

HUNTINGTON UNIVERSITY

TRADITIONAL UNDERGRADUATE ACADEMIC CATALOG 2021 - 2022



REGISTER OF OFFICERS, FACULTY, AND STAFF 2020 - 2021

GENERAL ANNOUNCEMENT OF COURSES 2021 - 2022

VOLUME CVI • 2021

HUNTINGTON UNIVERSITY
2303 COLLEGE AVENUE
HUNTINGTON, INDIANA 46750
(260) 356-6000
WWW.HUNTINGTON.EDU

Table of Contents

Calendar

University Calendar	4
---------------------	---

General Information

Beginnings	10
Location	11
Accreditations	11
Memberships	13
Mission Statement	14
Philosophy of Education	15
Statement of Faith	15
Accommodation Policy	16
Nondiscrimination Policy	16
Public Relations Policy	17
Sexual Assault Policy	17
Institutional Review Board	18
Disclaimer	18
Faculty and Staff	19
Governance	38

Undergraduate Campus Information

Community Life	42
Residence Life	42
Co-Curricular Activities	43
Intercollegiate Athletics	43
Student Services	43
Library Resources	44
Spiritual Formation Experience	44

Admissions Information

Admissions Policies and Procedures	46
Early Entry	48
Freedom International Ministries Gap Year Program	48
Transfer Students	48
Prior Education and Training of Veterans	49
Transient Students	49
Readmission	49
Alumni LIFE Program	50
Audit and Visitor Students	50
Advanced Placement, International Baccalaureate, CLEP and DSST	50
Mathematics Placement Testing Policy	51
New Student Programs	52

Academic Information

The Calendar Year	53
Degrees and Programs	54
Degree Requirements and Graduation Information	62
Honors Program	64
Academic Center for Excellence	64
Friesen Center for Service and Experiential Learning	65
Off-Campus Programs	65
Academic Policies	71
Registration Information	83

Financial Information

Typical Yearly Investment	86
Financial Details	86
Additional Financial Details	89
Financial Aid	91

Undergraduate Courses

The Curriculum	98
The Core Curriculum	100
Agricultural Studies	107
Art + Design	114
Biology	121
Business	130
Centre for Non-Western Studies	142
Chemistry	143
Christian Thought and Practice	149
Communication	161
Customized Academic Program	165
Digital Media Arts	166
Education	180
English and Modern Languages	193
History and Political Science	202
Honors Program	212
Kinesiology	216
Mathematics and Computer Science	221
Music	230
Nursing	246
Occupational Therapy Assistant	252
Philosophy	261
Physics	264
Psychology	266
Social Work	272
Sociology	276
Student Services	282
Teaching English to Speakers of Other Languages	283
Theatre Arts	286

University Calendar

2021-2022

Fall 2021

Final Payment Due	Tue, Aug 10
Faculty Workshop	Tue, Aug 24
New Student Orientation	Thu-Sun, Aug 26-29
Classes Begin	Mon, Aug 30
Final Day for Change of Registration	Fri, Sep 3
Labor Day (Offices Closed - No Classes)	Mon, Sep 6
Final Day for S/U Petitions	Mon, Sep 13
Homecoming	Fri-Sat, Oct 1-2
Mid-Semester	Mon, Oct 18
Mid-Semester Grades Due at 5:00 pm	Mon, Oct 18
Mid-Semester Break	Mon-Tue, Oct 18-19
Board of Trustees Fall Meeting	Thu-Fri, Oct 21-22
Advising Begins	Mon, Oct 25
Registration for January & Spring	Mon, Nov 1 - Mon, Nov 29
Final Day for W Withdrawal from Class	Wed, Nov 10
Thanksgiving Break	Wed-Fri, Nov 24-26
Final Day of Classes	Fri, Dec 10
Semester Examinations	Mon-Thu, Dec 13-16
Final Grades Due at 9:00 am	Tue, Dec 21

January Term 2022

Final Registration and Payment	Mon, Jan 3
Classes Begin	Mon, Jan 3
Final Day for Change of Registration	Tue, Jan 4
Final Day for S/U Petitions	Wed, Jan 5
Final Day for W Withdrawal from Class	Fri, Jan 14
Final Day of Classes	Wed, Jan 19
Board of Trustees Winter Meeting	Thu-Fri, Jan 20-21

Spring 2022

Final Payment Due	Mon, Jan 10
New Student Orientation	Sun, Jan 23
Classes Begin	Mon, Jan 24
Final Day for Change of Registration	Fri, Jan 28
Final Day for S/U Petitions	Fri, Feb 4
Mid-Semester	Fri, Mar 11
Mid-Semester Grades Due at 5:00 pm	Fri, Mar 11
Spring Break	Mon- Fri, Mar 14-18

Advising Begins	Mon, Mar 21
Registration for Summer & Fall	Mon, Mar 28 - Fri, Apr 22
Final Day for W Withdrawal from Class	Fri, Apr 8
Good Friday Break (Offices Closed - No classes)	Fri, Apr 15
Easter Monday (No classes)	Mon, Apr 18
Board of Trustees Spring Meeting	Thu-Fri, Apr 21-22
Final Day of Classes	Fri, May 6
Semester Examinations	Mon-Thu, May 9-12
Final Grades for Graduating Students Due at 9:00 am	Fri, May 13
Graduation	Sat, May 14
Final Grades for Non-Graduates Due at 9:00 am	Tue, May 17

Summer 2022

*Face-to-face summer class dates are flexible and are scheduled in coordination with the instructor.

Summer Session	Tue, May 17 - Mon, Aug 22
Online Summer Session I - Classes Begin	Tue, May 17
Memorial Day Break (Offices Closed - No Classes)	Mon, May 30
Online Summer Session I - Final Day of Classes	Mon, Jul 4
Fourth of July Break (Offices Closed - No Classes)	Mon, Jul 4
Online Summer Session II - Classes Begin	Tue, Jul 5
Online Summer Session II - Final Day of Classes	Mon, Aug 22
Graduation (For Specific Graduate Programs Only)	Mid-Aug (Date to be Determined)

2022-2023

Fall 2022

Final Payment Due	Wed, Aug 10
Faculty Workshop	Tue, Aug 23
New Student Orientation	Thu-Sun, Aug 25-28
Classes Begin	Mon, Aug 29
Final Day for Change of Registration	Fri, Sep 2
Labor Day (Offices Closed - No Classes)	Mon, Sep 5
Final Day for S/U Petitions	Mon, Sep 12
Homecoming	Fri-Sat, Oct 7-8
Mid-Semester	Mon, Oct 17
Mid-Semester Grades Due at 5:00 pm	Mon, Oct 17
Mid-Semester Break	Mon-Tue, Oct 17-18
Board of Trustees Fall Meeting	Thu-Fri, Oct 20-21
Advising Begins	Mon, Oct 24
Registration for January & Spring	Mon, Oct 31 - Mon, Nov 28
Final Day for W Withdrawal from Class	Wed, Nov 9
Thanksgiving Break	Wed-Fri, Nov 23-25
Final Day of Classes	Fri, Dec 9
Semester Examinations	Mon-Thu, Dec 12-15
Final Grades Due at 9:00 am	Tue, Dec 20

January Term 2023

Final Registration and Payment	Tue, Jan 3
Classes Begin	Tue, Jan 3
Final Day for Change of Registration	Wed, Jan 4
Final Day for S/U Petitions	Thu, Jan 5
Final Day for W Withdrawal from Class	Mon, Jan 16
Final Day of Classes	Thu, Jan 19
Board of Trustees Winter Meeting	Thu-Fri, Jan 19-20

Spring 2023

Final Payment Due	Tue, Jan 10
New Student Orientation	Sun, Jan 22
Classes Begin	Mon, Jan 23
Final Day for Change of Registration	Fri, Jan 27
Final Day for S/U Petitions	Fri, Feb 3
Mid-Semester	Fri, Mar 10
Mid-Semester Grades Due at 5:00 pm	Fri, Mar 10
Spring Break	Mon-Fri, Mar 13-17
Advising Begins	Mon, Mar 20
Registration for Summer & Fall	Mon, Mar 27 - Fri, Apr 21
Good Friday Break (Offices Closed - No Classes)	Fri, Apr 7
Easter Monday (No Classes)	Mon, Apr 10
Final Day for W Withdrawal from Class	Tue Apr 11
Board of Trustees Spring Meeting	Thu-Fri, Apr 20-21
Final Day of Classes	Fri, May 5
Semester Examinations	Mon-Thu, May 8-11
Final Grades for Graduating Students Due at 9:00 am	Fri, May 12
Graduation	Sat, May 13
Final Grades for Non-Graduates Due at 9:00 am	Tue, May 16

Summer 2023

*Face-to-face summer class dates are flexible and are scheduled in coordination with the instructor.

Summer Session	Tue, May 16 - Mon, Aug 21
Online Summer Session I - Classes Begin	Tue, May 16
Memorial Day Break (Offices Closed - No Classes)	Mon, May 29
Online Summer Session I - Final Day of Classes	Mon, Jul 3
Fourth of July Break (Offices Closed - No Classes)	Tue, Jul 4
Online Summer Session II - Classes Begin	Tue, Jul 4
Online Summer Session II - Final Day of Classes	Mon, Aug 21
Graduation (For Specific Graduate Programs Only)	Mid-Aug (Date to be Determined)

2023-2024

Fall 2023

Final Payment Due	Thu, Aug 10
Faculty Workshop	Tue, Aug 22
New Student Orientation	Thu-Sun, Aug 24-27
Classes Begin	Mon, Aug 28
Final Day for Change of Registration	Fri, Sep 1
Labor Day (Offices Closed - No Classes)	Mon, Sep 4
Final Day for S/U Petitions	Mon, Sep 11
Homecoming	Fri-Sat, Oct 6-7
Mid-Semester	Mon, Oct 16
Mid-Semester Grades Due at 5:00 pm	Mon, Oct 16
Mid-Semester Break	Mon-Tue, Oct 16-17
Board of Trustees Fall Meeting	Thu-Fri, Oct 19-20
Advising Begins	Mon, Oct 23
Registration for January & Spring	Mon, Oct 30 - Mon, Nov 27
Final Day for W Withdrawal from Class	Wed, Nov 8
Thanksgiving Break	Wed-Fri, Nov 22-24
Final Day of Classes	Fri, Dec 8
Semester Examinations	Mon-Thu, Dec 11-14
Final Grades Due at 9:00 am	Tue, Dec 19

January Term 2024

Final Registration and Payment	Mon, Jan 8
Classes Begin	Mon, Jan 8
Final Day for Change of Registration	Tue, Jan 9
Final Day for S/U Petitions	Wed, Jan 10
Board of Trustees Winter Meeting	Thu-Fri, Jan 18-19
Final Day for W Withdrawal from Class	Fri, Jan 19
Final Day of Classes	Wed, Jan 24

Spring 2024

Final Payment Due	Wed, Jan 10
New Student Orientation	Sun, Jan 28
Classes Begin	Mon, Jan 29
Final Day for Change of Registration	Fri, Feb 2
Final Day for S/U Petitions	Fri, Feb 9
Mid-Semester	Fri, Mar 15
Mid-Semester Grades Due at 5:00 pm	Fri, Mar 15
Advising Begins	Mon, Mar 18
Spring Break	Mon-Fri, Mar 25-29
Good Friday (Offices Closed)	Fri, Mar 29

Easter Monday (No Classes)	Mon, Apr 1
Registration for Summer & Fall	Tue, Apr 2 - Tue, Apr 30
Final Day for W Withdrawal from Class	Mon, Apr 15
Board of Trustees Spring Meeting	Thu-Fri, Apr 18-19
Final Day of Classes	Fri, May 10
Semester Examinations	Mon-Thu, May 13-16
Final Grades for Graduating Students Due at 9:00 am	Fri, May 17
Graduation	Sat, May 18
Final Grades for Non-Graduates Due at 9:00 am	Tue, May 21

Summer 2024

*Face-to-face summer class dates are flexible and are scheduled in coordination with the instructor.

Summer Session	Tue, May 21 - Sun, Aug 25
Online Summer Session I - Classes Begin	Tue, May 21
Memorial Day Break (Offices Closed - No Classes)	Mon, May 27
Fourth of July Break (Offices Closed - No Classes)	Thu, Jul 4
Online Summer Session I - Final Day of Classes	Mon, Jul 8
Online Summer Session II - Classes Begin	Tue, Jul 9
Online Summer Session II - Final Day of Classes	Sun, Aug 25
Graduation (For Specific Graduate Programs Only)	Mid-Aug (Date to be Determined)

2024-2025

Fall 2024

Final Payment Due	Sat, Aug 10
Faculty Workshop	Tue, Aug 20
New Student Orientation	Thu-Sun, Aug 22-25
Classes Begin	Mon, Aug 26
Final Day for Change of Registration	Fri, Aug 30
Labor Day (Offices Closed - No Classes)	Mon, Sep 2
Final Day for S/U Petitions	Mon, Sep 9
Homecoming	Fri-Sat, Oct 4-5
Mid-Semester	Mon, Oct 14
Mid-Semester Grades Due at 5:00 pm	Mon, Oct 14
Mid-Semester Break	Mon-Tue, Oct 14-15
Board of Trustees Fall Meeting	Thu-Fri, Oct 17-18
Advising Begins	Mon, Oct 21
Registration for January & Spring	Mon, Oct 28 - Fri, Nov 22
Final Day for W Withdrawal from Class	Wed, Nov 6
Thanksgiving Break	Wed-Fri, Nov 27-29
Final Day of Classes	Fri, Dec 6
Semester Examinations	Mon-Thu, Dec 9-12
Final Grades Due at 9:00 am	Tue, Dec 17

January Term 2025

Final Registration and Payment	Mon, Jan 6
Classes Begin	Mon, Jan 6
Final Day for Change of Registration	Tue, Jan 7
Final Day for S/U Petitions	Wed, Jan 8
Board of Trustees Winter Meeting	Thu-Fri, Jan 16-17
Final Day for W Withdrawal from Class	Fri, Jan 17
Final Day of Classes	Wed, Jan 22

Spring 2025

Final Payment Due	Fri, Jan 10
New Student Orientation	Sun, Jan 26
Classes Begin	Mon, Jan 27
Final Day for Change of Registration	Fri, Jan 31
Final Day for S/U Petitions	Fri, Feb 7
Mid-Semester	Fri, Mar 14
Mid-Semester Grades Due at 5:00 pm	Fri, Mar 14
Spring Break	Mon-Fri, Mar 17-21
Advising Begins	Mon, Mar 24
Registration for Summer & Fall	Mon, Mar 31 - Fri, Apr 25
Final Day for W Withdrawal from Class	Fri, Apr 11
Good Friday Break (Offices Closed - No Classes)	Fri, Apr 18
Easter Monday (No Classes)	Mon, Apr 21
Board of Trustees Spring Meeting	Thu-Fri, Apr 24-25
Final Day of Classes	Fri, May 9
Semester Examinations	Mon-Thu, May 12-15
Final Grades for Graduating Students Due at 9:00 am	Fri, May 16
Graduation	Sat, May 17
Final Grades for Non-Graduates Due at 9:00 am	Tue, May 20

Summer 2025

*Face-to-face summer class dates are flexible and are scheduled in coordination with the instructor.

