needs of diverse individuals. Students will learn to develop multiple avenues to learning for student growth and success. *Prerequisite: ED 236*

Spring

ED 332 Fundamentals of Reading (3)

This is a course designed to introduce the various reading approaches that are found in the classroom. Principles, practices, and problems will be addressed. Emphasis will be on knowledge of phonics, textbooks, and various reading programs that students will encounter as they teach in the early and middle childhood settings. *Prerequisite: ED 236*

Fall

ED 336 Diagnostic and Corrective Reading (3)

The reading difficulties of individuals is studied, with attention placed on the administration and interpretation of classroom assessment measures. Emphasis is given to differentiating the reading curriculum to meet the needs of all readers in the classroom. *Prerequisite: ED 332*

Spring

ED 342 Visual Arts Methods (4)

Organization, selection and use of art materials for elementary, middle and secondary schools. Curricula and methods designed to develop pupil capabilities for perception, appreciation and creation of art are explored. *Prerequisite: Ed 236*

Spring Even Years

ED 377 Computers and Integrated Curriculum (3)

Students consider theories and models of curriculum integration with emphasis on computer use in the classroom, and integration of art and music into the general curriculum. Students produce an integrated unit and present it using multimedia presentation software. *Prerequisite: ED 236*

Fall, Spring

ED 382 Social Studies Methods and Materials (2)

Consideration is given to the aims, content, and organization of social studies concepts appropriate for the elementary school student. Unit and daily lesson planning, as well as exploration of textbooks and other resources, is emphasized. *Prerequisite: ED 236*

Fall

ED 384 Language Arts Methods and Materials (2)

This course acquaints students with various methods and materials for the teaching of functional and creative writing, handwriting, grammar, punctuation and spelling in elementary school settings. Exploration of language development, oral composition, and listening skills is included. *Prerequisite: ED 236*

Fall

ED 386 Science Methods and Materials (2)

Students learn to use discovery techniques as part of an integrated approach to the teaching of topics in physical, biological, and earth conservation sciences. The use of trade books, visuals, and commercial curriculum projects is explored. *Prerequisite: BI 111/L or CH 111/L or PH 111/L; ED 236*

Spring

ED 388 Mathematics Methods and Materials (2)

Students learn to use problem solving, communication, reasoning, and connections as part of an integrated approach to the teaching of elementary school mathematics. Learning resources, including tradebooks, textbooks, manipulatives, computer curriculum resources, and teacher-made instructional aids are explored. *Prerequisite: MA 112 and ED 236*

Spring

ED 395 Multicultural Practicum in Teaching (3)

This course provides a pre-student teaching experience working in a public school. Placements are in multicultural settings in an urban area. Observing, participating, and a limited amount of supervised classroom teaching are expected. Required seminars focus on education in multicultural settings. Students are expected to have extended field experiences at all levels of their licensing and this practicum can help fulfill that requirement. *Taken during January of the junior or senior year. Prerequisite: Junior standing or consent*

January

ED 397 Junior Block Practicum I (3)

An extensive, four-week, all morning field experience in a K-5 classroom for those students in the fall methods block (ED 272, 382, 384). This field experience will take place during the last four weeks of the semester. *Prerequisite: ED 272, 382, and 384 concurrent*

Fall

ED 398 Junior Block Practicum II (3)

An extensive, four week, all morning field experience in a K-5 classroom for those students in the spring methods block (ED 316, 386, 388). This field experience will take place during the last four weeks of the semester. *Prerequisite: ED 316, 386, and 388 concurrent*

Spring

ED 399 Workshop in Education (1-3)

Special topics in education for teachers and other professional educators. *Prerequisite: Consent*

Summer

ED 410bus Business Education Curriculum and Methods (2)

Students learn creative and effective planning, instructional strategies, and current curricular theories for teaching middle school and high school business courses. A 50-hour field experience is required. *Prerequisite: ED 320*

Fall Odd Years

ED 410eng Language Arts/English Curriculum and Methods (2)

Students learn creative and effective planning, instructional strategies, and current curricular theories for teaching middle school language arts and high school English courses. A 50-hour field experience is required. Curriculum standards set forth by the National Council of Teachers of English are examined. *Prerequisite: ED 320*

Fall Even Years

ED 410hea Health and Safety Curriculum and Methods (2)

Students learn creative and effective planning, instructional strategies, and current curricular theories for teaching middle school and high school health courses. A 50-hour field experience is required. Curriculum standards set forth by the American Alliance for Health, Physical Education, Recreation and Dance will be examined. *Prerequisite: ED 320*

Fall Even Years

ED 410mat Mathematics Curriculum and Methods (2)

Students learn creative and effective planning, instructional strategies, and current curricular theories for teaching middle school and high school math courses. A 50-hour field experience is required. Curriculum standards set forth by the National Council of Teachers of Mathematics are examined. *Prerequisite: ED 320*

Fall Odd Years

ED 410phy Physical Education Curriculum and Methods (2)

Students learn creative and effective planning, instructional strategies, and current curricular theories for teaching middle school and high school physical education courses. A 50-hour field experience is required. Curriculum standards set forth by the American Alliance for Health, Physical Education, Recreation and Dance are examined. *Prerequisite: ED 320*

Fall Even Years

ED 410sci Science Curriculum and Methods (2)

Students learn creative and effective planning, instructional strategies, and current curricular theories for teaching middle school and high school science courses. A 50-hour field experience is required. Curriculum standards set forth by the National Science Teachers Association are examined. *Prerequisite: ED 320*

Fall Even Years

ED 410soc Social Studies Curriculum and Methods (2)

Students learn creative and effective planning, instructional strategies, and current curricular theories for teaching middle school and high school social studies courses. A 50-hour field experience is required. Curriculum standards set forth by the National Council for the Social Studies are examined. *Prerequisite: ED 320*

Fall Odd Years

ED 420 Managing the Learning Environment (2)

Students will investigate a number of different theories and techniques which will enable them to develop strategies for maintaining a successful teaching and learning environment. Emphasis will be on positive classroom management as well as planning for discipline.

Fall

ED 440 Topics and Problems in Education (2)

Current issues, teaching techniques, classroom management, and other topics which change in response to trends in education, will be discussed. This course is taken during the student teaching semester and includes initial and final professional portfolio assessments. *Prerequisite: Admission to teacher education program and approved application for student teaching*

Fall, Spring

ED 450 Student Teaching in Elementary Schools (10)

All-day classroom experience in local elementary schools for fourteen weeks. The student teacher is supervised by a cooperating master teacher and faculty from the education department. *Overseas and special education student teaching experiences involve additional placements and reduction of time and credit for ED 450 experience. Prerequisite: Admission to teacher education program and approved application for student teaching*

Fall, Spring

ED 455 Student Teaching in Elementary Schools Overseas (6)

All-day classroom experience in an overseas elementary school for six weeks, after an initial ten-week experience in the U.S. Students must apply for this program by November 1 prior to the school year in which student teaching will take place. Placement is through the Christian College Teacher Education Coordinating Council and requires an application fee. *Prerequisite: ED 450 and consent*

Fall, Spring

ED 460 Student Teaching in Secondary Schools (10)

All-day classroom experience in local secondary schools for fourteen weeks. The student teacher is supervised by a cooperating master teacher and faculty from the education department. *Overseas and special education student teaching experiences involve additional placements and reduction of time and credit for ED 460 experience. Prerequisite: Admission to teacher education program and approved application for student teaching*

Prerequisite: Admission to teacher education program and approved application for student teaching

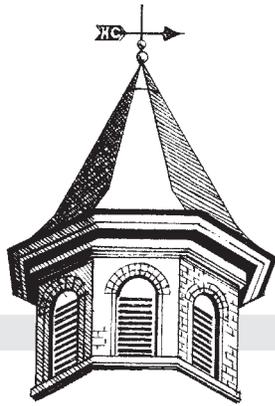
Fall, Spring

ED 465 Student Teaching in Secondary Schools Overseas (6)

All-day classroom experience in an overseas school for six weeks, after an initial ten-week experience in the US. Students must apply for this program by November 1 prior to the school year in which student teaching will take place. Placement is through the Christian College Teacher Education Coordinating Council and requires an application fee. *Prerequisite: ED 460 and consent*

Fall, Spring





DEPARTMENT OF EDUCATIONAL MINISTRIES

*Karen Jones, Thomas Bergler, Luke Fetters, David Rahn,
Paul Fetters, Gary Newton*

The educational ministries department seeks to develop in students the commitments and skills necessary for leading others in growing faithfulness to God. A curriculum which values critical thinking, problem-solving, creativity and change is designed to integrate biblical truth, evangelical theology, church history, educational psychology and methodology.

Students may elect to fulfill degree requirements with a professional major in either educational ministries (with possible concentrations in either family and children's ministries or cross-cultural ministries) or in youth ministries leading to a bachelor of science degree, or a liberal arts major in educational ministries leading to a bachelor of arts degree.

Students who elect the **educational ministries major** pursuing the **bachelor of arts** degree complete EM 211, 231, 242, 251, 331, 373, 411, 421, and 482; three courses from BR 231, 241, 251, and 261; two courses from BR 416, 417 and 418; one course from EM 221, EM 365, EM 376, or EM 381; and EM 495 for a total of forty-seven hours. BR 271 is taken as a prerequisite for EM 373.

Students who elect the professional **educational ministries major** pursuing the **bachelor of science** degree complete EM 211, 231, 242, 251, 331, 373, 411, 481 and 496; three courses from BR 231, 241, 251, and 261; two courses from BR 416, 417 and 418; and courses to complete one of the following concentrations. Students may concentrate in **family and children's ministries** by including EM 221, 381, 421, 471fc and one course from EM 376, RC 252, SO 292, TH 253, and TH 261 for a total sixty-four hours in the major; students may concentrate in **cross-cultural ministries** by including BR 331, EM 365, 321, 401, 441, and 471xc for a total of sixty-six hours in the major. BR 271 is taken as a prerequisite for EM 373.

Students who elect the professional **youth ministries major** pursuing the **bachelor of science** degree complete EM 211, 221, 231, 242, 251, 331, 373, 376, 377, 411, 421, 471ym, 481 and 496; three courses from BR 231, 241, 251, and 261; two courses from BR 416, 417 and 418; for a total of sixty-six hours in the major. BR 271 is taken as a prerequisite for EM 373.

The **educational ministries minor** requires EM 211, 242, 331, 411, 421 and seven additional hours in the department (not including EM 285). The

youth ministries minor requires EM 211, 242, 331, 376, 411, 421 and 495 (4 hours). Twenty-two hours are needed to fulfill the requirements for a minor in either educational ministries or youth ministries.

The *PRIME* Experience

PRIME is an acronym for Practical Research and Immersion in Ministry Effectiveness. Students who elect one of the programs with a bachelor of science degree must plan their schedules carefully in order that the summer and fall immediately following the junior year may be devoted to this field ministry immersion. Students should make application for placement in The *PRIME* Experience during the second semester of their sophomore year. To be allowed to participate in the field ministry immersion, students must normally have completed EM 211, 231, 242, 331, 373, 411; EM 365 or 376 or 381; and BR 271. Students enrolled in this internship should not take any other courses or be involved in co-curricular or other experiences that may detract from the overall ministry immersion experience. Students must make arrangements for their own transportation and living arrangements, though host ministry sites will be chosen in part for their ability to help facilitate this dimension of the experience.

Courses in Educational Ministries

EM 211 Foundations of Christian Ministry (3)

A study of the foundational concepts and principles of Christian ministry. The course draws on the Bible, church history, theology, and the social sciences to help students deepen their answers to the following questions: What does it mean to become a Christian? What is the church? What is ministry? Students will explore their gifts, clarify their senses of ministry calling, pursue growth in Christian character and begin to formulate a philosophy of Christian ministry.

Fall

EM 221 Lifespan Development for Ministry (3)

An investigation into the specific characteristics of cognitive, psychosocial, physical, and spiritual development from preschool through all stages of adulthood. Special emphasis will be placed upon the significance of developmental characteristics for formulating effective relational ministry strategies. *Prerequisite: EM 211*

Fall

EM 231 Evangelism (3)

A study of the basic principles, significant contexts, and effective methods of personal and mass evangelism, including an examination of varieties of programs of evangelism for evaluative purposes. *Field experiences and practical training are also featured in this course.*

Spring

EM 242 Discipling Ministries (3)

A study of Jesus' methods will be the basis for an exploration of the people-development practices in contemporary ministry. Students will consider biblical principles and processes, as well as the critical role of vision in discipling-making. Current discipleship approaches are analyzed, with specific attention given to the potential role of small groups in the discipling process. Practical training based upon biblical reflection is a major feature of this course.

Fall, Spring

EM 251 Relationships in Ministry (3)

This course considers the minister's relationships with Christ, self, and others, with a focus on spiritual vitality and biblical faithfulness. Issues and topics will include the personal practice of spiritual disciplines; effective time management, stress management, and coping skills; group dynamics and conflict resolution; and informal counseling skills. *Prerequisite: EM 211*

Spring

EM 285 Understanding the Christian Faith (3)

Contemporary beliefs and practices of the Christian faith will be examined in light of foundational biblical concepts and themes. Students will reflect upon the role of scripture and biblical concepts that have historically defined the Christian faith; the differences in Christian heritage so as to value both the fundamental unity of Christianity as well as the diversity within Christianity; and their personal experiences and assumptions about the faith in order to understand better what they believe about Christianity. *Does not count in BR or EM major or minor.*

Fall, Spring

EM 285csl The Life and Thought of C.S. Lewis (3)

A systematically developed understanding of the Christian faith through the study and analysis of and interaction with the life and work of C.S. Lewis (1898-1963). The emphasis will be on Lewis' apologetics, his efforts to identify and explain the essence of "mere Christianity" and the relevance of this enterprise for Christians at the end of the 20th century. *May be taken as alternative to Understanding the Christian Faith in the Core, or as elective after EM 285. Does not count in BR or EM major or minor.*

Spring

EM 301 Urban Ministry (2)

This course presents a historical and theological framework for the development of the philosophy and practice of urban ministry. Urban social issues are examined from a biblical basis and informed by study of the church's historical involvement in the city.

Fall Odd years

EM 311 Church-Planting (2)

This course considers church planting theories and models. Focus will be given to principles for establishing a reproducing church. Students will explore competencies for church planting in various settings. *Prerequisite: sophomore standing*

Fall Even years

EM 321 Intercultural Communication (3)

This course explores issues related to the intercultural communication process and considers the important role of context (social, cultural and historical) in intercultural

interactions. This course examines the complex relationship between cultures and communication from various perspectives. Special emphasis will be given to managing cross-cultural conflict and cross-cultural ministry applications. *Prerequisite: SP 211 or consent*

Spring Even Years

EM 331 Leadership and Structures for Educational Ministries (3)

An examination of the impact of organizational culture upon the educational mission of the church or Christian organization. The student will consider views of leadership and the church based on the servant and body models of the New Testament, as well as engage in analysis of various contemporary leadership theories. Also featured will be the development of diagnosis and strategy skills critical to effective leadership. *Prerequisite: Consent*

Fall

EM 365 Cross-Cultural Ministry (3)

This course considers theological, historical and strategic factors that impact missionary thought and practice. Students will explore the missionary nature of God, historical missionary efforts, key missiological movements and strategies, and current progress in world evangelization. *Prerequisite: EM 211*

Spring

EM 373 Theological and Ethical Issues in Christian Ministry (2)

This course features a case-study approach in order to examine practical ministry issues that have theological and ethical implications. Decision-making in the church, social responses in the name of the gospel, ministry among the poor, choices regarding fellowship, mission, and dialogue will be among the topics. *Prerequisite: BR 271 and one course from BR 416, BR 417, and BR 418*

Spring

EM 376 Youth Ministry (3)

With particular consideration given to the developmental needs of youth, this course is a comprehensive study of purposes, principles, and programs effective in the ministry to young people. Students will articulate a biblical philosophy of ministry with adolescents. *Prerequisite: PY 111*

Spring

EM 377 Contemporary American Youth Culture (2)

A study of the social and cultural forces shaping the experience of adolescence in contemporary America. Students will learn to evaluate individual elements of youth culture, analyze the cultural systems that shape young people, and develop effective strategies for cultural engagement. *Prerequisite: EM 211*

Spring

EM 381 Family and Children's Ministry (3)

This course is a study of the purposes, principles and programs essential for effective and comprehensive family ministry. Emphasis will be given to children's evangelism, marriage and family needs, intergenerational ministry models, and lifelong Christian education. *Prerequisite: EM 221*

Spring Even Years

EM 401 Intercultural Learning and Adjustment (3)

Students in this course consider learning competencies related to cross-cultural ministry. Specific attention will be given to pre-field orientation, language acquisition, ethnographic research, community needs assessment, multi-cultural leadership team cooperation, and preparation for re-entry to the home culture. Students will devel-

op a comprehensive learning plan for effective ministry within a specific cultural context.

Spring Even Years

EM 411 Curriculum Development (3)

A course in which the student will be guided in curriculum design. Philosophies, values, goals and objectives of curriculum will be studied to enable the student to structure curricula for persons in various age groups involved in the process of Christian education. Emphasis will be placed on understanding curriculum as the planning which is done to help persons progress in their spiritual walk.

Prerequisite: EM 421

Spring

EM 421 Teaching for Character Transformation (3)

Exploration will be made of the kind of teaching theory and methods necessary to facilitate learning which is viewed as cognitive, affective, and behavioral change unto Christlikeness. A practice-oriented course, students will hone speaking and teaching skills. *Prerequisite: EM Consent*

Fall, Spring

EM 441 Contextualization (2)

This course leads students through a process of theological reflection on the relationship between the transcendent truths of the Christian faith and the particularities of human cultures. Students learn principles that will help them identify and promote biblically faithful inculturation of the Christian Gospel. Students will research and present a thorough theological analysis of a particular case drawn from their own cross-cultural experiences. *Prerequisite: BR 416, BR 417, or BR 418 and junior standing*

Spring Odd Years

EM 471 Issues in Ministry (2)

EM 471ce Issues in Church Education
EM 471xc Issues in Cross-Cultural Ministries
EM 471ym Issues in Youth Ministry
EM 471fc Issues in Family and Children's Ministries
EM 471xc Issues in Cross-Cultural Ministries
EM 471ym Issues in Youth Ministry

Selected topics and issues related to the contemporary practice of ministry in specific contexts will be studied through directed readings and pointed field investigations while the student is involved in the *PRIME* Experience. *Prerequisites: Senior standing*

Summer and Fall

EM 481 Senior Seminar (3)

A culminating experience for students in the bachelor of science degree in educational ministries which seeks practical and thorough integration of material covered in previous courses with current literature and career goals. This course will feature a considerable amount of writing, focused especially on the implementation of specific ministry projects and on the role of change in ministry. It will also include a comprehensive exam for the major.

Prerequisites: Senior standing

Spring

EM 482 Senior Project (3)

A culminating experience for students in the bachelor of arts degree in educational ministries. Students will focus on assessing contemporary ministry needs in a selected cultural context and designing an appropriate ministry strategy for that culture which reflects integration of ministry theory and current research. Each student will select a project topic in consultation with faculty. The project will result in an oral presentation to the department and a formal written paper. A comprehensive exam for the major is included in this course. *Prerequisites: Senior standing*

Fall

EM 490 Independent Study (1-4)

The study of a problem, a research paper or a project related to the major. *Prerequisite: Consent*

Fall, Spring

EM 495 Internship in Educational Ministries (2-4)

A course designed to deal with the many functions of educational ministries or youth ministries in the local church or other educational ministries agency. The internship is designed as a practice-oriented, culminating experience in the student's career preparation. May be elected by students not taking *PRIME*, including minors in youth ministries or educational ministries. *Prerequisite: Consent*

Fall, Spring

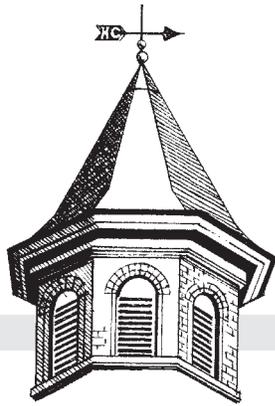
EM 496 Field Ministry Immersion (12)

An intensive ministry experience spanning a seven month period at a preapproved location under the supervision of an approved ministry mentor in cooperation with educational ministries faculty. This immersion, The *PRIME* Experience, must be completed in the concentration of choice. *Prerequisite: Senior standing and approved PRIME application*

Summer and Fall

Engineering Pre-Professional Program

See pre-engineering program description in Catalog section on degrees and programs and refer to pre-engineering advisor in the Department of Physics and Space Science



DEPARTMENT OF ENGLISH

Linda Urschel, Delbert Doughty, Todd Martin

The English department invites all students to enter the dialogue about human life (which is *the* defining characteristic of human life) through the major's distinctive integration of writing, reading, creative expression, and critical thinking. In every English class, the student is continually challenged to write clearly and effectively, to read carefully and critically, and to care deeply, reflecting the Christ-centered focus of the College. The English department serves the goals of the entire institution and all students, regardless of major.

Students who choose to become English majors should expect to commit themselves to substantial reading, to ongoing dialogue with other thinkers, and to excellence in writing. All English majors prepare not just for specific careers but for all of life by listening to, learning from, and sometimes arguing with the thinkers and writers who continue to shape our world.

Students with interests in language, literature, artistic expression, and critical thinking should consider majoring in English. The department provides a major in **English** leading to a **bachelor of arts** degree for general preparation and as a foundation for graduate study and to the **bachelor of science** degree in **English education** for students preparing for teacher licensing.

Many students in English prepare for a career teaching English at the secondary level. Others primarily look toward graduate school in hopes of becoming professors. Others are preparing to be creative writers, journalists, technical writers, public relations specialists, and for other writing-intensive careers. Others find English to be excellent foundation for law school, seminary and ministry, overseas missions, theatre, business, parenting, and any vocation that requires people to think deeply and to communicate clearly. Business leaders have shown that English majors are successful employees in the world marketplace.

English majors are expected to do substantial study of American, British, and European literature and significant writing in a variety of settings. Students work closely with faculty on writing projects, including publication of *Ictus*, the department-sponsored literary magazine and the campus newspaper, *The Huntingtonian*. English majors are

also encouraged to participate in campus dramatic productions, poetry readings, writing workshops, and professional conferences.

The English department emphasizes the critical use of modern technology in pursuing educational goals by means of computer-assisted composition, on-line syllabi, literature chatrooms, email assignments, and CD-ROM study guides. With the help of a grant from the Lilly Endowment, the department has piloted a technology project for the College, involving all English department faculty members in intensive study of the uses of technology in education. Students are invited to help develop ways to make these new technologies serve, rather than dehumanize, the cause of education in the Twenty-first Century.

Students who choose **English** as a major in the **bachelor of arts** degree will complete EN 151, 311, 321, 431, 481, 485, and three courses from 381, 385, 411, 441, and 482. An additional fifteen hours will be selected from EN 331xx, 361, 391, 455 (or from 381, 385, 411, 441 or 482, if not included above); CO 211, 241, 331, 341, 342 or 395; SP 381; TH 331dl; not more than one course from HS 322, 332, 411, or 432; or not more than one course from PL 311, 321, or 420. Students may choose to concentrate in literature or writing within the English major by selecting all appropriate courses from the minors listed below. Students majoring in English in the bachelor of arts degree must complete 12 hours in the same language to fulfill the language requirement.

Students who choose **English** as a **major for language arts teacher licensing** will complete EN 151, 311, 321, 361, 391, 411, 431, 455, 481, 482 and 485; and three elective hours in English; CO 211; SP 211 and ED 273. Refer to the Department of Education for education courses required for teacher licensing.

The college **minor in literature** requires EN 151, 311, 321, 411, 431, 481, and six hours from EN 331, 381, 441, and 482.

The college **minor in writing** requires EN 361, 391, and 455; CO 211, 241, and 342; and 6 hours from EN 311, 321, 331, 381, 385, 411, 431, 441, 481, 482, CO 331.

Courses in Composition

EN 111 English Usage and Composition (3)

Attention is given to grammar, usage, and principles of good writing. Students are selected for this course on the basis of SAT verbal scores, high school English grades, and performance on a standardized test of English expression. *This course is mandatory for those selected as prerequisite for EN 121.*

Fall

EN 121 English Composition (3)

Instruction in the fundamentals of good writing, the development of ideas and the mastery of research paper skills. *To register for English Composition, the student must demonstrate minimal competency on a standardized test of English expression. Students who fail this course must enroll in English Usage and Composition.*

Fall, Spring

EN 312 Communication Skills for the Teacher (2)

A course in oral and written communication skills to prepare the prospective teacher for successful communication in the classroom. Proficiency in standard written English, acceptable usage in spoken English, and smooth and effective oral delivery in the classroom and the various personal, social and communication purposes of the language will be emphasized in the course. In addition the course will include segments on the nature of non-print and non-verbal expression in the developing child. A review of basic grammar, practice in written expression, survey of the structure and history of the English language and opportunities to speak in front of the class will be a regular part of the course. *Prerequisite: EN 121*

Fall, Spring

EN 361 Creative Writing (3)

This course is designed to provide opportunities for different kinds of writing such as criticism, the personal essay, fiction and poetry. Through the writing of a short story and the discussion of the principles of plot construction, the student should develop some understanding of what makes a story good and how a story is constructed. The course will cover the various personal, social and communication purposes of language as well as a review of the principles of English usage. *Prerequisite: EN 121*

Spring

EN 391 Advanced Composition (3)

With an emphasis on current composition theories and on the practice of good expository writing skills, this course will examine the assumptions and choices that govern content and style in both the formal and informal essay. In addition, the importance of the various personal, social and communication purposes of language will be stressed. Practice in a variety of essay forms will be required. *Prerequisite: EN 121*

Spring Even Years

EN 455 History and Structure of the English Language (3)

A study of the origins, development and grammar of English. Emphasis will be placed on the historical development of the language and current theories of grammar instruction. The course will cover basic and advanced grammatical principles as well as phonology, morphology, syntax, semantics, and usage. *Prerequisite: EN 121*

Spring Odd Years

Courses in Literature

EN 151 Introduction to Literature (3)

A study of selected writing of the major authors of world literature. This course will include information on form, genre and literary history as reflected in national, regional and minority group literature. Emphasis will be placed on the development of interpretive skills as demonstrated through class discussion and writing. *Prerequisite: EN 121*

Fall, Spring

EN 311 American Literature I (3)

A study of American literature from its beginnings to the late nineteenth century. Stress will be placed on the major figures of Poe, Emerson, Thoreau, Hawthorne, Melville and Whitman, and on the Puritan, Neoclassic and Romantic periods. *Prerequisite: EN 121*

Fall

EN 321 American Literature II (3)

A study of American literature from the 1890's to the present day. Emphasis will be placed on the major figures of Twain, James, Frost, Eliot, Hemingway, and Faulkner and on the rise of realism in modern American literature. *Prerequisite: EN 121*

Spring

EN 331 Selected Topics in English (3)

EN 331cc Christian Classics

EN 331el Ethnic Literature

EN 331fl Folklore

EN 331fs Film Studies

EN 331lb Literature of the Bible

EN 331ll Literature of Love

EN 331pl Playwriting

EN 331wl Women's Literature

Thematic literature or topical studies will be offered as needed and based on student interest on the following topics. *Christian Classics* will focus on works by such authors as Augustine, Spenser, Milton, Donne, Hawthorne, Swift, T.S. Eliot, C.S. Lewis, and Tolkien. *Dramatic Literature* studies plays from each of the great periods of drama with emphasis upon analysis, criticism, and the development of dramatic theory and form (*identical with TH 331dl*). *Ethnic Literature* includes literature written in English by African-American, Native American, and other minority authors. *Folklore* studies the stories that have evolved over generations through oral tradition and common wisdom. *Film Studies* focuses on the relationship of film to literature. *Literature of the Bible* studies literary forms and contributions of the Bible to Western thought. *Literature of Love* surveys how love has been defined in literature from ancient to contemporary times. *Playwriting* surveys dramatic writing and includes the writing of a full-length play or film script (*identical with TH 331pl*). *Women's Literature* focuses on contributions of significant women writers. *Prerequisites: EN 151 or 311 or 321. May be repeated for credit in different topics.*

Offered on Sufficient Demand

EN 381 Early English Literature (3)

A study of English literature from its origins through the end of the Elizabethan era, including Beowulf, Chaucer, the Mystery Cycles, Thomas More, the Renaissance sonneteers, the Renaissance epic, and the Elizabethan drama. *Prerequisite: EN 151 or 311 or 321*

Fall Even Years

EN 385 Seventeenth and Eighteenth-Century English Literature (3)

A survey of the major literary works in England from the Jacobean period to the French revolution. Attention will be given to non-Shakespearean drama, Milton, the Metaphysical poets, Pope, Swift, Dr. Johnson, and the rise of the novel. *Prerequisite: EN 151 or 311 or 321*

Spring Odd Years

EN 411 Nineteenth-Century British Literature (3)

A survey of English Romantic and Victorian literature as exemplified in the writings of Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, Scott, Lamb, George Eliot, Dickens, Tennyson, Browning, Hopkins, and others. *Prerequisites: EN 151 or 311 or 321*

Fall Odd Years

EN 431 Shakespeare (3)

A study of the major plays of Shakespeare and a number of minor plays. Additional reading of Shakespeare criticism. *Identical with TH 431. Prerequisite: EN 151 or 311 or 321*

Spring Even Years

EN 441 Modern Age in British Literature (3)

A survey of the major literary works in England from the death of Queen Victoria to the present. The rise of literary modernism as evidenced in Conrad, Hardy, Eliot, Yeats, Joyce, Woolf, and others will be emphasized. *Prerequisites: EN 151 or 311 or 321*

Spring Even Years

EN 481 World Masterpieces I (3)

A survey of the world's most significant literary works from the earliest written records to the end of the 17th Century. Featured texts include the epics of Homer, Valmiki, Virgil, and Dante; the philosophical thought of Plato, Chuang Chou, and Augustine; religious texts such as the Bible, the Bhagavad-Gita, and the Koran; and prose narratives such as Petronius' Satyricon, The Thousand and One Nights, and Cervantes' Don Quixote.