Summer Session	Tue, May 20 - Sun, Aug 24
Online Summer Session I - Classes Begin	Tue, May 20
Memorial Day Break (Offices Closed - No Classes)	Mon, May 26
Fourth of July Break (Offices Closed - No Classes)	Fri, Jul 4
Online Summer Session I - Final Day of Classes	Mon, Jul 7
Online Summer Session II - Classes Begin	Tue, Jul 8
Online Summer Session II - Final Day of Classes	Sun, Aug 24
Graduation (For Specific Graduate Programs Only)	Mid-Aug (Date to be Determined)

General Information

Beginnings

Huntington University is a comprehensive Christian university offering graduate and undergraduate programs in more than 70 academic concentrations. The University 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 for the “higher education of the young people of said church and others.” The institution was named Central College because of its central location to churches in the denomination. Throughout its history, the University has fulfilled its founding mission by providing education firmly rooted in the liberal arts and preparing those entering service professions such as teaching, pastoral ministries and medicine, as well as business, law and other professions.

Huntington University is the direct successor of Hartsville College, which had been chartered in 1850 under the name of Hartsville Academy. Hartsville closed in June 1897, and many students transferred to the new college in Huntington. In 1898, fire destroyed the Hartsville campus. The Hartsville College bell was recovered and taken to Huntington as a symbol of the close ties between the two schools. Today, the bell is displayed outside the RichLyn Library.

The opening of Huntington University has been called a work of divine providence. In 1896, the General Board of Education of the Church of the United Brethren in Christ made plans to open a new institution of higher learning. Before these plans were publicized, the Board received an unsolicited proposal from the Huntington Land Association. Three entrepreneurs (among them a United Brethren minister) proposed a strategic partnership: the Land Association would donate a three-story brick building, additional campus ground and operational cash. In return, the Church would equip and operate a school and sell lots in the surrounding neighborhood. Called a direct answer to prayer, the opportunity was “precipitated upon us like a clap of thunder,” said Bishop Milton Wright (whose sons, Orville and Wilbur, would be the first to fly).

Through this cooperation of Church and community, the University cornerstone was laid in August 1896. A year later, the local newspaper estimated that 1,200 people turned out for the dedication of the University. “Very impressive were the services at Central College,” reported the Huntington Herald, using the institution’s original name. “The new Central College was dedicated Tuesday afternoon, and the doors of the institution thrown open to all for their education as taught from the Word of God.”

Bishop Wright offered the prayer of dedication on September 21, 1897:

“It has been Thy good pleasure, O Lord, to give Thy people this property, this building, and these grounds to be used for the purpose of Christian education. Now, with hearts of gratitude to Thee, we desire to consecrate this edifice and these grounds to Thee. And now, O Lord, we dedicate this building from tower to foundation-stone with all its furniture of any and every kind, and all that may hereafter be put into it in harmony with piety and propriety, and dedicate these grounds with all improvements which may be made now or hereafter... We dedicate all these to Thee, O Lord, to the cause of Christian education, in the name of the triune God, Amen.”

Central College was renamed Huntington College in May 1917 in response to community interests. The institution became Huntington University on June 1, 2005. It retains its strong association with both the local community and the Church of the United Brethren in Christ as it continues to serve “the young people of said church and others.”

Location

Huntington University is located in Huntington, Indiana, a community of nearly 17,500. 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 town.

The University buildings are located on a large and beautiful campus in the northeast section of the city. 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 memorial fountain. The fountain is circled by academic buildings such as the RichLyn Library; Becker Hall, the original College Hall opened in 1897 that now houses the digital media arts program and administrative offices; Dowden Science Hall; and Loew-Brenn Hall. A campus lake provides focal interest for the student union, dining commons, Merrillat Centre for the Arts and president's home. Living areas are divided between modern residence halls positioned around campus 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.

Thornhill Nature Preserve, owned by the University, is within a few minutes of campus. The private 77-acre reserve includes a variety of diverse habitats, including evergreen and deciduous forest, a woodland pond, meadows and wetlands. The diverse ecosystem supports a wide variety of wildflowers, trees, mammals and birds.

Huntington County has its own airport for private aircraft, while Fort Wayne International Airport provides commercial air service only 25 miles away.

Huntington University also has satellite locations in Fort Wayne, Indiana, and Peoria, Arizona. The Fort Wayne location on the campus of Parkview Hospital Randallia houses graduate programs, and the Peoria location serves undergraduate students in digital media arts and graduate students in the doctorate of occupational therapy program.

Accreditations

Higher Learning Commission
230 South LaSalle Street, Suite 7-500, Chicago, IL 60604
Phone: 800-621-7440
(1961, 2014)

Education

Council for the Accreditation of Educator Preparation (CAEP)
1140 19th Street NW, Suite 400, Washington, DC, 20036
Phone: 202-223-0077
(1994, 2021)

Indiana Department of Education, Office of Educator Licensing and Development
115 West Washington Street, South Tower, Suite 600, Indianapolis, IN 46204
(1917)

Nursing

Baccalaureate Degree in Nursing
Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530, Washington, DC 20036
Phone: 202-887-6791
(2011, 2016)

Indiana State Board of Nursing
402 West Washington Street, Room W072, Indianapolis, IN 46204
Phone: 317-234-2043
(2007, 2016)

Occupational Therapy Assistant

Accreditation Council for Occupational Therapy Education
The American Occupational Therapy Association, Inc.
6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929
Phone: 301-652-6611 Department extensions Accreditation - x2042
TDD: 1-800-377-8555
Fax: 301-652-7711
(2020)

Doctorate in Occupational Therapy - Indiana

Accreditation Council for Occupational Therapy Education
The American Occupational Therapy Association, Inc.
6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929
Phone: 301-652-6611 Department extensions Accreditation - x2042
TDD: 1-800-377-8555
Fax: 301-652-7711
(2016)

Doctorate in Occupational Therapy - Arizona

(Candidacy Status)

Accreditation Council for Occupational Therapy Education
The American Occupational Therapy Association, Inc.
6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929
Phone: 301-652-6611 Department extensions Accreditation - x2042
TDD: 1-800-377-8555
Fax: 301-652-7711

Social Work

The Council on Social Work Education
333 John Carlyle Street, Suite 400, Alexandria, VA 22314
Phone: 703-683-8080
Fax: 703-683-8099
Email: info@cswe.org
(February 2009 retroactive to February 2006, 2014)

Memberships

- Academic Libraries of Indiana
- AgriNovus Indiana
- American Association of Colleges of Nursing
- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrars and Admissions Officers
- Association for Christians in Student Development
- Association of Business Administrators of Christian Colleges
- Association of Christian Distance Education
- Better Business Bureau of Northern Indiana
- Broadcast Education Association
- Central Association of College and University Business Officers
- Christian Adult Higher Education Association
- Christian Leadership Alliance
- Christian Library Consortium
- Christian Scholar's Review
- College and University Professional Association for Human Resource
- College Broadcast, Inc.
- Council for Christian Colleges and Universities
- Council for Higher Education Accreditation
- Council for the Accreditation of Educator Preparation
- Council of Independent Colleges
- Council on Social Work Education
- Crossroads League
- EDUCAUSE
- Higher Education Systems and Services Consortium
- Huntington County Chamber of Commerce
- Independent Colleges of Indiana
- Indiana Association of Colleges for Teacher Education
- Indiana Association of Collegiate Registrars and Admissions Officers
- Indiana Association of School Broadcasters
- Indiana Association for College Admission Counseling
- Indiana Broadcasters Association
- Indiana Center for Nursing
- Indiana Commission of Higher EducationIndiana State Board of Nursing
- Internet2
- Jerusalem University College
- Loan Repayment Assistance Program (LRAP) Association
- LYRASIS
- Midwest Archives Conference
- Midwest Library Collaborative for Library Services
- Mu Kappa International
- NAFSA: Association of International Educators
- National Association of CX/JX Users (NACU)

- National Association of College and University Business Officers
- National Association of Foreign Student Advisors
- National Association of Independent Colleges and Universities
- National Association of Intercollegiate Athletics
- National Association of Student Financial Aid Administrators
- National Christian College Athletic Association
- National College Athlete Honor Society
- National Council for State Authorization Reciprocity Agreements
- National Network of Libraries of Medicine
- North American Coalition for Christian Admissions Professionals
- Northeast Indiana Financial Aid Administrators
- Northeast Indiana Regional Partnership
- Private Academic Library Network of Indiana
- Regional Chamber of Northeast Indiana
- SAGE Scholars
- The Higher Learning Commission
- The Tuition Exchange, Inc.
- University Film and Video Association
- Wolverine Hoosier Athletic Conference

Mission Statement

The University is a Christ-centered liberal arts institution of higher education with a strong historic and ongoing relationship with the Church of the United Brethren in Christ. With the conviction that all truth is God's truth, the University 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 University's mission will be accomplished as we . . .

1. *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;*
2. *educate students broadly for a life of moral and spiritual integrity, personal and social responsibility and a continued quest for wisdom;*
3. *equip students for a variety of vocations so that they may glorify the Creator, who charged humanity with the care of his Creation;*
4. *help students develop their abilities for a life of God-honoring service to others and for personal fulfillment.*

Philosophy of Education

As a Christian university, 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 University are designed especially for students who desire to study in such an environment, the University welcomes students of all faiths who understand the objectives of the University and are willing to abide by its regulations.

The University 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 University emphasizes intellectual, physical, social and religious objectives.

- The University 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 University 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 relationships with others.
- The University 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 University community nurtures a Christian environment conducive to spiritual growth and specifically requires Bible courses in the core curriculum and attendance in the chapel program.

The University recognizes that, as a Christian institution, it must make itself not a refuge from the contemporary world but an arena for encounter with the world and creative response to it. The University must emphasize the necessity for 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 University must accept disagreement and controversy as a normal and healthy part of its life as a university, rather than viewing them as a threat to be avoided by silence on controversial topics.

The University 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 University 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 University welcomes students of all faiths who understand the objectives of the institution and are willing to abide by its regulations.

The faculty of Huntington University 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.

Accommodation Policy

In compliance with Section 504 of the Rehab Act and the ADA as amended, Huntington University makes reasonable accommodations for students with disabilities. The director of the Academic Center for Excellence (ACE) coordinates services for students with disabilities at the University. Any student who has a learning, neurological, orthopedic, sensory, psychological or other condition that substantially limits one or more major life activities and who would benefit from accommodations may be eligible for assistance. Students may contact the ACE in person, by phone at 260-359-4290 or by e-mail at ace@huntington.edu for more information.

Nondiscrimination Policy

Huntington University 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 University does not discriminate on the basis of race, color, national origin, sex, age disability, and reprisal or retaliation for prior civil rights activity in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic or other University administered programs. It maintains a policy of nondiscrimination on the basis of disability in its educational programs, admissions procedures and its employment practices, in compliance with Section 504 of the Rehabilitation Act and the ADA Amendments Act of 2008. 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 University 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 University.

Public Relations Policy

In an effort to promote Huntington University, University Relations frequently disseminates information, including photographs, regarding activities on campus to the media as well as to the general public through the University's website and social media. This information includes, but is not limited to, graduation announcements; athletic, theatre and music involvements; general campus photos; and images from various activities on campus.

University Relations only releases information designated as directory information by the University. University Relations may release directory information to the media and publish that same information on the University's website without the student's prior consent. (See [Student Records and Privacy](#) for a definition of directory information.) Permission is required, however, for photos or videos of subjects who are primarily being featured in advertisements or promotions, in which a person's name, image and/or likeness are being used in the context that implies endorsement. Persons may request that information not be disclosed to the media or placed on the website by completing a request in the University Relations office.

All information, photographs and graphics generated by University Relations are property of the University and must be used within the guidelines in which they are released. "Huntington University" is a registered trademark protected by Federal law. The name, logo and symbols of the University may only be used in connection with officially-sanctioned activities, functions and events, and may not be used in any manner contrary to the University's mission and Community Life Agreement. Any use of "Huntington University" or any form thereof on any social media sites must be approved by a member of the University's Administration or University Relations, and full editing rights must be provided to at least one of those members. Social media sites include but are not limited to Facebook, Instagram, Twitter, Pinterest, Skype, YouTube, LinkedIn, and SnapChat.

Sexual Assault Policy

Huntington University is deeply committed to providing a safe academic, working and living environment for its students, faculty and staff. Huntington University does not tolerate sex discrimination, including harassment, stalking, sexual misconduct or sexual violence in any form. These behaviors are demeaning and interfere with the rights of others to pursue their education in an atmosphere that is safe and respectful. Overt acts of harassment and assault, any sexual contact without consent and any gender-based violence are strictly prohibited.

Huntington University encourages all victims of sexual assault to report such incidents to the Student Life Office or the Huntington Campus Police. The decision to file a report with the Huntington Campus Police or any other local, county, or state law enforcement agency is to be made by the victim. Filing a report with the police does not commit the victim to any subsequent course of action. While follow-up options are presented and discussed, the final decisions are left to the victim. Student Life personnel will help victims contact the police if assistance is requested. Following a sexual assault, the victim's physical well-being is a primary concern because of the risk of sexually transmitted diseases, pregnancy, and/or physical injuries, which may not be apparent. All victims should seek immediate medical attention; however, even if time has passed, it is important to seek medical care.

Further information about policies, procedures, confidentiality, and resources is available at www.huntington.edu/student-life/health-safety.

Institutional Review Board

Research conducted by faculty, staff, and students at Huntington University and involves people needs Institutional Review Board (IRB) approval. Huntington University is committed to the protection of the rights and welfare of human subjects in all research, class projects, and related activities. The IRB upholds the standards of The Federal Regulations Title 45, Code of Federal Regulations, Part 46. These standards may be found at www.hhs.gov/ohp/assurances/irb/index.html.

Using these standards as a guide, the IRB will seek to:

- Ensure the protection of human subjects involved in research projects carried out by faculty, staff, and students at Huntington University.
- Evaluate both risks and benefits of research.
- Ensure that research conducted by Huntington University faculty, staff, and students meets the standards required by governmental agencies, thereby protecting researchers and the institution.

The IRB's only interest is protecting the safety, welfare, and rights of human research subjects. Research methodology will not be evaluated so long as it does not impact risk and ethical issues. Approval from the IRB is not an endorsement of the research techniques, results, or conclusions drawn from the research.

Certain types of research are exempt from IRB review. For research that is exempt from IRB review, an "Exempt Status" application must be submitted. For research that is not exempt, an "IRB Review" application must be submitted. Further information regarding the IRB and whether or not research is exempt from review by the IRB may be found at [my.huntington.edu/ICS/Community/Institutional Review Board](http://my.huntington.edu/ICS/Community/Institutional_Review_Board).

Disclaimer

The provisions of this Catalog are not to be regarded as a contract between any student and the University. Course content and University regulations governing admissions, tuition and campus life are under constant review and revision. The University 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. Final editing responsibility for this Catalog lies with Registrar Sarah J. Harvey. Questions related to interpreting policies should be addressed to the Academic Dean of the University.

Faculty and Staff

The Faculty and Administration 2020 - 2021

Sherilyn R. Emberton (2013-)

President of the University

BS, 1979, Stephen F. Austin State University; MA, 1981, Stephen F. Austin State University; EdD, 1999, Texas A & M University - Commerce.

Joshua D. Addressi (2014-)

Instructor of Digital Media Arts

BS, 2010, Huntington University.

Evelyn Andersson (2019-)

Professor of Occupational Therapy, Director of OTD Program - Arizona

MS, 1994, Columbia University; PhD, 2004, Texas Women's University.

Tanner A. Babb (2010-)

Associate Dean of Academic Affairs, Associate Professor of Psychology

BA, 2004, Huntington University; MS Ed, 2007, Indiana University-Purdue University Fort Wayne; PhD, 2012, University of Toledo.

Jessica O. Baggerman (2017-)

Assistant Professor of Agriculture

BS, 2012, Oklahoma State University; MS, 2014 and PhD, 2017, Texas Tech University.

Tyanne N. Bailey (2005-)

Assistant Professor of Education, Director of Teacher Education Program (Undergraduate and Graduate)

BS, 2004, Huntington University; MA, 2006, Ball State University; EdD, 2020, Southeastern University.

Aaron J. Baker (2018-) *Assistant Professor of Chemistry*

BS, 2011, Ohio Northern University; PhD, 2016, Michigan State University.

Bryan L. Ballinger (2015-)

Professor in Digital Media Arts

BFA, 1990, Columbus College of Art and Design; MFA, 2005, Lesley University.

Rebekah A. Benjamin (2015-)

Associate Professor of Psychology

BA, 2004 and Secondary Education Graduate Certificate, 2005, Indiana Wesleyan University; MA, 2009 and PhD, 2012, University of Georgia.

Stephen J. Bennett (2020-)

Professor of Old Testament and Ministry

BComm, 1986, The University of Auckland; MDiv, 1990, Nazarene Theological Seminary; PhD, 1995, The University of Manchester.

Chaney R. Bergdall (1975-2012)

Professor Emeritus of Bible and Religion

BA, 1969, Huntington University; MA, 1970, Jerusalem University College; MDiv, 1973, Trinity Evangelical Divinity School; PhD, 1986, Fuller Theological Seminary; graduate study, Grace Theological Seminary.

Thomas E. Bergler (2000-)

Professor of Christian Thought and Practice

BS, 1986, University of Michigan; MA, 1995, Wheaton College; PhD, 2001, University of Notre Dame.

Sara E. Best (2015-)

Assistant Professor of Occupational Therapy

BA, 2000, Castleton State College; OTD, 2011, Belmont University.

Jane M. Bitting (2019-)

Assistant Professor of Education

BA, 2000, Indiana University; MS, 2011, Purdue University.

Connie C. Bonner (1991-1997; 2013-)

Vice President for Finance/Treasurer

BS, 1984, University of Arizona; Certified Public Accountant.

William H. Bordeaux (1987-2012)

Professor Emeritus of Chemistry

BA, 1968, Houghton College; DA, 1976, University of Miami; graduate study, North Carolina State University.

Dwight D. Brautigam (1987-)

Professor of History

BA, 1979, Houghton College; MA, 1982, University of Kentucky; PhD, 1987, University of Rochester.

Lance D. Clark (1993-)

Dean of the Arts, Professor of Digital Media Arts Film and Communication, Chair of the Division of School of the Arts

BA, 1989, Huntington University; MA, 1991 and PhD, 2001, Regent University.

Ronald L. Coffey (1986-)

Vice President for Student Life

BS, 1981, Huntington University; MA, 1993, Ball State University; PhD, 2007, Indiana State University.

Sharon L. Custer (1973-2009)

Assistant Professor Emerita of Business

BS, 1966, Huntington University; MS, 1975, University of Saint Francis; graduate study, Ball State University.

Jerry E. Davis (1980-1994; 2007-2017; 2019-)

Professor of Counseling

BS, 1977, Lancaster Bible College; MEd, 1979, Millersville University; PhD, 1992, Purdue University.

Jayne R. Dee (2016-)

Assistant Professor of Nursing

BS, 2005, University of Saint Francis; MSN, 2018, Jacksonville University.

Russell J. Degitz (2019-)

Chief Operating Officer

BS, 2002, Huntington University; MAE, 2007, EdS, 2016, and EdD, 2018, Ball State University.

Jeffrey D. Del Nero (2020-)

Assistant Professor of Graphic Design

BA, 1989, California State University, Fullerton; MFA, 2017, Azusa Pacific University.

Kevin L. S. Drury (2016-)

Associate Professor of Mathematics

BS, 1996, Virginia Tech; MFS, 1998; Yale University; PhD, 2004, University of Chicago.

Jodi D. Eckert (2014-)

Assistant Professor of Nursing

ADN, 1998, Indiana-Purdue University, Fort Wayne; BSN, 2014 and MSN, 2016, Western Governors University.

Chelsey L. Edwards (2020-)

Assistant Professor of Occupational Therapy

MOT, 2012, University of North Dakota; OTD, 2020, Rocky Mountain University of Health Professions.

Kent D. Eilers (2009-)

Professor of Theology, Chair of the Division of Humanities and Christian Thought

BS, 1998, Calvin College; MA, 2004, Denver Seminary; PhD, 2009, University of Aberdeen.

Bruce D. Evans (1991-)

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 and PhD, 1989, Drew University.

Luke S. Fetters (1999-)

Vice President for Academic Affairs and Dean of the Faculty, Professor of Christian Thought and Practice

BA, 1982 and MCM, 1984, Huntington University; MA, 1992, Wheaton College Graduate School; EdD, 2005, Ball State University.

Paul R. Fetters (1972-2002)

Professor Emeritus of Practical Theology, Dean Emeritus for the Graduate School

BA, 1955 and BD, 1959, Huntington University; MDiv, 1969, Eastern Baptist Theological Seminary; MS, 1975, University of Saint Francis; DMin, 1980, Fuller Theological Seminary; DD (hon.), 2003, Huntington University; graduate study, Wright State University and Regent University.

Deborah S. Fitzcharles (2018-)

Instructor of Occupational Therapy Assistance

AA, 1996, Florida State College; AS, 2000, University of Saint Francis; BS, 2008, Harrison College; MS, 2015, Argosy University.

Ruth A. Ford (2014-)

Associate Dean for Health Sciences, Director of Occupational Therapy and Professor of Occupational Therapy
BS, 1976, The Ohio State University; MSBS, 1994, Medical College of Ohio; EdD, 2004, Bowling Green State University.

A. Norris Friesen (1985-2020)

Vice President Emeritus for Student Development

BA, 1972, Tabor College; MS, 1980, Kansas State University; PhD, 1991, Purdue University.

Michelle A. Fulkerson (2020-)

Assistant Professor of Nursing

AS, 2002, Northwest State Community College; BS, 2012, Indiana Wesleyan University; DNP, 2020, Indiana Wesleyan University.

Laura M. Gerig (2019-)

Associate Professor of Psychology

BA, 1991, Taylor University; MA, 1992 and PhD, 1996, Ball State University.

Anita L. Gray (2011-)

Director of Library Sciences

BA, 1982, Grand Rapids Baptist College; MSLS, 1992, Wayne State University.

Sarah J. Harvey (1981-)

Registrar

BA, 1978, Huntington University; MA, 1981 and graduate study, Ball State University.

R. 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; LHD (hon.), 2001, Huntington University; graduate study, Fuller Theological Seminary, University of California at Berkeley.

Herbert Jack Heller (2002-)

Associate Professor of English

BA, 1985, Bryan College; MA, 1989 and PhD, 1997, Louisiana State University.

Patricia A. Henton (2017-)

Assistant Professor of Occupational Therapy

BS, 1989, University of Western Ontario; OTD, 2015, Rocky Mountain University of Health Professions.

Shoshannah L. Hernandez (2019-)

Visiting Assistant Professor of Education

BS, 2003, Huntington University; MA, 2008, Azusa Pacific University; EdD, 2020, Anaheim University.

F. Collin Hobbs (2013-)

Associate Professor of Biology

BS, 2004, University of Wisconsin; PhD, 2013, Indiana University.

Andrew J. Hoffman (2017-)

Assistant Professor of Mathematics

BA, 2010, Wabash College; MS, 2013 and PhD, 2017, Purdue University.

Troy D. Irick (2002-)

Assistant Professor of Business and Economics, Vice President of HU Ventures, Inc.

BS, 1985, Huntington University; MA, 2008, Crown College; Certificate of Advanced Graduate Study, 2011, Regent University; Certified Public Accountant.

Francis L. Jones (1971-2011)

Professor Emeritus of Mathematical Sciences

BA, 1966, Huntington University; MS, 1967 and PhD, 1971, Michigan State University; graduate study, Ball State University.

Karen E. Jones (1997-)

Professor of Christian Thought and Practice, Director of MA in Ministry Program

BS, 1978 and MS, 1982, Southwest Missouri State University; MA, 1993 and PhD, 1998 Southwestern Baptist Theological Seminary.

Robert E. Kaehr (1976-2010)

Director of Library Services and Associate Professor Emeritus

BA, 1965, Huntington University; MA, 1972, Northern Arizona University; MLS, 1976, George Peabody College; graduate study, Indiana University.

Mandy L. Kellums Baraka (2016-)

Assistant Professor of Graduate Counseling

BS, 2001, Southwest Baptist University; MA, 2007, The Southern Baptist Theological Seminary; MA, 2013, Wheaton College; PhD, 2017, Regent University.

George W. Killian, Jr. (2001-)

Associate Professor of Music

BA, 1988, Anderson University; MM, 1991, Ball State University; DMA, 2000, Arizona State University.

John D. LeBlanc (2018-)

Instructor of Worship Leadership and Outreach Coordinator

BA, 1994, Cedarville University; MA, 2013, Liberty University Baptist Theological Seminary.

Jeffrey L. Lehman (1998-)

Professor of Computer Science

BA, 1991, Bluffton College; MS, 1993, Illinois State University; PhD, 2004, Nova Southeastern University.

David B. Lewis (2019-)

Associate Professor of Business and Ministry and Missions, Head Women's Soccer Coach

BA, 1978, The King's College; MDiv, 1982, and DMin, 1992, Gordon-Conwell Theological Seminary.

Ryan L. Long (2019-)

Assistant Professor of Theatre

BA, 2004, Mount Vernon Nazarene University; MFA, 2013, Savannah College of Art and Design.

W. Todd Martin (1999-)

Professor of English

BA, 1989, William Jewell College; MA, 1991, Wake Forest University; PhD, 1998, Baylor University.

Carla J. MacDonald (2005-)

Associate Professor of Social Work

BSW, 1979, Manchester College; MSW, 1981, Indiana University; MBA, 1991, University of Saint Francis; EdD, 2012, Indiana Wesleyan University.

David W. McEowen (1997-2014)

Associate Professor Emeritus in Business

BS, 1970, Purdue University; MBA, 1984, University of Saint Francis; graduate study, Rochester Institute of Technology.

Ann C. McPherren (1981-)

Vice President for Strategy and Graduate/Adult Programs, Professor of Business and Economics

BA, 1978, Huntington University; MS, 1982 and EdD, 1992, Ball State University; graduate study, Indiana University.

Barbara E. Michel (2008-)

Associate Professor of Art

BA, 1989 and 1992, Purdue University; MA, 1997, Indiana University-Purdue University Indianapolis; graduate study, Purdue University.

Paul E. Michelson (1974-2015)

Distinguished Professor and Professor Emeritus of History

AB, 1967, Emporia State University; AM, 1969 and PhD, 1975, Indiana University.

Fred L. Miller, III (2016-)

Professor of Exercise Science

BS, 2000, Huntington University; MA, 2003, Eastern New Mexico University; PhD, 2008, University of Houston.

Kevin D. Miller (2002-)

Professor of Communication

BA, 1987, Eastern Mennonite University; MA, 1992, Ohio State University; PhD, 2002, University of Kentucky.

Jennifer M. Muriithi (2020-)

Assistant Professor of Occupational Therapy

BA, 1993, Baylor University; MA, 1995, University of Southern California; MS, 2005, Grand Canyon University; OTD, 2014, University of Utah.

Ruth E. Nalliah (1995-)

Professor of Chemistry, Chair of the Division of Natural and Mathematical Sciences

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 University; MLS, 1981, University of Michigan; graduate study, Ball State University.

James M. O'Donnell (1993-2012)

Associate Professor Emeritus of Business and Economics and Executive-in-Residence

AB, 1970, Brown University; MEd, 1973, Rhode Island College; MBA, 1979, Columbia University.

Melanie L. Park (2017-)

Assistant Professor of Education

BS, 1993 and MS, 2001, Indiana University; EdD, 2016, Walden University.

Raymond A. Porter (2014-)

Director of the Hauptert Institute for Agricultural Studies, Associate Professor of Agriculture

BS, 1981, Wheaton College; PhD, 1988, Cornell University; MA, 2013, Biola University.

Evelyn J. Priddy (1990-2016)

Professor Emerita of Education

BS, 1972, Huntington University; MS, 1976, Indiana University; EdD, 1989, Ball State University.

Brenda A. Prosser (2021-)

Assistant Professor of Occupational Therapy Assistant Program

BS, 2001, Western Michigan University.

Nancy L. Richison (2013-)

Assistant Professor of Nursing

BS, 1992, Huntington University; BSN, 2004, Indiana Wesleyan University; MSN, 2009, Indiana University-Purdue University, Indianapolis.

Andrew Rivera (2019-)

Assistant Professor of Occupational Therapy

BS, 2013, Seton Hall University; OTD, 2017, Huntington University.

Michael W. Rowley (1998-)

Associate Professor of Speech Communication

BA, 1991 and MA, 1992, University of Central Florida; PhD, 1997, Florida State University.

Mary E. Ruthi (1978-80; 1983-)

Professor of Sociology, Chair of the Division of Social Sciences and Education

BA, 1972, Sterling College; MA, 1975 and PhD, 1978, University of Nebraska at Lincoln.

Courtney S. Sasse (2021-)

Assistant Professor of Occupational Therapy

BA, 1993, Purdue University; MA, 2003, Troy University; MA, 2015 and PhD, 2018, Pacifica Graduate Institute.