Prerequisites: EN 151 or 311 or 321

Fall Even Years

EN 482 World Masterpieces II (3)

A survey of the world's most significant literary works from the Enlightenment to the Contemporary period, including the works of Voltaire, Goethe, Flaubert, Dostoevsky, Kafka, and Garcia Marquez. *Prerequisites: EN 151 or 311 or 321*

Spring Odd Years

EN 485 English Seminar (3)

A study of the principles of literary criticism and theory from Plato to the present and an integration of American, British, and European literature, including readings in literary terminology and exercises in literary analysis. This is designed as the capstone course for all English majors to include a final thesis as a prerequisite to graduation. *Prerequisites: Senior English major or permission*

Fall

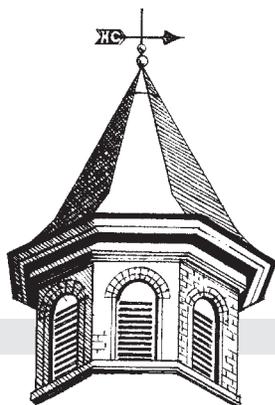
EN 490 Independent Study (1-4)

The study of a problem, a research paper or a project related to the English major. *Prerequisite: Consent*

Fall, Spring

Fine Arts Courses

See Departments of Visual Arts, Music, Communication, and Theatre Arts



DEPARTMENT OF FOREIGN LANGUAGES

Chaney Bergdall, Mark Fairchild, Norris Friesen,
Margie Miller, Brigitte Martin

The study of foreign language is strongly recommended for all students, not only to acquire linguistic skills, but for the purpose of gaining insight into the cultural diversity of the peoples of the world. Students who have studied a foreign language may wish to continue in the same language. Students who have studied two or more years of a language in high school and wish to continue should take the CLEP examination in that language no later than July so that they can be properly placed. Advanced Placement can also be used for language placement and credit may also be allowed for students who achieve a score of 3 or higher on some AP language tests.

A college **minor in Spanish** requires 22 hours, including 6 semester hours of credit in Spanish language courses (or equivalent credit through CLEP or AP examinations) and 16 hours in the Semester in Spain program. Additional information about the Semester in Spain program is included in the section on off-campus programs.

Courses in French

FR 111 Elementary French I (3)

An audiolingual approach with practice in pronunciation and conversation and stress on grammar and reading.
Fall Odd Years

FR 121 Elementary French II (3)

A continuation of elementary French with practice in pronunciation and conversation and stress on elements of grammar and reading. *Prerequisite: FR 111*
Spring Even Years

FR 211 Intermediate French I (3)

Reading of significant authors with grammar review, composition and oral practice. *Prerequisite: FR 121*
Fall Even Years

FR 221 Intermediate French II (3)

A continuation of intermediate French with readings of significant authors, grammar, composition and oral practice. *Prerequisite: FR 211*
Spring Odd Years

FR 311 French Conversation and Composition I (3)

Practice in conversation, principles of phonetics, and translation of English into French. *Prerequisite: FR 221*
Offered on Sufficient Demand

FR 321 French Conversation and Composition II (3)

A continuation of French conversation and composition with practice in conversation, principles of phonetics, and translation of English into French. *Prerequisite: FR 311*
Offered on Sufficient Demand

FR 331 French Literature and Civilization I (3)

A survey of the history of French literature with readings from representative authors, and a study of political, social, and other institutions, particularly as these relate to the literature. *Prerequisite: FR 221*
Offered on Sufficient Demand

FR 341 French Literature and Civilization II (3)

A continuation of French literature and civilization, surveying the history of French literature with readings from representative authors, and a study of political, social, and other institutions as these relate to literature. *Prerequisite: FR 221*
Offered on Sufficient Demand

FR 490 Independent Study (1-4)

The study of some problem in French language and literature which gives the student experience in the techniques of independent investigation. *May be repeated for credit.*
Fall, Spring

Courses in German

GM 111 Elementary German I (3)

A conversational approach which integrates elements of grammar with skill development in listening, speaking, reading and writing. German cultural aspects are an integral part of the course.
Fall Even Years

GM 121 Elementary German II (3)

A continuation of elementary German with practice in pronunciation, conversation, reading and writing. *Prerequisites: GM 111*
Spring Odd Years

GM 211 Intermediate German I (3)

Grammar review, composition, conversation, and selected readings. *Prerequisites: GM 121*
Fall Odd Years

GM 221 Intermediate German II (3)

A continuation of intermediate German with grammar review, composition, conversation, and selected readings. *Prerequisites: GM 211*
Spring Even Years

Courses in Spanish

SN 111 Elementary Spanish I (3)

An audiolingual approach with practice in pronunciation and conversation with stress on elements of grammar and reading.

Fall Even Years

SN 121 Elementary Spanish II (3)

A continuation of elementary Spanish with practice in pronunciation and conversation and stress on elements of grammar and reading. *Prerequisite: SN 111*

Spring Odd Years

SN 211 Intermediate Spanish I (3)

Grammar review, composition, conversation and selected readings. *Prerequisite: SN 121*

Fall Odd Years

SN 221 Intermediate Spanish II (3)

A continuation of intermediate Spanish with grammar review, composition, conversation and selected readings. *Prerequisite: SN 221*

Spring Even Years

SN 311 Spanish Conversation and Composition I (3)

Practice in conversation and composition with stress on problem areas of pronunciation and grammar. *Prerequisite: SN 221*

Offered on Sufficient Demand

SN 321 Spanish Conversation and Composition II (3)

A continuation of Spanish conversation and composition with practice in conversation and composition and stress on problem areas of pronunciation. *Prerequisite: SN 311*

Offered on Sufficient Demand

SN 331 Spanish Literature and Civilization I (3)

A survey of the history of Spanish literature with readings from representative authors, and a study of political, social, and other institutions, particularly as these relate to the literature. *Prerequisite: SN 221*

Offered on Sufficient Demand

SN 341 Spanish Literature and Civilization II (3)

A continuation of Spanish literature and civilization, surveying the history of Spanish literature with readings from representative authors, and a study of political, social, and other institutions as these relate to literature. *Prerequisite: SN 221*

Offered on Sufficient Demand

SN 490 Independent Study (1-4)

A study of some problem in Spanish language and literature which gives the student experience in the techniques of independent investigation. *May be repeated for credit.*

Fall, Spring

Courses in Greek

GR 111 Elementary Greek I (4)

Introductory grammar of the Greek New Testament with emphases on grammatical analysis, vocabulary building, and the development of reading skills. Some attention will be given to the translation of passages of the Greek New Testament. *Students who need to take English Usage and Composition are encouraged to do so before beginning Greek.*

Fall Odd Years

GR 121 Elementary Greek II (4)

A continuation of elementary Greek and translation of I John. *Prerequisite: GR 111*

Spring Even Years

GR 211 Intermediate Greek (4)

A mastery of intermediate grammar with emphases on vocabulary building, syntax, and translation of a significant block of the Greek New Testament. *Prerequisite: GR 121*

Fall Even Years

GR 421 Exegetical Greek (4)

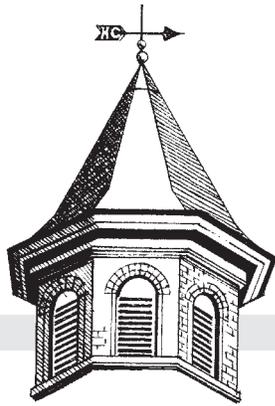
A study of intermediate and advanced Greek grammar, continued vocabulary building and syntax. Students in the course also discuss the methods of Greek exegesis and translate a portion of the New Testament. *Prerequisite: GR 211*

Spring Odd Years

Courses in Hebrew

Hebrew is available on a tutorial basis.





DEPARTMENT OF HISTORY

*Dwight Brautigam, Paul Michelson, Jeffrey Webb,
Jack Barlow*

The American Historical Society describes the study of history as “an encompassing discipline. Its essence is in the connectedness of historical events and human experiences . . . [in] understanding the nature of continuity and change in human experiences. Contemporary issues, ideas, and relationships take on new meanings when they are explored from historical perspectives. History therefore plays an integrative role in the quest for liberal learning. . . .”

Study in the history department aims at enabling students to come to grips with the world around them through an understanding of the past and the perspectives that this provides on societies and cultures in different times and places. Students are encouraged to read, think, discuss, and write critically and effectively as they learn to ‘do history’ through historical inquiry, explanation, and argument. Because of the integrative nature of history, interdisciplinary approaches are used in many courses in the department. Students are also encouraged to explore basic values and worldviews of their own and other cultural traditions, and in turn, to articulate their personal values, faith and worldview.

Program in History

Students who choose **history** as a **major** for the **bachelor of arts** degree will complete HS 125, 126, 211, 212, 222, 477, 487, PS 181 or 111, and eighteen additional hours in history, eight of which must be in courses numbered 300 or above. Up to six hours of approved substitutes may be included in the major. PS 181 or PS 111 may be counted as one of the social science requirements in the core curriculum. Students majoring in history for the bachelor of arts degree must complete 12 hours in the same language to fulfill the college’s foreign language requirement.

Students who complete a **bachelor of science** degree in **history education** can be licensed in Indiana to teach **history, government, and geography** in a middle or high school setting. The program requires HS 125, 126, 211, 212, 222, 477, and 487; EB 211, ES 262/L; PS 111 or 181, and 324; nine additional hours in political science chosen from PS 355, 377, 444, 466, and approved January

Term courses (which must include either PS 377 or 466); PY 111 and SO 111. To add a content concentration in **economics**, students also take EB 212 and one other 300 or 400-level EB course. To add a content concentration in **psychology**, students also take PY 211 and six additional hours in psychology. To add a content concentration in **sociology**, students also take SO 292, 321, and three additional hours in sociology. Refer to the Department of Education for education courses required for teacher licensing.

Students who choose **American history** as a **minor** will complete HS 211, 212, 222, 487 and ten hours from HS 361, 377, 381, 444, 466, 490 or appropriate January Term course in American history.

Students who choose **European history** as a **minor** will complete HS 125, 126, 222, 477 and ten hours from HS 311, 322, 332, 355, 411, 432 or appropriate January Term in European history.

Program in Political Science

Course work in political science is designed to provide the student with analytical approaches to the basic systems, institutions, and ideas of government and politics, particularly of the United States. Instruction in this area also gives attention to questions of significant political values, issues, and themes such as justice, democracy, national sovereignty, and warfare.

Students who choose to **minor in political science** will complete PS 181, 224, 377, 466 and six hours from PS 321, 355, 444, or BA 351 or appropriate January Terms; and MA 151.

Courses in History

HS 115 Historical Perspectives on Culture and Civilization I (3)

A general survey of the history of civilization from the ancient Near East to the sixteenth century. This course provides historical and cultural literacy for students in majors other than history, or programs in pre-law or teaching of social studies. Emphasis is given to historical information, concepts and perspectives essential for the educated nonspecialist.

Fall

HS 116 Historical Perspectives on Culture and Civilization II (3)

A general survey of the history of civilization from the sixteenth century to the twentieth century in continuation of HS 115. Not open to those in history, pre-law or social studies teaching programs. *Prerequisite: HS 115*

Spring

HS 125 The Mainstream of Civilization I (3)

An in-depth study of the main currents of historical development from Sumer to the Reformations coupled with an introduction to the essentials of doing history. *The course is designed for students majoring in history or programs in pre-law or teaching of social studies or those whose substantive background and interest enables them to qualify. Prerequisite: consent*

Fall

HS 126 The Mainstream of Civilization II (3)

A continuation of HS 125 through an intensive study of the main currents of historical development from the Reformations to modern times. *Open only to those in history, pre-law or social studies teaching programs, or those whose substantive background and interest enables them to qualify. Prerequisite: consent*

Spring

HS 211 History of the United States I (3)

A survey of the origins, development, and meaning of American history and heritage from the earliest European discovery and the birth of the United States to the Civil War and Reconstruction.

Fall

HS 212 History of the United States II (3)

A continuation of the survey of American history from the Reconstruction era to the present. Emphasis is given to the role of social, economic, and political factors in understanding American development as well as to the role played by the United States in international life.

Spring

HS 222 Historical Method (3)

An introduction to the nature, scope, and practice of historical research methods, tasks, and writing, concentrating on the principles and problems relevant to organized scholarly study and the presentation of the results. The logic of historical inquiry, explanation, and argument is also thoroughly examined.

Spring

HS 311 History of Christianity (3)

A survey of the history of Christianity from the close of the New Testament to the present. Course will include developments related to theology, institutional concerns, and movements within the church. *Prerequisite: HS 116 or 126*

Fall Even Years

HS 322 Early Modern Europe to 1800 (3)

Examines European history from the beginning of the Reformations to the end of the French Revolutions. Focuses on the history of ideas within the context of the sweeping religious, political, economic and social changes of the period. *Prerequisite: HS 116 or 126*

Spring Even Years

HS 324 Geography of the Contemporary World (3)

A study and analysis of the political, economic, and cultural aspects of the geography of the contemporary world from a developmental perspective. Attention will be given to theoretical and practical issues such as the relationship of people to the environment and the political and eco-

omic constraints on development and power in the context of the modern nation state system since 1945.

Identical with EB/PS 324.

Spring Even Years

HS 332 British History From the Tudors (3)

Survey of British history from 1485 to the present which will focus on English state-building under Henry VIII and Elizabeth I, English Revolution, rise of Parliamentary supremacy and the British Empire, colonial experiences such as American, Irish, and Indian, the Industrial Revolution, British exercise of world power, and decline of that power since World War II.

Prerequisite: HS 116 or 126

Spring Odd Years

HS 355 Modern Russia (3)

A history and analysis of the development of Russia from Nicolas II to the present. Particular emphasis will be given to the formation and evolution of the Soviet System and to the political, social and economic challenges being faced by contemporary Russia. *Identical with PS 355.*

Prerequisite: HS 116 or 126 or consent

Fall Even Years

HS 361 American Religious History (3)

This course examines the religious history of the American people from the colonial period to the present, with reference to the theology, liturgy, and polity of different religious traditions. Special emphasis is given to the history of the Christian churches and to the nature of the evangelical strain of Protestantism.

Fall Odd Years

HS 377 The American Presidency (3)

A study of the chief executive of the United States from 1787 to the present. Powers, limits, and roles of the presidency will be studied, with emphasis on the tenure of those who most affected the office. *Identical with PS 377.*

Prerequisite: HS 211 or 212

Fall Even Years

HS 381 Civil War and Reconstruction (3)

This course examines an important epoch in American history, including the rise of sectionalist tension beginning in the late 1840s, the war with its battles and its profound political, economic, and social influence on the nation, and the postwar struggles to rebuild the nation.

Prerequisite: HS 211

Fall Odd Years

HS 411 Medieval Europe (3)

Survey of the history of Europe from AD 600 to AD 1500, the post-Roman era through the Renaissance.

Prerequisite: HS 125

Fall Odd Years

HS 432 Modern Europe (3)

Study of the modern and contemporary European state system since AD 1789, emphasizing Western Europe.

Prerequisite: HS 116 or 126

Spring Odd Years

HS 444 American Diplomatic History (3)

A study of the foreign relations of the United States from the Revolutionary War to the present. *Identical with PS 444. Prerequisite: HS 211, 212*

Spring Even Years

HS 466 American Constitutional History (3)

Constitutional development in the United States from AD 1606 to the present with emphasis upon political thought and practice. *Identical with PS 466. Prerequisite: HS 211, 212*

Spring Odd Years

HS 477 Great Issues in European History (3)

An intensive study, analysis and discussion of major issues in European history, based on examination of original and interpretive sources. Issue development and synthesis are emphasized. *Prerequisite: HS 116 or 126, and HS 222 or consent*

Fall Odd Years

HS 487 Great Issues in American History (3)

An examination of a number of major problem areas relating to American history. Emphasis will be placed on the study of conflicting interpretations, the historiography of the problems and synthesis. *Prerequisite: HS 211 and 212, and HS 222 or consent*

Fall Even Years

HS 490 Independent Study (1-4)

Designed for the advanced student of history. The study of a problem, project, or research paper on the subject of mutual interest to the student and instructor. *Prerequisite: Consent*

Fall, Spring

Courses in Political Science**PS 111 Public Policy (3)**

A study of the formation and implementation of public policies in the U.S. Particular emphasis is given to the study of democracy and capitalism as they impact policy. Current issues of national concern are analyzed.

Fall, Spring

PS 181 American National Government (3)

The foundations and interrelations of the executive, legislative, and judicial departments of the federal government. Attention is given to the nature of public opinion and electoral processes.

Spring

PS 321 Public Finance (3)

A study of the political economy with a focus on fiscal institutions, taxation, government spending, and the federal budget. The application of social controls to economics

and the regulation of economic controls by government are reviewed. *Identical with EB 321. Prerequisite: EB 211 Spring Odd Years*

PS 324 Geography of the Contemporary World (3)

A study and analysis of the political, economic, and cultural aspects of the geography of the contemporary world from a developmental perspective. Attention will be given to theoretical and practical issues such as the relationship of people to the environment and the political and economic constraints on development and power in the context of the modern nation state system since 1945.

Identical with EB/HS 324.

Spring Even Years

PS 355 Modern Russia (3)

A history and analysis of the development of Russia from Nicolas II to the present. Particular emphasis will be given to the formation and evolution of the Soviet System and to the political, social and economic challenges being faced by contemporary Russia. *Identical with HS 355.*

Prerequisite: HS 116 or 126 or consent

Fall Even Years

PS 377 The American Presidency (3)

A study of the chief executive of the United States from 1787 to the present. Powers, limits and roles of the presidency will be studied, with emphasis on the tenure of those who most affected the office. *Identical with HS 377.*

Prerequisite: HS 211, 212

Fall Even Years

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A study of the foreign relations of the United States from the Revolutionary War to the present. *Identical with HS 444. Prerequisite: HS 211, 212*

Spring Even Years

PS 466 American Constitutional History (3)

Constitutional development in the United States from AD 1606 to the present, with emphasis upon political thought and practice. *Identical with HS 466. Prerequisite: HS 211, 212*

Spring Odd Years

Honors Colloquia**HN 199 President's Colloquium (0)**

A weekly leadership seminar with the College president on topics related to the role of student leaders in the Christian college. *Prerequisite: Presidential scholars by invitation*

Fall

International Cross-Cultural Experiences**IDJ 395 Cross-Cultural Practicum (1-2)**

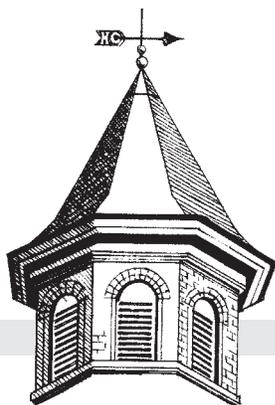
Students traveling outside North America (not with a college-sponsored group), who anticipate experiences that will give the student significant exposure to the culture or history of a non-North American society, may propose a self-directed overseas course that has as its objective either cross-cultural historical study or missions service. Proposals will be reviewed by a faculty oversight committee and must include significant study and preparation for the cultures to be encountered, an outline of planned activities that are expected to cover several weeks, and substantial documentation of the experience. Further details and a proposal form may be obtained in the registrar's office. *Will satisfy a January Term requirement even if taken during summers or semesters, but regular tuition is charged for the term during which the practicum is completed.*

Law Pre-Professional Program

See pre-law program description in Catalog section on degrees and programs and refer to pre-law advisor in the Department of History and Political Science

Literature Courses

See Department of English



DEPARTMENT OF MATHEMATICAL SCIENCES

Francis Jones, Patrick Eggleton, Jeffrey Lehman,
Winfield Wetherbee, Kerry Arnold

The mathematical sciences department provides instruction in mathematics, statistics and computer science. Bachelor's degree programs are available in computer science and in mathematics.

Program in Mathematics

The purposes of mathematics instruction are (a) to develop an understanding of the major fields of mathematics and their inter-relationships, (b) to develop an understanding of the applications of mathematics to various areas of the natural and social sciences, (c) to prepare students for continued learning in mathematics, including both independent study and graduate study, (d) to prepare students for careers as secondary and middle school mathematics teachers, and (e) to prepare students for careers in government or business which make use of the mathematical sciences.

Students who choose **mathematics** as the **major** on the **bachelor of arts** degree or as the **teaching major** on the **bachelor of science** degree in education will complete MA 165, 171, 172, 205, 273, 311, 351, 371, 411, 431, 471, and 481; CS 116 (or CS111 and CS117). Refer to the Department of Education for education courses required for teacher licensing.

Students who select the **professional major** on the **bachelor of science in science** degree complete the courses given above for the bachelor of arts major, two independent study topics in MA 490, and PH 211 and 212.

The college **minor in mathematics** requires MA 165, 171, 172, 205, 311 or 411, 471, and four hours in mathematics above 200.

Students preparing for mathematics teacher licensing are encouraged to complete a college minor in one of the sciences that will broaden their preparation. See, for example, descriptions of minors in physics and chemistry.

Program in Computer Science

Programs are available in computer science for students desiring a major on a bachelor of science degree or a minor on a bachelor's degree.

Students who choose **computer science** as a college **major** complete CS 116 (or CS 111 and 117), 216, 245, 286, 315, 325, 355, 415, 425, 435 and 436; PH 261; MA161 and 165; AC 241, BA 252,

and EB 211. A minor in mathematics, accounting, or business management is strongly recommended.

The college **minor in computer science** requires CS 116 (or CS 111 and 117), 216; CS 235 or 245; CS 286 or 325; and three courses from CS 315, 325 (if not included above) 331, 355, 415, and 425 to make a total of twenty-two to twenty-three hours in the minor.

Courses in Computer Science

CS 111 Introduction to Computers (4)

An introduction to fundamental computer concepts and terminology applicable for communication in today's world. Topics include current issues in computer usage, historical perspective, impact of computing on society, and programming. Laboratory applications including electronic mail, spreadsheet, database, programming, HTML, and Internet search tools will be part of individual and group projects. *Does not count toward major or minor in computer science except for those students who also complete CS 117. Prerequisite: MA 032 or placement, but not open to students with more than one semester of computer programming*

Spring

CS 116 Computer Concepts and Programming I (4)

An introduction to fundamental computer concepts and terminology and to structured and object-oriented programming. Introductory topics include the history of computing, number bases and logic, current hardware and software, and the impact of computers on society. Programming topics include input/output, loops, decision structures, arrays, and methods. Attention is given to good programming style and problem solving techniques for program design, coding, documentation, debugging and testing. *Prerequisite: Three years h.s. mathematics or year of h.s. computer programming or consent*

Fall

CS 117 Programming I (2)

An introduction to structured and object-oriented programming. Topics include input/output, loops, decision structures, arrays, and methods. *Meets with CS 116 at times announced by the instructor. Attention is given to good programming style and problem solving techniques for program design, coding, documentation, debugging, and testing. Prerequisite: CS 111 or consent*

Fall

CS 135 Introduction to COBOL (3)

Use of COBOL in solving business-oriented problems. *Prerequisite: CS 111 or 116 or consent*

Spring Even Years

CS 216 Programming II (3)

Advanced programming topics including object oriented programming, graphical user interfaces, recursion, fundamental data structures, sorting and searching algorithms, sequential and random access file processing, external procedures. *Prerequisite: CS 116 or 117*

Spring

CS 235 Management Information Systems (3)

Concepts and terminology relating to the effective management of information technology. Information systems, applications, development practices, management software, and ethical issues are explored. *Identical with BA 235. Prerequisite: CS111 or 116 or consent*

Spring Even Years

CS 245 System Analysis and Design Methods (3)

Concepts of structured analysis and design including a systems development life cycle. Techniques such as fact-finding and presentation methods, data flow diagrams, entity-relationship diagrams, hardware/software requirements, feasibility analysis, screen layout, file and database design. *Prerequisite: CS 111 or 116 or consent*

Spring

CS 286 Visual Programming (3)

Event-driven programming using a visual programming language and interface. Topics include screen design and layout, common controls, graphics, and database integration. *Prerequisite: CS 216 or consent*

Spring Odd Years

CS 315 Computer Architecture and Assembler Language (4)

An introduction to computer architecture and concepts including programming techniques using an assembler instruction set. *Prerequisite: CS 216*

Fall Even Years

CS 325 Data Structures (4)

Analysis of algorithms, advanced sorting and searching techniques, vectors, arrays, records, stacks, queues, deques, linked lists, trees, and graphs are studied in this course. *Prerequisite: CS 216 and MA 165 and (161 or consent)*

Fall Even Years

CS 331 Topics in Computer Science (3)

Selected issues of current interest such as artificial intelligence, Web site management, robotics, and graphics. *Prerequisite: CS 216*

Offered on sufficient demand

CS 355 Operating Systems (3)

Role and concepts of operating systems, including file systems, scheduling algorithms, process management, resource management, concurrent processing, and principles of operating system design. *Prerequisite: CS 216*

Spring Odd Years

CS 415 Database Management Systems (3)

Defining of data needs, relating those needs to user-oriented data languages and management of data within organizations. Establishing relevance of data structure and file organization techniques. Examining database management functions and systems, logical and physical data models and the management of data as a resource. *Prerequisite: CS 216 and CS 325 or consent*

Fall Odd Years

CS 425 Principles of Networking (4)

Introduction to local area network protocols, including TCP/IP, and IPX/SPX. Overview of current network operating systems, including Novell NetWare, and Microsoft networking. *Prerequisite: CS 216*

Fall Odd Years

CS 435 Senior Project I: Analysis and Design (3)

An intensive team project involving analysis, design, and implementation of a computer based information system.

Focus on the analysis and design system development phases. *Prerequisite: To be taken during the senior or last full year of course work*

Fall

CS 436 Senior Project II: Implementation (3)

A continuation and completion of the senior project. Focus on the implementation and support phases. The project will terminate with the presentation of results. *Prerequisite: CS 435*

Spring

CS 490 Independent Study (1-4)

Supervised study of selected topics in computer science at an advanced level. *Prerequisite: Consent*

Fall, Spring

Courses in Mathematics**MA 021 Basic Mathematics (3)**

Fundamentals of arithmetic and measurement, with an introduction to algebra. Operations on whole numbers, operations using fractions and decimals, ratio and proportion, percent, interpreting basic graphs, measurement of lengths, computation of areas and volumes, operations on real numbers. This class is offered for non-degree credit. *Prerequisite: Placement*

Fall Odd Years

MA 032 Introductory Algebra (3)

Algebraic expressions, solving linear equations and inequalities, operations with polynomials, factoring polynomials, operations on rational expressions, graphs of equations and inequalities, solving systems of two linear equations, operations on radicals, solving radical equations, quadratic formula. This class is offered for non-degree credit. *Prerequisite: MA 021 or placement*

Fall, Spring

MA 111 Elementary Mathematics I (3)

Development of numeration systems, number sense and number relationships, concepts of whole number and rational number operations, number theory, and estimation. Effective mathematical pedagogy for children will be modeled, emphasizing the development of patterns and relationships and the view of mathematics as problem solving, communicating, reasoning, and making connections. *Prerequisite: Elementary or mathematics education major and MA 032 or placement*

Fall, Spring

MA 112 Elementary Mathematics II (3)

Data analysis and probability, the investigation of 2 and 3 dimensional geometry, including the development of spatial sense, standard and non-standard measurement, transformational and coordinate approaches to geometry, exploration of functions and algebra relevant to young learners. Effective mathematical pedagogy for children will be modeled, emphasizing the use of various instructional technologies and the view of mathematics as problem solving, communicating, reasoning, and making connections. *Prerequisite: Elementary or mathematics education major and MA 032 or placement*

Fall, Spring

MA 115 Mathematical Modeling for Contemporary Society (3)

An introduction to areas of contemporary applied mathematics, selected from among network analysis (construction of efficient travel or service routes), descriptive statistics and intuitive probability, coding of information (identification numbers, error correcting codes), symmetry and patterns in geometry, art and nature, tilings of a plane, models for populations, compound interest. *Prerequisite: MA 032 or satisfactory score on placement test*

Fall

MA 141 College Algebra and Trigonometry (4)

A study of topics from algebra and trigonometry, including polynomials, rational functions, exponents, equations, inequalities, graphs, and trigonometric functions of real numbers. *Prerequisite: MA 032 or placement*

Spring

MA 151 Introduction to Probability and Statistics (4)

Descriptive statistics: central tendencies, variability, histograms. Probability: intuitive probability, relative frequency interpretation, conditional probability, elementary combinatorics. Inferential statistics: population and sample, randomness, testing hypotheses, estimation, correlation and regression. *Prerequisite: MA 032 or placement*

Fall, Spring

MA 161 Mathematics for Managerial and Social Sciences (4)

Functions, linear and quadratic polynomials, systems of linear equations, matrix operations, linear programming, and intuitive differential calculus. *Prerequisite: MA 032 or placement*

Spring

MA 165 Introduction to Discrete Mathematics (3)

Topics include sets, logic, probability, combinatorics, difference equations, recursion, graph theory, matrix representations of graphs. Applications of these topics will be included. *Prerequisite: MA 032 or placement*

Fall

MA 171 Analytic Geometry and Calculus I (4)

Review of essentials of algebra and trigonometry. Basic analytic geometry of the plane, including conic sections. Introduction to differential calculus: limits, continuity, derivative and applications, including curve sketching. Introduction to antiderivatives. Problem-solving techniques; use of graphics calculators and computer methods of visualization and solution. *Prerequisite: MA 141 or placement*

Fall

MA 172 Analytic Geometry and Calculus II (4)

Continued review of essentials of trigonometry. Definite integrals, methods and applications of integration, calculus of the trigonometric and logarithmic functions and their inverses. Improper integrals, numerical methods, indeterminate forms and infinite series. Problem-solving techniques; use of computer methods of visualization and solution. *Prerequisite: MA 171*

Spring

MA 205 Introduction to Mathematical Proofs (1)

Elements of logic and set theory, types of proofs, methods of formulating proofs, and induction will be introduced. *Prerequisite: Consent*

Fall

MA 273 Analytic Geometry and Calculus III (4)

Polar coordinates, vectors, curves and surfaces in \mathbb{R}^2 and \mathbb{R}^3 . Functions of several variables; limits, continuity, partial derivatives and gradients, multiple integrals and line integrals. *Prerequisite: MA 172*

Fall

MA 311 Elements of Linear Algebra (4)

Abstract vector spaces, linear transformations, matrix algebra, systems of linear equations, the existence and

computation of their solutions, applications of linear algebra to the physical and life sciences, applications of linear algebra to various areas of discrete mathematics including finite graphs, Leontief models, linear programming, and recurrence relations. Use of computer matrix software.