Marlene J. Schleiffer (1973-2005)

Professor Emerita of Music

BSM, 1959, Summit Christian College; MM, 1962 and PhD, 1973, Indiana University.

Nicole R. Scheiman (2015-)

Associate Professor and Director of Occupational Therapy Assistant Program

AS, 1991, International Business College; BS, 1999, Indiana University; MHS, 2010, University of Florida; OTD, 2018, Nova Southeastern University.

Isaac Nathan Short (2014-)

Associate Professor of Occupational Therapy

BA, 2002, Lee University; OTD, 2009, Belmont University; PhD, 2020, Kingston University.

Gerald D. Smith (1967-2009)

Professor Emeritus of Physics and Chemistry and Vice President and Dean Emeritus of the University

BS, 1964, Huntington University; PhD, 1972, Purdue University; LHD (hon.), 1998, Huntington University; graduate study, University of Washington, Michigan State University, Ball State University, Louisiana State University.

Timothy O. Smith (2007-)

Professor of History, Director of the Center for Non-Western Studies

BA (Hons), 1996, University of Leicester; MA, 1997, School of Oriental and African Studies, University of London; PhD, 2005, University of East Anglia; FRHistS, 2008, Fellow of the Royal Historical Society.

Daniel F. Solms (2015-)

Vice President of Enrollment Management and Marketing

BS, 1994 and MS, 2002, Indiana Wesleyan University.

Jeanne L. Sowers (2018-)

Associate Professor of Occupational Therapy

BS, 1981, University of Kansas; MA, 1996, Texas Woman's University; OTD, 2004, Creighton University.

Patricia R. Spedden (1983-2010)

Professor Emerita of Music

BMus, 1973, Centenary College; MM, 1975, University of Maine; DA, 1982, Ball State University.

Heather Y. Z. St. Peters (2015-)

Director of the Friesen Center for Service and Experiential Learning, Associate Professor of Organizational Leadership

BA, 1991, Illinois Wesleyan University; MS, 1994, Illinois State University; PhD, 2012, Indiana Institute of Technology.

Cynthia L. Steury (1980-82; 1986-2016)

Professor Emerita of Education

BS, 1971, Huntington University; MA, 1974, Bowling Green State University; EdD, 1997, Ball State University.

Samantha J. Sutorius (2016-)

Instructor of Social Work

BSW, 2010, Huntington University; MSW, 2012, Indiana University-Purdue University, Indianapolis.

Constance L. Updike (1988-2013)

Associate Professor Emerita of Recreation Management

BS, 1971, Manchester College; MS, 1977, Indiana University; graduate study, University of Saint Francis, Indiana University, Ball State University.

Linda K. Urschel (1984-2018)

Professor Emerita of English

BS, 1980 and MAT, 1984, Indiana University; PhD, 1992, Ball State University.

Jamesdean Visley (2019-)

Assistant Professor of Occupational Therapy

BS, 2012, University of Pittsburgh at Greensburg; OTD, 2017, Huntington University.

Christian J. Washington (2019-)

Assistant Professor of Animation

BS, 2013, Huntington University; MFA, 2016, Ball State University.

Joshua K. Watson (2019-)

Assistant Professor of Exercise Science

BS, 2013, Huntington University; MA, 2015, Ball State University.

Jeffrey B. Webb (1999-)

Professor of History

BA, 1987, Baldwin-Wallace College; MA, 1989, Cleveland State University; PhD, 2001, University of Chicago.

Matthew S. Webb (2016-)

Assistant Professor of Digital Media Arts, Film Production

BA, 1998, Huntington University; MAT, 2008, Fuller Theological Seminary.

Stephen T. Weingart (2019-)

Vice President for University Advancement

BA, 1988, Malone College; MBA, 1995, Baldwin-Wallace College; graduate study, Case Western Reserve University, Weatherhead School of Management.

Winfield B. Wetherbee (1977-2011)

Professor Emeritus of Mathematical Sciences

BS, 1967, Wheaton College; MS, 1969 and PhD, 1973, Clarkson University.

Anita J. Wickersham (1983-)

Associate Professor of Accounting and Business

BA, 1980, Huntington University; MBA, 1988 and graduate study, Ball State University; Certified Public Accountant.

Adam J. Widener (2015-)

Assistant Professor of Digital Media Arts/Broadcast Media

BA, 2009, Huntington University; MFA, 2019, Asbury University.

Eric A. Williams (2020-)

Visiting Assistant Professor of Clinical Mental Health Counseling

BS, 1999 and MA, 2001, Valdosta State University; PhD, 2017, Regent University.

Philip M. Wilson (2016-)

Assistant Professor of Digital Media, Arizona Digital Media Program Director

BA, 2008, San Jose State University; MA, 2012, San Diego State University.

Caitlyn E. Wright (2019-)

Visiting Instructor of Nursing

BS, 2008, Saint Mary's College, Notre Dame; MSNED, 2018, Purdue University.

Brock A. Zehr (2014-)

Associate Professor of Business

BA, 1986, Anderson University; MBA, 2009, Indiana Wesleyan University; DBA, 2016, Walden University.

Faculty Named Chairs**2020 - 2021**

Bryan L. Ballinger

Karen E. Jones

*Edwina Patton Chair in the Arts and Sciences**Luke J. Peters Chair in the Arts and Sciences***Special Appointments****2020 - 2021**

Thomas D. Brown, MA

Molly J. Rose, MA, MFA

Noelle I. Thomas, MFA

Tedla G. Woldeyohannes, PhD

Curtis W. Wood, BS

*Visiting Instructor of History**Visiting Assistant Professor of English**Visiting Instructor of Film Production**Visiting Assistant Professor of Philosophy**Visiting Instructor of Digital Media Arts***Undergraduate Adjunct Faculty - Huntington****2020 - 2021**

Victoria L. Addressi, BA

digital media arts

Megan M. Arent, BS

education

Lauren M. Arnold, BA

digital media arts

Isaac S. Barber, MDiv

history

Kara A. Branock, BSN

nursing clinical instructor

Christopher J. Burton, BS

exercise science

Bronwen E. Carlisle, MA, MLS

English

Elise E. Chadwick, BA

Spanish

Deborah K. Cherry, MS

mathematics

Keirsh A. Cochran, MPA

criminal justice

Aaron W. Crump, MA

psychology

James E. Decker, BFA

digital media arts

Andrew J. Edmonds, BA

theatre

Lynette D. Fager, BS

communication

Christopher M. Felton, BS

chemistry

William E. Field, EdD

agriculture

Dale G. Gerke, MBA

business, digital media arts

Ronald G. Goetz, MA

psychology

Paul C. Griswold, BS

digital media arts

Zen D. Hess, MA

Bible and religion

Laura E. Jacobs, MA

psychology

Rebecca S. Knight, BA

communication

Kelli J. Kreider, MS	<i>agriculture</i>
Jonathan H. Krull, BA	<i>Honors Program director, philosophy</i>
Monte J. Lightner, JD	<i>business</i>
Emily A. Logsworth, MA	<i>sociology</i>
Brigitte Martin, MA	<i>French</i>
Clifton P. Martin, MS	<i>physics</i>
David R. McVoy, MPA	<i>criminal justice</i>
Kimberly J. Mills, MFA	<i>digital media arts</i>
Janette L. Moore, MA	<i>education</i>
Paul R. Nalliah, MA	<i>biology</i>
Stephen C. Park, MA	<i>biology</i>
Christopher M. Parker, BS	<i>business</i>
Christopher D. Penzenik, MFA	<i>art</i>
Alison A. Pershing, BSN	<i>nursing clinical instructor</i>
Meagan A. Phenix-Freewalt, MA	<i>psychology</i>
Chynna M. Presley, MS	<i>honors program</i>
Karen M. Rottman, BSN	<i>nursing clinical instructor</i>
Adam K. Sahli, MFA	<i>theatre</i>
Kandra A. Tenuto, BS	<i>theatre</i>
Angela N. Troyer, MSN	<i>nursing</i>
Roger A. Vezeau, MA	<i>ministry and missions</i>
Thomas H. Wilmoth, MS	<i>business</i>

**Undergraduate Adjunct Faculty in Music - Huntington
2020 - 2021**

Greig A. Hutchens, MA	<i>management, jazz</i>
Joni C. Killian, MM	<i>voice, vocal pedagogy, diction, aural skills, and women's chorale</i>
Douglas A. McElhaney, MA	<i>brass</i>
Edward D. Renz, BS	<i>saxophone</i>
Bryan T. Ringo, MA	<i>brass</i>
Stephanie N. See, BM	<i>piano</i>
Elizabeth A. Smith, MA	<i>piano, violin, viola, and aural skills</i>
Todd D. Ward, MS	<i>trumpet</i>

**Undergraduate Adjunct Faculty - Peoria
2020 - 2021**

Justin H. Anderson, MA	<i>philosophy</i>
Antonia J. Berg, MA	<i>digital media arts</i>
Luis Bohorquez, II, BFA	<i>digital media arts</i>
Gregg A. Elder, MFA	<i>digital media arts</i>
James K. Ellis, PhD	<i>Bible and religion, ministry and missions</i>
Damon M. Evans, BS	<i>digital media arts</i>
Laura Gargiulo, MEd	<i>English</i>
Gary E. Gillespie, MA	<i>digital media arts</i>
Ricardo Jimenez, MA	<i>digital media arts</i>
Troy W. Kinney, BS	<i>digital media arts</i>
Matthew R. Knopf, MDiv	<i>Bible and religion</i>
Eric J. Luce, BS	<i>computer science</i>
Jessica C. Owen, MFA	<i>art</i>
Eugene Pak, MA	<i>digital media arts</i>
Jeffrey W. Parsons, BA	<i>digital media arts</i>
Michael T. Rider, MFA	<i>digital media arts</i>
Daniel M. Sager, MEd	<i>history</i>
Daniel R. Sidler, BFA	<i>art</i>
Joy E. Solheim, BA	<i>digital media arts</i>
Adam Sonstroem, MA	<i>communication</i>
Jeffrey Southwick, MEd	<i>digital media arts</i>
Penelope Thayer, PhD	<i>digital media arts</i>
Aaron J. Thomason, BA	<i>art</i>

**Professional Programs Adjunct Faculty
2020 - 2021**

Hope D. Brown, MA, LMHC	<i>psychology</i>
Amanda M. Burge, MBA	<i>business</i>
Heather R Burgette, MBA	<i>business</i>
Callie D. Buschman, MSW	<i>social work</i>
Julia F. Cooper, MLS, MBA	<i>business</i>
Anna Grace Coplen, BS	<i>English</i>
Alicia J. Digiulio, MA, MEd, LMHCA	<i>psychology</i>
Tilija Drobnjakovic, EdDCES	<i>psychology</i>
Jim D. Duncan, PhD	<i>business</i>

Teresa A Fuller-O'Brien, MEd	<i>art</i>
Dale Gerke, MBA	<i>business</i>
Ronald G. Goetz, II, MA	<i>psychology</i>
Amy-Lynn Graf, MBA	<i>business</i>
Marci J. Hammel, MBA	<i>business</i>
Joel A. Harris, MA, LPC	<i>psychology</i>
Sarah J. Harvey, MA	<i>history</i>
Emily A. Horne, MA	<i>general education</i>
Brian R. Jaworski, PhD	<i>Bible</i>
Kara J. Kensinger, MA	<i>psychology</i>
Mark W. Klinker, MBA	<i>business</i>
Cara R. Lewis, MSW	<i>social work</i>
Julie M. Little, PhD	<i>business</i>
Debra M Meyer, MNM	<i>business</i>
Lissa M. Miller, MSW	<i>social work</i>
Brian C. Milton, MEd	<i>general education</i>
Nina Newton, MA	<i>English</i>
Stephen C. Park, MS	<i>general education</i>
Danielle M. Peterson, MSW, LCSW	<i>social work</i>
Vanessa Schoon, MEd	<i>business</i>
Jeffrey F. Sherlock, EdD	<i>business</i>
Autumn Teeple, BS, CPA	<i>business</i>
Steven G. Vance, MA	<i>TESOL</i>
Rachel L. Vinson, MBA	<i>business</i>
Sabrina D. Waterfield, MEd	<i>English</i>
Michael Webb, PhD	<i>TESOL</i>
Mark J. Wiley, JD	<i>business</i>
Ryan G. Woldman, MBA	<i>business</i>
Fei F. Yang, MA	<i>business</i>

**Graduate School Adjunct Faculty
2020 - 2021**

Hope D. Brown, MA, LMHC	<i>counseling</i>
Jason J. Butler, PhD	<i>organizational leadership</i>
Rebecca Cline, MA, LMHCA	<i>counseling</i>
Shawna L. Cureton, MS	<i>organizational leadership</i>

Barry L. Davis, MS, CTC, MCS	<i>counseling and organizational leadership</i>
Alicia J. Digiulio, MA, MEd, LMHCA	<i>organizational leadership</i>
Tilija Drobnjakovic, EdDCES	<i>counseling</i>
Saundra L. Fredrickson, MA, LMHC	<i>counseling</i>
Angela J. Grandlienard, MA, LHMC	<i>counseling</i>
Ronald G. Goetz, II, MA	<i>counseling</i>
Perry C. Haan, DBA	<i>business administration</i>
Roger C. Hoversland, PhD	<i>occupational therapy</i>
Cameron B. Judge, MS, OTR/L, CHT	<i>occupational therapy</i>
Jeffrey W. Kennedy, DBA	<i>business administration</i>
Matthew Q. Lesser, MBA	<i>organizational leadership</i>
Jill R Linder, MHS	<i>occupational therapy</i>
John W. Paff, MA	<i>business administration</i>
Nathan P. Randolph, DSL	<i>ministry</i>
Emily Reilly, PhD	<i>occupational therapy</i>
Scott Richardson, PhD	<i>occupational therapy</i>
John P. Shealey, DBA	<i>business administration</i>
Jeffrey F. Sherlock, EdD	<i>business administration and organizational leadership</i>
Madeline Spring, MA, LMHCA	<i>counseling</i>
James E Swanson, MA, LMHC	<i>business administration and counseling</i>
Richard C Thoman, EdD	<i>ministry</i>
Steven G. Vance, MA	<i>TESOL</i>
Joel A. Vilensky, PhD	<i>occupational therapy</i>
Michael Webb, PhD	<i>TESOL</i>
Evan D. Wood, PhD	<i>organizational leadership</i>

Administrative Officers and Staff 2020 - 2021

Office of the President

President of the University

Sherilyn R. Emberton

Executive Assistant

Peggy S. DeBolt

Senior Leadership Team

President of the University

Sherilyn R. Emberton

Vice President for Academic Affairs/Dean of the Faculty

Luke S. Feters

Vice President for Finance/Treasurer

Connie C. Bonner

Vice President for University Advancement

Stephen T. Weingart

Vice President for Student Life

Ronald L. Coffey

Vice President for Enrollment Management and Marketing

Daniel F. Solms

Chief Operating Officer

Russell J. Degitz

Vice President for Spiritual Formation

Arthur L. Wilson

Academic Services

Vice President for Academic Affairs/Dean of the Faculty

Luke S. Feters

Executive Assistant to the Vice President for Academic Affairs

Cathy J. Trout

Associate Dean of Academic Affairs

Tanner A. Babb

Associate Dean of School of the Arts

Lance D. Clark

Director of Graduate and Professional Programs

Wendy S. B. Speakman

Director of Arizona Operations

Jeffrey C. Berggren

Registrar

Sarah J. Harvey

Assistant Registrar

Beth A. Dubois

Coordinator of Registration Services

Staci E. Rogers

Assistant to the Registrar

Alicia S. Ayoub

Director of Library Services

Anita L. Gray

Associate Director of Library Services

Randy L. Neuman

Library Administrative Assistant

Lori L. Ingle

Director of the Center for Non-Western Studies

Timothy O. Smith

Director of Honors Program

Jonathan H. Krull

Director of the Institute for TESOL Studies

Shoshannah L. Hernandez

Director of Academic Programs for the Hauptert Institute for Agricultural Studies

Raymond A. Porter

Managing Director for the Hauptert Institute for Agricultural Studies

Nathan J. Perry

Director of Occupational Therapy Assistant Program

Nicole R. Scheiman

Director of Undergraduate Teacher Education Program	Tyanne N. Bailey
Director of Clinical Experience	Kajsa K. Averill
Secretary to the Education Department	Megan M. Arent
ABLE Program Coordinator	Amanda J. Seaman
Teacher Education Licensing Advisor	Sarah J. Harvey
Director of Social Work Education	Carla J. MacDonald
Director of Nursing Program	Jodi D. Eckert
Coordinator, Nursing Learning Lab/Simulation Center	Trionne Kiefer
Administrative Secretary, Nursing Department	Holly D. Tester
Administrative Assistant, Business Department	Amy S. Lippe
Digital Media Arts Assistant	Sherina Hewson
DMA Studio Supervisor	Brian P. Farrell
Music Secretary	Nancy J. Barnes
Costume Shop Supervisor	Kandra A. Tenuto
Veritas Youth Theology Institute, Administrative Assistant	Anna E. Ruth
Faculty Marshal	Jeffrey L. Lehman
Assistant Faculty Marshal	Anita J. Wickersham

Arizona Operations

Director of Arizona Operations	Jeffrey C. Berggren
Associate Director of Student Services	Lauren J. Lee
Digital Media Arts Director	Philip M. Wilson
Studio and Equipment Manager	Luis A Bohorquez
Admissions Counselor	William L. May
Admissions Outreach Specialist	Tiffany R Pevey Swartz
Pastor in Residence	James K. Ellis

Graduate and Professional Programs

Director of Graduate and Professional Programs	Wendy S. B. Speakman
Assistant Director and Assistant Registrar for Graduate and Professional Programs	Tonya L. Horvath
Administrative Assistant for Graduate Programs	Julia G Springer
Instructional Designer	Michelle M. Bolton
Instructional Technologist	Pamela A. Johnson
Associate Dean of Health Sciences and OTD Director	Ruth A. Ford
Administrative Secretary, Department of Occupational Therapy	Jill R. Trosper
Program Assistant, OTD	Mariella Angeles

Director of OTD Program - Arizona	Evelyn Andersson
Program Assistant, OTD Arizona	Tiffany M. Glazier
Director of MBA Program	Brock A. Zehr
Administrative Assistant, MBA Program	Amy S. Lippe
Interim Director of Graduate Counseling Program	Mandy L. Kellums Baraka
Director of Graduate Teacher Education Program	Tyanne N. Bailey
Director of MA in Ministry Program	Karen E. Jones
Director of the Institute for TESOL Studies	Shoshannah L. Hernandez
Director of Graduate and Adult Admissions	Nathan D. Hawkins
Coordinator of Recruitment	Heather H. Dye
Admissions Counselor, Undergraduate and Graduate Admissions	Autumn A. DeMott

Campus Ministries

Vice President of Spiritual Formation	Arthur L. Wilson
Assistant Campus Pastor for Student Discipleship	Amanda J. Morris-Campbell
Secretary to Campus Ministries	Rachel C. Hart
Director of Multicultural Student Life	Chynna M. Presley

Student Life

Vice President for Student Life	Ronald L. Coffey
Executive Assistant to the Vice President for Student Life	M. Margaret Pasko
Associate Dean of Student Life	Martha J. Smith
Dean of Students	Brian R. Jaworski
Director of Career Development and Counseling	Martha J. Smith
Director of Horizon Leadership Program	Chynna M. Presley
Administrative Assistant to Student Services and Friesen Center	Sarah C Rickerd
Director of Academic Center for Excellence	Erica A. Marshall
Administrative Secretary, Academic Center for Excellence	Melissa A. Gordon
Director of the Friesen Center for Service and Experiential Learning	Heather Y. Z. St. Peters
Director of Residence Life and Student Programs	Brian R. Jaworski
Forester Village Resident Director	Zachary J. Herber
Wright/Miller Halls Resident Director	Evan H. Clark
Baker/Roush Resident Director/Director of Student Programming	Lauren A. Frischman
Meadows and Livingston Halls Resident Director	Jessica L. Hatcher
Student Senate President	Karyn Ashley Spirek

Director of Athletics	Lori L. Culler
Assistant Director of Athletics	Kory M. Alford
Coordinator of Recreational Programming	Russell W. Lawson
Athletic Department Secretary	Sandra K. Marion
Sports Information Director	Joanne K. Green
Coordinator of Eligibility	Lori L. Culler
Assistant for Auxiliary Athletic Services	Michael D. Frame
Chief of Campus Police and Safety	Keirsh A. Cochran
Sodexo Director of Dining Services	Les Petroff

Admissions

Vice President for Enrollment Management and Marketing	Daniel F. Solms
Director of Admissions	Susanne Watson
Admissions Office Manager	Karol S. Caley
Campus Visit Coordinator	Carlene M. Peters
Senior Admissions Counselor	Samantha M. Essig
Admissions Counselor	Josue D. Monroy Rosa
Admissions Counselor	Adrianna L. Holst
Executive Director of Student Success	Isaac S. Barber
Director of Financial Aid	Lisa M. Montany
Assistant Director of Financial Aid	Joseph A. Mattox
Financial Aid Loan Counselor	Debra D. James

Institutional Advancement

Vice President for University Advancement	Stephen K. Weingart
Senior Director of Development	J. Kay Schwob
Executive Assistant for Advancement	Jill C. La Mar
Switchboard Operator and University Relations Office Assistant	Anita J. Hughes
Gift Accounting and Donor Relations Manager	Joye A. Ford
Director of Forester Fund	Marcy T. Hawkins
Director of Alumni and Foundation Relations	Janelle L. Taylor
Development Officer and Director of Gift Planning	Peter Schownir
Director of Gift and Estate Planning	Stephen S. Thomas
Director of Communications	Lynette D. Fager
Staff Writer/Project Manager	Nicole L. Manges
Graphic Designer	Laura Flores
Website Content Manager	Joshua Y. Ringer

Business Services

Vice President for Finance/Treasurer	Connie C. Bonner
Chief Operating Officer	Russell J. Degitz
Executive Assistant for Business and Finance	Pamela S. Rudy
Controller	Joseph A. Pretorius
Staff Accountant	Tamara L. Gass
Student Accounts Manager	Brandi D. Felton
Student Accounts Clerk	Brett Boxell
Accounting Clerk	Claudia Tomlinson
Payroll Specialist	Rebecca J. Kersey
Human Resources Manager	Jean M. Cole
Mailing Services Coordinator	Amy L. Johnson
Follett Bookstore Manager	William Marzotto
Director of the Merillat Centre for the Arts/Conferences and Events	Stephen A. Pozezanac
National Management Resources Manager/Maintenance	Marcie Nofziger
Chief Information Officer	Adam L. Skiles
Technology Services Office Manager	Wendy L. Gower
Systems Administrator	Paul R. Nalliah
Senior Data Base Programmer - Analyst	Sylvia K. Reed
Data Base Programmer/Analyst	Brad F. Clampitt
Network/Broadcast Engineer	Robert C. Landon
Web Developer/Programmer/Analyst	Jason D. Boothman
Senior Technology Support Specialist	Timothy L. Bard
Technology Support Specialist	Christopher M. Erick

Athletics and Coaching Staff

Director of Athletics	Lori L. Culler
Assistant Director of Athletics	Kory M. Alford
Athletic Secretary	Sandra K. Marion
Certified Athletic Trainer	Beth A. Herrell
Certified Athletic Trainer	Christopher J. Burton
Certified Athletic Trainer	Quinn Wiley
Sports Information Director	Joanne K. Green
Baseball, Men	Michael D. Frame
Basketball, Men	Kory M. Alford
Basketball, Women	Lori L. Culler
Bowling, Men and Women	D. Michael Shockey

Cheerleading	Shawanna L. Smith
Cross Country, Men and Women	Lauren Davenport Johnson
Golf, Men and Women	Richard L. Sholund
Soccer, Men	Russell W. Lawson
Soccer, Women	David B. Lewis
Softball, Women	Doug P. Gower
Tennis, Men	Ignacio J. Poncio
Tennis, Women	Roger D. Ferguson
Track, Men and Women	F. Joel Childs
Volleyball, Women	Kelsey G. Herber

Governance

Huntington University Board of Trustees 2020-2021

University Governance

The Board of Trustees is responsible for the direction and management of all assets and programs of the University. The Board formulates and determines the general, educational and financial policies as are deemed necessary for the administration and development of the University in accordance with its stated purposes. The Board selects the President who serves as chief executive officer of the University and is responsible for all University educational and managerial affairs.

The University is firmly committed to the lordship of Jesus Christ and evangelical Christianity as the foundation for its educational philosophy and operation. All trustees, excluding Ex Officio Trustees, and all regular employees of the University shall (i) possess a genuine and personal relationship with Jesus Christ as evidenced by a vital witness and spiritual maturity, (ii) evidence an evangelical commitment, (iii) actively participate in a local church congregation and (iv) subscribe to the Huntington University Statement of Faith.

The Board of Trustees may be comprised of up to 39 active, voting members. Trustees are elected by the Board and members of the Higher Education Leadership Team of the Church of the United Brethren in Christ, USA. The President of the Huntington University Foundation, the President of the Alumni Association of Huntington University and the President of the Student Senate are *ex officio* members. Elected members serve four-year terms.

Officers of the Board

Herbert A. Schumm	<i>Chair</i>
Monte J. Lightner	<i>Vice Chair</i>
Ronald J. Freeman	<i>Secretary</i>

Term Expires 2021

Thad A. Abel, retired teacher	<i>Grandville, Michigan</i>
Lars P. Andersen, <i>physician</i>	<i>Saint Johns, Michigan</i>
Thomas A. Clounie, <i>business owner</i>	<i>Huntington, Indiana</i>
Brooks L. Fetters*, <i>chief marketing and development officer</i>	<i>Huntington, Indiana</i>
Todd H. Fetters*, <i>bishop</i>	<i>Huntington, Indiana</i>
Rae A. Gonterman, <i>retired executive</i>	<i>Roanoke, Indiana</i>
Adrian L. Halverstadt, <i>attorney</i>	<i>Huntington, Indiana</i>
Dalton M. Jenkins*, <i>senior pastor/controller</i>	<i>Yonkers, New York</i>
Nancy K. Lamport, <i>retired business person</i>	<i>Peoria, Illinois</i>
Monte J. Lightner, <i>principal</i>	<i>Roanoke, Indiana</i>
Kristi L. McConnell*, <i>project architect</i>	<i>Caledonia, Michigan</i>

Brian D. Nofzinger*, *shareholder, certified public accountant* Blissfield, Michigan
Martin T. Pennington*, *lead pastor* Northwood, Ohio
Karyn Ashley Spirek, *student* Allen, Texas

Term Expires 2022

Robert L. Caley, *business owner/farmer* Markle, Indiana
Carol A. Clark, *retired physician* Orange Beach, Alabama
Candace E. Curie, *business owner* Gaithersburg, Maryland
Dennis R. Miller, *senior pastor* Fort Wayne, Indiana
C. Robin Wright, *senior vice president* Columbia City, Indiana

Term Expires 2023

Brian W. Hughes, *chief executive officer/president* Rossford, Ohio
Rex D. Schrader, *president* Columbia City, Indiana
Herbert A. Schumm, *vice president medical education/physician engagement* Loveland, Ohio

Term Expires 2024

Jody Bowser, *senior pastor* Chambersburg, Pennsylvania
Brian G. Emerick, *chief executive officer* Columbia City, Indiana
Thomas A. Feusse, *chief executive officer* Dublin, Ohio
Ronald J. Freeman, *retired executive* Portland, Indiana
Richard D. Merillat, *retired executive* Naples, Florida
Jeanné Wickens, *chief financial officer* Roanoke, Indiana
Matthew M. Wilcox*, *business owner* Andrews, Indiana

**Higher Education Leadership Team of the Church of the United Brethren in Christ.*

Chairman Emeriti

Donald L. Duff, *retired executive* Huntertown, Indiana
C. Ray Miller, *retired bishop* Fort Wayne, Indiana
Kelly K. Savage, *retired executive* Grandville, Michigan

Trustees Emeriti

Paul B. Baker, *retired pastor* Chambersburg, Pennsylvania
Ronald P. Baker, *retired physician* Berrien Springs, Michigan
Larry L. Lance, *retired executive* Fort Wayne, Indiana
Paul E. Lehman, *retired executive* Chambersburg, Pennsylvania
Emmett W. Lippe, *retired superintendent/chief executive officer* Harrison, Michigan
David N. McGinnis, *business owner* Ada, Michigan

Kenneth W. Savage, accountant
Nancy L. Stouffer, business executive
Thomas L. Tyler, retired president
Howard A. Whaley, retired executive

Grandville, Michigan
Moneta, Virginia
Granger, Indiana
Castle Rock, Colorado

Honorary Trustee

Phillip G. Howard, retired business executive

Franklin, Indiana

**President's Advisory Council on Excellence (PACE)
2020-2021**

PACE members are appointed and serve under the direction of the President of the University.