Prerequisite: MA 172 or consent

Spring Odd Years

MA 351 Geometry (4)

Euclidean geometry re-examined as well as transformational geometry. An introduction to projective geometry is presented along with topics from hyperbolic and elliptic geometries. *Prerequisite: MA 172 or consent*

Spring Even Years

MA 371 Differential Equations: An Introduction to Continuous Models (4)

Solution methods for first order differential equations, second order linear differential equations, systems of first order equations. Numerical methods of solutions. Models and applications in the physical, life, social, and managerial sciences. *Prerequisite: MA 172*

Spring Even Years

MA 411 Abstract Algebra (4)

Introduction to the theory of groups, including permutations, and basic structure through the first isomorphism theorem. Introduction to rings, domains and fields, including the structure of polynomial domains. Study of polynomials, including factorizations, existence and computation of roots. Introduction to number theory. Use of computer software to analyze properties of finite groups. *Prerequisite: MA 172 or consent*

Fall Odd Years

MA 431 Introduction to Real Analysis (4)

The topology of \mathbb{R}^1 and an introduction to the algebraic and topological structures of \mathbb{R}^n . Completeness, compactness, connectedness, continuity and convergence are studied. *Prerequisite: MA 273*

Fall Even Years

MA 471 Mathematical Statistics (4)

Probability: basic concepts, including counting arguments based on combinations and permutations; random variables and their densities, distributions and moment generating functions; joint, marginal, and conditional densities; expected value operators; and special distributions. Statistics: introduction to descriptive statistics, distributions of sample statistics, introduction to inferential statistics, including using normal and t distributions for hypothesis testing and parameter estimation; correlation and regression. *Prerequisite: MA 165 and 273 or consent*

Fall Even Years

MA 481 Seminar in Mathematical Sciences (1)

Students will present lectures and discuss topics from various aspects of the mathematical sciences. Prospective teachers will give their lectures and papers on history and cultural contexts of mathematical topics relevant to secondary mathematics instruction. *Prerequisite: Junior standing or consent*

Fall Even Years

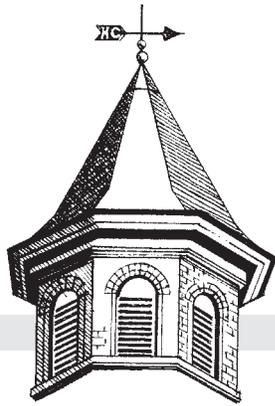
MA 490 Independent Study (1-4)

Supervised study of selected topics in the mathematical sciences at an advanced level. *Prerequisite: Consent*

Fall, Spring

Medicine Pre-Professional Program

See also pre-medicine program description in Catalog section on degrees and programs and contact the pre-med advisor in the Department of Biology



DEPARTMENT OF MUSIC

Janice Fulbright, Michael Brennan, Jean Flint, George Killian, Jr., Marlene Schleiffer, Patricia Spedden, Ben Kendall, Joni Killian

The music department seeks to develop students' God-given talents by training skilled musicians for Christian service, fostering aesthetic discernment in varying styles of music, and providing opportunities for performing, creating, and serving God and the community through music. The music department offers a **major in music** leading to a **bachelor of music degree in music performance**, with primary applied areas in any traditional instrument or voice, **music composition**, or **music education**. A non-professional **bachelor of arts degree in music**, a **bachelor of arts degree in music with a concentration in music for the contemporary church** and a **bachelor of science degree in music with a concentration in music business** are also available. The Huntington College music department is accredited by the **National Association of Schools of Music**.

Prospective music majors should contact the music department before or at the same time they apply to the College to make arrangements for an audition. Performance scholarship and grant money is allotted to outstanding students based upon their auditions and other college criteria. Performance grant application forms may be obtained at any time by calling the music department secretary at 260-359-4262. Regular music audition days are held in February and March of each academic year.

Several assessments are made to ensure that each music student is progressing sufficiently and has a reasonable expectation of completing the degree program in four years. All students enrolled in private applied lessons must complete a performance jury at the end of each semester. Freshmen will take an aptitude test and interview with the music faculty at the end of the second semester to evaluate the viability of continued study. Sophomores in the bachelor of music degree programs will take the upper divisional qualifying exam in their primary applied area at the end of the second semester, in lieu of a jury, to determine their eligibility for advancement to upper division applied lessons. All bachelor of music candidates will take the piano proficiency exam, typically after four semesters of piano class or private study.

Program in Performance

Students who choose the **performance concentration in the bachelor of music** degree must complete MU 110, 111, 112, 113, 178, 301, 302, 303, 304, 335, 341, 342, and 481, four semesters of applied study for 2 credits and four semesters of upper division applied study for 4 credits (unless in applied area), participate in ensembles each semester (eight experiences in one ensemble), pass a piano proficiency exam, and give one half-hour and one hour recital. In addition to the basic performance requirements, a student whose primary applied area is voice must take MU 241, 242, 365, 385, MU A01-04, MU A11 (three semesters of 1 credit), and four semesters of MU P30 (0 credit). A student whose primary applied area is piano must take MU 347, 382, four semesters of MU P31, and applied study in a secondary instrument or voice (2 credits for two semesters). Students whose primary applied areas are wind, string, or percussion must take MU 236, 237, 346, 380, MU A01-04, one semester of MU P22, one semester of MU P24 and participate in a second ensemble for four semesters.

Program in Music Composition

Students who choose the **composition concentration in the bachelor of music** degree must complete MU 110, 111, 112, 113, 178, 301, 302, 303, 304, 236, 237, 265, 335, 337, 338, 341, 342, 481, MU A01-A04, MU A06, four semesters of applied lower division composition (MU A29) for 2 credits, two semesters of applied upper division composition (MU A49) for 2 credits, two semesters of applied upper division composition (MU A49) for 4 credits, four semesters of MU A11 applied piano for 1 credit, two semesters of MU P22 or P24, four semesters of a choral ensemble, four semesters of an instrumental ensemble, pass a piano proficiency exam, and give one half-hour and one hour recital.

Programs in Music Leading to Teacher Licensing

The **music education concentration in the bachelor of music** degree provides the student with three possible licensing programs which permit the student to teach in kindergarten through

grade twelve. Students must be accepted into the Teacher Education Program not later than the fall semester of the junior year. PY 111 Introduction to Psychology, ED 212 Introduction to Education, 234 Education of the Exceptional Adolescent (or ED 232 Education of the Exceptional Child), ED 236 Educational Psychology, MU 234 Elementary General Music Methods, MU 325 Middle School Music Methods, and either MU 427 Instrumental Methods and Communication or MU 429 Choral Methods and Communication, ED395 Multicultural Practicum, ED 440 Topics and Problems, ED 450 or 460 Student Teaching in Elementary or Secondary school must be completed by all music education students in addition to the required music courses.

To earn **music education vocal and general music** all-grade licensing, students must complete MU 110, 111, 112, 113, 178, 301, 302, 303, 304, 236, 237, 241, 242, 335, 338, 341, 342, 348, 361, and 481, MU A01-A04 and MU A06-A08 (unless in applied area), two semesters of applied voice for 2 credits, three semesters of upper division applied voice for 2 credits, seven semesters of one or more choral ensembles; pass the piano proficiency exam; and give a 25-minute senior recital.

To earn **music education instrumental and general music** all-grade licensing, each student must complete MU 110, 111, 112, 113, 178, 301, 302, 303, 304, 236, 237, 335, 337, 341, 342, 345, 360, and 481, MU A01-A04 and MU A06 and A08 (unless in applied area), two semesters of applied instrument for 1 credit, two semesters of applied instrument for 2 credits, three semesters of upper division applied instrument for 2 credits, MU P22 or P24 for two semesters, seven semesters of one instrumental ensemble; pass the piano proficiency exam; and give a 25-minute senior recital.

All-area licensing may be earned by completing all of the courses in both the vocal and instrumental music education programs and usually requires a fifth year.

Bachelor of Arts Programs

The **bachelor of arts degree in music** is a general liberal arts degree for the student interested in music but not seeking a career in public-school teaching or performance. Students who choose the **music major** pursuing the **bachelor of arts** degree must take MU 110, 111, 112, 113, 178; either MU 236 and 237; or MU 241 and 242; MU 341 or 342; and 481; MU A01-A04 and MU A06-A09 (unless in applied area), six semesters of applied lessons for 1 credit and eight semesters of choral ensemble.

The **bachelor of arts degree in music with a concentration in music for the contemporary church** is designed to prepare students for music ministry, specifically to train leaders for church music programs. Students who select this program take MU 110, 111, 112, 113, 178, 265, 338, 341 or 342, 361, 392, 394, 481, 496; MU A01-A04 and

MU A06-A09 (unless in applied area); six semesters of applied lessons for 1 credit, eight semesters of a large choral ensemble, one semester of a second ensemble for 1 credit, four semesters of MU P23 Handbell Choir, and two semesters of MU P13 Worship Ensemble. Students in this program may substitute a semester in the Contemporary Music Program of the Council of Christian Colleges and Universities for the final semester of study. Specific courses waived for students in the Contemporary Music Program include MU 496, 1 hour of applied study, choral ensemble, secondary ensemble and electives.

Bachelor of Science Program in Music-Business

The **bachelor of science degree in music with a concentration in music-business** is designed for those students interested in operating a commercial music enterprise, such as a retail music store or private lesson studio, or in working in the sound recording or commercial music industry. Students in this program complete MU 110, 111, 112, 113, 178, 265, 285, 341, 342, MU A01, MU A02, 6 semesters of applied study for 1 credit, seven semesters of ensemble, 1 elective credit in music; AC 241, 242; BA 252, 345, 381, 414; OA 215 (select 2 of 4); RC 416; one from BA 452 and OA 371; and MU 497 or a semester in the Contemporary Music Program of the Council of Christian Colleges and Universities.

Minor in Music

A college **minor in music** may be earned by completing 22 hours in music courses, including MU 110, 111, 115, 178, six semesters of an ensemble, and 6 credits of applied music lessons, and 9 hours from MU 112, 113, 236, 237, 241, 242, 341, 342, 347, 385, 392, 481, MU A31 (by permission), MU A01-04 (4 hours), MU A06-07 (2 hours), and MU A08-09 (2 hours).

Courses in Music

MU 110 Music Theory/Form I (3)

This course is designed to give students an understanding of the formal construction of music. It includes an in-depth study of rhythmic notation, tonality, scales, key systems, intervals and transposition, chords, figured bass, cadences, non-harmonic tones, melodic organization and analysis, texture, principles of voice leading, first species counterpoint, and an introduction to composition and improvisation. *Prerequisite: Completion of Harder Programmed text: Basic Materials in Music Theory provided by music department and satisfactory score on theory placement exam administered during Freshman Orientation*

Fall

MU 111 Musicianship I (1)

An introduction to dictation and recognition exercises in melody, harmony, and rhythm, with special attention to

intervals. Theory is related to the development of keyboard skills, including harmonic progressions, harmonization of melodies, transposition, and sight-reading. Computer lab work required. *Must be taken concurrently with MU 110.*

Fall

MU 112 Music Theory/Form II (3)

A continuation of composition, improvisation, and voice-leading principles, and an in-depth study of harmonic progression and analysis; dominant, leading-tone, non-dominant, and secondary dominant sevenths; modulation; and two- and three-part form. *Prerequisite: C or better in MU110*

Spring

MU 113 Musicianship II (1)

A continued study of melodic, harmonic and rhythmic dictation. More work is done with computer programs, ear training, and various music notation programs. Continued development of keyboard skills. *Must be taken concurrently with MU 112. Prerequisite: C or better in MU 111*

Spring

MU 115 Introduction to Music (2)

A course in music appreciation that provides an introduction to Western art music as well as various genres of world music through a study of language, rudiments, form, composers, and major styles in past and contemporary culture. An emphasis is placed on critical analysis and writing skills. Listening assignments and concert attendance are required.

Fall, Spring

MU 178 Basic Conducting (1)

Introduction to the basic conducting patterns and coordination of both hands. Practice in shaping musical sounds through conducting, demonstrating a functional knowledge of the language of music. *Must be taken concurrently with MU 110 and 111.*

Fall

MU 301 Music Theory/Form III (3)

A continuation of composition, improvisation, and a study of chromatic harmony (including borrowed chords, neapolitan 6ths, and augmented 6ths), and standard forms (including variation technique, sonata form, and rondo form). *Prerequisite: C or better in MU 112*

Fall

MU 302 Musicianship III (1)

An intermediate study of melodic, harmonic and rhythmic dictation and recognition, and intensive work in sight-reading and keyboard. Continued computer work is required. *Must be taken concurrently with MU 210. Prerequisite: C or better in MU 113*

Fall

MU 303 Music Theory/Form IV (3)

A continuation of composition, improvisation, and a study of extended harmony (including 9th through 13th chords, altered dominants, chromatic mediants, common-tone diminished sevenths, and foreign modulation), and 16th and 18th century counterpoint. Also includes a study of characteristics as well as techniques used in Romantic, Post-Romantic, Impressionistic, Contemporary, and New Music. *Prerequisite: C or better in MU 210*

Spring

MU 304 Musicianship IV (1)

Advanced study of harmonic dictation and other aural skills as well as continued development of keyboard skills including harmonization and transposition. Computer lab work is required. *Must be taken concurrently with MU 212. Prerequisite: C or better in MU 211*

Spring

MU 236 Brass/Percussion Techniques and Pedagogy (2)

A pedagogical study of the brass and percussion families of instruments, learning basic embouchure, fingerings, how to produce a correct tone, sticks and rhythmic rudiments, and melodic percussion mallets. The student will gain a familiarity with the instruments and experience in methods for teaching the instruments to beginners.

Fall

MU 237 Woodwind/String Techniques and Pedagogy (2)

A pedagogical study of the woodwind and string families of instruments, learning basic embouchure or position, fingerings, how to produce a correct tone, and other basic rudiments. The student will gain a familiarity with the instruments and experience in methods for teaching the instruments to beginners.

Spring

MU 241 English/German Diction and Literature (2)

Students will learn and master the International Phonetic Alphabet (IPA) and drill on phonetics and rules of English diction for singers while studying the major song literature of Great Britain and America, from the Renaissance to the Modern period. Students will apply the IPA to learning German pronunciation and diction for singers while exploring the major German art song repertoire from the Renaissance through the 20th Century, with special emphasis on the major song cycles and other Lieder of the Romantic Period.

Fall

MU 242 Latin/Italian/ French Diction and Literature (2)

Using the International Phonetic Alphabet (IPA), students will learn correct singer's diction in Latin and Italian, memorize basic vocabulary, learn to translate text and transcribe text into IPA while exploring the Mass and other significant Latin prose and the major Italian art song repertoire of the Renaissance through the 20th Century. Mid-semester, the emphasis will switch to the French language with work on learning correct diction, transcribing orthographic language to IPA, translating and memorizing basic vocabulary while listening to and singing French Melodié from the major periods. *Prerequisite: C or better in MU 241*

Spring

MU 265 Music Technology (2)

This course has two components. The first is an introduction to the use of public address equipment in a performance setting. Topics include the various components of the PA system, its use and criteria for selection, preparation for hands-on work with different systems. The second component features the use of electronic keyboards and computers. The student will learn to connect the two and, through MIDI interface, exchange information to be used in recording, performing, scoring, and sequencing. *Prerequisite: MU 112*

Spring Even Years

MU 285 Introduction to the Music Industry (2)

An overview of the music industry, including a survey of its history and a study of contemporary trends. Focus is given to the recording industry, band organization, and legal issues. *Field trips expected.*

Summer

MU 335 Orchestration (2)

An introduction to the instruments of the orchestra, their ranges, tones, technical idiosyncrasies, histories, and scoring for small ensembles, wind bands, and orchestra. Some non-Western instruments are also studied such as the string instruments of the Far East and percussion instruments of Africa and Latin America. *Prerequisites: MU 112, 236, and 237*

Fall

MU 337 Instrumental Arranging and Composition (2)

Practical experience in and the study of arranging styles and techniques for various instrumental ensembles, band, orchestra, brass choir, woodwind quintet, chamber strings, etc. Students will learn to use music-writing computer programs to complete major assignments, arrangements of vocal works, orchestral reductions, hymns, transcriptions, and simple chorales, and freely composed works for different combinations of instruments and voices with instruments. *Prerequisites: MU 335*

Spring

MU 338 Choral Arranging and Composition (2)

Practical experience in and the study of arranging styles and techniques for various choral ensembles, including SATB, SSA, and TTBB. Students will learn to use music-writing computer programs to complete major assignments such as arrangements of instrumental works, hymns, simple chorales, transcriptions, and freely composed works for different combinations of voices, and voices with instruments. *Prerequisites: MU 112*

Spring

MU 341 Music History and Literature I (3)

Detailed study of the history and stylistic development of music from antiquity to 1750, including inter-disciplinary studies relating music to other arts and humanities. Although the main focus is on Western art music, many ethnomusicological examples are used and some unusual genre of world music are studied. *Prerequisite: C or better in MU 115*

Fall

MU 342 Music History and Literature II (3)

Detailed study of the history and stylistic development of music from 1750 through the Twentieth Century, including Western art music and non-traditional world music. Students will explore wholly modern idioms such as jazz aleatory and minimalist music and will examine non-Western harmonic systems. *Prerequisite: C or better in MU 341*

Spring

MU 345 Band/Orchestral Literature and Literacy (3)

An in-depth study of the major band and orchestral literature. Students will complete an annotated bibliography of 100 source readings in literature for winds, strings, percussion, and conducting; practice putting together concert programs based on research and literature studied; compose program notes and compile materials for files on major band and orchestral composers; begin and organize

a personal music library choosing a filing system and computer program; and become familiar with the major journals in instrumental music and conducting. This is a reading in the content area and writing intensive course. *Prerequisite: MU 335 and 360*

Spring

MU 346 Literature of the Instrument (2)

Survey of solo, chamber, and concerto literature for an orchestral instrument. This class will usually be taught by the applied instrument instructor concurrently with the applied lessons during the semester of the Senior Recital. Students will complete an annotated bibliography and discography of the major repertoire for their instruments.

Fall, Spring

MU 347 Piano Literature (2)

Survey of solo, concerto, and chamber music repertoire for the piano. Students will complete an annotated bibliography and discography of the major repertoire for their instruments. *Prerequisite: one year applied study*

Fall

MU 348 Choral Literature and Literacy (3)

An in-depth study of the major choral literature. Students must complete an annotated bibliography of over 100 source readings in choral literature and conducting; practice putting together concert programs based on research and literature studied; compose program notes and compile files on major choral composers; begin and organize a personal choral library choosing a filing system and computer program; and become familiar with the major journals in choral music and conducting. This is a reading in the content area and writing intensive course. *Prerequisite: MU 361*

Spring

MU 360 Instrumental Conducting (2)

Baton technique, score reading and study, and rehearsal procedures. Practical experience conducting instrumental ensembles including wind ensemble, orchestra, and jazz band. *Prerequisite: MU 178*

Fall

MU 361 Choral Conducting (2)

Practical application of basic choral conducting techniques combined with principles of score study and rehearsal techniques. Students work with the various ensembles to hone conducting and rehearsal skills and meet an additional hour per week for an overview of choral repertoire. *Prerequisite: MU 178*

Fall

MU 365 Techniques of Musical Theatre (2)

Survey of the history and repertoire of musical theatre and a study of the knowledge and skills required of the singer, actor, director, and producer of staged musical works. *Identical with TH 365. Prerequisite: Voice Performance major, Theatre Performance major, or permission*

Spring Odd Years

MU 380 Instrumental Pedagogy (2)

Exploration of common pedagogical principles for private wind, string or percussion instrumental instruction with a study of the methods and materials from most of the major publishers. Consideration of business management, marketing, and ethical issues confronting private studio teachers. *Prerequisite: one year of applied study*

Fall, Spring

MU 382 Piano Pedagogy (2)

Exploration of common pedagogical principles for private piano instruction with a study of the methods and materials from most of the major publishers. Consideration of business management, marketing, and ethical issues confronting private studio teachers. *Prerequisite: one year of applied study*

Spring

MU 385 Vocal Pedagogy (2)

A detailed study of the anatomy and physiology of the singing process, respiration and phonation, the classification of vocal fach, and a discussion of the various pedagogical approaches to the teaching of singing. Students will compile an annotated bibliography of 50 books and journals on teaching voice and an additional annotated bibliography of literature for the beginning singer in all fachs. *Prerequisite: one year of voice class or applied study*

Fall

MU 392 Church Music Administration (1)

Principles of structuring and developing a church music program including graded choirs, music filing, recruiting, working with pastors, and music education in the church. *Field observations required.*

Fall

MU 394 Hymnology, Liturgy, and Literature (3)

Exploration of the historical development of both hymn texts and music along with a detailed study of traditional liturgies and a comparison of liturgies as used in today's churches. Introducing students to the literature of all music periods which is appropriate for use by church choirs. Special emphasis on techniques for selection of music. Students will compile an annotated bibliography of sources for sacred choral literature. *Prerequisite: MU 110 and 115*

Spring

MU 481 Theology of Music in Worship (2)

This course will focus on the development of a personal philosophy with regard to the theology of music in worship. Students will research scripture for specific references to music as well as for principles related to music and worship. Assigned readings, papers, and dialogue will cover topics such as creation and creativity, music making, meaning in music, pluralism and diversity, musical quality and excellence, popular Christian music, and the practice of music in the worshipping and witnessing church.

Fall

MU 490 Independent Study (1-3)

A research project, usually culminating in a formal monograph related to the music major; recommended for seniors preparing to enter graduate school. *Prerequisite: consent*

Fall, Spring

MU 496 Internship in Church Music (3)

Semester-long observation and apprenticeship for the church music major. The department makes the assignment with an outstanding music director or minister of music in the area. *Prerequisite: completion of junior coursework in music*

Fall, Spring

MU 497 Internship in Music Business (12)

A semester-long fulltime apprenticeship for the music business program. Students intern with a music agency, such as a professional recording studio, a retail store or wholesale music or instrument distributor, an applied teaching studio, an instrument building or repair facility, or other commercial music enterprise. Students may also fulfill the internship requirement in the music business program by enrolling in The Contemporary Music Institute, an off-campus program sponsored by the Council of Christian Colleges and Universities. Applications for that program must be submitted in the spring of the year preceding the desired placement.

Fall, Spring

Courses in Music Education

MU 234 Elementary General Music Methods (3)

The study of the musical development of children ages 3-9 years as well as methods and materials for teaching general music in elementary school. Suzuki, Orff, Kodaly, Dalcroze, and Gordon educational systems will be studied in detail, and the student will become familiar with the basic vocabulary of each method, i.e. Kodaly hand-signals, Dalcroze eurhythmics movement, and Orff instruments, etc. Topics related to program administration and assessment of students' progress will be explored. *Field experience including work with special needs children required.* *Prerequisite: C or better in ED 236*

Spring

MU 325 Middle School Music Methods (3)

The study of the musical development of children and young adolescents ages 10-14 years as well as methods and materials for teaching general music, guitar class, piano class, beginning band, beginning choir, and exploratory music appreciation courses in middle school or junior high. *Field experience including work with special needs children required. Prerequisite: C or better in MU 234*

Fall

MU 427 Instrumental Methods and Communication (3)

The study of teaching instrumental music in the public schools, including pedagogy and materials for band, orchestra, and jazz band. Extensive work in communications includes the study of various learning styles and methods for reaching those learners, and producing polished written communications. Other topics include organizing booster organizations and planning and managing budgets. Students will complete a detailed written project outlining the establishment of a high school or middle school instrumental program, purchase of instruments, choice of literature, balance of instrumentation, publicity, and recruitment. *Field experience including work with special needs children required. Prerequisite: C or better in MU 234 and all junior music coursework*

Fall

MU 429 Choral Methods and Communication (3)

The study of teaching choral music in the public schools, including pedagogy and materials for mixed and same-sex traditional ensembles and show choirs. Using Don Collins' *Teaching Choral Music*, students will study Piaget and other theories of cognitive development and learning styles and practice methods of communication with each. This writing intensive course culminates in an extensive written project on the development of a high

school or middle school comprehensive choral program, including setting up a budget, purchasing equipment, choosing and purchasing uniforms, planning concert programs, publicity, and recruitment. *Field experience including work with special needs children required.*
Prerequisite: C or better in MU 234 and all junior music coursework

Fall

Courses in Applied Music

Private instruction, with emphasis on acquiring a functional knowledge of the language and grammar of music and developing instrumental technique and interpretive skills, is required for all music majors and minors. Private studio work includes a study of standard literature from all periods of music history. Bachelor of music students will receive 12 full-hour lessons per semester in their major instrument and are required to practice one hour per day for each credit hour of applied instruction. Applied students must also attend a weekly area lab, participate in formal and informal recitals and the ensemble appropriate to their instrument, and attend a specified number of concerts and recitals for which they are asked to write critical reviews. Music majors may also register for private instruction on a minor instrument, usually a half-hour lesson per week for 1 credit hour.

Only students who are music majors or minors or who have permission from the music department may register for private music lessons. If room is available in the studio teacher's schedule, non-majors may audition for the music faculty for permission to study applied music. Preference is given to theatre and educational ministries majors.

Bachelor of arts students taking applied music designated for 1 credit meet for twelve half-hour lessons per semester. Students taking private lessons pay an applied lesson fee in addition to regular tuition. The fee amount is determined by whether the student is taking a half-hour or full-hour lesson. **No refund of lesson fees is made once arrangements have been made with the instructor.**

Class applied instruction is offered every semester in piano, voice, and guitar; and these classes are open to all HC students regardless of major.

Students pursuing music performance or music education programs who have minimal piano background will normally enroll in Class Piano I-IV, MU A01-04, for their first four semesters of piano study, after which they will be expected to pass a piano proficiency exam and may elect private lessons. Study emphases for non-keyboard music majors and minors are functional keyboard skills rather than repertoire.

Bachelor of music degree students will normally enroll in Class Voice I and II, MU A06 and 07 in the freshman year and in Class Guitar I and II, MU A08 and 09 in the sophomore year. Applied Instruction, MU A10-MU A29, is taken for 2 credits in the primary applied area and 1 in the minor

area during the freshman and sophomore years, after which the student is required to pass an upper divisional qualifying exam. Upon passing the exam, students register in upper division applied instruction, MU A30- MU A49, for 2 to 4 credits.

Students in music education programs register for 2-credit lessons for three semesters, culminating in a twenty-five minute recital. Students completing the music performance program must register for upper division applied lessons for four semesters, culminating in an hour recital. All students registered for applied lessons (MU A10 to A49) must also register for applied music lab (MUALAB).

MU A01 Class Piano I – Beginning Level one	(1)
MU A02 Class Piano II – Beginning Level two	(1)
MU A03 Class Piano III – Intermediate Level one	(1)
MU A04 Class Piano IV – Intermediate Level two	(1)
MU A05 Class Piano M – Multi-level (with permission only)	(1)
MU A06 Class Voice I – Beginning	(1)
MU A07 Class Voice II – Intermediate	(1)
MU A08 Class Guitar I – Beginning	(1)
MU A09 Class Guitar II – Intermediate	(1)
MU A10 Applied Voice	(1,2)
MU A11 Applied Piano	(1,2)
MU A12 Applied Organ	(1,2)
MU A13 Applied Guitar	(1,2)
MU A14 Applied Violin	(1,2)
MU A15 Applied Viola	(1,2)
MU A16 Applied Cello	(1,2)
MU A17 Applied Double Bass	(1,2)
MU A18 Applied Flute	(1,2)
MU A19 Applied Oboe	(1,2)
MU A20 Applied Clarinet	(1,2)
MU A21 Applied Bassoon	(1,2)
MU A22 Applied Saxophone	(1,2)
MU A23 Applied Trumpet	(1,2)
MU A24 Applied French Horn	(1,2)
MU A25 Applied Trombone	(1,2)
MU A26 Applied Euphonium	(1,2)
MU A27 Applied Tuba	(1,2)
MU A28 Applied Percussion	(1,2)
MU A29 Applied Composition	(1,2)
MU A30 Upper Division Voice	(2,4)
MU A31 Upper Division Piano	(2,4)
MU A32 Upper Division Organ	(2,4)
MU A33 Upper Division Guitar	(2,4)
MU A34 Upper Division Violin	(2,4)
MU A35 Upper Division Viola	(2,4)
MU A36 Upper Division Cello	(2,4)
MU A37 Upper Division Double Bass	(2,4)
MU A38 Upper Division Flute	(2,4)
MU A39 Upper Division Oboe	(2,4)
MU A40 Upper Division Clarinet	(2,4)
MU A41 Upper Division Bassoon	(2,4)
MU A42 Upper Division Saxophone	(2,4)
MU A43 Upper Division Trumpet	(2,4)
MU A44 Upper Division French Horn	(2,4)
MU A45 Upper Division Trombone	(2,4)
MU A46 Upper Division Euphonium	(2,4)
MU A47 Upper Division Tuba	(2,4)
MU A48 Upper Division Percussion	(2,4)
MU A49 Upper Division Composition	(2,4)
MU ALAB Applied Music Lab	(0)

Music Ensembles

Participation in music ensembles will enhance a functional knowledge of the language and grammar of music. Ensembles are open to any student, regardless of major, and credits earned by participation in an ensemble will apply toward the general education Core requirement of two hours of applied creative arts. Students may register in an ensemble for 0 credit only with permission of the department. Students registered for 0 credit will receive grades which are posted on the official transcript but do not affect the grade point average.

MU P11 Women's Chorale (0,1)

An auditioned ensemble for women, specializing in music for treble voices in a variety of styles from classical and folk to popular and contemporary Christian. A high performance expectation and some touring. Meets 3 hours per week. *Membership by audition.*

Fall, Spring

MU P12 Concert Choir (0,1)

Students are chosen for this 16 to 36 voice mixed ensemble by a rigorous audition process. This group is the premier performing group for Huntington College and tours extensively both nationally and internationally. Repertoire includes major choral literature, early music, and contemporary works for small ensemble. *Membership by audition.*

Fall, Spring

MU P13 Worship Ensemble (0,1)

Small music and worship ministry ensemble in which students work with a faculty member in worship planning and music performance. Extensive traveling with at least ten weekend performances per semester. *Students are expected to make a one-year commitment. Summer retreat required. Auditions are held in the spring for the following year. Membership by audition.*

Fall, Spring

MU P20 Wind Ensemble (0,1)

For wind, brass, and percussion performers, the wind ensemble performs standard band literature and provides on- and off-campus performances. *May include musicians from the community in addition to students and faculty. Membership by audition.*

Fall, Spring

MU P21 Chamber Orchestra (0,1)

The chamber orchestra is open to all string players by audition and performs standard chamber string literature. The chamber strings occasionally join with wind players from the Wind Ensemble to perform standard orchestral literature. Meets two hours per week. Usually includes one or two performances per semester. *May include musicians from the community in addition to students and faculty. Membership by audition.*

Fall, Spring

MU P22 Jazz Ensemble (0,1)

Group of instrumentalists who perform in various jazz styles. Jazz improvisation is taught as a part of the ensemble. Meets 2 hours per week. Most performances are held on campus. *Membership by audition.*

Fall, Spring

MU P23 Handbell Choir (0,1)

A variety of literature is performed on two to four octaves of Schulmerich handbells. Usually includes one or two performances per semester, both on and off campus. *Meets twice weekly. Prerequisite: Ability to read music.*

Fall, Spring

MU P24 Chamber Ensemble (0,1)

Various ensembles, such as brass quintet, string quartet, and woodwind quintet, perform standard literature. Ensembles are formed as needed. *Membership by audition.*

Fall, Spring

MU P30 Opera/Musical Theatre Workshop (0,1)

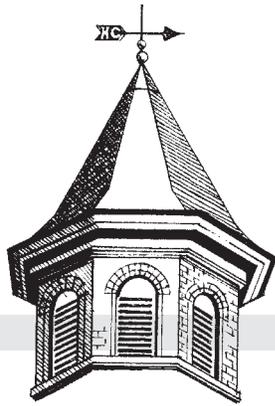
An acting, singing, and stage movement workshop culminating in scenes for performance from musical theatre, operetta, and opera. *Membership by audition.*

Fall, Spring

MU P31 Accompanying Seminar (0,1)

A weekly workshop seminar where accompanists work with soloists and are coached by the accompanying coordinator to polish ensemble for chamber music performances.





DEPARTMENT OF PHILOSOPHY

David Woodruff, John Sanders, William Hasker

The philosophy department offers courses that enable students to grapple with the major issues confronting today's society in the light of the history of philosophical thought, the methods of philosophical analysis, and the Christian world and life view. The major in philosophy is appropriate for students looking forward to professional training or employment in fields that emphasize clarity in detailed analysis. It is particularly appropriate for students interested in such areas as law and theology, as well as those aspiring to a teaching career in philosophy. There are numerous options for combining a major in philosophy with majors in other disciplines.

Students selecting **philosophy** as a **major** for the **bachelor of arts** degree will complete thirty-six hours including PL 240, 260, 311, 321, 420 and nine additional hours in philosophy, with the remaining hours selected from additional philosophy courses; BR 331, 421; EN 441, 481; HS 311, 322, 411 and 432.

The **minor in philosophy** requires twenty-three hours in philosophy including PL 240, 260, and two from 311, 321 and 420.

Courses in Philosophy

PL 220 Introduction to Philosophy (3)

An approach to philosophy by the reading and discussion of classical and contemporary essays dealing with selected problems. Topics considered will include theory of knowledge, metaphysics, ethics and philosophy of religion.

Fall, Spring

PL 240 Logic (3)

The study of logic as a tool of exact reasoning. Major emphasis will be placed on modern deductive logic and its applications, with some consideration of traditional syllogistic logic and of induction.

Fall Odd Years

PL 260 Ethics (3)

A consideration of various problems in philosophical ethics on the basis of historical and contemporary readings, with an attempt to establish a philosophical framework for moral decision-making. Certain topics in Christian ethics will also be discussed.

Spring Odd Years

PL 311 History of Ancient and Medieval Philosophy (4)

The history of philosophy from the Greeks to the close of the Middle Ages, with major emphasis on Plato, Aristotle, Augustine and Aquinas. *Prerequisite: PL 220 or 260 or consent*

Fall Odd Years

PL 321 History of Modern Philosophy (4)

A study of the major philosophers from the Renaissance through the nineteenth century, with a survey of twentieth-century developments. *Prerequisite: PL 220 or 260 or consent*

Spring Even Years

PL 331 Philosophical Topics (3)

A detailed examination of a selected philosophical subject, problem, historical movement or individual philosopher. *May be repeated for credit in different topics.*

Prerequisite: Consent

Offered on sufficient demand

PL 331pt Philosophical Theology provides an advanced study of what philosophers and theologians have said about the nature of God. The course includes a discussion of the historical development of the "God" concept from the pre-Socratics through its apex in classical theism to the critique of this concept in modern atheism. The tools of contemporary analytic philosophy will be utilized to examine specific attributes of God.

Identical with BR 333pt. Prerequisite: One course in Bible and PL 220

PL 331ep Epistemology provides a systematic study of the theory of knowledge. Primary attention will be given to recent developments focusing on the Internalism/Externalism debate, attempts to solve the Gettier problem, and theories such as Coherentism and Reliabilism.

PL 331mp Metaphysics includes a study of the fundamental things that make up reality and how our basic concepts of substance and identity play a role in shaping our theories. Historical attempts to clarify the basic categories of reality will supplement an examination of issues such as the nature of numbers, propositions, and truth.

PL 420 Twentieth Century Philosophy (4)

The reading and analysis of representative works from the major schools of twentieth century philosophy, including pragmatism, logical positivism and analytic philosophy, phenomenology and existentialism.

Prerequisite: PL 220 or 260 or consent

Fall Even Years

PL 440 Religion and Scientific Thought (3)

Study of the nature of scientific thought and scientific method; consideration of historical and contemporary views concerning the relationship between science and religion; and of current issues resulting from the interaction of modern science and the Christian worldview. *Identical with BR 440. Prerequisite: PL 220 or 260 or consent*

Fall Even Years

PL 460 Philosophy of Religion (3)

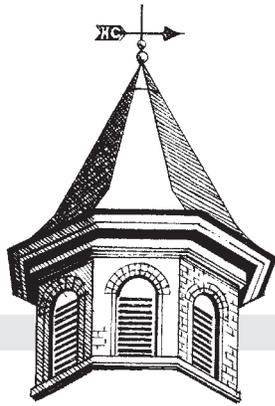
A consideration of various attempts to provide a philosophical formulation and defense of the basic tenets of the theistic worldview, with particular attention to recent analytic philosophy. *Identical with BR 460. Prerequisite: PL 220 or 260 or consent*

Spring Even Years

PL 490 Independent Study (1-4)

The study of a problem, a research paper or a project related to the philosophy major. *Prerequisite: Consent*
Fall, Spring





DEPARTMENT OF PHYSICAL EDUCATION, EXERCISE SCIENCE AND RECREATION

Patricia Zezula, Paul Smith, Connie Updike, Kevin Vanden Akker

The physical education, exercise science and recreation department offers programs in exercise science, physical education, and recreation management for students wishing to pursue graduate education in exercise science, physical education or recreation, to teach physical education, or to pursue a professional career in exercise science or recreation management.

Programs in exercise science provide opportunity for students to provide fitness-related service and to be prepared for graduate study in exercise research and other exercise science-related careers.

Programs in recreation management prepare students for service in community and commercial recreation, therapeutic recreation, or outdoor recreation.

College minors may be obtained in coaching, health and safety, physical education, and in recreation.

Students who choose **exercise science** as a major for the **bachelor of science** degree will complete EX 226, 261, 265, 311, 316, 321, 329, 395, 443, and 495; PE 251 and 351; BI 161/L, 231/L, 271; and courses to complete one of the following concentrations. Students choosing the **pre-professional concentration** will take BI 342/L; CH 161/L and 162/L, PH 211/L and 212/L; and PY461. Students choosing the **personal and community fitness concentration** complete AC 241; BA 252; RC 111, 211, and 221; PY 351 and 3 hours in a psychology course numbered 200 or above.

Students wishing to be **licensed in Indiana in physical education and health for middle and high school levels** complete a major program consisting of PE 211, 221, 241, 251, 272, 281, 311, 321, 351, 361, 371, 442, and 443; BI 231/L and 271; SO 223; and RC 331 and 341. BI 111/L is taken as prerequisite to BI 231/L. Passing of a swimming test is required. Refer to the education department for professional education courses required for middle and high school licensing.

Students wishing to be **licensed in Indiana in physical education and health for kindergarten through grade twelve** complete an all-grade major consisting of PE 211, 221, 231, 241, 251, 272, 281, 311, 321, 351, 361, 371, 442, and 443; BI 231/L and 271; SO 223; RC 331 and 341. BI 111/L is taken as

prerequisite to BI 231/L. Passing of a swimming test is required. Refer to the education department for professional education courses required for all-grade licensing.

A college **minor in coaching** requires PE 226, 311, 321, 395 (1 credit); three sections of PE 431; and BI 231/L.

A college **minor in health and safety** requires BI 111/L or BI 161/L; BI 231/L and 271; CH 111/L or CH 121/L; PE 251 and 351; SO 111 and 223.

A college **minor in physical education** requires PE 211, 221, 281, 311, 321, 371; and 226 or 251; BI 231/L; and either PE 241 or two sections of PE 431 or PE 272.

A preparatory program in the field of **athletic training** is offered for those interested in pursuing entry-level athletic training graduate programs. Recommended courses include PE 251, EX/PE 226, 311, 321, 336 and BI 231/L. Supplemental courses include PE 351, BI 271, and PY 211.

All physical education, exercise science and recreation majors must pass a **swimming** test or complete PE 111/121 swimming activity. Students are strongly urged to complete American Red Cross certification in lifeguard training and water safety.

Courses in Exercise Science

EX 226 Athletic Training (2)

Prevention, recognition and treatment of athletic injuries are covered in this course. In addition, taping techniques are included. *Identical with PE 226. Prerequisite: BI 231*

Fall Odd Years

EX 261 Foundations of Exercise Science (3)

Exploration of the discipline of exercise science, including its history and projected future, contribution to society, professional organizations, certifications, management and marketing concerns, professional issues, and initial investigations into the exercise science subdisciplines.

Spring

EX 265 Exercise Prescription (3)

An investigation into prescribing exercise to non-adapted persons. Particular emphasis is given to personal assessment, exercise modes, and programs interrelating duration, intensity and frequency of exercise.

Fall Odd Years

EX 311 Kinesiology (3)

This course emphasizes the application of concepts of human anatomy and physical law to the study of human movement and skill analysis. *Identical with PE 311.*
Prerequisite: BI 231/L

Fall Even Years

EX 316 Exercise Leadership (3)

An interactive classroom-field experience in leading fitness groups. Field time is spent leading campus fitness groups. Class time is given to leading techniques and to debriefing the field experience on a concurrent basis.
Prerequisite: EX 265

Spring Even Years

EX 321 Physiology of Exercise (3)

This course explores the principles of exercise physiology and their application to physical exercise, motor development, coaching and teaching. *Identical with PE 321.*
Prerequisite: BI 231/L

Spring Odd Years

EX 329 Laboratory Testing in Exercise Science(2)

Laboratory procedures and techniques in the measurement of human physical characteristics and performance. Measurements of flexibility, muscular strength, muscular endurance, cardiovascular endurance, body composition, and lipid profile are included. *Two laboratory periods per week. Prerequisite: EX 321 or concurrently*

Spring Odd Years

EX 336 Advanced Athletic Training (3)

This course emphasizes the application of rehabilitative procedures for various injuries, preventive taping, bracing and conditioning. Considerable class time will be given to use of evaluation and rehabilitative equipment such as the Cybex machine, ultra sound, diathermy, whirlpool, and free weights. *Identical with PE 336. Prerequisite: PE 226 or consent*

Spring Odd Years

EX 395 Practicum in Exercise Science (2)

A practice learning experience in the fitness profession providing the student with supervised observation of fitness professionals and the functioning of an organization through participation in its operations. *Prerequisite: EX 265 and 316 and consent*

Fall, Spring

EX 443 Evaluation in Physical Education and Exercise Science (2)

Evaluation principles and statistical interpretation of measuring devices in the physical education setting. Specific physical skill and fitness tests are included as well as activity-related knowledge exams. *Identical with PE 443*

Spring Even Years

EX 495 Internship (4)

A cooperative off-campus experience in an exercise-related organization through which curricular knowledge and skills may be actively applied. *Prerequisite: Senior major or consent*

Fall, Spring

Courses in Physical Education

PE 110 Introduction to Physical Wellness (1)

Topics will introduce the student to health related values of physical wellness, including physical fitness, nutrition and weight control, activity and heart disease, methods of

conditioning, relaxation and stress, and leisure time sports. *One lecture and one laboratory period per week. This course serves as a prerequisite to activity classes.*

Fall, Spring

PE 111-121 Physical Education Activities (1/2)

Various individual and team activities are available. Swimming is highly desirable for those not able to swim the length of the pool. Students enroll for a single activity at a time. Equipment is generally supplied except for clubs and rackets; fees are assessed for activities which involve non-College facilities. The HC Outback experience taken the summer before the freshman year may be taken for physical education credit. Varsity athletes may not take activity courses in their varsity sports. *Each activity meets two times a week for seven weeks. Prerequisite: PE 110 or consent*

Fall, Spring

PE 211 Team Sports I (2)

Development of teaching techniques, performance skills, and class application for physical educators in soccer, football and volleyball.

Fall Even Years

PE 221 Team Sports II (2)

Development of teaching techniques, performance skills and class application for physical educators in basketball, racquetball, track and field, and softball.

Spring Odd Years

PE 226 Athletic Training (2)

Prevention, recognition and treatment of athletic injuries are covered in this course. In addition, taping techniques are included. *Identical with EX 226. Prerequisite: BI 231*

Fall Odd Years

PE 231 Physical Education in the Elementary School (3)

Study of games, rhythms, stunts and other activities that are age appropriate for the school curriculum. Emphasis is placed on characteristics of children at all age levels. Course includes observation and practical experiences for planning and teaching a program to meet the needs and capabilities of students.

Fall, Spring

PE 241 Recreational Sports (3)

The fundamentals, rules and techniques of leisure time and individual sports are discussed and practiced. Sports include tennis, archery, golf, badminton and bowling. *One lecture and two laboratory periods per week.*

Spring

PE 251 First Aid and Emergency Procedures (2)

A practical course for teachers dealing with principles of first aid and emergency procedures. Emphasis is on school safety education and prevention of accidents. Adult CPR is included.

Spring Odd Years

PE 272 Tumbling and Gymnastics (2)

Development of skills, techniques, and safety procedures in tumbling and gymnastics, including a survey of rules and routines. *Two laboratory periods per week.*

Fall Even Years

PE 281 History and Principles of Physical Education (3)

History and philosophy of physical education with underlying principles of the modern physical education program.

Spring

PE 311 Kinesiology (3)

This course emphasizes the application of concepts of human anatomy and physical law to the study of human movement and skill analysis. *Identical with EX 311.*

Prerequisite: BI 231/L

Fall Even Years

PE 321 Physiology of Exercise (3)

This course explores the principles of exercise physiology and their application to physical exercise, motor development, coaching and teaching. *Identical with EX 321.*

Prerequisite: BI 231/L

Spring Odd Years

PE 336 Advanced Athletic Training (3)

This course emphasizes the application of rehabilitative procedures for various injuries, preventive taping, bracing and conditioning. Considerable class time will be given to use of evaluation and rehabilitative equipment such as the Cybex machine, ultra sound, diathermy, whirlpool, and free weights. *Identical with EX 336. Prerequisite: PE 226*

Spring Odd Years

PE 351 School and Community Health (3)

A study and exploration of the problems, aims and objectives of school and community health. Topics covered include nutrition and drug abuse. A survey of programs, procedures and coordination of school and community health programs.

Fall Odd Years

PE 361 Adapted Physical Education (2)

Physical education methods with the atypical child. An overview of the characteristics of handicapped students, the educational implications, and teaching techniques for an integrated physical education program.

Spring Even Years

PE 371 Rhythmics (3)

Basic elements of rhythmics and related movements in group and musical games, with emphasis on folk and square dance.

Fall Odd Years

PE 395 Practicum in Coaching (1-3)

A practice learning experience in the coaching profession providing the student with supervised observation of coaching professionals. *Prerequisite: PE 226, 241, and one section of PE 431 and consent*

Fall, Spring

PE 431 Coaching of Team Sports (2 ea)

Students will explore management and organizational skills, along with principles of coaching, ethics of coaching, systems of play, strategies, survey of rules and the place of athletics in the educational setting.

<i>Wrestling</i>	<i>Fall Even Years</i>
<i>Soccer</i>	<i>Fall Odd Years</i>
<i>Football</i>	<i>Fall Even Years</i>
<i>Volleyball</i>	<i>Fall Odd Years</i>
<i>Baseball</i>	<i>Spring Odd Years</i>
<i>Basketball</i>	<i>Spring Even Years</i>
<i>Softball</i>	<i>Spring Odd Years</i>
<i>Track</i>	<i>Spring Even Years</i>

PE 442 Organization and Administration of Physical Education (2)

Development, organization, planning and administration of the scholastic physical education program.

Spring Even Years

PE 443 Evaluation in Physical Education and Exercise Science (2)

Evaluation principles and statistical interpretation of measuring devices in the physical education setting. Specific physical skill and fitness tests are included as well as activity-related knowledge exams. *Identical with EX 443*

Spring Even Years

PE 490 Independent Study (1-4)

The study of a problem, a research paper or a project related to the physical education major. *Prerequisite: Consent*

Consent

Fall, Spring

Program in Recreation Management

Students majoring in recreation management prepare for service in community and commercial recreation, therapeutic recreation, or outdoor recreation. Students may qualify for National Council for Therapeutic Recreation **certification in therapeutic recreation** by completing the designated courses in RC 371, 372, 381, and field placement in therapeutic recreation.

Students wishing to **major in recreation management** for the **bachelor of science** degree will complete forty-five hours including RC 111, 211, 221, 251, 252, 331, 341, 371, 39x (or 496 in therapeutic recreation), 411, 461 and 495; PE 241 and 251; BA 252; and electives from RC 236, 253, 261, 305, 372, 381, and 416; PE 211, 221, 226, 272, 361, 371, and 443; BA 151 and 351; ED 232 and 386; EX 265 and 316; ES 211/L; BI 261/L and 422/L; SO 223 and 333; to total 45 hours. The electives and practicum may be selected so as to emphasize either outdoor recreation, therapeutic recreation, or community and commercial recreation. See the department for recommended electives from the above list.

Students wishing to **minor in recreation management** will complete RC 111, 211, 251, 252, 331, 411, and 39x; and electives from RC 221 and 461; PE 241; and BA 252 to total 24 hours.

All recreation, exercise science, and physical education majors must pass a **swimming** test or complete PE 111/121 swimming activity. Students are strongly urged to complete American Red Cross certification in life guard training and water safety.

Courses in Recreation Management

RC 111 Foundations of Recreation Management (3)

The foundation for the study of leisure and organizations delivering leisure services, contemporary issues and concepts delivering leisure, and the role of the professional in delivering leisure services are introduced.

Fall

RC 211 Community Recreation and Youth Agencies (3)

The development and function of community organizations and their interrelationships, especially those which serve youth and programming for their needs, and fundraising techniques for public agencies are studied. *Prerequisite: RC 111*

Fall Even Years

RC 221 Private and Commercial Recreation (3)

Private sector recreation in corporations and in camps and sports clubs is examined. Equipping and managing recreation facilities are studied. *Prerequisite: RC 111*

Spring

RC 236 Camp Administration (2)

Program planning and administration for various types of camps and the development of skills required for effective camp leadership are provided. *Prerequisite: RC 111*

Fall Odd Years

RC 251 Arts and Crafts (2)

Development of skills in recreational arts and crafts using a variety of media including indigenous materials. Techniques and materials appropriate for ages pre-school to adult are included. *Two studio periods per week. Identical with AR 251*

Fall

RC 252 Social Recreation (2)

This course emphasizes the development of leadership skills through an interactive classroom-field experience using group dynamic techniques, individual and group games, dramatics, music and the New Games movement.

Spring Even Years

RC 253 Creative Dramatics (2)

A study of the techniques of improvisational dramatics including physical, social and psychological exercises. Special attention will be given to ways of expressing ideas and emotions and to the use of original dramatizations as teaching tools. *Identical with TH 253.*

Fall Even Years

RC 261 Children's Theatre (2)

Children's dramatic literature will be studied and performed with particular emphasis on staging theatrical productions with children and for young audiences. *Identical with TH 261.*

Spring Odd Years

RC 305 Challenge Education Leadership—Ropes Course (2)

Introduction to the theory and application of low and high ropes challenge course activities for the purpose of developing leadership and team-building skills. Topics include technical setup of the course, course design, maintenance, safety standards, liability factors, and facilitation skills. *Participants must complete medical questionnaire and informed consent forms. Prerequisite: Junior standing or consent*

Fall, Spring

RC 331 Outdoor Recreation and Campcraft Skills (3)

Techniques and resources for camping, hiking, and backpacking, and outdoor observations of wildlife and nature are covered. *Prerequisite: RC 111*

Spring Odd Years

RC 341 Aquatic Recreation and Skills (2)

Programming and skill development in the aquatic environment is introduced through the exploration of the waterfront, pool management and those recreational activities found in the aquatic environment. Safety in the aquatic environment is emphasized. *Prerequisite: RC 111*

Fall Even Years

RC 371 Professional Foundations of Recreation Therapy (3)

An orientation to therapeutic recreation and a conceptual

framework useful in understanding the process of becoming a therapeutic recreation specialist. *Prerequisite: RC 111*

Fall Odd Years

RC 372 Practices in Therapeutic Recreation (3)

Emphasis on leadership and intervention techniques with methods of assessment of client needs, activity analysis, and therapeutic use of recreation activity. *Prerequisite: RC 111*

Fall Even Years

RC 381 Recreation and the Aging Process (3)

Developmental changes that occur in the senior adult, concepts of modified and adapted programming, senior adult leisure service settings and contemporary issues facing the senior adult are emphasized. *Prerequisite: RC 111*

Spring Odd Years

RC 391 Practicum in Community Recreation (2)**RC 392 Practicum in Commercial Recreation (2)****RC 393 Practicum in Therapeutic Recreation (2)****RC 394 Practicum in Outdoor Recreation (2)**

Practicum in some aspect of recreation designed to give student practical directed experience. Up to two practicums may be included in major. *Prerequisite: Courses in practicum area and permission*

Fall, Spring

RC 411 Recreation Administration and Programming (3)

Planning, organizing and evaluating recreation programs. Principles of personnel management, budgeting, private fund-raising and leadership are introduced. *Prerequisite: BA 252 or concurrently*

Fall

RC 416 Grant Proposal Writing and Fundraising (2)

Principles of successful fundraising and proposal writing in the preparation of grant proposals, and ethical accounting principles for reporting expenses. *Prerequisite: RC 411*

Spring Even Years

RC 461 Issues in Recreation (3)

An examination of social and legal issues which impact the field of recreation. Interpretation of state and federal legislation which apply to recreation programs. Senior writing project. *Prerequisite: Senior major*

Spring

RC 462 Issues in Therapeutic Recreation (3)

Clinical issues, contemporary problems, and current trends in therapeutic recreation. *Prerequisite: Senior major*

Spring

RC 495 Internship (2-4)

A directed, cooperative off-campus experience applying knowledge and skills gained in the classroom in an organization which provides leisure services. *Prerequisite: Junior or senior major*

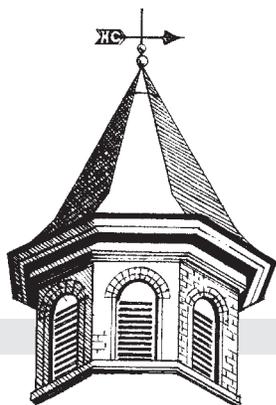
Fall, Spring

RC 496 Field Placement in Therapeutic Recreation (12)

The student will complete a fifteen week field placement experience in a clinical, residential, or community-based therapeutic recreation program under supervision of an NCTRAC certified therapeutic recreation specialist (CTRS).

Prerequisite: RC 371, 372, 381 and senior standing

Fall, Spring



DEPARTMENT OF PHYSICS AND SPACE SCIENCE

Gerald Smith

Physics is the most basic of the natural sciences. Its domain includes the study of the smallest fundamental particles of nature and the largest aggregations of galaxies in the universe. It is a study of forces and conservation principles. The language of physics is mathematics, and the deepest understanding and the most elegant expressions of physics are communicated symbolically through mathematics.

Students interested in the study of physics may take courses in support of their major program or complete a designated sequence leading to a minor. Students desiring a **college minor** in physics complete PH 211/L, 212/L, 321, 323; two from 261, 271, and 421; and CH 361 or MA 371, to total twenty-two hours.

Students interested in teaching physics at the high school or middle school level in Indiana may complete the **physical science teacher licensing** program described in the Department of Chemistry. Students preparing to teach mathematics or life science are encouraged to complete a college minor in physics (or chemistry) to strengthen their license and give them greater employment options.

Students desiring to complete an **engineering program** are encouraged to take as much physics, chemistry and mathematics course work as possible prior to transferring to a university that offers the engineering program of interest. Recommended courses include PH 211-212, 261, 321, 323, 421; MA 171-172, 273, 371, 311, 471; and CH 161-162, 361-371.

Courses in Physics

PH 111 Physics and the Modern World (3)

The excitement of seeing the physics in the world around us makes this course appropriate for students majoring in humanities, social sciences and education. Principles studied in motion, light, and waves are from classical physics (conceptual rather than mathematical) but students will be introduced to ideas from twentieth-century relativity, quantum physics, and cosmology. *Must be taken concurrently with PH 111L.*

Fall, Spring

PH 111L Laboratory for Physics and the Modern World (1)

Physical observations and measurements in experiments that relate to topics in the lecture course are assigned,

some of which are done outside the laboratory as 'everyday world' physics. *Must be taken concurrently with PH 111.*

Fall, Spring

PH 211 Principles of Physics I (3)

The physical principles of motion of particles and interaction forces, equilibrium, work-energy, fluids, wave motion and sound are introduced using conceptual ideas and problem solving. Parallel mathematical derivations will introduce students to calculus formulations. *Must be taken concurrently with PH 211L. Prerequisite: College algebra-trigonometry or introductory calculus*

Fall

PH 211L Laboratory for Principles of Physics I (1)

Selected experiments in topics that parallel the lecture course in motion, equilibrium and sound using analog and digital electronic data acquisition with traditional equipment will introduce the student to methods of investigating scientific phenomena and communicating results. *Must be taken concurrently with PH 211.*

Fall

PH 212 Principles of Physics II (3)

The physical principles of thermodynamics, electromagnetic radiation and light, electricity and magnetism, relativity, quantum theory and nuclear physics are introduced using conceptual ideas and problem solving. Parallel mathematical derivations will introduce students to calculus formulations. *Must be taken concurrently with PH 212L. Prerequisite: PH 211 or consent*

Spring

PH 212L Laboratory for Principles of Physics II (1)

Selected experiments in topics that parallel the lecture course in heat, optics, electricity and magnetism, and radiation physics will continue the methods used for investigating scientific phenomena and communicating scientific findings. Students will be introduced to LabVIEW VI instruments. *Must be taken with PH 212.*

Spring

PH 261 Analog and Digital Electronics (2)

An introduction to electricity, electronic components, and digital electronic circuits will be covered. In the lab students will build analog and digital circuits that demonstrate these topics. *Course meets for one lecture and one 3-hour laboratory session.*

Spring Even Years

PH 271 Astronomy (3)

An introduction to the universe and concepts of our solar system, including origins of planets, stars and galax-

ies will be studied. Group observations of the evening sky will be part of the course. *Knowledge of algebra is assumed.*

Fall Even Years

PH 321 Modern Physics and Cosmology (3)

An historical development of atomic physics, quantum theory, particle models, relativity and cosmology will be studied. *Prerequisite: PH 212 and MA 172 or permission*
Spring Odd Years

PH 323 Nuclear and Radiation Physics (3)

An introduction to radiation and radioactivity, nuclear interactions and nuclear structure, fission and fusion, and particle accelerators will be studied. *Prerequisite: PH 212L and MA 172*

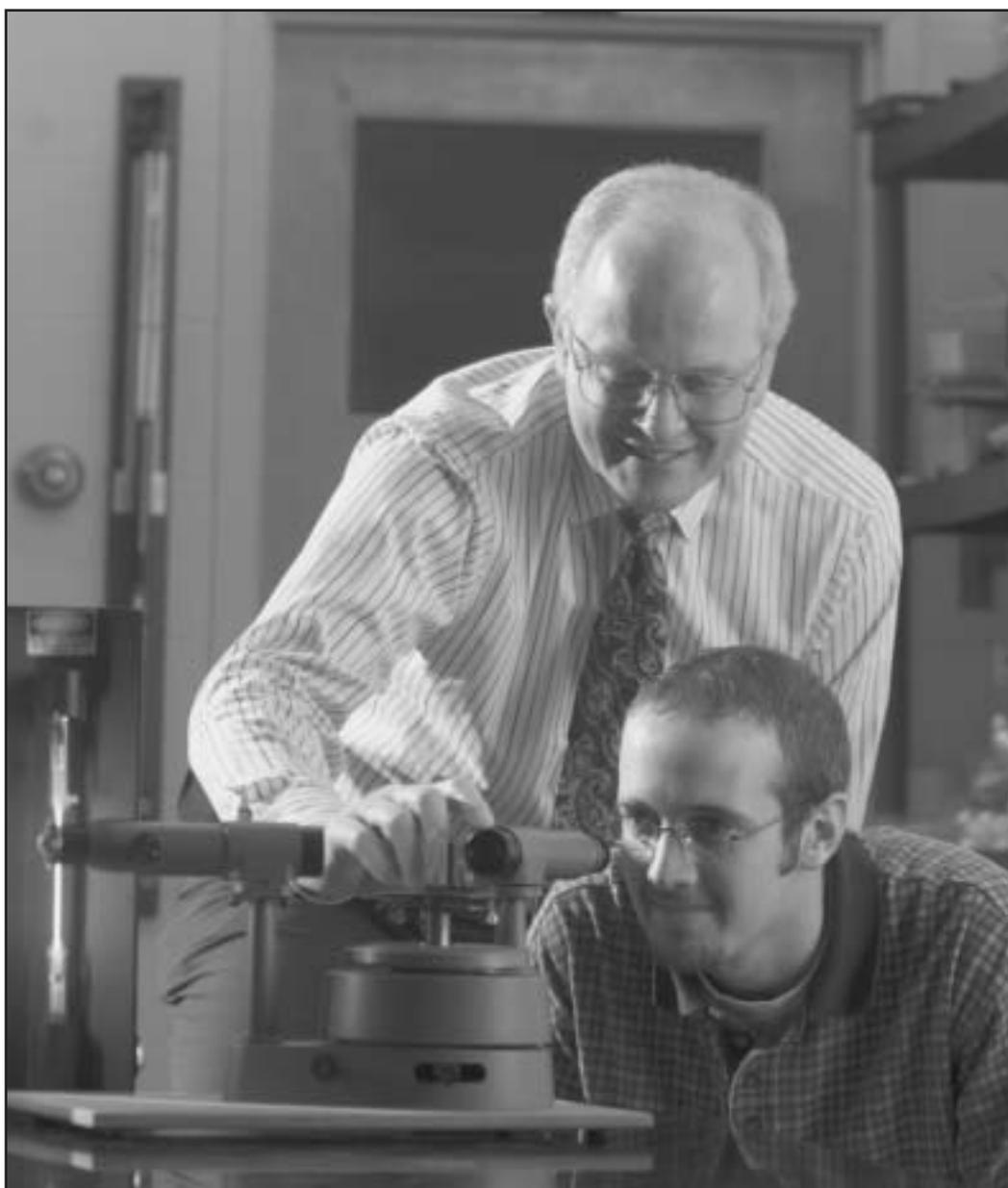
Fall Odd Years

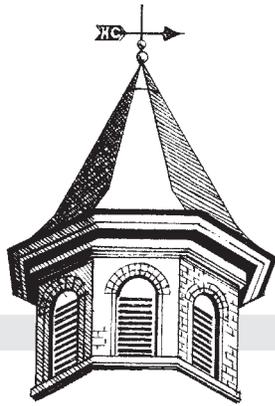
PH 421 Selected Topics in Theoretical Physics (2)

Directed studies on selected topics in space physics and cosmology, theoretical physics, and critical problems of 21st century physics. May be taken as a laboratory research project. *May be repeated for credit.*

Prerequisite: Permission

Individualized





DEPARTMENT OF PSYCHOLOGY

Steven Lee, Wayne Priest, Mary Ruthi

The psychology department seeks to provide a curriculum that stimulates the necessary knowledge base and skills for participation in a variety of fields open to the psychology major upon graduation. Three primary goals for majors in the program are to (a) create an appreciation for and understanding of the discipline of psychology and the complexity of human behavior, (b) foster critical thinking about the integration of the Christian faith with the discipline of psychology, and (c) provide preparation for graduate study or entry-level employment in a psychology-related field.