Nicholas Alwine, vice president of operations

Auburn, Indiana

Victoria L. Boyd-Devine, president

Huntertown, Indiana

Cynthia L. Brady, educator

Syracuse, Indiana

Gary C. Furst, corporate vice president

Fort Wayne, Indiana

Marj Hiner, retired business owner

Huntington, Indiana

Phillip G. Howard, retired architect

Indianapolis, Indiana

Michael F. Magsig, corporate executive

Johns Island, South Carolina

Philip R. Menzie, business manager

Pierceton, Indiana

Adrian Miller, managing director

Indianapolis, Indiana

Brian D. More, chief financial officer

Columbia City, Indiana

Steven D. Platt, self-employed

Huntington, Indiana

Chad S. Pryor, director of legal services

Westfield, Indiana

Brandon M. Schall, senior vice president

Roanoke, Indiana

Jeffrey A. Shepherd, corporate vice president

Carmel, Indiana

Carol L. Shuttleworth, retired business owner

Fort Wayne, Indiana

Corey Smith, educator

Fort Wayne, Indiana

Darlene Stanley, business owner

Huntington, Indiana

J. Mark Tullis, retired business executive

Spencerville, Indiana

Dan Votaw, business owner

Fort Wayne, Indiana

Ryan M. Warner, bank president

Huntington, Indiana

Mark A. Wickersham, executive director

Huntington, Indiana

PACE Advisory Members

Sherilyn R. Emberton

President

Stephen T. Weingart

Vice President for Advancement

Constituent Support

The University 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 University 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 vice president in the office of advancement for a personal response.

Undergraduate Campus Information

Community Life

Huntington University 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 University 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 positive 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 University campus or at University-sponsored activities off campus.

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 University, 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 University 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.

Seven residence halls in four 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 can do a substantial amount of cooking in the halls. Livingston Hall is a traditional residence hall with men and women living on separate floors. Each residence hall provides space for small meetings, study, social interaction, television, recreation, laundry and kitchen facilities.

Forester Village Apartments are primarily for single, upperclass students and married 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 University provides a wide range of co-curricular opportunities for learning and building relationships. Campus government, the fine arts, sports and clubs are all available.

Campus student government is conducted through the Student Government Association (SGA). The President of the SGA serves as a member of the University's Board of Trustees. Students also serve on most faculty and administrative committees.

Huntington University publishes two periodicals - *Huntingtonian* and *Ictus* - where students have the opportunity to serve as editors, writers, managers, photographers and reporters for these publications. The *Huntingtonian* is the University newspaper produced on a monthly basis by the editorial staff. *Ictus* is the annual literary magazine produced by the student members of Sigma Tau Delta.

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 University throughout the year. Drama and musical productions provide opportunity for expression in theatre 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 Merillat Centre for the Arts and by the University Music Department. The Student Activities Board (SAB) 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. Multicultural Activities Council (MAC) encourages the community to explore how race, ethnicity and multiculturalism impact our communities.

Intercollegiate Athletics

Sports participation may be in one or more of 17 intercollegiate sports, including baseball, basketball, bowling, cross country, golf, soccer, tennis and track for men and basketball, bowling, cross country, golf, soccer, softball, tennis, track and volleyball for women. Students interested in a particular varsity sport are encouraged to contact the University Office of Admissions and the coach of the sport for further information.

Student Services

The Office of Student Life offers various services to students with personal, career and academic needs. Individual counseling by a licensed professional counselor is available and confidential. Psychological testing can be provided as needed through a local mental health facility.

Resident directors and resident assistants are available during extended hours for personal needs and concerns. Students are encouraged to seek out these resource persons in addition to faculty and other administrators.

The Office of Career Development offers a multitude of services ranging from career counseling, online career information and assessments and graduate school information. A Job Search Techniques class is offered to juniors and seniors to help them prepare for the job search from graduation and throughout their career. The office works with nearby colleges and universities in providing interview opportunities through career fairs. Education majors are able to participate in the annual Teacher Recruitment Day and accounting majors have the opportunity to participate in the Character & Competence Accounting Career Fair.

Career services are available to alumni. Career coaching and resume assistance is free and can be conducted through various technology means.

Library Resources

RichLyn Library provides an excellent learning resource for the University. The entire library staff is dedicated to supporting the academic mission of Huntington University by teaching and helping students discover how to access, evaluate, and ethically use information.

The library houses over 300,000 items including books, e-books, journals, audio-visual materials, and printed and recorded music. All materials are indexed in the library's internet accessible discovery tool. Over 100 research databases are provided to support the various major disciplines with hundreds of thousands full text scholarly journal articles and research documents. Additional sources are available through a fast and efficient interlibrary loan system which provides access to materials around the state and from libraries across the nation.

Other vital collections include the Curriculum Materials Center containing teaching materials, juvenile literature and educational kits; a United States Selective Depository of government documents and information; and the United Brethren Historical Center which houses the archives of the Church of the United Brethren in Christ as well as the archives of Huntington University. The library also displays a portion of the Wilson fine art collection, providing a rich learning resource to patrons.

The library is arranged to accommodate multiple studying and learning styles. The main level of the library enhances collaborative study, while the arrangement of the upper level encourages quiet study. The atrium in the lower level of the library overlooks Lake Sno-Tip and offers a pleasant environment in which to study.

Spiritual Formation Experience

The goal of the Spiritual Formation Experience is to provide students opportunities to deepen their commitment to God with the understanding of how that impacts every aspect of their lives. This experience aims to provide depth and dialogue in applying academic and spiritual disciplines to today's issues, express cultural diversity through the arts and music, and inspire students to servanthood, mission, career, and fellowship through campus-wide community.

Through the office of campus ministries, several experiences are offered, on a weekly basis, to ensure that these varied objectives are met. *Chapel* services meet twice a week to promote corporate spirituality and affirm the Christian Faith through prayer, praise and thanksgiving, and discovering God's agenda through the declaration of His Word. *Hall Chapel/Floor Worship*, a student-led experience offered monthly (hall chapel)/weekly (floor worship) in the evening in residence halls, allows student leaders (CMC) opportunities to develop and facilitate spiritually enriching experiences for their peers. *Mid-Day Prayers*, liturgical style worship services that meet once a week to provide students a contemplative experience that includes prayers, psalms, hymns, Bible readings, meditations, creeds, testimony, devotion, and worship through art. *Small Groups*, facilitated by volunteer faculty, staff, and local ministry leaders, meet weekly for prayer and discussions based on books of the Bible, theological topics, and contemporary issues.

The Spiritual Formation Experience is a vital component of the University's plan to impact the spiritual vitality of its community. Therefore, students are expected to attend and engage in these experiences. In signing the Community Life Agreement, each student assumes personal responsibility for his/her attendance and conduct. Attendance is regularly reported to the dean of spiritual life. Failure to meet attendance expectations may lead to penalties that include community service, assessment of a fine, or denial for continued University enrollment for a semester.

Admissions Information

Admissions Policies and Procedures

Application for admission is your first step toward becoming a part of the Huntington University community. The application is available at www.huntington.edu/apply or by contacting the Office of Admissions for a paper application. You may contact the Office of Admissions by phone at 260-359-4000 or toll-free at 800-642-6493, by e-mail at admissions@huntington.edu, or by writing to Huntington University Admissions Office, 2303 College Avenue, Huntington, IN 46750.

The recommended high school program for **entering students** includes **four years of English, two years of college preparatory mathematics, two years of science 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 discern the quality of their preparation.

You should submit an **application for admission** to the Office of Admissions along with a non-refundable **application fee of \$20**. To apply online, please visit www.huntington.edu/apply. You should also request that your high school guidance office send an official copy of **your high school transcript** to the Huntington University Office of Admissions. You may 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 or university 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 March 10 and awarded only as funds are available after that date.

After all application materials have been received, applicants will be notified of their status by the Office of Admissions. If the student's GPA or test scores are below the minimum acceptance levels, the student application file will be reviewed by the Admissions Committee.

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 can be made prior to classes beginning. A \$150 general student deposit, refundable until May 1, confirms your acceptance of admission and intention to enroll.

Applicants may submit scores of the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Test (ACT). Test results are considered, along with the high school record and the applicant's appreciation for the standards and purposes of Huntington University, in determining the likelihood of success and for placement. Registration for the SAT or ACT is through the high school guidance counselor or through the SAT or ACT websites, and scores are sent to Huntington University at the request of the applicant. Applicants who elect not to take the SAT or ACT and whose high school GPA is below 3.0 may be considered for admission by the admissions committee on the basis of their potential to be successful as evidenced by their application materials and other relevant information.

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 University. Selected students who do not meet regular admission requirements but 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 with advised light load, advised to take SS 101, or limited load. The admissions committee requires a writing sample and recommends submitting academic references for students who do not meet regular admissions requirements.

Students admitted with an advised light load are advised not to take a heavy course load during their first semester. The director of Student Success, in collaboration with the director of the Academic Center for Excellence (for students with disclosed disabilities), Office of the Registrar, and primary advisor, guide students during their first semester. Students may also be required to take SS 101 Study Skills to provide resources for success at the college level. Students required to take SS 101 must also take EN 121L English Skills Lab (unless credit for EN 121 Academic Writing and Research has already been earned).

Students admitted on a limited load basis may not register for more than 15 credit hours during their first semester. Limited load students are automatically registered for EN 121L English Skills Lab (unless credit for EN 121 Academic Writing and Research has already been earned) and SS 101 Study Skills. Upon completing SS 101 and the first semester, if students meet the required minimum GPA, they will be in good academic standing. If students fail to meet the required GPA, they will be placed on academic probation. They must follow the probation guidelines as outlined elsewhere in the Academic Catalog. Students admitted on limited load may be eligible to compete in athletics if they meet NAIA eligibility requirements.

Other students not accepted for admission may be advised to attend another accredited institution to demonstrate their ability to complete post-secondary work successfully before reapplying for admission to Huntington University.

International students may be asked to provide evidence of English language proficiency by taking the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). International students who meet other academic requirements for admission to the University but score below 75 on the computer-based TOEFL iBT or 6.0 on the IELTS 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 order to compete athletically, students must complete the registration process via the NAIA website at play.mynaia.org.

Applicants over the age of 25 or those who have completed a nontraditional high school program such as the GED equivalency will be considered for admission 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.

Huntington University 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.

Early Entry

A successful high school student may be permitted to enroll in Huntington University residential classes as an Early Entry student during their senior year of high school. Early Entry students may not enroll in more than six credits each semester of the senior year before high school graduation. Scores on standardized tests and grades that indicate potential for success at Huntington University, as well as the recommendation of the high school guidance counselor or principal are required. Special tuition rates enable such students to earn college credits at Huntington for later enrollment or to transfer the credits to other colleges.

To be admitted to the Early Entry program, students must fill out the Early Entry application at www.huntington.edu/apply. Admission as an Early Entry student does not guarantee regular admission to the university upon graduation from high school.

Incoming new Huntington University first-time freshmen may take summer classes at the Early Entry tuition rate during the summer between their high school graduation and their first semester of college.

Contact the Office of Admissions for more information regarding the enrollment process and classes available for Early Entry students at admissions@huntington.edu or 800-642-6493.

Freedom International Ministries Gap Year Program

Huntington University has partnered with Freedom International Ministries to offer a 30-credit hour gap year program to Freedom interns. The program is particularly geared toward high school graduates interested in interning with Freedom while also wanting to get started on their college journey. Interns at Freedom serve part time as teachers and assistants at Freedom Christian School in the Dominican Republic while taking face-to-face courses on the Freedom campus and online courses through Huntington University. For details, see the [Freedom International to Forester](#) web page or contact the admissions office.

Transfer Students

Students with letters of honorable dismissal and official transcripts of credits from other regionally accredited post-secondary institutions may be admitted to advanced standing at Huntington University.

Transfer students pursuing a degree 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. Some majors may require a higher minimum grade for transfer work. The registrar will determine which courses meet Huntington requirements in specific majors and general education based on appropriate relevant materials provided by the student. 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.

When a student who has completed coursework at another college transfers to Huntington, only credits are transferred—no transfer grades are recorded nor counted in the cumulative grade point average.

When a student who is regularly enrolled at Huntington enrolls as a transient student at another institution and takes coursework that has been approved by the Huntington registrar, the grade as well as course credit is listed on the student's Huntington transcript and calculated in the cumulative grade index. Grades are not transferred for courses taken by correspondence and credit for correspondence work requires special approval. Grades are not transferred for coursework taken before a student enrolls at Huntington or when the student is not a continuing student, as when a student transfers out for a semester and returns to Huntington. Credit awarded by another institution on the basis of an examination or proficiency test is not transferable to Huntington University. Credit for AP, CLEP and DSST examinations taken prior to enrollment is awarded by Huntington University only after the student has enrolled and after the University has evaluated an official score report.

Credit, if awarded, from a non-accredited institution 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 University 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 post-secondary institution 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 post-secondary record is requested by the student to be sent from the registrar of that institution to the Huntington University Office of Admissions. 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.

Transfer students who have completed only one semester of full-time coursework at another institution may be evaluated for admission based on their high school record. These students will still be required to follow all regular admission procedures, including providing an official college transcript.

Prior Education and Training of Veterans

Huntington University requires veterans who have previous education and training to request transcripts from all prior institutions, including military training, traditional college coursework, and vocational training. Previous transcripts will be evaluated, and credit will be granted, as appropriate.

Transient Students

Students who are regularly enrolled at another post-secondary institution may earn a limited number of credits at Huntington to apply toward their degree program at the other institution. Transient students do not need to make formal application for admission provided they secure a statement from the registrar of the institution 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 Office of Admissions. 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 University 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 undergraduate classes (online courses are excluded) at a special LIFE rate after a three-year waiting period from the date of graduation. LIFE students are limited to enroll for a lifetime maximum total of 30 credit hours. LIFE students are not eligible for other University financial assistance.

LIFE students may enroll in any regular undergraduate 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, 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 Professional Programs. These provisions for LIFE are periodically reviewed and revised and may change over time. An application for readmission must be completed in the Office of Admissions.

Audit and Visitor Students

Students wishing to take courses only on a noncredit 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. Students may not audit or visit online classes.

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 per semester 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 or studio sessions. No permanent record is made nor is coursework to be evaluated by the instructor.

Advanced Placement, International Baccalaureate, CLEP and DSST

High school students who take advanced placement courses are encouraged to take the CEEB advanced placement (AP) examinations. Official score reports should be sent to the Office of the Registrar, who will then evaluate and grant credit based on the scores and the University's current practice. Credits may be awarded to students who have earned a score of 3 or higher.

Credit is also awarded for students who have taken International Baccalaureate Examinations. Up to 30 hours of credit may be awarded to students who receive the full International Baccalaureate Diploma and have earned grades of 5 or better in their three higher level subjects. Students who have not earned the full diploma may receive credit by earning a score of 5 or higher in a specific subject. Official International Baccalaureate transcripts should be sent to the Office of the Registrar, who will then evaluate and grant credit based on the scores and the University's current practice.