Students who choose **psychology** as a college major for the **bachelor of arts** degree complete PY 105, 111, 211 or 215, 321, 351, 375, 381, 382, and 485; MA 151; and fifteen additional hours in psychology.

The **psychology minor** consists of PY 111, 351, and 381; MA 151; and electives in psychology to total twenty-two hours.

For information about requirements for Indiana **teacher licensing in psychology**, refer to the section on social studies teacher licensing.

Courses in Psychology

PY 105 Orientation to the Psychology Major (0)

An introduction to becoming a psychology major that looks at the opportunities and expectations of the department. Topics include philosophy and goals of the department, student responsibilities and expectations, APA style, and career opportunities. *Graded S/U.*

Spring

PY 111 Introduction to Psychology (3)

A survey of the principles, methods and findings in various areas of psychology. Topics include development, socialization, personality, learning and motivation, physiology and psychopathology.

Fall, Spring

PY 211 Child and Adolescent Development (3)

This course focuses on development from conception through adolescence. Physical, cognitive, psychosocial and moral development during this period are covered. Special emphasis is placed on the dynamics of parent-child interaction and practical methods of enhancing the healthy growth of children. *Prerequisite: PY 111*

Fall

PY 215 Adult Development (3)

This course focuses on development dynamics from early adulthood through old age. Adult life stages are

examined in terms of physical, cognitive, moral, and psychosocial factors to gain understanding of the specific tasks and the potential problems involved in each of the developmental stages, both from an individual and a relational perspective. *Prerequisite: PY 111 and sophomore standing*

Spring Odd Years

PY 265 Human Sexuality (3)

This course examines the development and dynamics of human sexual functioning and behavior. Topics will include sexual physiology, sexual response, sex across the lifespan, gender roles, and sexual deviations. Sexuality will be studied in light of current social trends, ethical considerations, and Christian perspectives and values.

Prerequisite: PY 111

Spring Even Years

PY 315 History and Systems of Psychology (3)

This course will examine the historical development of the prevailing ideas and methodologies in contemporary psychology. Particular attention will be given to the tension between scientific and humanistic perspectives and the evolution of leading schools of psychological inquiry.

Prerequisite: PY 111 and sophomore standing

Spring Odd Years

PY 321 Interpersonal Relationships and Counseling (3)

This course examines the dynamics of effective interpersonal relationships and how those dynamics are applied within the counseling field. Topics include personal factors that influence relationships, verbal and non-verbal behavior, barriers to effective communication, and conflict, contextualized to basic counseling concepts and skills. Practical exercises and group work to develop those basic skills are an integral part of the course. *Prerequisite: PY 111*

Fall

PY 341 Religion and Behavioral Science (3)

This course considers issues relative to the integration of the behavioral sciences and Christianity, and the contributions of psychology and sociology to the understanding of religion. The influence of personality and social factors on religious behavior is considered. Topics include faith development, conversion, mysticism, cults, and religion and mental health. *Identical with SO 341. Prerequisite: One course in psychology or sociology*

Fall Even Years

PY 351 Social Psychology (3)

A study of how the thoughts, feelings and behavior of individuals are influenced by others. Topics include attitude formation and change, prejudice, conformity, leadership, interpersonal attraction, prosocial behavior and coop-

eration/competition. *Identical with SO 351. Prerequisite: PY 111 or SO 111 or SO 223 and junior standing*

Fall

PY 375 Brain and Behavior (3)

An introduction to the biological mechanisms and processes that underlie human behavior. Emphasis will be on how the central nervous system controls and affects individual neurons, sensory and motor systems, emotion and motivation, learning, memory, speech, development and aging, and abnormal behavior. Effects of brain injury and psychopharmacology. *Prerequisite: PY 111, BI 111, and sophomore standing*

Spring Even Years

PY 381 Introduction to Research Methods (3)

This course focuses on the analytical techniques used in behavioral science research. Topics include the anatomy of the experimental method, characteristics of variables, data analysis techniques, reliability and validity considerations, sources of experimental error, and ethical issues in research. Students will engage in data collection, analysis, and interpretation. *Identical with SO 381. Prerequisite: MA 151 and one course in psychology*

Fall

PY 382 Applied Research Methods (3)

This course focuses on the design, execution, and dissemination of behavioral science research. Topics include theory driven generation of hypotheses, literature review and data analysis techniques, operationalization of variables, implication of experimental results, and an introduction to APA style. Students will plan, conduct and defend a research project during the course. *Identical with SO 382. Prerequisite: PY 381*

Spring

PY 391 Psychological Testing (3)

An overview of the field of psychometrics. Principles and techniques of test selection, administration, and interpretation will be covered. Primary emphasis will be given to measures of intelligence, personality, and psychopathology. Methods of test construction and the ethics of testing will also be emphasized. Students will receive training in the use of a limited number of personality instruments. *Prerequisite: PY 381 and junior standing*

Fall Odd Years

PY 395 Practicum (1-3)

Involvement in a psychology-related field which allows the student to gain practical experience. An in-depth paper is required. *Prerequisite: Consent of instructor*

Fall, Spring

PY 411 Clinical and Counseling Psychology (3)

Designed for the student who intends to pursue a career in the psychotherapy field. A variety of psychotherapeutic approaches are examined in the light of Christian thought. Attention is given to understanding the dynamics of group counseling. Role-playing and videotaped counseling sessions are part of this course. *Prerequisite: Three courses in psychology, including PY 321, and junior standing*

Spring Even Years

PY 435 Motivation and Emotion (3)

An overview of motivational theories in historical context as well as an examination of primary and secondary motives. The second half of the course deals with the theories of emotion, facial expression, and the individual emotions. *Prerequisite: PY 111 or consent*

Spring Odd Years

PY 441 Theories of Personality (3)

An introduction to the psychological study of personality. Representative theorists from each of the major schools of thought are studied, including psychoanalytic, behavioral, and humanistic. *Prerequisite: Two courses in psychology and junior standing*

Fall Even Years

PY 461 Abnormal Psychology (3)

An examination of the symptoms, etiology, and treatment of abnormal behavior. Current diagnostic classifications are used as a conceptual framework. *Prerequisite: Junior standing and major in psychology, exercise science, or therapeutic recreation*

Fall Odd Years

PY 465 Theories of Learning (3)

A study of the dominant theories and research on psychological interpretations of the learning process. Topics will include human information processing, social learning, connectionism, behavior modification, and cognitive development. *Prerequisite: PY 111 or consent*

Spring Even Years

PY 485 Senior Seminar in Psychology (3)

The purpose of this course is to synthesize and review the various components of the psychology curriculum to which the student has been exposed. Students also contribute to the selection of additional course topics and conduct a scholarly research project on a topic of interest in psychology. *Prerequisite: Major in psychology and senior standing*

Spring

PY 490 Independent Study (1-4)

Advanced readings and study of some problems in psychology giving the student experience in the techniques of independent study. *Prerequisite: Consent*

Fall, Spring

PY 495 Internship (2-4)

Full-time involvement in a field situation of psychology maintaining close cooperation with the supervisory personnel in the field. An in-depth paper is required.

Prerequisite: Consent

Fall, Spring

Science Programs Leading To Teacher Licensing

Students seeking **teacher licensing in science** complete a program in **biology-life science education** or **chemistry-physical science education**. Refer to individual department listings for specific course requirements and to the Department of Education for specific education courses required for teacher licensing.

Students may also obtain teacher licensing in mathematics as described in the mathematics department.

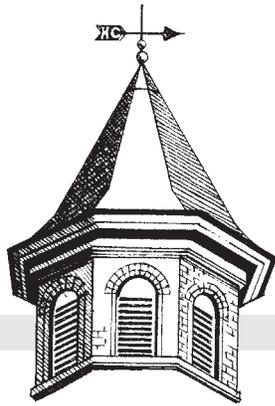
Social Studies Programs Leading To Teacher Licensing

The student preparing to teach **social studies** at the **middle school/junior high and high school levels** will complete a program of study in general education, a college major in history, additional content area courses required for teacher licensing, and professional education courses. This preparation emphasizes diversity of study and an appreciation for an interdisciplinary approach needed for successful teaching. The student is introduced to the basic concepts, approaches, and methodologies of the social sciences involved in his or her teaching areas as well as the interrelationships between disciplines.

Students who complete a **bachelor of science** degree in **history education** can be licensed in Indiana to teach **history, government, and geography** in a middle or high school setting. The program requires HS 125, 126, 211, 212, 222, 477, and 487; EB 211, ES 262/L; PS 111 or 181, and 324; nine additional hours in political science chosen from PS 355, 377, 444, 466, and approved January Term courses (which must include either PS 377 or 466); PY 111 and SO 111. To add a content concentration in **economics**, students also take EB 212 and one additional 300 or 400-level EB course. To add a content concentration in **psychology**, students also take PY 211 and six additional hours in psychology. To add a content concentration in **sociology**, students also take SO 292, 321 and three additional hours in sociology. Refer to the Department of Education for education courses required for teacher licensing.

A program leading to **middle grades licensing with a social studies content area** is also available and is described in the section for the Department of Education.





DEPARTMENT OF SOCIOLOGY

Mary Ruthi, Steven Lee, Wayne Priest

The study of sociology is intended to enhance one's understanding of human societies, including such aspects as social institutions, cultures, social problems and social change. Students who study sociology will be prepared for careers in the social service field as well as for graduate study in sociology.

Students who choose **sociology** as a major for the **bachelor of arts** degree complete SO 111, 381, 382, 481, 485, 490 or 495; MA 151; and twenty-one additional hours in sociology, which may include PY 321.

The **college minor in sociology** requires SO 111, 381; MA 151; and twelve additional hours in sociology.

For information about requirements for Indiana **teacher licensing in sociology**, refer to the section on social studies teacher licensing.

Courses in Sociology

SO 111 Principles of Sociology (3)

Basic concepts, theories, methods, and principles of sociology. Topics will include social institutions, the dynamics of change, and the diverse behavior of people in different parts of the world.

Fall, Spring

SO 223 Social Problems (3)

An analysis of the major social problems in contemporary society, with emphasis on their description, causes, and proposed solutions. Topics will include minority groups, health and medical care, employment, and crime and delinquency.

Fall Even Years

SO 292 Marriage and the Family (3)

A functional approach to the study of courtship, marriage, and the family based upon the substantive findings of the sociological approach in the field.

Spring

SO 311 Social Gerontology (3)

This course will explore the social aspects of aging. Role changes associated with aging, the impact of those changes, social responses to the elderly, and issues of death and dying will be considered. *Prerequisite: SO 111*

Fall Even Years

SO 321 Minority Groups (3)

The focus of this course is intergroup relations of a dominant-minority character. The majority-minority relations in many societies are examined with emphasis on American

patterns. The goal is to identify the universal behavior patterns and basic concepts in the study of majority-minority relations. *Prerequisite: SO 111*

Fall Odd Years

SO 333 Social Welfare Institutions (3)

A study of the functions and structure of the public and private human service institutions in American society, in relation to the social functioning of the individual in and with the greater society. *Prerequisite: SO 111*

Spring Odd Years

SO 341 Religion and Behavioral Science (3)

This course considers the contributions of psychology and sociology to the understanding of religion, which is studied both as an individual experience and as a social institution. The influence of personality factors and social variables on religious behavior will be considered. Topics will include stages of faith development; conversion; mysticism; charismatic experience; cults; and the influence of social class on religion. *Identical with PY 341. Prerequisite: one course in sociology*

Fall Even Years

SO 351 Social Psychology (3)

A study of how the thoughts, feelings and behavior of individuals are influenced by others. Topics include attitude formation and change, prejudice, conformity, leadership, interpersonal attraction, prosocial behavior and cooperation/competition. *Identical with PY 351. Prerequisite: PY 111 or SO 111 or SO 223 and junior standing*

Fall

SO 381 Introduction to Research Methods (3)

This course focuses on the analytical techniques used in behavioral science research. Topics include the anatomy of the experimental method, characteristics of variables, data analysis techniques, reliability and validity considerations, sources of experimental error, and ethical issues in research. Students will engage in data collection, analysis, and interpretation. *Identical with PY 381. Prerequisite: MA 151 and one course in sociology*

Fall

SO 382 Applied Research Methods (3)

This course focuses on the design, execution, and dissemination of behavioral science research. Topics include theory driven generation of hypotheses, literature review and data analysis techniques, operationalization of variables, implication of experimental results, and an introduction to APA style. Students will plan, conduct and defend a research project during the course. *Identical with PY 382. Prerequisite: SO 381*

Spring

SO 413 The City (3)

This course examines the structure, functions, processes and change involved in rural and urban communities. The changing ecological patterns of communities are examined in conjunction with problems of urbanization. *Identical with EB 413. Prerequisite: SO 111*

Fall Odd Years

SO 421 Population Studies (3)

This course will examine the trends and changes in world population, its composition and distribution, population movements, issues involving quality of life, and approaches used by various nations in dealing with population problems. *Identical with EB 421. Prerequisite: SO 111*

Spring Even Years

SO 444 Crime and Delinquency (3)

A study of criminal behavior: its causes, consequences, identification, prevention, and control. Emphasis will be given to juvenile delinquency as well as to crimes committed by adults. Field trips to institutions involved in dealing with crime will be included in the course. *Prerequisite: SO 111*

Fall Even Years

SO 481 Seminar in Sociology (3)

This course is aimed at summarizing and integrating the material learned in the sociology major. Trends and developments in the field will be discussed. Each student will prepare a major research paper dealing with a topic of interest. *Prerequisite: Sociology major and junior standing*

Spring Even Years

SO 485 Sociological Theory (3)

The focus of this course is on the development of sociological theory from the founding of sociology as a discipline until the present time. Current trends and issues in sociological theory will be considered in some detail. *Prerequisite: SO 111*

Spring Odd Years

SO 490 Independent Study (1-4)

The study of a problem, a research paper or a project related to the sociology major. *Prerequisite: Consent*

Fall, Spring

SO 495 Internship (2-4)

Full-time involvement in a field situation of sociology or social work maintaining close cooperation with the supervisory personnel in the selected field. An in-depth paper will be submitted. *Prerequisite: Consent*

Fall, Spring

Spanish Courses - See Department of Foreign Languages**Speech Courses** - See Department of Communication**Student Services Courses****SS 101 College Success Seminar** (1)

An introduction to the academic environment and to skills for life-long learning. Students will consider self-motivation and self-discipline in the context of the Christian community. Methods of classroom and textbook study for college coursework will be examined. In addition to regular tutoring sessions, two course meetings per week will be scheduled during the first ten weeks of the semester. *Prerequisite: Permission or admission on limited load*

Fall, Spring

SS 102 Academic Support Seminar (0)

Study skills and managing time are stressed along with an orientation to services available. Practical emphasis on applying study techniques, primarily individualized. *Prerequisite: Permission or academic probation*

Fall, Spring

SS 111 College Life (1/2)

Small groups meet for discussion and mutual support with an advising team of a faculty member and an upper level student during orientation. For freshmen, this group also meets as a class throughout the fall semester. The emphasis of the class is the integration of faith and learning. Issues such as identity, diversity, freedom, etc. will be addressed.

Fall

SS 113 Exploration: Career and Life Planning (1)

This class provides opportunity for students who are undecided about major or career to discover their skills, abilities, interests and values. Students will conduct a personal assessment before beginning career exploration. Open to all students but targeted to undecided majors. *Course meets twice a week.*

Spring

SS 201 Student Leadership Seminar (1)

A focus on leadership theory and practice as it relates to the role of the resident assistant (RA) and campus ministry coordinator (CMC). Emphasis will be placed on leadership styles, biblical principles of leading and following, and group process and dynamics. *Prerequisite: Limited to students who have been selected as RA's and CMC's*

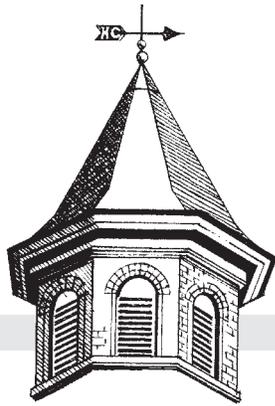
Spring

SS 331 Job Search Techniques (1)

This course focuses on the principles of a thorough job search. Topics include networking, understanding your call or vocation, and developing sales and research skills. *Prerequisite: Junior or senior standing*

Fall

Teacher Licensing Programs - See professional teacher education program description in Catalog section on degrees and programs and refer to Department of Education or major departments.



DEPARTMENT OF THEATRE ARTS

Donald Rainbow, Michael Burnett, Paula Trimpey

The Department of Theatre Arts seeks to develop effective and creative communicators, in order to challenge others to thoughtful examination of ideas, culture and values. Students majoring in theatre arts will develop skills and thinking that reflect the historical foundations of the discipline as well as recent advances. Through both traditional classroom instruction and performance and production experience, students will enhance their skills of observation, analysis, development and performance in order to better prepare them for their careers and lives.

Students **majoring in theatre arts** may concentrate in **theatre performance** or **theatre design and technology**. Students in either concentration will complete common courses consisting of TH 212 Beginning Acting, TH 221 Stagecraft I (or TH 222 Stagecraft II), TH 311 History of the Theatre, TH 391/2 Play Production (at least four semesters), and TH 445 Directing. Students in the **theatre performance concentration** will select, in addition to common courses, twenty additional hours from remaining theatre courses, SP 261 Language and Society and SP 381 Oral Interpretation; to total thirty-six hours. Students in the **theatre design and technology concentration** will include, in addition to common courses, TH 222 Stagecraft II (or TH 221 Stagecraft I whichever was not taken above), TH 231 Scene Painting, TH 321 Scene Design, TH 322 Lighting Design, TH 323 Stage Costuming, TH 345 Stage Management and additional hours from theatre design courses and AR 141 or AR 142 Basic 2-D or 3-D Design to total thirty-six hours. After completing eighteen hours toward the major, design and technology students will participate in a formal portfolio review to evaluate their progress and suitability for continuing in the design and technology concentration.

A **minor in theatre arts** requires twenty-two hours in theatre including TH 212, TH 221 or 222, TH 391/2 (at least four semesters), TH 445, and additional hours to total twenty-two in theatre.

Any student majoring in theatre arts may elect to add a **concentration in film studies** by completing 16 hours in the Council for Christian Colleges and Universities Film Studies Program in Hollywood.

TH 115 Introduction to Theatre (2)

This course in theatre appreciation provides an introduction to the audience experience in theatre, including an emphasis on the history and traditions of theatre, and the

role of the theatre in our contemporary social context. Consideration is given to the important contributions of actor, designer, director and playwright. *Attendance at theatrical productions required.*

Fall, Spring

TH 212 Beginning Acting (3)

An introduction to the art of acting and to a variety of staging techniques. Topics will include improvisation, scene study, acting styles, voice and movement.

Fall, Spring

TH 221 Stagecraft I: Construction (3)

An introduction to the techniques, materials, equipment and procedures employed in scenic construction and rigging. Studio experience in drafting, construction, painting, rigging and shifting scenery and properties. Emphasis on developing technical solutions to production problems.

Fall Odd Years

TH 222 Stagecraft II: Lighting and Sound (3)

An introduction to the theory, techniques, equipment and procedures employed in lighting and sound production. Studio experience in creating and executing drafted plots and specifications for lighting and sound designs. Emphasis on developing technical solutions to production problems.

Spring Even Years

TH 231 Scene Painting (2)

Studio exploration of drawing and painting for the theatre. Introduction to theory and use of color, highlight and shadow, and scale. Emphasis on visual analysis and development of painting techniques to produce basic textures for scenery. *Prerequisite: TH 221 or consent*

Spring Odd Years

TH 253 Creative Dramatics (2)

A study of techniques of improvisational dramatics including, physical, social and psychological exercises. Special attention will be given to ways of expressing ideas and emotions and to the use of original dramatizations as teaching tools. Particularly useful for education and recreation majors.

Fall Even Years

TH 261 Children's Theatre (2)

Children's dramatic literature will be studied and performed with particular emphasis on staging theatrical productions with children and for young audiences. Particularly useful for education and recreation majors.

Spring Even Years

TH 311 History of the Theatre (3)

A history of theatre from the Greek theatre to the contemporary with emphasis on Elizabethan theatre and on the development of modern theatre. The role of theatre as an expression of art and reflection of culture, representative plays and playwrights of the various periods and countries and the development of theatre architecture will be studied.

Fall Even Years

TH 321 Scene Design (3)

An introduction to the design theory, techniques, materials and processes employed in scene design. Exploration of the principles and elements of scene design through studio experience in drafting, sketching, rendering and modelmaking. Consideration of theatre styles, and the development of creative methods and technical solutions to design problems. *Prerequisite: TH 221*

Fall Odd Years

TH 322 Lighting Design (3)

An introduction to the design theory, techniques, materials and processes employed in lighting design. Studio experience in creating storyboards, color keys, light plots and specifications. Consideration of theatre styles, and the development of creative methods and technical solutions to lighting design problems. *Prerequisite: TH 222*

Fall Even Years

TH 323 Stage Costuming (3)

An introduction to the design theory, techniques, materials, and processes employed in costuming for the theatre. Exploration of the principles and elements of costume design through studio experience in pattern drafting, draping, sketching, figure drawing and color rendering. Consideration of theatrical styles, and the development of creative methods and technical solutions to design problems. *Prerequisite: Consent*

Spring Odd Years

TH 331 Selected Topics in Theatre (3)

Selected topics or studies in theatre will be offered as needed and based on student interest on the following topics. *May be repeated for credit in different topics.*

Offered on Sufficient Demand

TH 331dl Dramatic Literature studies plays from each of the great periods of drama with emphasis upon analysis, criticism and the development of dramatic theory and form.

Fall Odd Years

TH 331cp Creative Performance will focus on techniques of creative expression and improvisation in performance.

Fall Odd Years

TH331rt Religion and Theatre will study religious themes in drama and the use of theatre as a medium for exploration of religious ideas.

Spring Odd Years

TH 331ac Acting for the Camera

TH 331pl Playwriting

TH 331tp Trouping

Offered on Sufficient Demand

TH 345 Stage Management (3)

An introduction to the functions of theatrical stage management from pre-production organization through rehearsal procedures and the production in performance. Consideration of managerial responsibilities, production schedules, budgeting, supervision of facilities and personnel, and communications. Emphasis on development of technical solutions to production problems. *Prerequisite: TH 212, 221 and 391*

Spring Odd Years

TH 365 Techniques of Musical Theatre (2)

Survey of the history and repertoire of musical theatre and a study of the knowledge and skills required of the singer, actor, director, and producer of staged musical works. *Identical with MU 365. Prerequisite: music or theatre major or consent*

Spring Odd Years

TH 391 Play Production: Technical (1)

Practical experience in technical theatre wherein students assist in the production of a play with possible emphasis on scene design, scene building, scene painting, makeup, costuming, lighting, props, sound, stage managing, house managing, and play promotion. *May be repeated for credit up to four times.*

Fall, Spring

TH 392 Play Production: Acting (1)

Practical experience in acting, play analysis, stagecraft and acting is provided in scheduled productions. *May be repeated for credit up to four times.*

Fall, Spring

TH 431 Shakespeare (3)

A study of the major plays of Shakespeare and a number of minor plays. Additional reading of Shakespeare criticism. *Identical with EN 431. Prerequisite: EN 151 or 311 or 321*

Spring Even Years

TH 441 Advanced Acting Styles (3)

An advanced study of principles and theories of acting for dramatic productions. Laboratory experiences in character and role analysis, movement and voice exercises, and in acting, including improvisation. *Prerequisite: TH 212 and 392, or consent*

Fall Even Years

TH 445 Directing (3)

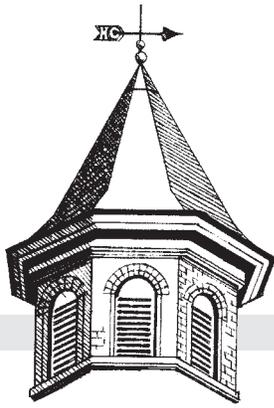
A study of the procedures, practices, and problems of directing dramatic productions. Experience is provided in script analysis and blocking. Each student will select, cast, stage, and direct a one-act play. *Prerequisite: TH 221, 391 and 441, or consent*

Spring Odd Years

TH 490 Independent Study (1-4)

The study of a problem, a research paper or a project related to the theatre major on a subject of mutual interest to the student and the professor. *Prerequisite: Consent*

Fall, Spring



DEPARTMENT OF VISUAL ARTS

Kenneth Hopper, Rebecca Coffman, Elizabeth Frey-Davis

The Department of Visual Arts is dedicated to producing artists of unique creative thought and outstanding Christian faith. Its programs enable students to develop an understanding and appreciation for the meaning of past and present visual arts in society, acquire a broad experience in the creative use of methods and materials, and attain confidence in their ability to integrate their faith, knowledge and creativity.

The visual arts curriculum provides direction and stimulation to student artists as they pursue individualized programs. Visual arts majors may concentrate in graphic design, fine arts, or art education. Minors are available in graphic design and fine arts. Studio courses include constructive individual and group criticism and discussion. The program is diversified through visiting artists, on-campus gallery exhibits, and field trips that expose students to such cultural resources as Chicago, Cincinnati, Indianapolis and Toledo. The department sponsors international art-study trips during January Terms on a biannual basis.

All students majoring in visual arts complete a core of introductory studio courses in each area of drawing, painting, photography, and design, and complete advanced studios in preparation for a senior exhibit and portfolio. After completing 17 hours of study required for their concentrations, students in the graphic design and fine arts concentrations complete a faculty review process to determine whether they are progressing sufficiently and have permission to continue in the program. Students completing a visual arts major are also expected to regularly attend the ongoing art exhibits at the Robert E. Wilson Gallery as part of their participation in the Visual Arts Program.

Students in the fine arts and art education programs also complete courses in art history and criticism which provide skills for discerning major art styles and periods, provide an understanding of the historical role of art as a means of expressing ideas in religion and culture, and provide an appreciation for the heritage of the visual arts in Christian worship.

In addition to completing a common core of studio courses, visual arts majors may concentrate in either **graphic design** or **fine arts** for the **bachelor of arts** degree. A **bachelor of science** degree in **art education** is offered for students wishing to obtain licensing in visual art in middle and high schools (grades 5-12) or visual arts all-grade (K-12) in Indiana schools.

The common core required of all visual art majors includes AR 111, 131, 141, 142, 211, 261, and 311.

For the **graphic design** concentration students will complete, in addition to the above core, AR 241, 271, 341, 361, 395, 441, 471, 485, 486, and 495, to total forty-eight hours.

For the **fine arts** concentration students will complete, in addition to the above core, AR 331, 351, 371, 381, 411, 485 and 486, 2 elective hours in art and courses required to complete one of the following tracks to total 48 hours in art. The ceramics track requires AR 451 and 461. The drawing track requires AR 231 and 321 or 491dra. The painting track requires AR 231 and AR 321 or 491pai. The photography track requires AR 361 and 491pho or AR elective. The printmaking track requires AR 321 and 491pri. The sculpture track requires AR 461 and 491scu. Studio experiences in AR 485 and 486 are designed to complement the track chosen by the student.

The **visual art education concentration for the elementary level** (grades K-5) requires, in addition to the core, AR 231, 241, 251, 321, 341, 351, 371, and 381 for a total of 42 hours in art. To complete teacher licensing requirements, students in the elementary concentration complete ED 212, 232, 236, 295, 342, 395, 420, 440, and 450; and PY 111. The **visual art education concentration for middle school and high school levels** (grades 6-12) requires, in addition to the above core, AR 231, 241, 271, 321, 341, 351, 371, 381, 441, and one course from AR 331, 451 or 461 for a total of 42 hours in art. To complete teacher licensing requirements, students in the secondary concentration complete ED 212, 234, 236, 296, 342, 395, 420, 440, and 460; and PY 111. The **all-grade (K-12) visual art education concentration** requires, in addition to the core, AR 231, 241, 271, 321, 341, 351, 371, 381, 441 and one course from AR 331, 451, or 461 for a total of 49 hours in art. To complete teacher licensing requirements, students in the all-grade concentration complete ED 212, 232 or 234, 236, 295 or 296, 342, 395, 420, 440, and 460; and PY 111.

A **minor in fine art** requires AR 111, 131, 141, 142, 371 or 381, and electives in art to complete 22 hours in the minor.

A **minor in graphic design** requires AR 111, 141, 241, 261, 271, 441, and electives in art to complete 22 hours in the minor.

Courses in Art

AR 101 Drawing for Enjoyment (2)

Students of any ability can learn to use drawing to enhance their everyday living and problem-solving skills. Instruction will include in-class studio drawing and out-of-class sketchbook work and will cover both observational and inventive approaches to drawing. *Intended for non-art majors.*

Fall

AR 107 Taking Great Photographs (2)

An introduction to camera handling, film selection, and photo composition. The goal of the course is to help students master the controls of their personal cameras, and to learn appropriate film selection, lighting techniques, and good composition. Each student must supply a 35mm SLR camera and a strobe flash unit. Camera tripods are recommended. Film and processing are at student expense. *Intended for non-art majors.*

Fall

AR 111 Drawing I (3)

An exploration of a variety of basic drawing media, techniques and subject matter to develop perceptual and descriptive skills based on the art elements. Emphasis will be placed on the expansion of visual awareness, growth of technical abilities, and creativity of the student.

Prerequisite: Art major or minor

Fall

AR 115 Introduction to Art (2)

This course in art appreciation provides a historical perspective on the development of the visual arts in contemporary and past cultures. Included is a study of the elements and language and a consideration of major styles and media of expression in the arts. *A Chicago field trip is required.*

Fall, Spring

AR 131 Painting I (3)

An introduction to oil painting techniques and media, and to problems of color, form, and composition in representational and non-objective art. Pictorial subjects are drawn from life, still life, landscape, memory, and imagination. *Prerequisite: AR 111*

Spring

AR 141 Basic 2D Design (3)

Theory and application of the compositional elements and principles of design. Experience in two-dimensional problem solving.

Fall

AR 142 Basic 3D Design (3)

Theory and application of elements and principles of three dimensional design, through model-scale sculptural projects. Awareness and comprehension of three-dimensional structural and spatial relationships.

Spring

AR 211 Drawing II (3)

Continuation of development of drawing and perceptual skills with emphasis on the problems of spatial visualization, pictorial design, and thematic development. Course will also include an introduction of drawing the human figure. *Prerequisite: AR 111*

Spring

AR 231 Painting II (3)

A continuation of AR 131 with emphasis on the problems of spatial visualization, pictorial design, theme, and imagery. *Prerequisite: AR 131*

Fall

AR 241 Introduction to Computer Graphics (2)

An introduction to using computers and peripherals as efficient design tools. The Macintosh and NT computer operating systems, assorted drawing, page-layout and image enhancement programs, scanned images, CD ROM technology, and various printer output will be explored.

Fall, Spring

AR 251 Arts and Crafts (2)

Development of skills in recreational arts and crafts using a variety of media including indigenous materials. Techniques and materials appropriate for ages pre-school to adult are included. *Identical with RC 251.*

Fall

AR 261 Photography I (3)

Principles of photography as a creative art form. Extensive studio experience will emphasize the creation, composition and development of the black and white photograph. Student provides own 35mm SLR camera.

Prerequisite: Art major or minor

Fall

AR 271 Visual Communication and Graphics (3)

This course is an exploration of how to use language and visual symbolism to communicate ideas. Topics in the design of graphic mass communication include typography, computer and hand generated lettering, layout design and camera ready art preparation. *Prerequisite: AR 141 and 241 and sophomore standing*

Fall

AR 311 Figure Drawing I (2)

An introduction to drawing the human figure using a variety of media. Study of the human skeletal and muscular structure is included to assist in applying the basic principles of composition, proportion and perspective to representing the human form. Concentration on developing habits of critical observation. *Prerequisite: AR 111 and 211*

Spring Even Years

AR 321 Printmaking (3)

Development of technical and expressive skills of printmaking. Studio work will introduce the materials, tools and techniques of relief, intaglio and monotype printmaking. Emphasis on the applications of printmaking as a contemporary medium of graphic expression.

Prerequisite: AR 111

Spring Odd Years

AR 331 Sculpture (3)

Survey of traditional sculptural ideas, tools, techniques and materials. Individual projects dealing with conceptual and formal processes of additive and subtractive sculpture. *Prerequisite: AR 142*

Fall Even Years

AR 341 Illustration (3)

Principles of illustrating using pen and ink, paint, marker, and colored pencil. An overview of the application of

illustration for advertising, fashion, story, and product. Methods of artwork reproduction are introduced. *Prerequisite: AR 111 and 211*

Spring

AR 351 Ceramics I (3)

A basic study of clay as a three-dimensional medium, working with hand-built and wheel-thrown techniques. Introduction to clay and glaze formulae, decorating techniques, and firing processes.

Fall

AR 361 Photography II (3)

A continuation of AR 261 with emphasis on developing a personal creative approach to B&W photography and methods of image reproduction. *Prerequisite: AR 261 and art major or minor*

Spring Even Years

AR 371 Art History I (3)

A survey of the major art forms of the prehistoric, ancient, classical and medieval worlds. Students will explore and become acquainted with the forms of art typical of each period and interpret those forms as record of the spiritual and social development of humankind and indicators of the aesthetic qualities which gives them artistic significance.

Fall Odd Years

AR 381 Art History II (3)

A survey of the major art styles in Western art. Chronologically, the course begins with Renaissance art and extends through Twentieth Century art. Emphasis will be placed on stylistic evolution and historical sociological events which were contemporary with this evolution.

Prerequisite: AR 371 or permission

Spring Even Years

AR 395 Practicum in Art (3)

Practicum in art is designed to give students practical, directed experience in working with campus departments and offices, and with community groups for producing commercial art and design. Class will function as a design group. *May be repeated for credit. Prerequisite: Art major or minor, AR 271 and consent*

Fall

AR 411 Figure Drawing II (2)

A continuation of AR 311. *Prerequisite: AR 311*

Spring Odd Years

AR 441 Computer Illustration (3)

An introduction to computer based illustration. Manipulation of scanned images and the creation of illustrations in object oriented and bit-map based applications will be explored. Emphasis will be on both aesthetic and skills development using software, drawing tablet, scanner, and various output devices. *Prerequisite: AR 241*

Spring

AR 451 Ceramics II (3)

Intermediate study of clay as a three-dimensional medium, continuing development of form and craftsmanship through individual projects on the wheel and hand-built forms. Additional instruction in glaze chemistry and kiln design and firing. *Prerequisite: AR 351*

Spring Even Years

AR 461 Sculptural Ceramics (3)

The study of low-fire techniques for a contemporary use of clay in a manner that breaks with the "vessel" or traditional ideology. *Prerequisite: AR 351*

Spring Odd Years

AR 471 Web Design (3)

An introduction to developing Web graphics and animations and to Web page design utilizing a variety of software tools. Basic HTML editing of WYSIWYG page design will be introduced. Macromedia DreamWeaver will be used for Web site design and deployment.

Prerequisite: AR 241 and AR 271

Fall

AR 485/486 Senior Project I/II (3,3)

In this culminating experience in the visual arts program, graphic design and fine arts students synthesize their studio experiences and produce work to be displayed in senior exhibits or portfolios. Graphic design majors are expected to do two different projects chosen from photography, illustration, computer illustration, web design or visual communication design. Fine arts majors are expected to produce work within a particular track for both semesters. *Prerequisite: Art major and consent*

Fall, Spring

AR 490 Independent Study (1-4)

Independent study of a topic beyond the scope of the regular art curriculum. *Prerequisite: Art major or minor and consent*

Fall, Spring

AR 491 Advanced Studio (3)

Independent studio experiences in specific visual arts disciplines are offered to enhance regular curriculum offerings. Students counting AR 491XXX toward the hours required for a track in the fine arts concentration should take the advanced studio prior to the senior project. *Prerequisite: Visual arts major or minor and consent*

AR 491cer Advanced Ceramics (prerequisite AR 451)

AR 491dra Advanced Drawing (prerequisite AR 211)

AR 491pai Advanced Painting (prerequisite AR 231)

AR 491pho Advanced Photography (prerequisite

AR 361)

AR 491pri Advanced Printmaking (prerequisite

AR 321)

AR 491scu Advanced Sculpture (prerequisite AR 331)

Fall, Spring

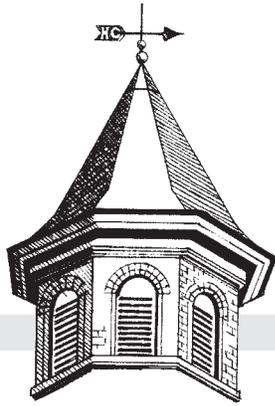
AR 495 Internship in Graphic Design (2-4)

An off-campus, supervised experience in a professional environment. *Prerequisite: Art major or minor, AR 395, junior standing and consent*

Fall, Spring, Summer

ED 342 Visual Arts Methods

See course listing in education department.



GRADUATE SCHOOL OF CHRISTIAN MINISTRIES

Ray Seilhamer, Gary House, Gary Newton, David Rahn

History of Christian Ministry Education at Huntington

When Huntington College was founded in 1897 by the Church of the United Brethren in Christ, the College offered a three-year Bible course called "Preachers Normal" for ministerial candidates. In 1909, the program was expanded to a theological department which included Greek, Hebrew, homiletics, general church history, and related courses. In 1940, the theological department was reorganized as the Huntington College Theological Seminary which then granted the Bachelor of Divinity degree to its seminary graduates.

In 1972, the Graduate School of Christian Ministries replaced the Seminary and offered the Master of Christian Ministry degree for those planning to be ordained for the Christian ministry and subsequently, the Master of Educational Ministry for those interested in educational ministry in churches and parachurch organizations. A third program in youth ministry was begun in 1995, and the degree designations were changed to Master of Arts in the various Christian ministries. The designation of the Master of Arts in Christian Ministry was changed in 1998 to more accurately reflect the intended focus of the degree; it is now called the Master of Arts in Pastoral Ministry.

Statement of Purpose

The Graduate School of Christian Ministries exists to prepare men and women for leadership in the disciple-making priority of the church.

The Graduate School enjoys a distinctive affiliation with the United Brethren in Christ church that helps the School serve all whose passion is the priority of the Great Commission; a distinctive affiliation with the College that helps the School to serve all who value faith-integrated critical thinking; and a distinctive affiliation with Link Institute that helps the School serve all who share the belief that research can be employed to assist cutting-edge ministry.

While the programs primarily target the needs of regional professionals, they are also designed with the flexibility to accommodate a student seeking immersion in a community of scholars who desire to prepare men and women for ministry that honors God.

Accreditation and Affiliation

Huntington College is accredited by The Higher Learning Commission and a member of the North Central Association of Colleges and Schools (30 North LaSalle Street, Suite 2400, Chicago, IL 60602, Phone 800-621-7440).

The Master of Arts in Pastoral Ministry degree is recognized by the Education Commission of the Church of the United Brethren in Christ as the education standard for ordination.

The GSCM and the College's undergraduate Department of Educational Ministries maintains a number of strategic affiliations, including the Evangelical Teacher Training Association, National Association of Evangelicals, North American Professors of Christian Education, Wesleyan Urban Coalition, Fellowship of Christian Athletes, National Network of Youth Ministries, Youth for Christ, Youth Specialties, and Sonlife Ministries.

Degrees and Programs

The Graduate School of Christian Ministries offers programs leading to the Master of Arts in Pastoral Ministry, the Master of Arts in Educational Ministry, the Master of Arts in Youth Ministry, and the Diploma in Pastoral Ministry.

Master of Arts Programs

The master's degree curricula are nontraditional, structured to meet the needs and constraints of persons active in ministry. The content and structure of each degree program is determined by the nature of the ministerial task and is structured to nurture personal integrity as well as professional competence. The curriculum is designed to integrate a rigorous biblical and theoretical classroom component with practical field experience as it nurtures knowledge of the discipline and the character and skills of the minister. Effort is made to cultivate and prepare leaders to be faithful, effective, and compassionate ministers in the service of Jesus Christ.

Requirements for Graduation

Candidates for the Master of Arts degrees must meet these general requirements:

- Give evidence of spiritual fitness for full-time Christian service.
 - Participate fully in the life and ministry of a local parish.
 - Earn 42 graduate semester hours with an average grade of C or better; a minimum of 28 hours must have been completed at the Graduate School of Christian Ministries.
 - Successfully complete all elements of the ministry portfolio; the ministry culmination project; and the ministry mentor program.
 - Be enrolled in the ministry mentor program for a minimum of four semesters.
 - Make satisfactory settlement of all financial obligations with the institution before graduation.
 - Submit an application for graduation form by September 30 of the academic year of graduation.
 - Pass the Old Testament, New Testament, and History/ Theology content exams.
 - Attend commencement exercises for the conferring of the degree. (The candidate may petition the Graduate Policies Committee to be excused for extraordinary circumstances.)
- Graduates of the Educational Ministry program are expected (a) to articulate a Christian perspective of human growth, social development, and cultural dynamics, (b) to understand the process of teaching and learning, (c) to demonstrate competence in designing, implementing, and evaluating educational ministries that promote spiritual maturity, and (d) to show evidence of skillful use of small group strategies to bring about ministry purposes.
 - Students are expected to be able (a) to balance ministry programs around purposes of evangelism, nurture, and equipping, (b) to design and implement assessment strategies of ministry outcomes and processes that are consistent with the ultimate biblical ends of ministry, (c) to articulate a philosophy of ministry based upon the integration of biblical, empirical, historical, and social science research.
 - Students are expected (a) to expand their vision for leadership through educational ministry, (b) to increase their attentiveness to their personal spiritual formation, (c) to demonstrate an understanding of biblical and theological roots for ministry practice, (d) to grow in interpersonal awareness and skills, and (e) to improve their abilities to organize and manage ministry processes.
 - Students are expected to be able (a) to identify personally relevant problems related to educational ministry leadership, and (b) to move toward solutions through the process of collecting information, devising and evaluating alternative approaches, and choosing and implementing decisions.

Plan for Study

The most common delivery format for graduate courses is two-by-three. Classes scheduled in the two-by-three format meet for two full days during each of three successive months. The Graduate School offers courses in a tri-semester format. Courses are taught during fall (September to November), winter (January to March), and spring (May to July) semesters. Some courses are offered in more intensive modules and others include a distance-learning component. The program must be completed within six years.

The Graduate School of Christian Ministries reserves the right to cancel classes with an enrollment of less than five students and to close classes at a maximum announced enrollment.

Areas of Concentration

In addition to the Core and required courses in the program, students may further develop areas of specialization in leadership, family ministries, evangelism, clinical pastoral education, or take courses in programs outside their degree areas. They may also take general electives in any of the above areas.

Master of Arts in Educational Ministry

Program Objectives

To prepare graduate students to equip, teach, and lead others to grow and serve as disciples of Jesus Christ.

Achievement in these areas is measured by classroom interaction and course projects, examinations, accumulated material in the ministry portfolio, the student's mentoring, and the culmination project.

Master of Arts in Pastoral Ministry

Program Objectives

To prepare graduate students for healthy and balanced pastoral leadership.

- Graduates of the Pastoral Ministry program are expected to demonstrate competence (a) in proclamation that is reflective of an understanding of principles of sermon preparation and persuasion, (b) in pastoral counseling with individual and small group ministries, (c) in the organization and administration of persons for pastoral care, and (d) in the practices of corporate worship.
- Students are expected to be able (a) to balance ministry programs around purposes of evangelism, nurture, and equipping, (b) to design and implement assessment strategies of ministry outcomes and processes that are consistent with the ultimate biblical ends of ministry, (c) to articulate a philosophy of ministry based upon the integra-

tion of biblical, empirical, historical, and social science research.

- Students are expected (a) to expand their vision for leadership through pastoral ministry, (b) to increase their attentiveness to their personal spiritual formation, (c) to demonstrate an understanding of biblical and theological roots for ministry practice, (d) to grow in interpersonal awareness and skills, and (e) to improve their abilities to organize and manage ministry processes.
- Students are expected to be able (a) to identify personally relevant problems related to pastoral ministry leadership, and (b) to move toward solutions through the process of collecting information, devising and evaluating alternative approaches, and choosing and implementing decisions.

Achievement in these areas is measured by classroom interaction and course projects, accumulated material in the ministry portfolio, the student's mentoring, and the culmination project.

Master of Arts in Youth Ministry

Program Objectives

To prepare graduate students for faithful and effective youth ministry leadership.

- Graduates of the Youth Ministry program are expected (a) to articulate a Christian perspective on the taxonomy of adolescent development and the influence of socio-cultural dynamics on the spiritual life of youth, (b) to be conversant with the philosophical and historical development of the variety of models of youth ministry currently being practiced, (c) to demonstrate competence in designing, implementing, and evaluating youth ministries that promote spiritual maturity, and (d) to show evidence of an ability to develop students who minister to their peers.
- Students are expected to be able (a) to balance ministry programs around purposes of evangelism, nurture, and equipping, (b) to design and implement assessment strategies of ministry outcomes and processes that are consistent with the ultimate biblical ends of ministry, (c) to articulate a philosophy of ministry based upon the integration of biblical, empirical, historical, and social science research.
- Students are expected (a) to expand their vision for leadership through youth ministry, (b) to increase their attentiveness to their personal spiritual formation, (c) to demonstrate an understanding of biblical and theological roots for ministry practice, (d) to grow in interpersonal awareness and skills, and (e) to improve their abilities to organize and manage ministry processes.
- Students are expected to be able (a) to identify personally relevant problems related to youth ministry leadership, and (b) to move toward solu-

tions through the process of collecting information, devising and evaluating alternative approaches, and choosing and implementing decisions.

Achievement in these areas is measured by classroom interaction and course projects, accumulated material in the ministry portfolio, the student's mentoring, and the culmination project.

Diploma in Pastoral Ministry

The Diploma in Pastoral Ministry program is open to men and women who are at least thirty five years of age and active in ministry, but have not completed a college degree. While the diploma program does not lead to a college degree, the student participates in regular college and graduate level course work. A total of fifty-two hours of study is required, twenty-five semester hours of undergraduate and graduate level prerequisite courses, seventeen semester hours from the required ministry classes, and ten from elective classes.

Continuing Education Program

The Graduate School of Christian Ministries provides a program of continuing education to assist the practicing pastor or church leader to become more effective in ministry by making available opportunities to focus on the special needs of the church and its ministry.

Seminars, conferences, workshops, and retreats are offered in areas such as preaching, current theological tensions, and personal spiritual renewal.

Continuing Education Units are recorded for participants based on ten contact hours of satisfactory participation in an approved course. The CEU provides a uniform measure of non-credit, post-secondary study, used by professionals in a variety of fields to verify an educational experience that has helped them maintain or improve their skills. A CEU transcript is maintained in the Office of the Graduate School and may be sent to other agencies at the student's request. CEU's may not be transferred or converted to academic credit.

Admissions Policies

Regular Admission

Persons seeking admission to the Graduate School of Christian Ministries must give evidence of a substantial Christian character and of having earned a baccalaureate degree from an accredited undergraduate institution.

All applicants must submit an application for admission with accompanying essay responses. Transcripts of all academic work completed must be received from the institutions where undergraduate and graduate work was taken.

Non-Regular Admission

An applicant from a non-accredited college or graduate school may be granted provisional admis-

sion based on an assessment of the student's ability to succeed and on an evaluation of prior course work.

A graduate student not wishing to pursue a master's degree may register for non-credit as an auditor.

A college senior in the final semester of the baccalaureate degree may register for a maximum of two graduate courses with the approval of the graduate dean. Graduate courses may not be used to meet undergraduate degree requirements.

Special Admission

Experienced men and women who do not hold a baccalaureate degree, but who demonstrate substantial Christian character, may be admitted to specific courses as special students. Not more than two special students may register for any course. Credits earned as a special student may not be applied toward a master's degree.

Transfer Students

Up to fourteen semester hours of previously earned graduate credit that satisfies specific course requirements may be transferred into the Graduate School of Christian Ministries. Students who have been admitted to the Graduate School of Christian Ministries who wish to take courses at other graduate institutions must receive prior approval from the Dean of the Graduate School of Christian Ministries before enrolling in a course to ensure that credits will be transferred.

Second Master's Degree

Students who wish to complete a second master's degree in a different field within the Graduate School of Christian Ministries may be permitted to count up to seventeen hours of the Core toward the second degree.

Spouses

Spouses of students enrolled in the Graduate School are welcome to participate in all student activities, including classes in which their spouses are enrolled.

Classification of Students

Graduate students are those enrolled in the Graduate School of Christian Ministries who have completed a recognized baccalaureate degree. Special graduate students are those who do not meet regular admission requirements or who do not wish to take graduate courses for credit.

Full-time Students who are enrolled in at least nine hours of courses in any academic semester are considered full-time students.

Part-time Students who are enrolled in fewer than nine hours in any academic semester are considered part-time students.

Auditors Non-regularly admitted students and regular students may enroll as auditors, provided they register and pay fees. No academic credit is granted. The work load for auditing a class is established by the professor.

Academic Policies in the Graduate School

Grading System

The Graduate School uses a traditional grading system based on a four point scale. The grades are interpreted as follows, with grade points as shown:

A – <i>Excellent Achievement</i>	4.0
B – <i>Commendable Achievement</i>	3.0
C – <i>Satisfactory Achievement</i>	2.0
D – <i>Unsatisfactory Achievement</i>	1.0
F – <i>Failure to Achieve</i>	0.0

Course grades between A and F may be assigned with a +/- to which 0.33 points for each credit are added or subtracted in calculating a grade point average.

Grades of Satisfactory or Unsatisfactory may be assigned in selected courses but do not affect the gpa. An Incomplete may be assigned which must be removed to avoid its becoming an F.

A record of Audit is posted for those satisfactorily completing an audited course. A record of Withdrawn is posted after a student withdraws from a course.

The Incomplete

An Incomplete is given when some portion of a course requirement essential to receiving credit for the course has not been completed. The I must be removed by midterm of the following semester. Failure to fulfill this requirement in the time allowed will result in an F.

A grade of Incomplete in regular courses is given only under the most compelling circumstances. Lack of adequate time to complete course requirements is ordinarily not sufficient cause to grant an I unless there has been a serious illness or another extenuating circumstance which directly affects the completion of requirements.

Requests for an Incomplete are to be initiated by the student and supported by the course instructor and must be approved by the dean of the graduate school before the end of the semester.

Any Incomplete carried into a semester and completed in that semester becomes a part of the cumulative record reviewed at the end of that semester. If a grade is reported which replaces an I prior to the beginning of the semester, the registrar will compute the grade index and show the work as having been completed.

Repeating a Course

Students **must** repeat courses in which they have received an unsatisfactory grade of **D**. With the permission of the dean of the graduate school, they may also repeat courses in which they have received a grade of **C** or above.

When repeating a course, the student will register for the course as a repeat course and will be charged tuition as with any other course. Should the student be unable to schedule a required course to be repeated before graduation, it may be necessary to arrange to take the course by tutorial instruction, which will incur additional charges. Although both grade entries become part of the permanent record, only the Repeat course counts as credit toward graduation and is used in computing the cumulative grade point average.

Grade Reports and Transcripts

Final semester grades are submitted by the instructor to the Office of the Registrar and are reported to the student and the advisor by that office. Final grades are released to the student only by the registrar, provided the student has met all financial obligations for the semester.

Students in good standing who have met all financial obligations may obtain student copies of their complete transcripts without charge. Requested official copies bearing the seal and signature of the registrar are sent directly to the designated employer, agency, or graduate school only at the **written request** of the student. **Federal law requires that students submit a written request that bears the student's signature.**

Student Records and Privacy

When a student is enrolled at an institution of higher learning, a substantial amount of personal information and educational data is collected, maintained, used and disseminated. The College recognizes and desires to protect the rights of privacy of the student over the age of eighteen, providing access to his or her educational data, and the right to challenge the contents of his or her records for inaccurate or misleading information.

In general only those persons directly involved in the educational process have access to the student's records unless the student gives written permission to release the information. The College maintains a complete policy statement in accord with the Family Educational Rights and Privacy Act of 1974, obtainable from the registrar's office.

Academic Honesty

The academic community places high value on intellectual honesty. *Representation of work as one's own, but taken from another source by plagiarism or cheating, is a serious offense and will result in failure for the paper or exam and, in some circumstances, failure for the course and recommendation for dismissal from the Graduate School.*

Plagiarism is the use of ideas, information, or wording of another without proper acknowledgment, leaving the false impression that the material is original with the student. Students will be held responsible for knowing the difference between legitimate and illegitimate use of source material.

Probation

Any regularly enrolled student whose cumulative gpa falls below 2.0 will be placed on academic probation. To be removed from probation, a student must complete an additional six hours with a cumulative gpa of 2.0 or higher. If sufficient progress has not been made to remove the probation, continuation at the Graduate School of Christian Ministries will be reviewed.

Class Attendance

Students are expected to attend every class session. Students should not absent themselves from class without clearance from their respective professors. Work missed by late entrance or absence must be completed to the satisfaction of the instructor. Each faculty member is responsible for granting excuses for up to nine hours of class time. A student who has been absent from as many as nine hours from a regularly scheduled 2 x 3 will be considered as having failed the course and is suspended from it.

Registration and Advising

Registration for entering students is open until two weeks prior to the first meeting day for a class and can be completed in person, by mail, or by phone. For continuing students, registration for the fall semester is in July, registration for the winter semester is in November, and the registration for the spring semester is in March.

Although faculty advisors attempt to provide the best available information, the student is ultimately responsible for course selection and construction of his or her program. It is the student's responsibility to see that program requirements are met and that the courses for the intended area of concentration are taken in proper sequence.

Registration is complete when all registration forms have been filled out and signed, submitted to the registrar, and financial arrangements are completed.

Continuing Registration

Continuing registration may be required by some financial aid programs. To maintain continuing status, the student must continue to register for each succeeding semester 2 x 3 in the degree program in which the student has enrolled.

Dropping and Adding

A student may drop a course or add a course through the first day of the 2 x 3 but may petition to withdraw from a course with a grade of **W** through

the third day. **Students who drop or withdraw from a class will be charged tuition and fees based on the amount of time spent in class.** Students who register for a class but do not attend will be charged based on the number of times the class has met on the date they officially withdraw. The regular registration period for a class ends two weeks prior to the first meeting day for that class.

Withdrawal Procedures

Students who wish to withdraw from a course may do so by securing a class withdrawal form from the Graduate School office and by obtaining the signature of the advisor or the graduate dean. The student who officially withdraws from class before the end of the third day of class will receive a grade of **W**. After the third day, or if the student does not officially withdraw, a grade of **F** will be assigned.

If a student does not complete the arrangements for withdrawal, his or her record will show unofficial withdrawal with courses assigned an automatic grade of **F**, and he or she is not entitled to honorable dismissal.

Financial Costs and Assistance

Every effort is made to keep costs to a minimum. Because of the generosity of friends and alumni of the College and the supporting denomination, Graduate School tuition is substantially reduced.

All members of the Church of the United Brethren in Christ who enroll in the GSCM are eligible to receive a further grant in the amount of thirty-three percent of graduate tuition.

Tuition and Fees

Tuition per Hour	\$ 256
Application Fee	\$ 20
Audit Charge per Credit Hour	\$ 125
Tutoring per Credit Hour	\$ 236
Ministry Mentor Fee per Semester	\$ 60
Time Extension Fee	\$ 100
Senior Adult (over 55) per course	\$ 100

Housing and Meals

Rooms may be available on campus that can be reserved for graduate students on a per night basis at a nominal charge. For additional information or to reserve a room, call the conferences office at 260-359-4200.

Meals are served daily in the Habecker Dining Commons. Meal tickets good for ten meals comprised of any combination of breakfasts, lunches, and dinners may be purchased at the dining commons or meals can be purchased individually. For costs call 260-359-4258.

Refund Policies

Students who officially withdraw or who reduce their course credit load may be entitled to a refund

of the tuition according to the following schedule. Prior to the beginning of classes, full tuition is refunded. For withdrawals after the official beginning of classes, the date used to compute any refund is the official date of withdrawal. Any financial assistance to the student is prorated. Students who have been dismissed may not appeal for refund of tuition.

For Regular 2 X 3 Classes

First Class Day	80%
After First Day	No Refund

Students who are considering a reduction of their status from full-time to part-time or who are planning to withdraw during the semester should discuss those plans with the dean of the graduate school since most financial assistance is based on the number of hours enrolled and may be reduced in accordance with the number of hours maintained.

Students receiving Federal Title IV Student Financial Assistance may be entitled to a refund in accordance with the Federal Refund Policy or the Federal Statutory Pro Rata Refund Policy. All refund distributions will be made according to federal laws and regulations. Students with questions regarding these policies should contact the business office.

Payment of Student Accounts

Prior to the beginning of classes, an official billing is sent to each student for the subsequent semester. Billed expenses are due by August 10 for the fall semester, December 10 for the winter semester, and April 10 for the spring semester. It is expected that the bill will be paid in full by the beginning of the semester. Students may make advance payments to the College that will be held in trust on their accounts prior to receiving billings for the coming term.

A student unable to pay in full may choose to arrange private financing for educational expenses through one of several private lenders. The financial aid office is able to provide information about such lenders. Arrangements should be completed several weeks prior to enrollment.