The University also grants credit to enrolled students for **subject examinations** (not general exams) in the College Level Examination Program (CLEP) and for selected DSST exams. These exams may be taken at any open test center, including Huntington, with the scores sent to the University. Certain institutionally administered tests are also given in subjects for which no national test is available. CLEP requires a three month (90 calendar days) waiting period to retake an exam; the DSST waiting period is 30 days.

To receive university credit, the student must be enrolled or completing a program of study at Huntington or a graduate from the University. 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.

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

To earn credit for EN 121, Academic Writing and Research, by CLEP, students must pass both the multiple choice and essay sections of the **College Composition Modular** CLEP examination. The Huntington University English and Modern Languages Department evaluates the essay section and determines whether credit can be awarded. Incoming freshmen must complete the College Composition Modular CLEP examination by June 30th of the year of enrollment if they wish to be exempted from enrolling in EN 121. (An exception is permitted for students who attempt to earn credit via AP as those scores are unavailable until July.) Similarly, students wishing to earn credit for EN 151, Perspectives on Literature, by CLEP must pass both the multiple choice and essay portions of the Analyzing and Interpreting Literature exam. That exam is available on campus during the months of January, April, July and October.

In addition, entering freshmen who plan to take CLEP examinations to earn credit for the first semester of the required western civilization course must do so no later than August. University policy requires first-time freshmen to enroll in the academic writing and research and western civilization courses in the fall semester if they do not have transfer, AP, or CLEP credit.

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 August 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 AP, IB, CLEP or DSST credit from another institution shall have the credit reviewed by the University. The University will review official score reports and grant credit based on the scores and the University's current practice. Because institutions differ on the minimum score for which they may grant CLEP or DSST credit, students cannot assume that a score accepted by another institution will be sufficient to meet Huntington's minimum score for credit.

Mathematics Placement Testing Policy

Most new students, transfer students or readmitted students will take the math placement exam during the summer test administrations prior to registration and prior to enrolling in courses in the fall for which satisfactory math placement scores are prerequisite. If the test has not been taken in the summer, the student must complete it during the first semester, prior to registration for the following semester.

Students are exempt from taking the placement exam if they have an SAT math score of 540 or higher (for tests taken after March 2016) or 510 or higher (for tests taken before March 2016) or an ACT math score of 23 or higher (unless the student intends to enroll in MA 171 Calculus I or PH 211 Principles of Physics I). Students are exempt if they have CLEP or AP credit in calculus or college algebra and trigonometry or the equivalent. Students who take MA 171 or PH 211 (who do not have AP credit or CLEP credit) must take the placement test regardless of their SAT or ACT score.

The test is not required of transfer students who have completed all their non-developmental college or university math courses elsewhere or who have earned transfer credit in MA 141 or higher. The test is not required of readmitted students who had a satisfactory test score when previously enrolled.

Students placed in MA 032 should successfully complete that course no later than the fall of the sophomore year. Students placed below MA 032 should consult with the director of the Academic Center for Excellence (ACE) for advice on preparing to retake the math placement exam.

Students rarely improve their test scores unless they have undertaken serious review between testing sessions or have completed the remediation course MA 032 so retesting is generally discouraged. Students currently enrolled in MA 032 may not retest during that semester.

New Student Programs

The annual April and June Registration events provide an opportunity for new students and their parents or guardians to become more familiar with university life. Students meet peers, faculty, staff and administrators and register for fall classes with an academic advisor.

New students and transfer students are introduced to the Huntington University environment through the course, SS 111 First-Year Seminar. As a part of this course, students are expected to attend the New Student Orientation, which takes place several days before the beginning of the fall semester, and to meet in small groups as a class the first five weeks of the semester. The First-Year Seminar, which emphasizes the integration of faith and learning, serves as a transitional experience giving new students an individualized introduction to the classroom, co-curricular programming, and available campus resources.

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

Orientation for Parents and Guardians of New Students

Sessions for parents and guardians are held during the April and June Registration events and the first day of New Student Orientation to provide an opportunity for families of new students to learn more about the University and how the University seeks to partner with them in the education of their students. Parents and guardians have the opportunity to engage with each other as they are introduced to various departments and resources.

Academic Information

The Calendar Year

The 4-1-4 Calendar

Huntington University has operated on the 4-1-4 calendar since 1969. This calendar consists of two 15-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 bachelor programs or 64 credit hours for associate programs. Some bachelor programs or combinations of programs may require more than 128, and students are advised to plan carefully. During the fall and spring semesters, students normally take 15 semester hours. By taking 15 to 16 hours per semester and two hours in January, most students can complete course requirements for graduation within the four-year period.

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 30 semester hours of transfer credit. Students must complete January Term courses from at least two departments.

January Term is designed to allow 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 13-day term allows rigorous and concentrated study in one subject area chosen from either special courses which are very different from regular catalog courses or from regular catalog offerings. This concentrated study allows students time to explore new disciplines outside their major fields that they might not be able to do otherwise or focus on fulfilling a core requirement. The time may also allow students to focus in depth in intense study or research on a particular topic within their majors. This freedom to focus efforts in one area of study carries the expectation that students be intensely involved in that study and apply a high quality of effort and academic seriousness to 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. Combining a trip with an academic course offers unique opportunities for cultural, intellectual and spiritual growth.

Summer Sessions

Face-to-face and online courses are offered each summer in sessions that begin in mid May. Since some courses end by late June, it is possible to take a course and still have much of the summer for work or other opportunities.

Most summer courses are from the Core Curriculum program. A minimum enrollment of eight 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 coursework in areas other than their major fields. Students who are home for the summer from other institutions may wish to take classes at Huntington University as transient students and transfer the credit to their home institutions.

Degrees and Programs

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

The master of arts degree is offered in the fields of counseling, organizational leadership, and ministry. The master of education degree is offered in the fields of elementary curriculum and instruction, elementary reading, early adolescent education, adolescent and young adult education, and Teaching English as a Second Language. The master of business administration degree is offered in the field of business administration. The doctor of occupational therapy degree is offered in the field of occupational therapy.

Undergraduate Program

Undergraduate Majors Offered by Department

Agricultural Studies

- Agribusiness (BS)
(Animal Production, Communications and Public Policy, Crop Production, Economics and Finance, Entrepreneurial Small Business Management, Management, Marketing, Ministry and Missions)
- Agricultural Education (BS)
- Animal Science (BS)
- Crop Science and Agronomy (BS)

Art + Design

- Fine Arts (BA)
- Graphic Design (BS)
- Studio Art (BS)
- Visual Arts All-Grade Education (BS)

Biology

- Biology (BA)
- Biology (BS)
(*Professional, Pre-Veterinary Emphasis*)
- Biology Education (BS)

Business

- Accounting (BS)
- Economics and Finance (BS)
- Entrepreneurial Small Business Management (BS)
- Management (BS)
- Marketing (BS)
- Sport Management (BS)
(*Corporate, Media*)

Chemistry

- Chemistry (BA)
- Chemistry (BS)
(*Professional, Biochemistry*)
- Chemistry Education (BS)

Christian Thought and Practice

- Bible and Theology (BA)
- Children's Ministry (BS)
- Christian Ministries (BA)
- Missions (BS)
- Special Needs Ministry (BS)
- Worship Leadership (BS)
- Youth Ministries (BS)

Communication

- Communication Studies (BA)
- Journalism (BA)
- Public Relations (BA)

Customized Academic Program

- Customized Academic Program (BA or BS)

Digital Media Arts

- Animation (BS)
- Film Production (BS)
- Film Studies (BA)
- Television Production (BA)
- Television Production (BS)

Education

- Elementary Education (BS)
(Fine Arts, Language Arts, Mathematics, Science, Social Studies)
- Elementary and Special Education (BS)
- Elementary and Middle School Education (BS)
(Language Arts, Mathematics, Science, Social Studies)
- Elementary Education and Teaching English Learners (BS)

All-Grade and Secondary Education Majors are listed by department

English and Modern Languages

- American Studies (BA)
- British and Postcolonial Studies (BA)
- English-Literature (BA)
- English-Writing (BA)
- English Education (BS)
- Liberal Studies (BA)

History

- History (BA)
- History Education (BS)
- International and Development Studies (BA)
- Political Science (BA)

Kinesiology

- Exercise and Movement Science (BS)
- Sport and Exercise Studies (BS)
- Pre-Athletic Training (BS)

Mathematics and Computer Science

- Computer Science (BS)
(Digital Media, Information Systems, Mathematics, Web Development)
- Mathematics (BA)
- Mathematics (BS)
- Mathematics Education (BS)

Music

- Music (BA)
- Music Business (BS)
- Music All-Grade Education (MUSB)
(Choral, Instrumental)
- Performance (MUSB)
(Instrumental, Piano, Vocal)

Nursing

- Nursing (BSN)

Occupational Therapy Assistant

- Occupational Therapy Assistant (BS)

Philosophy

- Philosophy (BA)

Psychology

- Psychology (BA)

Social Work

- Social Work (BSW)

Sociology

- Criminal Justice (BA)
- Sociology (BA)

Theatre

- Theatre (BA)
- Theatre New York City (BA)
- Theatre Performance (BA)
- Theatre Technology (BA)

Bachelor of Arts Degrees

In the undergraduate program, bachelor of arts degrees are offered in the following areas of study.

- American Studies
- Bible and Theology
- Biology
- British and Postcolonial Studies
- Chemistry
- Christian Ministries
- Communication Studies
- Criminal Justice
- Customized Academic Program
- English-Literature
- English-Writing
- Film Studies
- Fine Arts
- History
- International and Development Studies
- Journalism
- Liberal Studies
- Mathematics
- Music

- Philosophy
- Political Science
- Psychology
- Public Relations
- Sociology
- Television Production
- Theatre
- Theatre New York City
- Theatre Performance
- Theatre Technology

Bachelor of Music Degrees

Bachelor of music degrees are offered in the following areas of study.

- Music All-Grade Education (*Choral, Instrumental*)
- Performance (*Instrumental, Piano, Vocal*)

Bachelor of Science Degrees

Bachelor of science degrees are offered in the following areas of study.

- Accounting
- Agribusiness (*Animal Production, Communications and Public Policy, Crop Production, Economics and Finance, Entrepreneurial Small Business Management, Management, Marketing, Ministry and Missions*)
- Agricultural Education
- Animal Science
- Animation
- Biology (*Professional Major, Pre-Veterinary Emphasis*)
- Biology Education
- Chemistry (*Professional Major, Biochemistry*)
- Chemistry Education
- Children's Ministry
- Computer Science (*Digital Media, Information Systems, Mathematics, Web Development*)
- Crop Science and Agronomy
- Customized Academic Program
- Economics and Finance
- Elementary Education (*Fine Arts, Language Arts, Mathematics, Science, Social Studies*)
- Elementary and Middle School Education (*Language Arts, Mathematics, Science, Social Studies*)
- Elementary and Special Education
- Elementary Education and Teaching English Learners
- English Education
- Entrepreneurial Small Business Management
- Exercise and Movement Science
- Film Production
- Graphic Design
- History Education
- Management
- Marketing

- Mathematics
- Mathematics Education
- Missions
- Music Business
- Occupational Therapy Assistant
- Pre-Athletic Training
- Special Needs Ministry
- Sport and Exercise Studies
- Sport Management (*Corporate, Media*)
- Studio Art
- Television Production
- Visual Arts All-Grade Education
- Worship Leadership
- Youth Ministries

Bachelor of Science in Nursing Degree

The bachelor of science in nursing degree is offered in the following area of study.

- Nursing

Bachelor of Social Work Degree

The bachelor of social work degree is offered in the following area of study.

- Social Work

Professional Programs

The Professional Programs offer an accelerated degree program for working adults leading to either an associate of science degree, a bachelor of science degree or a bachelor of social work degree.

Associate of Science

The associate of science degree is offered in the following area of study.

- Organizational Management

Bachelor of Science

Bachelor of science degrees are offered in the following areas of study.

- Business (*Business Administration, Human Resource Management, Marketing, Not-for-Profit Leadership*)
- Psychology

Bachelor of Social Work

The bachelor of social work degree is offered in the following area of study.

- Social Work

Graduate Programs

The graduate school offers programs leading to the master of arts degree, the master of business administration degree, the master of education degree, and the doctorate in occupational therapy degree.

Master of Arts

- Clinical Mental Health Counseling
- Clinical Counseling Studies
- Mental Health Studies
- Ministry/TESOL
- Organizational Leadership
- Pastoral Leadership

Master of Business Administration

- Business Administration

Master of Education

- Elementary Curriculum and Instruction
- Elementary Reading Curriculum and Instruction
- Early Adolescent Education (*Generalist, Language Arts, Math, Science, Social Studies*)
- Adolescent and Young Adult Education (*Biology, Chemistry, English, Generalist, Math, Social Studies*)
- TESOL Education

Doctor of Occupational Therapy

- Occupational Therapy

Professional and Pre-Professional Programs

Students who are interested in preparing for such professions as theology, law, medicine, dentistry, engineering, journalism and library science are encouraged to consider taking part or all of their liberal arts preparation at Huntington. In many cases, 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 Preparation

Students preparing to enter law school will find that acceptance depends upon undergraduate 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 reading comprehension, writing skills and logical thinking. A critical understanding of our social institutions and the values with which the law deals in such relations with these institutions is also important. The recommended program of study includes upper-level courses in such academic areas as English, history, philosophy, communications, economics, political science, psychology and sociology.

Pre-Medical Study

Students preparing for entrance into medical, dental, optometry or veterinary school will find that acceptance is based on undergraduate grades, scores earned on the appropriate admission test (MCAT, DAT, OAT or VCAT) and references supplied by professors and others.

Although medical schools accept students with a variety of majors who have strong standardized admission test scores, pre-medical students often major in biology or chemistry with considerable electives in other areas of the liberal arts. Medical schools give priority to students who excel in all areas and those willing to go beyond routine class assignments. Co-curricular activities and research are encouraged.

The minimum courses recommended for preparation for medical, dental, optometry or veterinary school and for the appropriate standardized admission test include BI 161/L, 222/L, 321/L, 342/L; CH 161/L, 162/L, 263/L, 264/L; PH 211/L, 212/L; and MA 151 or 171. Other recommended courses include BI 241/L, 242/L, 371/L, 432/L, 462/L; CH 411; MA 171, 172; PY 111; and SO 111.

Pre-medical students typically take the standardized admission test in the spring of the junior year and apply for admission to medical or other professional schools during the summer before the senior year.

Students interested in pharmacy or physician's assistant programs should follow pre-medical course recommendations (see above) and refer to admissions criteria of the professional schools of interest. Pharmacy schools may admit qualified students after two or three years of study. Students interested in physical therapy may pursue a major in exercise and movement science and refer to admissions criteria of the appropriate professional schools for additional recommended electives. Students interested in the doctor of occupational therapy may pursue any undergraduate degree, taking care to complete undergraduate prerequisite courses required by the graduate program of interest.