Clearance To Attend Class

Until all financial obligations are met, registration is not complete and a CLEARED student schedule will not be issued. The student will not be able to attend classes until financial arrangements have been made.

Unpaid Student Accounts

Students delinquent in the settlement of any of their accounts with the College forfeit College privileges, including class attendance, board and room. Students whose accounts are not paid in full or are not otherwise provided for are not issued grade reports or permitted to register for a new class. Graduation cannot take place and no transcripts of credit will be issued until all financial obligations have been cleared.

A service charge of 1 1/2 % or \$30, whichever is

greater, is added to any unpaid balance in the student account as of the last working day of each month.

Graduate Student Assistantship

A limited number of graduate assistantships are available as tuition grants.

Student Loan Programs

Federal Stafford Loans are made by the student's local bank and other local agencies in amounts ranging to \$7500 for graduate students. Subsidized Stafford Loans are government subsidized for students whereby no interest accrues to the student while he or she is in college. Repayment begins six months after the student ceases to be a full-time student. Unsubsidized Stafford Loans are government loans whereby the interest begins immediately.

Federal Perkins Loans are made through the College from federal monies on the basis of a student's financial need and availability of funds. Loans range from \$500 to \$3000 per year or \$15,000 for the completion of a student's degree. Repayment begins nine months after graduation or less than half-time enrollment with a repayment schedule over 10 years at 5% interest and minimum monthly payments of \$40. Cancellation benefits are available for full-time teaching service in classes for handicapped or in schools with high concentration of pupils from low-income families.

Visa, MasterCard, American Express, and Novus charges may be made to complete payment on a student's account up to the limit of the charge card amount.

Veterans

Veterans' Benefits and Vocational

Rehabilitation Grants provided by government agencies may be used at Huntington. The College is approved for educational training of veterans and their families under US Code Title 38, Section 1775. Licensing is handled by the registrar. Under the provision of Public Law 565, the federal and state governments jointly provide funds for grants to students who have a physical or mental impairment which constitutes a vocational handicap. The State Vocational Rehabilitation Division determines the grants which may be applied to tuition and certain fees. The registrar's office accepts referrals for applications.

Lectureship

Friends of the GSCM established the *Ronald A. Hoffman Lectureship* in 1981, to bring to campus men and women who have distinguished themselves in service to the church to lecture in the areas of preaching, leadership, pastoral care, evangelism, youth and educational ministries.

Curriculum

The Core Curriculum: Courses, Values and Expectations

The Core Curriculum of the Graduate School helps students in all programs attain the understanding and skills necessary for effective leadership and biblical faithfulness while integrating important ministry values.

The twenty-two hours of Ministry Core and Biblical Core courses include Philosophical Foundations of Ministry, Historical Foundations of Ministry, Equipping Strategies, Ministry Assessment, Ministry Mentor, Ministry Culmination Project, Hermeneutics, Biblical Theology, and Biblical Seminar.

Additionally, the following five overarching values are woven throughout the program such that each course explicitly identifies objectives that are addressed in the scope of the course: (a) *leadership*, (b) *spiritual formation*, (c) *biblical and theological foundations*, (d) *interpersonal relationships*, and (e) *ministry management*.

Students will also be expected to pass content competency exams in each of the following three areas prior to graduation: (a) *New Testament*, (b) *Old Testament*, and (c) *systematic theology/church history*.

Master of Arts in Educational Ministry

The Master of Arts in Educational Ministry degree program requires the completion of forty-two semester hours, including fourteen hours in Leadership Core, eight hours in Biblical Core, twelve hours of required courses and eight hours in electives.

Ministry Core 14 hours

MC 505 Philosophical Foundations of Ministry
MC 507 Ministry Mentor
MC 512 Historical Foundations of Ministry
MC 527 Ministry Assessment
MC 650 Ministry Culmination Project
MC 607 Equipping Strategies

Biblical Core 8 hours

BC 502 Hermeneutics
BC 512 Biblical Theology
BC 602 Biblical Seminar

Educational Ministry Courses 12 hours

EM 521 Human Development and Christian Nurture
EM 525 Motivation, Learning and Teaching
EM 531 Curriculum Design for Disciple-Making
EM 541 Small Group Processes

Electives *8 hours*

Electives may be chosen from the following list or may be taken from any of the other Ministry Program's courses.

Family Ministry

- FM 561 Biblical & Theological Foundations of the Family
- FM 562 Building Strong Families
- FM 563 Counseling Troubled Families
- FM 564 Family-Centered Church Programming
- FM 565 Ministry to the Fractured Family

Leadership

- LD 530 Principles of Leadership
- LD 545 Conflict Management
- LD 577 Leading the Change Process

Evangelism

- EV 531 Evangelism

Clinical Pastoral Education

- PF 597 Clinical Pastoral Education

Master of Arts in Pastoral Ministry

The Master of Arts in Pastoral Ministry degree program requires the completion of forty-two semester hours, including fourteen hours in Ministry Core, eight hours in Biblical Core, twelve hours of required courses and eight hours in electives.

Ministry Core *14 hours*

- MC 505 Philosophical Foundations of Ministry
- MC 507 Ministry Mentor
- MC 512 Historical Foundations of Ministry
- MC 527 Ministry Assessment
- MC 650 Ministry Culmination Project
- MC 607 Equipping Strategies

Biblical Core *8 hours*

- BC 502 Hermeneutics
- BC 512 Biblical Theology
- BC 602 Biblical Seminar

Pastoral Ministry Courses *12 hours*

- PM 510 Communicating the Word
- PM 537 Congregational Care
- PM 550 Celebrating the Lord
- PM 580 Pastoral Counseling

Electives *8 hours*

Electives may be chosen from the following list or may be taken from any of the other Ministry Program's courses.

Family Ministry

- FM 561 Biblical & Theological Foundations of the Family
- FM 562 Building Strong Families
- FM 563 Counseling Troubled Families
- FM 564 Family-Centered Church Programming
- FM 565 Ministry to the Fractured Family

Leadership

- LD 530 Principles of Leadership
- LD 545 Conflict Management
- LD 577 Leading the Change Process

Internship

- PM 697 Ministry Culmination Experience

Evangelism

- EV 531 Evangelism

Clinical Pastoral Education

- PF 597 Clinical Pastoral Education

Master of Arts in Youth Ministry

The Master of Arts in Youth Ministry degree program requires the completion of forty-two semester hours, including fourteen hours in Ministry Core, eight hours in Biblical Core, fourteen hours of required courses and six hours of electives.

Ministry Core *14 hours*

- MC 505 Philosophical Foundations of Ministry
- MC 507 Ministry Mentor
- MC 512 Historical Foundations of Ministry
- MC 527 Ministry Assessment
- MC 650 Ministry Culmination Project
- MC 607 Equipping Strategies

Biblical Core *8 hours*

- BC 502 Hermeneutics
- BC 512 Biblical Theology
- BC 602 Biblical Seminar

Youth Ministry Courses *14 hours*

- YM 527 Sociology of Adolescence
- YM 537 Contemporary Practice of Youth Ministry
- YM 547 Advanced Issues in Youth Ministry
- YM 557 Student Leadership in Youth Ministry
- YM 690 Specialty Projects in Youth Ministry

Electives *6 hours*

Electives may be chosen from the following list or may be taken from any of the other Ministry Program's courses.

Evangelism

- EV 531 Evangelism

Family Ministry

- FM 561 Biblical & Theological Foundations of the Family
- FM 562 Building Strong Families
- FM 563 Counseling Troubled Families
- FM 564 Family-Centered Church Programming
- FM 565 Ministry to the Fractured Family

Leadership

- LD 530 Principles of Leadership
- LD 545 Conflict Management
- LD 577 Leading the Change Process

Clinical Pastoral Education

- PF 597 Clinical Pastoral Education

Course Descriptions

Biblical Core

Gary House

BC 502 Hermeneutics (3)

Students' ability to use scripture in personal spiritual formation and in ministry is improved by focusing attention on the several critical tasks involved in biblical interpretation. The course will emphasize inductive interpretation of scripture in a variety of contexts. Students will increase their hermeneutical skills by doing interpretative work on passages important to their ministry.

BC 512 Biblical Theology (3)

A course designed to help students understand the process of building a theology from scripture. Students will also consider how modern evangelical theological positions may have been derived from the Bible. Students will be challenged to reexamine their own systematic theological positions based on a process of biblical theology.

BC 602 Biblical Seminar (2)

An interactive and integrative learning experience intended to help students sharpen their ability to select, interpret, and apply biblical content to specific ministry purposes such as teaching or preaching. Each seminar will be developed around a particular book of the Bible.

Educational Ministries

Gary Newton, Gary House

EM 521 Human Development and Christian Nurture (3)

After surveying relevant cognitive and psychosocial theories about human development, this course will offer a critical theological investigation of the theories and practices of moral, faith, and religious development.

EM 525 Motivation, Learning, and Teaching (3)

This course will feature the examination of three related components important to any form of instruction. Achievement motivation, learning theory, and research findings on effective teaching will be considered in order to form integrative strategies appropriate to ministry contexts.

EM 531 Curriculum Design for Disciple-Making (3)

Students will gain a critical understanding both of what it means to be a disciple of Christ and how to apply curriculum theory in order to design learning experiences that will enable people to grow as disciples of Christ.

EM 541 Small Group Processes (3)

Small group theory, dynamics, and social influence will be studied and practical applications investigated in order to encourage the student in the use of small groups for effective ministry.

EM 607 Equipping Strategies (2)

This class will help leaders to develop strategies and skills in preparing lay persons and staff for ministry. Students will plan and head a training experience for the class.

EM 690e Special Projects in Educational Ministry (1-3)

A directed study by arrangement with and under the supervision of the professor. The study will develop a project relative to a particular ministry concern.

Evangelism

Gary House

EV 531 Evangelism (3)

This course explores the biblical, historical, theological and cultural foundations of evangelism. Students will examine current trends and critical issues. The primary emphasis of the course is to equip students with practical methods and strategies for personal and local church evangelism.

Family Ministry

Gary Newton, Dennis Howard, Steve Lee, Scott Makin, Kevin Wieland

FM 561 Biblical and Theological Foundations of the Family (3)

A study of the theological and biblical principles that define and regulate Christian family living. Topics will include the nature and basis of marriage and family, the relationship of church and home, and the elements of marriage and family life, including sexuality and roles. Students will apply Bible study skills and methods of theological inquiry in examining theoretical approaches and formulating practical guidelines.

FM 562 Building Strong Families (2)

This course will explore the dynamics and processes of healthy family life across the life cycle. Emphasis will be given to problem prevention and enrichment. Students will develop a three-year ministry plan to help build strong families through a local church.

FM 563 Counseling Troubled Families (3)

Grounded in biblical principles, this course will examine how family problems and breakdown develop. Emphasis will be on ministry interventions directed at the solving of typical marital and family problems. These interventions will include such things as an understanding of family systems theory, assessment tools, referral issues, and family counseling perspectives.

FM 564 Family Centered Church Programming (2)

This course will investigate the creative ways that churches can build their programs around family values and principles. Grounded in biblical principles and family systems theory, students will learn how to develop effective strategies and programs to restructure church life to draw families together.

FM 565 Ministry to the Fractured Family (2)

This course examines the reality of divorce and the spiritual, psychological, and sociological dynamics connected with marriage and family change. The course focuses on Christian caregiving to members of the divorced family and members of the reconstructed family.

Leadership

Gary Newton, Ray Seilhamer

LD 530 Principles of Leadership (3)

A course designed to help the student understand the value of effective Christian leadership and to personally develop leadership skills. The course deals with the philosophy and principles of leadership and also the practical elements of personal leadership skills.

LD 545 Conflict Management (2)

This course relates theory about interpersonal conflict to the life of the church, and helps the student consider the personal, theological, and organizational dynamics involved in healthy conflict management. Opportunity is given for students to encourage one another by exploring their real-life conflicts in cooperative problem-solving teams.

LD 577 Leading the Change Process (3)

This course studies the nature of interpersonal and organizational change and concentrates particularly on learning how to gain entry, build ownership, and overcome obstacles in order to facilitate meaningful change.

Ministry Core

Gary Newton, Gary House, Dave Rahn, Ray Seilhamer

MC 505 Philosophical Foundations of Ministry (3)

The goal of this course is to help students think critically about the relationship between the ultimate end of ministry, the nature of persons and ministry, the spiritual formation process, ministry purposes and models, and the practice of ministry. Additionally, students will be led in theological and personal reflection so they can begin to shape their philosophy of ministry in ways that result in increased personal effectiveness.

MC 507 Ministry Mentor (0, 2)

Upon admission into the Graduate School, each new student is matched with a mentor with whom an effective mentoring relationship will be established. Students are expected to meet with their mentors bi-weekly each semester for the duration of their academic experience. Mentors will be asked to hold students accountable for their spiritual formation, educational assignments and personal ministry while teaching principles of mentoring. Students must register for this course each semester that they are matriculated, with the first semester taken for 2 credits and subsequent semesters taken for 0 credits that also carry a course fee.

MC 512 Historical Foundations of Ministry (3)

Students will develop an understanding of historical developments relevant to ministry practice, and will reflect on the relationship between theology and the practice of ministry.

MC 527 Ministry Assessment (2)

Students learn how to clarify both the desired outcomes and the value-driven processes of their ministries. They also come to understand important elements of any research design, including sampling, data collection, data analysis, validity and reliability. A feature of this course requires students to design and implement ministry assessment strategies that help them lead others through ministry evaluation.

MC 650 Ministry Culmination Project (2)

This course is a guided seminar, helping students to build or enhance a specific ministry around the intersection of biblical principles and empirical evidence of effectiveness. As the signature learning experience in each student's program, students prepare a culmination paper and public presentation of practical worth and scholarly merit.

Pastoral Ministry

Dan Boen, David DeSelm, Gary Dilley, Ray Seilhamer, Rick Hawks

PF 698 Clinical Pastoral Education (6)

Clinical Pastoral Education is professional education for ministry in a hospital setting. Students in a Master's Program can take Clinical Pastoral Education (CPE) at an approved hospital for 6 credit hours of elective credit. Registration is processed at a hospital and tuition is paid to Huntington College.

PM 510 Communicating the Word (3)

A course designed to help the student understand the biblical command for preaching; the value of preaching; the patterns for preaching; the preparation for preaching; the various parts of a message; the presentation of the message; and the evaluation and response to the message. The design of the course is to help each student become a more complete communicator and to feel more confident in the presentation of the Word of God.

PM 537 Congregational Care (3)

A course centered on the practical aspects of fulfilling the role of a shepherd in the local church, the focus will be on the preventative, protective, priestly and pastoral roles of the pastor. Attention will be given to the personal responsibility of the pastor in shepherding and the role of equipping the laity for congregational care.

PM 550 Celebrating the Lord (3)

A course designed to help students explore the various worship styles, learning the value, and strengths and weaknesses of each. Various worship styles currently in use in typical churches are evaluated. The student is further challenged to adopt a worship style and develop principles for such. Students are asked to practice designing and developing worship services that are theologically and practically acceptable and implementing those services in his or her ministry setting. The student is also introduced to music styles and the basics of music direction.

PM 580 Pastoral Counseling (3)

This course introduces ministerial students to the problems and possibilities of pastoral counseling within the con-

text of the parish, helping the ministerial student gain self-understanding and obtaining an understanding of the dynamics of personality within the counseling relationship. The uniqueness of Christian counseling and areas of similarity between Christian and secular counseling will be explored.

PM 690p Special Projects in Pastoral Ministry (1-3)

A directed study by arrangement with and under the supervision of the professor. The study will develop a project relative to a particular ministry concern.

PM 697 Ministry Culmination Experience (2)

Qualifying United Brethren students will be assigned to a larger, healthy church within the denomination for a two-year internship for which four successive semesters of registration in this course are required. The assignment will be made with the agreement of the student, conference leadership, senior pastor and the graduate school.

Youth Ministry

David Rahn, Tom Bergler, Karen Jones

YM 527 Sociology of Adolescence (3)

A study of the development of the stage of adolescence in Western society and the current influences that shape its constitution. Includes an opportunity to use empirical research methods to explore the social patterns of adolescents in a particular community.

YM 537 Contemporary Practice of Youth Ministry (3)

An overview of the person and professional of youth ministry, including an examination of current Link Institute research in this area. Special attention will be given to identifying and comparing contemporary models of effective ministry.

YM 547 Advanced Issues in Youth Ministry (2)

A range of youth ministry topics will be studied, determined collaboratively by the professor and students. Topics will be selected for the real-life problem-solving potential they hold for the field of youth ministry, and may include matters such as troubled youth, discipleship, or cross-cultural ministry.

YM 557 Student Leadership in Youth Ministry(3)

Students will survey modern ministry practices to discern operational definitions of student leadership. They will subsequently explore related biblical principles, relevant historical events, issues in adolescent psycho-social development, and current Link Institute research in order to formulate a plan for the development of effective student leadership in youth ministry.

YM 690y Special Projects in Youth Ministry (2)

A directed study by arrangement with and under the supervision of the professor. The study will develop a project relative to a particular ministry concern.

Diploma in Pastoral Ministry

Gary House, Gary Newton, Ray Seilhamer, Rick Hawks, Dan Boen

BC 502 Hermeneutics (3)

Students' ability to use scripture in personal spiritual formation and in ministry is improved by focusing attention on the several critical tasks involved in biblical interpretation. The course will emphasize inductive interpretation of scripture in a variety of contexts. Students will increase their hermeneutical skills by doing interpretative work on passages important to their ministry.

EM 607 Equipping Strategies (2)

This class will help leaders to develop strategies and skills in preparing lay persons and staff for ministry. Students will plan and head a training experience for the class.

PM 510 Communicating the Word (3)

A course designed to help the student understand the biblical command for preaching; the value of preaching; the patterns for preaching; the preparation for preaching; the various parts of a message; the presentation of the message; and the evaluation and response to the message. The design of the course is to help each student become a more complete communicator and to feel more confident in the presentation of the Word of God.

PM 537 Congregational Care (3)

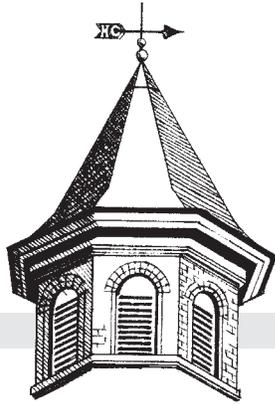
A course centered on the practical aspects of fulfilling the role of a shepherd in the local church, the focus will be on the preventative, protective, priestly and pastoral roles of the pastor. Attention will be given to the personal responsibility of the pastor in shepherding and the role of equipping the laity for congregational care.

PM 550 Celebrating the Lord (3)

A course designed to help students explore the various worship styles, learning the value, and strengths and weaknesses of each. Various worship styles currently in use in typical churches are evaluated. The student is further challenged to adopt a worship style and develop principles for such. Students are asked to practice designing and developing worship services that are theologically and practically acceptable and implementing those services in his or her ministry setting. The student is also be introduced to music styles and the basics of music direction.

PM 580 Pastoral Counseling (3)

This course introduces ministerial students to the problems and possibilities of pastoral counseling within the context of the parish, helping the ministerial student gain self-understanding and obtaining an understanding of the dynamics of personality within the counseling relationship. The uniqueness of Christian counseling and areas of similarity between Christian and secular counseling will be explored.



THE FACULTY AND ADMINISTRATION 2001-2002

- G. Blair Dowden (1991-) *President of the College and Professor of Business and Education*
AB, 1974, Wheaton College; MA, 1978, Ball State University; EdD, 1981, Ball State University.
- Kathryn J. Anders (1974-90) *Assistant Professor Emeritus of Education*
BS, 1968, Indiana University; MS, 1970, Indiana University; MA, 1981, Butler University.
- Kerry D. Arnold (1994-) *Lecturer in Computer Science and Director of Computing Services*
BSS, 1984, Huntington College.
- Thomas W. Ayers (1995-) *Vice President for Business and Finance*
BA, 1977, Taylor University; MA, 1978, Ball State University; MBA, 1983, Ball State University.
- Jack P. Barlow, Sr. (1967-99) *Associate Professor Emeritus of History and Political Science.*
BRE, 1964, William Tyndale College; MA, 1965, Eastern Michigan University; graduate study, Michigan State University, Ball State University.
- Chaney R. Bergdall (1975-) *Professor of Bible and Religion*
BA, 1969, Huntington College; MA, 1970, Jerusalem University College; MDiv. 1973, Trinity Evangelical Divinity School; PhD, 1986, Fuller Theological Seminary; graduate study, Grace Theological Seminary.
- Jeffrey C. Berggren (1993-) *Dean of Enrollment*
BS, 1984; BS, 1989, John Brown University.
- Thomas E. Bergler (2000-) *Assistant Professor of Educational Ministries*
BS, 1986, University of Michigan; MA, 1995, Wheaton College; PhD, 2001, University of Notre Dame.
- William H. Bordeaux (1987-) *Professor of Chemistry and Chair of the Division of Natural and Mathematical Sciences*
BA, 1968, Houghton College; DA, 1976, University of Miami; graduate study, North Carolina State University.
- Charles L. Brady (1959-86) *Associate Professor Emeritus of Business*
BS, 1946, Northwest Missouri State College; AM, 1952, University of Northern Colorado.
- Dwight D. Brautigam (1987-) *Professor of History*
BA, 1979, Houghton College; MA, 1982, University of Kentucky; PhD, 1987, University of Rochester.
- Michael S. Brennan, (2000-) *Instructor in Music*
BS, 1993, California State University, Fullerton; MM, 1996, California State University, Fullerton.
- Beth A. Burch (1993-) *Associate Professor of Biology*
BS, 1985, Millersville University; MS, 1988, University of Florida; PhD, 1993, University of Florida.
- Michael J. Burnett (2001-) *Assistant Professor of Theatre*
BA, 1994, Sul Ross State University; MFA, 1997, University of Mississippi.
- Lance D. Clark (1993-) *Assistant Professor of Communication*
BA, 1989, Huntington College; MA, 1991, Regent University; PhD, 2001, Regent University.
- Rebecca L. Coffman (1993-) *Associate Professor of Art and Chair of the Division of Visual and Performing Arts*
BFA, 1985, Hardin-Simmons University; MFA, 1989, Texas Tech University.
- Sharon L. Custer (1973-) *Assistant Professor of Business and Assistant Director of Excel Program*
BS, 1966, Huntington College; MS, 1975, University of Saint Francis; graduate study, Ball State University.
- Delbert D. Doughty, II (1996-) *Associate Professor of English*
BA, 1988, University of South Florida; MA, 1991, University of South Florida; PhD, 1995, Pennsylvania State University.

- Patrick J. Eggleton (1999-) *Associate Professor of Mathematics*
BS, 1987; MEd, 1991, University of South Florida; PhD, 1995, University of Georgia.
- Bruce D. Evans (1991-) *Associate Professor of Biology*
BS, 1985, University of Charleston; PhD, 1991, Emory University.
- Mark R. Fairchild (1986-) *Professor of Bible and Religion*
BS, 1976, Pennsylvania State University; BA, 1980, Toccoa Falls College; MDiv, 1982, Asbury Theological Seminary; MPhil, 1985, Drew University; PhD, 1989, Drew University.
- Luke S. Fetters (1999-) *Assistant Professor of Educational Ministries*
BA, 1982; MCM, 1984, Huntington College; MA, 1992, Wheaton College Graduate School; graduate study, Ball State University.
- Paul R. Fetters (1972-) *Professor of Bible and Religion*
BA, 1955, Huntington College; BD, 1959, Huntington College; MDiv, 1969, Eastern Baptist Theological Seminary; MS, 1975, Saint Francis College; DMin, 1980, Fuller Theological Seminary; graduate study, Wright State University.
- G. William Fisher (1993-) *Dean of Christian Faith and Life, and Campus Pastor*
BA, 1981, Sioux Falls College; MDiv, 1987, Fuller Theological Seminary; graduate study, Oxford University.
- Elizabeth A. Frey-Davis (1999-) *Assistant Professor of Art*
BA, 1991, Houghton College; MFA, 1995, Virginia Commonwealth University; graduate study, Drew University.
- A. Norris Friesen (1985-) *Vice President for Student Development, and Assistant Professor of German*
BA, 1972, Tabor College; MS, 1980, Kansas State University; PhD, 1991, Purdue University.
- Janice K. Fulbright (1999-) *Associate Professor of Music*
BME, 1974, University of Georgia; MM, 1984, Georgia State University; DAD, 1989, Cincinnati College-Conservatory of Music; DMA, 1990, University of Cincinnati.
- Robert E. Hale (1961-1997) *Professor Emeritus of Physics*
BS, 1951, Ball State University; MA, 1960, Western Michigan University; EdD, 1973, Ball State University; PedD (*hon.*), 1997, Huntington College; graduate study, University of California at Los Angeles, University of Kansas, University of Arizona, Ohio University.
- Sarah J. Harvey (1981-) *Registrar*
BA, 1978, Huntington College; MA, 1981, Ball State University; graduate study, Ball State University.
- William Hasker (1966-2000) *Distinguished Professor and Professor Emeritus of Philosophy*
AB, 1956, Wheaton College; BD, 1959, American Baptist Seminary of the West; PhD, 1961, University of Edinburgh; graduate study, Fuller Theological Seminary, University of California at Berkeley.
- Stephen D. Holtrop (1992-) *Associate Professor of Education and Assistant to the Dean for Curriculum Development*
BA, 1982, Calvin College; MA, 1988, University of Iowa; PhD, 1992, University of Iowa.
- W. Kenneth Hopper (1990-) *Assistant Professor of Art*
BS, 1975, Ball State University; MA, 1980, Ball State University; graduate study, Purdue University.
- Gary K. House (2000-) *Assistant Professor of Educational Ministries and Director of Mentoring*
BA, 1978, Asbury College; MDiv, 1982, Asbury Theological Seminary; MA, 1988, Trinity Evangelical Divinity School; PhD, 1999, University of South Carolina.
- Francis L. Jones (1971-) *Professor of Mathematical Sciences*
BA, 1966, Huntington College; MS, 1967, Michigan State University; PhD, 1971, Michigan State University; graduate study, Ball State University.
- Karen E. Jones (1997-) *Assistant Professor of Educational Ministries*
BS, 1978, Southwest Missouri State University; MS, 1982, Southwest Missouri State University; doctoral candidate, Southwestern Baptist Theological Seminary.
- Robert E. Kaehr (1976-) *Director of Library Services and Assistant Professor of Library Science*
BA, 1965, Huntington College; MA, 1972, Northern Arizona University; MLS, 1976, George Peabody College; graduate study, Indiana University.
- George W. Killian, Jr., (2001-) *Assistant Professor of Music*
BA, 1988, Anderson University; MM 1991, Ball State University; DMA, 2000, Arizona State University.
- Ned J. Kiser (1995-) *Vice President for Advancement*
BSEE, 1976, Iowa State University; MDiv, Grace Theological Seminary.

- Richard E. Klopfenstein (1953-87) *Associate Professor Emeritus of Health and Physical Education*
BS, 1948, Huntington College; MS, 1952, Indiana University; MS, 1953, Indiana University; Dir PE,
Dir Rec, 1953, Indiana University.
- Steven W. Lee (1986-) *Professor of Psychology*
BA, 1973, Bethel College (MN); MS, 1978, North Dakota State University; EdD, 1985, University of
South Dakota.
- Jeffrey L. Lehman (1998-) *Assistant Professor of Computer Science*
BA, 1991, Bluffton College; MS, 1993, Illinois State University.
- W. Todd Martin (1999-) *Assistant Professor of English*
BA, 1989, William Jewell College; MA, 1991, Wake Forest University; PhD, 1998, Baylor University.
- David W. McEowen (1997-) *Visiting Professor in Business*
BS, 1970, Purdue University; MBA, 1984, Saint Francis College; graduate study, Rochester Institute of
Technology.
- Ann C. McPherren (1981-) *Professor of Business and Economics, Chair of the Division of Business and
Social Science*
BA, 1978, Huntington College; MS, 1982, Ball State University; EdD, 1992, Ball State University;
graduate study, Indiana University.
- Paul E. Michelson (1974-) *Distinguished Professor and Professor of History*
AB, 1967, Emporia State University; AM, 1969, Indiana University; PhD, 1975, Indiana University.
- Ruth E. Nalliah (1995-) *Assistant Professor of Chemistry*
BA, 1989, Bluffton College; PhD, 1995, University of Toledo.
- Randy L. Neuman (1982-) *Associate Director of Library Services and Assistant Professor of Library Science*
AB, 1980, Huntington College; MLS, 1981, University of Michigan; graduate study, Ball State
University.
- Gary C. Newton (1998-) *Professor of Educational Ministries, Director of Educational Ministries*
BA, 1973, Houghton College; MA, 1977; PhD, 1987, Trinity Evangelical Divinity School.
- James M. O'Donnell (1993-) *Associate Professor of Business and Economics and Executive-in-Residence*
AB, 1970, Brown University; MEd, 1973, Rhode Island College; MBA, 1979, Columbia University.
- Imogene M. Palmer (1952-81) *Registrar Emeritus*
BA, 1944, Huntington College.
- Terrell M. Peace (1998-) *Professor of Education and Director of Teacher Education*
BS, 1973, Clemson University; MRE, 1980; PhD, 1984, Southwestern Baptist Theological Seminary.
- Evelyn J. Priddy (1990-) *Associate Professor of Education*
BS, 1972, Huntington College; MS, 1976, Indiana University; EdD, 1989, Ball State University.
- Wayne L. Priest (1997-) *Assistant Professor of Psychology*
BA, 1980, Anderson University; MAR, 1983, Anderson University; PhD, 1993, Ball State University.
- David D. Rahn (1986-) *Professor of Educational Ministries, Director of the Link Institute, and Chair of the
Division of Philosophy and Religious Studies*
BA, 1976, Huntington College; MA, 1981, Wheaton College; PhD, 1991, Purdue University.
- Donald C. Rainbow (1990-) *Professor of Theatre and Speech*
BA, 1965, University of Minnesota; MA, 1967, University of Minnesota; PhD, 1971, University of
Minnesota; graduate study, University of California at Los Angeles, Fordham University.
- Michael W. Rowley (1998-) *Assistant Professor of Speech*
BA, 1991; MA, 1992, University of Central Florida; PhD, 1997, Florida State University.
- Mary E. Ruthi (1978-80; 1983-) *Professor of Sociology*
BA, 1972, Sterling College; MA, 1975, University of Nebraska at Lincoln; PhD, 1978, University of
Nebraska at Lincoln.
- John E. Sanders (1998-) *Professor of Philosophy and Religion*
BA, 1979, Trinity College; MA, 1987, Wartburg Theological Seminary; ThD, 1996, University of South
Africa.
- Marlene J. Schleiffer (1973-) *Professor of Music*
BSM, 1959, Summit Christian College; MM, 1962, Indiana University; PhD, 1973, Indiana University.

- Ray A. Seilhamer (2001-) *Assoc. Dean for the Graduate School, Director of Pastoral Ministries, Professor of Practical Theology*
 BA, 1960, Huntington College; BD, 1963, Huntington College Theological Seminary; ThM, 1967, Princeton Theological Seminary; DMin, 1976, Christian Theological Seminary; clinical training, Ann Arbor Medical Hospital and Ypsilanti State Mental Hospital; graduate study, Temple University.
- Gerald D. Smith (1967-) *Professor of Physics and Chemistry*
 BS, 1964, Huntington College; PhD, 1972, Purdue University; graduate study, University of Washington, Michigan State University, Ball State University, Louisiana State University.
- Paul A. Smith (1987-) *Professor of Physical Education*
 BS, 1976, Wheaton College; MS, 1979, Indiana University; PhD, 1987, Indiana University.
- Patricia R. Spedden (1983-) *Professor of Music*
 BMus, 1973, Centenary College; MM, 1975, University of Maine; DA, 1982, Ball State University.
- Cynthia L. Steury (1980-82; 1986-) *Associate Professor of Education and Assistant Dean for Faculty Development*
 BS, 1971, Huntington College; MA, 1974, Bowling Green State University; EdD, 1997, Ball State University.
- Paula E. Trimpey, (2000-) *Assistant Professor of Theatre*
 BA, 1981, Messiah College; MFA, 1990, Wayne State University.
- Gary W. Turner (2001-) *Director of Athletics*
 BS, 1975, Greenville College; MS, 1980 Western Illinois University.
- Kathy A. Turner (2001-) *Instructor in Education*
 BA, 1975, Greenville College; MS, 1987, Wichita State University.
- Constance L. Updike (1988-) *Assistant Professor of Recreation Management and Chair of the Division of Education, Physical Education, Exercise Science and Recreation Management*
 BS, 1971, Manchester College; MS, 1977, Indiana University; graduate study, Saint Francis College, Indiana University, Ball State University.
- Linda K. Urschel (1984-) *Professor of English and Chair of the Division of Humane Studies*
 BS, 1980, Indiana University; MAT, 1984, Indiana University; PhD, 1992, Ball State University.
- Jeffrey B. Webb (1999-) *Assistant Professor of History*
 BA, 1987, Baldwin-Wallace College; MA, 1989, Cleveland State University; PhD, 2001, University of Chicago.
- Ronald J. Webb (1998-) *Vice President and Dean of the College and Professor of Management*
 BA, 1964, Wheaton College; MBA, 1966; DBA, 1973, University of Maryland.
- Winfield B. Wetherbee (1977-) *Professor of Mathematical Sciences*
 BS, 1967, Wheaton College; MS, 1969, Clarkson University; PhD, 1973, Clarkson University.
- Anita J. Wickersham (1983-) *Assistant Professor of Accounting and Business*
 BA, 1980, Huntington College; MBA, 1988, Ball State University; graduate study, Ball State University; Certified Public Accountant.
- David M. Woodruff, (2000-) *Assistant Professor of Philosophy*
 BA, 1985, Westmont College; MA, 1995, Syracuse University; PhD, 1995, Syracuse University.
- Patricia A. Zezula (1969-) *Professor of Physical Education*
 BS, 1969, Huntington College; MS, 1973, Saint Francis College; EdD, 1981, Ball State University; graduate study, Georgia College at Milledgeville, University of Michigan, Michigan State University.
- Carl D. Zurcher (1950-89) *Professor Emeritus of Speech*
 BA, 1948, Huntington College; MA, 1950, Northwestern University; PhD, 1973, Purdue University; LHD (*hon.*), 1989, Huntington College.

Undergraduate Adjunct Instructors

2001-2002

Jack P. Barlow, MA*history*
James L. Baxter, MA*education*
Ella K. Burnett, MFA*theater*
Juanita A. Buzzard, MS*education*
Debra K. Cherry, MS*precollege mathematics*
Paul R. Cherry, JD*business law*
Howard F. Cherry, DMin*Bible*
Deborah L. Daugherty, MS*physical education*
Morris L. Davis, Jr., MPhil*history/Bible*
Stephanie J. Demorest, MA*Bible*
Leanne Drew, MA*education*
Max W. Garwood, JD*physics*
Ellissa L. Geller, MA*education*
Ronald G. Goetz, MA*psychology*
Barbara S. Gordon, MBA*business*
Margaret C. Hopper, BS*art*
Troy D. Irick, BS CPA*accounting*
Cindy K. Kiefer, MS*education*
Thomas R. King, AB*physical education*
Lynda S. Kline, MA*physical education*
Brent D. Kuster, BA*communication*
Sadie L. Landrum, BA*physical education*
Brigitte G. Martin, MA*French*
Pamela J. Massengill, MS*education*
Felicia M. McConnell, BS*English/sociology*
Jule E. McKanna, MA*physical education*
Margie E. Miller, MLS*Spanish*
Richard B. Miller, BSS*computer science*
Ivan L. Morse, MFA*art*
Michael V. Perkins, BA*journalism*
Ty S. Platt, MS*physical education*
Lisa A. Ricker, BS*art*
David A. Ross, MS*sociology*
Waldo R. Roth, MA*computer science*
Sonja J. Strahm, MA*communication*
Lawrence A. Wiedman, PhD*natural resources*

Graduate School of Christian Ministries Instructional and Adjunct Faculty

2001-2002

Thomas E. Bergler, PhD*youth ministries*
Dan L. Boen, PhD*pastoral counseling*
Thomas Broadbeck, MCM*pastoral ministries*
David N. DeSelm, MS, MCh*pastoral ministries*
Richard Hawks, MDiv*pastoral ministries*
Dennis L. Howard, MA*family ministries*
Karen E. Jones, PhD*educational ministries*
Steven W. Lee, EdD*family development*
Scott L. Makin, MA*family ministries*
David R. Rahn, PhD*educational ministries*
Ray A. Seilhamer, DMin*pastoral ministries*
Kevin L. Wieland, PsyD*family ministries*

Adjunct Faculty in Music

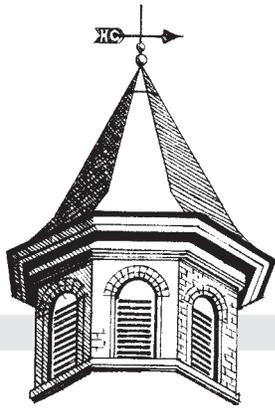
2001-2002

James Ator*saxophone*
Darlene S. Burkett*bell choir, piano, staff accompanist*
Philip S. Burkett*voice, church music*
Eric D. Clancy*jazz*
Lucretia C. Fleury*voice*
Jean A. Flint*piano*
John R. Gardner*clarinet*
Scott A. Hippensteel*instrumental methods*
Hiromi Ito*violin*
Benjamin C. Kendall, MM*voice/orchestra*
Michael Lewellen*French horn*
Robert Lynn*cello, tuba*
Janet MacKay-Galbraith*flute*
John R. Moss*percussion*
Terra E. Rowley*music therapy, education method*
Alan R. Severs*trumpet*

Coaching Staff in Athletics

2001-2002

Director of Athletics Gary W. Turner
Athletic Trainer Kevin S. Vanden Akker
Asst. Athletic Trainer Steve G. DeCou
Tennis, Men and Women Gary W. Turner
Cross Country, Men and Women Thomas R. King
Soccer, Men Steve G. DeCou
Soccer, Women Tom M. Datema
Volleyball, Women David A. Schroeder
Basketball, Men Steven D. Platt
Basketball, Women Lori L. Culler
Baseball, Men Michael D. Frame
Softball, Women Mike L. Tribolet
Track, Men and Women Thomas R. King
Golf, Men Pete Schowmir
Cheerleading Kevin C. Killen



ADMINISTRATIVE OFFICERS AND STAFF

2001-2002

President's Office

President of the CollegeG. Blair Dowden
 Executive Assistant.....Sharon M. Givler
 Administrative Secretary.....Barbara A. Thompson

President's Council

President.....G. Blair Dowden
 Vice President and
 Dean of the College.....Ronald J. Webb
 Vice President for Business
 and Finance.....Thomas W. Ayers
 Vice President for
 Advancement.....Ned J. Kiser
 Vice President for Student
 Development.....A. Norris Friesen
 Dean of Enrollment.....Jeffrey C. Berggren
 Dean of Christian
 Faith and Life.....G. William (Bill) Fisher
 Faculty Representative.....Beth A. Burch
 Student Senate
 Vice President.....Julie M. Magrum
 Executive Assistant.....Sharon M. Givler

Academic Services

Vice President and
 Dean of the College.....Ronald J. Webb
 Administrative Secretary.....Cathy J. Trout
 Assistant Dean for
 Curriculum Development.....Stephen D. Holtrop
 Assistant Dean for
 Faculty Development.....Cynthia L. Steury
 Registrar.....Sarah J. Harvey
 Assistant to the Registrar.....Beth A. Dubois
 Registration Clerk.....Kristina A. Glasgow
 Director/EXCEL Program.....Kathleen A. O'Donnell
 Asst. Dir./EXCEL Program.....Sharon L. Custer
 Prog. Coord./EXCEL Program.....Laura D. Ballard
 Dir. of Link Institute.....David D. Rahn
 Dir. of Mindscape Program.....Jule E. McKanna
 Director Computing Services.....Kerry D. Arnold
 Admin. Systems Admin.Paul R. Nalliah
 Admin. Systems Coord.Sylvia K. Reed

Network Administrator.....John M. Wagner
 Tech Support Specialist.....Nathan A. Moreland
 Technology Support Coord.....Randall D. Metzger
 Director of Library Services.....Robert E. Kaehr
 Assoc. Director Library Serv.Randy L. Neuman
 Assistant in Library ServicesPatricia A. Jones
 Library Secretary.....Barbara M. Bible
 Circulation Coordinator.....Jean T. Michelson
 Director of Athletics.....Gary W. Turner
 Secretary.....Ronda C. Smelser
 Secretary.....Linda M. Hutchison
 Sports Information Director.....Lori L. Culler
 Athletic Trainer.....Kevin S. Vanden Akker
 Assistant Athletic Trainer.....Steven G. DeCou
 Dir. of Teacher Education.....Terrell M. Peace
 Dir. Clinical Experience.....Cynthia L. Steury
 Secretary.....Jennie L. Bixler
 Faculty Secretary for
 Loew/Brenn.....Denise K. Brauchla
 Teacher Ed. Licensing Advisor.....Sarah J. Harvey
 Dir. of Freshman Program.....Joanne K. Miller
 Dir. of Theatre Productions.....Donald C. Rainbow
 Dir. of Brethren Productions.....Lance D. Clark
 Sound & Lighting Coord.Neil R. Gustafson
 Communication Technician.....Brent D. Kuster
 Dir. Community Arts Prog.Margaret A. Roush
 Director of Music Programs.....Janice K. Fulbright
 Secretary.....Linda G. Willard
 Faculty Marshal.....Chaney R. Bergdall

Graduate School

Associate Dean for the
 Graduate School.....Ray A. Seilhamer
 Director of
 Educational Ministries.....Gary C. Newton
 Director of Pastoral
 Ministries.....Ray A. Seilhamer
 Director of Youth Ministries.....David D. Rahn
 Director of Mentoring.....Gary K. House
 Secretary.....Lori J. Garde

Campus Ministries

Dean Christian Faith/Life.....G. William (Bill) Fisher
Assistant Director of
Campus Ministries.....Molly E. Kesler
Secretary.....Jodi L. Fiedler

Student Services

Vice President for Student
Development.....A. Norris Friesen
Administrative Secretary.....M. Margaret Pasko
Associate Dean of Student
DevelopmentRonald L. Coffey
Assistant Dean of Student
DevelopmentMartha J. Smith
Director Career Development
and CounselingMartha J. Smith
Assistant Director Career
Development.....Shanon L. Green
CounselorDavid A. Kiningham
Student Services Secretary.....Tana L. Fortney
Director of Student Programs ...Jesse M. Brown
Coord Volunteer ProgramsJoanne K. Miller
Director of Learning
Assistance.....Kris L. Chafin
Director of Residence Life
and Student Programming.....Ronald L. Coffey
Baker-Roush Residence Dir.....Amy E. LePage
Hardy Residence DirectorLeah M. Pennington
Meadows/Miller Res. Dir.....Jesse M. Brown
Wright Residence Director.....Joshua K. Kesler
HMH Health Services Nurse ...Donna L. Heck
Health Services Secretary.....Susan D. Rahn
Sodexo-Marriott Food
Services ManagerKenneth D. Akins
Sodexo-Marriott Office
ManagerKristy A. McCormick
Barnes and Noble Bookstore
ManagerMelissa J. Blackmer
Campus Security Officer.....Barry A. Cochran

Admissions

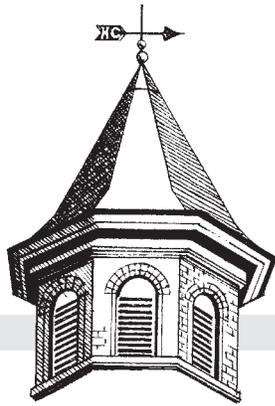
Dean of EnrollmentJeffrey C. Berggren
Assoc. Director Admissions.....Michael D. Frame
Office Manager.....Karol S. Caley
Receptionist-SecretarySandra K. Marion
Admissions Counselor.....Nathan J. Perry
Admissions Counselor.....Trevor S. Lee
Admissions Counselor.....Mark D. Green
Admissions Counselor.....Leah Doughty
Campus Visit Coordinator.....Carlene M. Peters
Director Retention Programs ...Joanne K. Miller
Director of Financial AidSharon R. Woods
Financial Aid AssistantCandy A. Smith

Institutional Advancement

Vice President/AdvancementNed J. Kiser
Administrative Secretary.....Victoria M. Allen
Secretary.....Linda K. Taylor
Secretary.....Janice A. Yost
Secretary.....Cindy L. Vezeau
Secretary.....Ella K. Burnett
Director of Gift Planning.....Richard W. McConnell
Director of Alumni and
Church RelationsJames W. A. Hoffman
Director of Public Relations
and Publications.....John W. Paff
Media Relations SpecialistBethany A. Manter
Director of the
Capital CampaignBeth M. Lahr
Director of Major GiftsJeffrey L. Roloff
Director of Special Programs...Gary W. Town
Switchboard/Data EntryDarlene A. Fairchild

Business Services and Physical Plant

Vice President for Business
and FinanceThomas W. Ayers
Administrative SecretaryPamela S. Rudy
Controller and
Dir. of Financial Services.....Jerry L. White
Asst Dir. Financial Services.....Shelia A. Hacker
Accounting Clerk.....Amy L. Johnson
Accounting Clerk.....Polly R. Tribolet
BookkeeperBecky M. Lyons
Cashier.....Susan K. Akins
Mailing/Duplicating Mgr.Nancy B. Rogers
Director Of Conferences and
Auxiliary ServicesJulie A. Hendryx
Director Physical Plant.....Jerry A. Gressley
Secretary.....Susan E. Stong
Maintenance.....Mike L. Tribolet
Maintenance.....Steven J. Beaver
Maintenance.....Joseph W. Bickel
Maintenance.....Mark D. Hesting



HUNTINGTON COLLEGE BOARD OF TRUSTEES

2001-2002

College Governance

Responsibility for the general management and conduct of the College rests with the Board of Trustees acting through its executive committee consisting of ten persons. The Board in turn is responsible to the General Conference of the Church of the United Brethren in Christ for the faithful maintenance of Christian standards of education and the promotion of the interests of the institution.

The College is governed by a thirty-three member Board of Trustees. Eight of its members are chosen from the Board of Education of the Church of the United Brethren in Christ. Twenty-two others are chosen at large by the Board itself, and three additional members, one each, are elected as representatives of and by the Huntington College Foundation, the Alumni Association of Huntington College, and the Student Union in the person of the president of Student Senate. Except for the latter, trustee members are elected for terms of four terms.

Officers of the Board

Paul R. Cherry.....*Chairman*
David N. McGinnis.....*Vice Chairman*
Carol A. Clark.....*Secretary*

Term Expires in 2002

Carol A. Clark, *physician*.....*Anderson, Indiana*
Junior Geiger, *contractor*.....*Huntington, Indiana*
Francis K. Mustapha, *teacher*.....*Fort Wayne, Indiana*
Edward E. Souers, *accountant*.....*Woodburn, Indiana*
Nancy Stouffer, *sales executive*
.....*Chambersburg, Pennsylvania*
Jeremy J. Rufener (*Senate President*),
student.....*Lima, Ohio*

Term Expires in 2003

Kandy Atalla, *respiratory therapist*.....*Kokomo, Indiana*
Denis Casco,
director hispanic ministries.....*Monrovia, California*
Dale L. Haupt,
insurance executive.....*South Whitley, Indiana*
Larry L. Lance, *youth director*.....*Fort Wayne, Indiana*
David N. McGinnis,
business consultant.....*Grand Rapids, Michigan*
C. Ray Miller, *retired bishop*.....*Huntington, Indiana*
Kenneth W. Savage, *accountant*.....*Grandville, Michigan*

Term Expires in 2004

Ronald P. Baker,
physician.....*Berrien Springs, Michigan*
Paul R. Cherry (Board Chair),
judge.....*Auburn, Indiana*
John Easterday (HC Foundation President),
bank executive.....*Huntington, Indiana*
Nicholas J. Hoty, *business executive*.....*Westlake, Ohio*
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corporate executive.....*Adrian, Michigan*
Larry M. New,
corporate executive.....*Yorktown, Indiana*
Lars D. Andersen (Alumni President),
physician.....*St. Johns, Michigan*
Carol S. Shuttleworth,
corporate executive.....*Huntington, Indiana*
David M. Tinkey,
banker.....*Indianapolis, Indiana*
Thomas L. Tyler, *retired executive*.....*Granger, Indiana*

Term Expires in 2005

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Donald L. Duff,*
retired executive.....*Fort Wayne, Indiana*
Daryl M. Elliott,*
minister.....*Altamonte Springs, Florida*
Bernard J. Hull,* *contractor*.....*Grand Rapids, Michigan*
Thomas S. Ponsot,*
retired executive.....*Ossian, Indiana*
Patrick B. Jones,* *minister*.....*Chambersburg, Pennsylvania*
Paul E. Lehman,*
contractor.....*Chambersburg, Pennsylvania*
Paul E. Hirschy,* *bishop*.....*Huntington, Indiana*
Kelly A. Savage,
VP Support Services.....*Byron Center, Michigan*
Howard A. Whaley, *retired academic vice president*
.....*Ogden Dunes, Indiana*
**Education Commission of the Church of the United*
Brethren in Christ, 1999-2003

Honorary Trustees

Ruth Merrillat.....*Adrian, Michigan*

Trustees Emeriti

Paul B. Baker,
retired minister.....*Chambersburg, Pennsylvania*
George S. Bergdall, *retired teacher*.....*Rockford, Illinois*
Fred L. Geyer, *businessman*.....*Fort Wayne, Indiana*
George D. Horton, *retired engineer*.....*Surprise, Arizona*
C. Russell Neterer,
retired executive.....*Huntington, Indiana*
Harold E. Pontious,
retired broker.....*Babson Park, Florida*
J. Edward Roush, *attorney*.....*Huntington, Indiana*
Norma H. Tinker,
homemaker.....*Carmichael, California*

President's Advisory Council on Excellence (PACE)

Term Expires 2002 Pamela A. Dennie, *accountant, Fort Wayne, Indiana*; Phillip G. Howard, *architect engineer, Indianapolis, Indiana*; J. Thomas Winters, *corporate sales, Grand Rapids, Michigan*; Gary Campbell, *systems Analyst, Worthington, Ohio*; William Kurtz, *corporate executive, Woodburn, Indiana*; Nancy Lamport, *senior systems analyst, Peoria, Illinois*. Term Expires 2003 Brent A. Birdsall, *minister, Huntington, Indiana*; Jane A. Schenkel, *retired teacher, Huntington, Indiana*; Michael Magsig, *corporate executive, Greenwich, Connecticut*; Jerry Martin, *corporate executive, Indianapolis, Indiana*; Keith Schall, *business executive, Kokomo, Indiana*. Term Expires 2004 Brent Clifton, *banker, Grabill, Indiana*; James A. McClellan, Jr., *foundation executive, Adrian, Michigan*; Royce Ruckman, *investment manager, Huntington, Indiana*; Thomas Feusse, *corporate executive, Powell, Ohio*. Term Expires 2005 Ronald J. Freeman, *business executive, Portland, Indiana*; Richard A. Hames, *corporate executive, Westerville, Ohio*; Emmett W. Lippe, *school administrator, Brighton, Michigan*; Kathryn Hobart, *retired teacher, Lutz, Florida*.

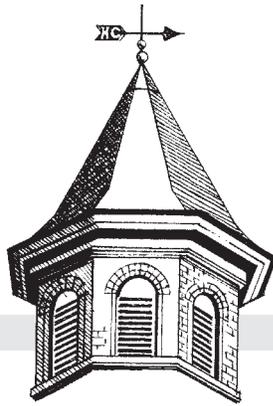
Constituent Support

The College depends upon the interest and generosity of its various constituencies in providing resources for current and future operations. Current annual gifts are very important in meeting the necessary obligations of the institution. Deferred gifts and investments in the form of cash, bonds, securities, life insurance, annuities, and real estate build a vital and solid foundation for future growth and operation.

Current income is provided by student tuition and fees, which provide three-fourths of the operating revenue, and by gifts from generous supporters, from alumni, and from the church. Additional revenue is provided by annuities and life estates and by a modest endowment.

Persons desiring to remember Huntington College in their wills, to receive information on estate planning or deferred giving, or to become involved in a major gift for current fund or capital campaign are invited to call or write the president for a personal response.





COLLEGE CALENDAR

2002-2005

FALL SEMESTER

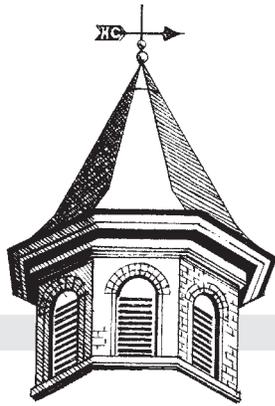
	FALL 2002	FALL 2003	FALL 2004
Final Payment Due	Sat August 10	Sun August 10	Tue Aug 10
Faculty Workshop	Wed-Thur Aug 28-29	Wed-Thur Aug 27-28	Wed-Thur Aug 25-26
Residence Halls Open for New Students	Sun Sept 1	Sun Aug 31	Sun Aug 29
New Student Orientation	Sun-Tue Sept 1-3	Sun-Tue Aug 31-Sept 2	Sun-Tue Aug 29-31
Classes Begin	Wed Sept 4	Wed Sept 3	Wed Sept 1
Labor Day (Offices Closed - No Classes)	(Mon Sept 2)	(Mon Sept 1)	Mon Sept 6
Final Day for Change of Registration	Tue Sept 10	Tue Sept 9	Wed Sept 8
Final Day for S/U Petitions	Tue Sept 17	Tue Sept 16	Wed Sept 15
Homecoming	Sat Oct 5	Sat Oct 4	Sat Oct 2
Board of Trustees Fall Meeting	Oct 17-18	Oct 16-17	Oct 14-15
Mid-Semester	Wed Oct 23	Wed Oct 22	Wed Oct 20
Mid-Semester Break	Mon Oct 28	Mon Oct 27	Mon Oct 25
Registration Advising for January & Spring	Oct 29-Nov 15	Oct 28-Nov 14	Oct 26-Nov 12
Family Weekend	Nov 1-2	Oct 31-Nov 1	Oct 29-31
Final Day for W Withdrawal from Class	Tue Nov 12	Tue Nov 11	Wed Nov 10
Thanksgiving Recess	Thur-Fri Nov 28-29	Thur-Fri Nov 27-28	Thur-Fri Nov 25-26
Final Day of Classes	Fri Dec 13	Fri Dec 12	Fri Dec 10
Semester Examinations	Mon-Thur Dec 16-19	Mon-Thur Dec 15-18	Mon-Thur Dec 13-16
Residence Halls Close (7 pm)	Thur Dec 19	Thur Dec 18	Thur Dec 16

JANUARY TERM

	JANUARY 2003	JANUARY 2004	JANUARY 2005
Residence Halls Open (2 pm)	Sun Jan 5	Sun Jan 4	Sun Jan 2
Final Registration and Payment	Mon Jan 6	Mon Jan 5	Mon Jan 3
Classes Begin	Mon Jan 6	Mon Jan 5	Mon Jan 3
Final Day for S/U Petitions	Wed Jan 8	Wed Jan 7	Wed Jan 5
Final Day of Classes	Wed Jan 22	Wed Jan 21	Wed Jan 19
Board of Trustees Winter Meeting	Jan 23-25	Jan 22-24	Jan 20-22

SPRING SEMESTER

	SPRING 2003	SPRING 2004	SPRING 2005
Final Payment Due	Fri Jan 10	Sat Jan 10	Mon Jan 10
New Student Orientation	Sat-Sun Jan 25-26	Sat-Sun Jan 24-25	Sat-Sun Jan 22-23
Classes Begin	Mon Jan 27	Mon Jan 26	Mon Jan 24
Final Day for Change of Registration	Fri Jan 31	Fri Jan 30	Fri Jan 28
Honors Convocation	Fri Jan 31	Fri Jan 30	Fri Jan 28
Final Day for S/U Petitions	Fri Feb 7	Fri Feb 6	Fri Feb 4
Mid-Semester	Fri Mar 14	Fri Mar 12	Fri Mar 11
Spring Recess	Mar 17-21	Mar 15-19	Mar 21-25
Registration Advising for Summer & Fall	Mar 31-Apr 17	Mar 29-Apr 16	Mar 28-Apr 15
Final Day for W Withdrawal from Class	Fri Apr 4	Fri Apr 2	Fri Apr 1
Good Friday Break	Fri Apr 18	Fri Apr 9	(Mar 25)
Board of Trustees Spring Meeting	Apr 24-25	Apr 22-23	Apr 21-22
Final Day of Classes	Fri May 9	Fri May 7	Fri May 6
Semester Examinations	Mon-Thur May 12-15	Mon-Thur May 10-13	Mon-Thur May 9-12
Graduation	Sat May 17	Sat May 15	Sat May 14



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Catalog Editor

Final editing responsibility for this Catalog lies with Registrar Sarah J. Harvey. Questions related to interpreting policies should be addressed to the Dean of the College. Photo credits to public relations office and Huntington College Archives.

Changes in College Regulations

The provisions of this Catalog are not to be regarded as a contract between any student and the College. Course content and College regulations governing admissions, tuition, and campus life are under constant review and revision.

The College reserves the right to change any provision, regulation, or requirement set forth herein and the right to withdraw or amend the content of any courses described herein as may be required or desirable by circumstances.

Nondiscrimination Policy

Huntington College is a not-for-profit exempt organization as described in Section 501 (c) (3) of the Internal Revenue Code.

In compliance with the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, Huntington College does not discriminate on the basis of race, color, national origin or sex in its policies, practices or procedures. It maintains a policy of non-discrimination on the basis of handicap in its educational programs, admissions procedures and its employment practices, in compliance with Section 504 of the Rehabilitation Act of 1973. It is committed to providing the optimum employee safety and health in keeping with sound business practice and the requirements of the 1970 Occupational Safety and Health Act. The student's right of privacy in regard to disclosure of personal data is assured in conformity with existing legislative requirements.

Huntington College complies with all relevant federal and state nondiscrimination laws and is an equal opportunity institution. Inquiries should be directed to the Office of the President of Huntington College.

Accommodation Policy

In compliance with Section 504 of the Rehabilitation Act, Huntington College will make reasonable accommodations for students with disabilities. The director of the Learning Center is the advocate and coordinator of services for students with disabilities at Huntington College. Any student who has a psychiatric, learning, orthopedic, or sensory disability that substantially limits one or more major life activities who would benefit from accommodations to be more successful on campus should call the Learning Center (359-4290) to ask questions or discuss available services.

Accreditation

The Higher Learning Commission and a member of the North Central Association of Colleges and Schools, 30 North Central LaSalle Street, Suite 2400, Chicago, Illinois 60602 (800) 621-7440 (1961, 1994)

National Council for Accreditation of Teacher Education, 2010 Massachusetts Avenue NW, Suite 200, Washington, DC 20036-1023 (202) 466-7496 (1994, 2000)

National Association of Schools of Music, 11250 Roger Bacon Drive, Suite 21, Reston, Virginia, 20190 (703) 437-0700 (2000)

Huntington College map



- | | | |
|---|---------------------------------|----------------------------------|
| 1. Becker Hall | 15. Wright Hall | 23. Student Venture Auditorium |
| 2. Richlyn Library | 16. Hardy Hall | 24. Brenn Hall |
| 3. Huntington Union Building
★ Admissions Office (First floor,
Huntington Union Building) | 17. Baker Hall | 25. Loew Center |
| 4. Habecker Dining Commons | 18. Roush Hall | 26. Forest Glen Baseball Diamond |
| 5. Merillat Centre for the Arts | 19. Administration Annex | 27. Meadows Hall |
| 6. Bangs Memorial President's Home | 20. Science Hall | 28. Miller Hall |
| 7. Soccer fields | 21. Forester Village Apartments | 29. Art Annex |
| 8. Track | 22. Maintenance Building | |
| 9. Merillat Complex for Physical
Education and Recreation | | |
| 10. MCKER Field House | | |
| 11. Klopfenstein Tennis Courts | | |
| 12. Softball field | | |
| 13. United Brethren International
Headquarters | | |
| 14. Kids Campus | | |



(260) 356-6000

admissions@huntington.edu

<http://www.huntington.edu>

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