Pre-Veterinary Study

Students preparing for entrance into veterinary school will find that acceptance is based on undergraduate grades, scores earned on the Graduate Record Examination (GRE), experiential learning and references supplied by professors and others.

Although veterinary schools accept students with a variety of majors, pre-veterinary students often major in biology. Pre-vet studies at Huntington also offer some courses in agribusiness as well. Veterinary schools give priority to students who excel in all areas and those willing to go beyond routine class assignments. Co-curricular activities, experiential learning, and research are encouraged.

Students may choose to follow the pre-vet emphasis within the biology major (earning a bachelor of science in biology). The minimum courses recommended for preparation for veterinary school include BI 161/L, 222/L, 261/L, 321/L, 432/L, 451, CH 161/L, 162/L, 263/L, 264/L, 411, MA 151, PH 211/L, and 212/L. Other recommended courses include AG 231/L, 241, 321/L (=BI 322/L), 351/L, 373 (=BI 373), BA 232, 252, 331, BI322/L 371/L, 422/L, and ES 211/L.

Professional Teacher Education Program

Huntington University is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the Indiana Department of Education for its courses in the liberal arts and teacher education leading to Indiana teacher licensing in elementary education (P-6), middle school education (5-8) and secondary education (5-12).

Students may complete an elementary program with licensing for grades P-6; a dual licensure program for elementary education (P-6) and special education (mild intervention) with licensing for grades P-12; a dual licensure program for elementary education (P-6) and P-12 certification for teaching English Learners (ELs); a dual licensure program for elementary education (P-6) and middle school education with licensing for grades 5-8 in either language arts, mathematics, social studies or science. In secondary education (grades 5-12), students may complete majors in English; mathematics; biology; chemistry; social studies; or visual arts. All grade (P-12) programs are available in vocal and general music education, instrumental and general music education and visual art education.

The requirements for completion of the college major and licensing courses are available in the Education Department Office and in the respective content area departments.

Degree Requirements and Graduation Information

Baccalaureate Degree General Requirements

It is the responsibility of the student to see that the proper courses for the intended degree and major 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 few programs specify a higher GPA. A Core Curriculum in general education is required of all students, which includes language or cultural enrichment courses for those seeking the bachelor of arts degree. Students may not count a course toward more than one requirement in the core curriculum.

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** of at least 36 hours as described in the major department, 24 or more of which are in the major department, must be presented for graduation. At least ten hours in the major must be upper-division courses. No programs allow grades less than **C-** to count in their majors, and the average of all courses in the majors must be at least **C**. Some programs have more stringent requirements. An appropriate minor may be added to the student's program of study 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. Major requirements may not exceed 48 hours for the bachelor of arts degree nor 66 hours for the bachelor of science, bachelor of science in nursing, bachelor of social work 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 University. One-half of the courses in the major must have been taken through Huntington.

Undergraduate Commencement exercises are held annually in mid-May.

Students must be present at Commencement exercises for the conferring of the degree unless exempted by an approved petition for absentia. Students intending to complete degree requirements during the summer may be permitted to participate in Commencement exercises in May as summer graduates (with a graduation date of August 15) provided they have no more than **nine hours** of coursework remaining at the time of Commencement. Students who wish to be summer 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 summer graduates one time. Students whose names are published in the Commencement bulletin as summer graduates who fail to complete requirements as planned will not be listed in the bulletin again until all degree requirements are completed.

Students who take final coursework off campus must have final official transcripts to the Office of the Registrar by August 10 (in order to comply with federal reporting rules). Otherwise, they will be awarded their degree at the next official graduation date after they provide the necessary documentation.

Earning a Second Bachelor's Degree or a Double Major

Students are encouraged to design programs that promote their academic and career goals and to explore their interests by taking course work outside their major areas of study. Students are required to complete the requirements of one major to earn a bachelor's degree. In some cases, students who have a strong interest in a second discipline may wish to complete two majors or a major and one or more minors. Requirements for majors and minors are outlined in the catalog section for the appropriate department.

Students may receive a second bachelor's degree at Huntington provided they complete all requirements for the second degree, including any required core curriculum and foreign language/cultural enrichment requirements for the second degree. A minimum of 24 hours beyond the requirements for the first degree, at least 152 hours, is required for the second degree to be awarded. The major for the second degree must be distinct from that of the first.

Students who complete all requirements for two majors from different degree programs but do not complete 152 hours may earn a double major. In such cases, the degree awarded will be the degree that is appropriate for the major designated as the first major.

Students who choose to complete majors from two different degree programs must complete all of the requirements associated with both majors, including core curriculum requirements. Students whose first major is not in the bachelor of arts program and whose second major is in the bachelor of arts program are encouraged but not required to complete the foreign language/cultural enrichment requirement.

Applying for Graduation

Students pursuing any degree should submit a [Plan of Study for Degree Completion](#) to the registrar no later than the registration period two semesters prior to their planned completion of requirements. After the registrar has approved a student's plan, the student must report any changes in the submitted plan of study for completion of requirements to the registrar for approval. Failure to do so could jeopardize the student's ability to graduate.

Students wishing to participate in Commencement in May are permitted to have a maximum of **nine semester hours** of coursework 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 University and already begun at the time of Commencement and scheduled to be completed before August 10 will not be included in the nine-hour maximum.

Students planning to complete a portion of their requirements for graduation through CLEP or DSST exams 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.

Graduation Honors

Graduation honors are accorded to students receiving bachelor degrees with an appropriate cumulative GPA. At least 60 hours must have been completed at Huntington with the minimum GPA, and the students' combined overall records at Huntington and previous institutions must also be above the minimum grade index. In the traditional undergraduate program, 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 with a bachelor's degree from the Professional Programs with a cumulative GPA of 3.70 will be graduated *with honor*. Students who participate in graduation ceremonies as summer graduates and whose current grade point averages exceed the requirements for graduation honors will receive and be able to wear the honor cord for the graduation ceremony and honors will be listed in the graduation bulletin with the designation "Honors anticipated upon completion of requirements."

Honors Program

The Huntington University Honors Program is a community of scholars from various academic backgrounds who love to learn and are skilled in engaging in the liberal arts inside and outside of the classroom.

HU's program fosters a culture of challenge and support and is interdisciplinary, providing a foundation for major disciplines and pre-professional programs. Special curricular and extracurricular opportunities serve as a point of departure for a lifetime of meaningful "face-to-face" encounters with God and God's image-bearers.

The program intends for students of all disciplines to work together through deep, well-informed conversation to understand and solve problems in the world around them.

For more detailed information about the program and description of courses, see the [Honors Program](#).

Incoming college freshmen and sophomores with a 3.5 GPA and a teacher's recommendation are eligible to interview for a place in the Honors Program. Please send inquiries to honors@huntington.edu.

Academic Center for Excellence

The Academic Center for Excellence (ACE), located on the second floor of the RichLyn Library, provides academic support to students in individual or small group settings. The ACE staff coordinate peer tutoring, by appointment, with trained peer tutors in a wide variety of courses. In addition, the ACE director provides individualized assistance to students in evaluating and improving study habits and skills such as time management and test taking.

The Writing Center is open to students who wish to improve their writing skills. English tutors provide personal assistance, so students may learn to express ideas more effectively. This support ranges from brainstorming and organizing a project to editing compositions and improving grammar, punctuation and spelling. Drop-in hours for the Writing Center are posted for each semester.

Accommodation Policy

In compliance with Section 504 of the Rehab Act and the ADA as amended, Huntington University makes reasonable accommodations for students with disabilities. The director of the Academic Center for Excellence (ACE) coordinates services for students with disabilities at the University. Any student who has a learning, neurological, orthopedic, sensory, psychological or other condition that substantially limits one or more major life activities and who would benefit from accommodations may be eligible for assistance. Students may contact the ACE in person, by phone at 260-359-4290 or by e-mail at ace@huntington.edu for more information.

Friesen Center for Service and Experiential Learning

Huntington University's Friesen Center for Service and Experiential Learning provides various learning opportunities to students through service and professional development experiences. Involvement in service builds self-efficacy as students address a community need or social issue. Service also contributes to developing soft skills such as collaboration and leadership through practical, hands-on projects with diverse populations.

Professional development, like practica and internships, offers students work experience that helps students develop vital skills and enhances career choices. Activities such as internships, practica, job shadows, and class-related observation extend classroom learning through professional experiences. Students can create professional documents, undergo interviews and assessment, and work alongside professionals associated with a wide range of majors and interests.

Internships make students more marketable, needing less training, and managing more responsibilities than their peers. For more information regarding internships, practica, and job shadows, see [Individualized Studies](#) under Academic Policies.

Off-Campus Programs

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

Huntington University partners with Jerusalem University College and Tokyo Christian University - East Asia Institute and maintains affiliation with the AuSable Institute, BCA Study Abroad, Budapest Semesters in Mathematics, Chicago Semester, Contemporary Music Center, International Studies Abroad, NYC Semester Program, Semester in Spain, Veritas Christian Study Abroad, and Veritas Romanian Studies Program. These programs are described in the section under Affiliated Off-Campus Programs. Students should contact the Friesen Center for Service and Experiential Learning located in Student Life (Huntington Union Building) or at golearn@huntington.edu for further information on these programs. The application deadline is March 1 to study off campus for the upcoming academic year.

Huntington is also a member of the Council for Christian Colleges and Universities, whose programs described in the section under CCCU GlobalEd Off-Campus Programs require participants to be full-time, registered students of a CCCU member institution, such as Huntington University. The CCCU is an association of 100 colleges and universities in the United States and Canada that sponsors semester and summer programs for upperclassmen from its member institutions. The programs offer unique opportunities 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 Friesen Center for Service and Experiential Learning and at golearn@huntington.edu.

Work completed by Huntington University students through any of these programs is treated as resident credit, and Huntington students enrolled for a term in one of these programs are considered resident students at Huntington during 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 University, they are translated to the nearest Huntington University equivalent before posting on the Huntington transcript.

To support students who desire to participate in these programs, the University may provide students institutional aid toward such off-campus opportunities. Outside grants for which the student is eligible may be used for CCCU and other affiliated programs, but University scholarships, performance grants, international grants or tuition remission may not be used for off-campus programs. Students considering applying for an off-campus program should consult the Office of Financial Aid for information about eligibility for financial aid.

CCCU GlobalEd Off-Campus Programs

CCCU GlobalEd is a collection of faith-integrated, off-campus study programs that foster intellectual, cultural, vocational, and spiritual growth. These programs transform the way students experience the world and equip them to live out their Christian faith in today's global society. More than 13,000 students have benefitted from these academically rigorous, Christ-centered experiential education programs for the past 40 year.

American Studies Program

The American Studies Program (ASP) in Washington, DC., is where big ideas and leading institutions meet. A semester with ASP equips students with tools and experiences they need to translate their campus education into a Christ-centered career in professional leadership and service. Through intensive internships, fieldwork, and coursework, students nurture the leader within during their experience at ASP. Students may earn 12-15 semester hours of credit during a semester of study.

Middle East Studies Program

Located in Amman, Jordan, the Middle East Studies Program (MESP) immerses students in the daily life, language, food culture, religion, and politics of one of the oldest cities in the world. With extensive travel throughout the Middle East, students learn firsthand from locals how to work, play, and serve in the region as they become their neighbor - and soon, their family - while learning adventurously at MESP. Students may earn 16-18 semester hours of credit during a semester of study.

Scholarship and Christianity in Oxford

During a semester at Scholarship and Christianity in Oxford (SCIO), students live and study in the beautiful and renowned city of Oxford. Students have access to expert tutors, endless scholarly resources, the Bodleian library, and more while they walk the same paths and study in the same places as some of the greatest scholars in history. Summer, semester, and online programs are available. Students may earn 17 hours of credit during a semester of study.

Affiliated Off-Campus Programs

AuSable Institute of Environmental Studies

The AuSable Institute serves evangelical Christian colleges and universities with environmental studies set in the forests, wetlands, lakes and rivers at campuses in the Great Lakes region (Mancelona, MI), Pacific Northwest (Whidbey Island, WA), the Vara Blanca region of Costa Rica and Tamul Nadia, India. January Term, May Term, and summer courses provide academic credit in field ecology, field biology, land resources, water resources, and environmental studies.

The University grants four semester hours of credit per course. The Institute has fellowships and grants for qualified students. Tuition is charged at the Huntington University 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.

BCA Study Abroad

BCA Study Abroad is committed to helping students understand the complexities of the contemporary world by providing challenging academic programs and cross-cultural learning in locations around the globe. A significant component of BCA's study abroad programs, both through traditional classroom education and in field learning, is dedicated to grasping, to the extent possible in a relatively short sojourn, the historical, social and cultural context of the big questions of the human condition. Programs include Austria, Belgium, China, Ecuador, England, Germany, Greece, India, Ireland, Mexico, Morocco, New Zealand and Spain. As a result, students who participate in a BCA program gain a more comprehensive and precise understanding of the world. A total of 12-17 credits may be earned.

Budapest Semesters in Mathematics

Budapest Semesters in Mathematics provide a unique opportunity for North American undergraduates. Through this program, mathematics and computer science majors, in their junior or senior years, may spend fall, spring or summer semester in Budapest and study under the tutelage of eminent Hungarian scholar-teachers in English. The instructors of Budapest Semesters in Mathematics are members of Eötvös University, the Mathematical Institute of the Hungarian Academy of Sciences and Budapest University of Technology and Economics, the three institutions known for having educated more than half of Hungary's highly acclaimed mathematicians. Most instructors have had teaching experience in North America and are familiar with the cultural differences. Students may earn between 12-16 credits.

Chicago Semester

Chicago Semester is an off-campus program with 40 years of experience providing students the opportunity to live, learn and work in Chicago. Students in the program experience first-hand what it is like to live in the global city of Chicago. Students participate in vibrant arts and cultural activities, explore diverse neighborhoods, and master the public transportation system. Students learn alongside faculty who teach using the city as a laboratory. Through this learning students explore complex urban issues and reflect on one's collective responsibility to society. Lastly, for four days a week, students work with professional mentors at some of Chicago's leading companies and organizations; building networking relationships and future career connections. Students may earn between 12-15 credits. Students may also participate in a three month summer program, for which they may earn six to nine credits.

Contemporary Music Center

The Contemporary Music Center in Nashville, Tennessee, provides students real-world music industry experience. CMC is a semester long program that prepares college students for careers in the entertainment industry, challenging them to live out their faith as Christ-followers. Students live, work, and create music together in a facility with 24/7 access to world-class gear. The CMC program offers three tracks: the Artist, Business, and Technical Tracks. The Artist Track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers, and producers. The Business Track is designed for business, arts management, marketing, communications, and related majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters, and entertainment industry entrepreneurs. The Technical Track prepares students for careers in live sound, concert lighting, and studio recording. Students within each of the tracks receive instruction, experience, and a uniquely Christ-centered perspective on creativity and the marketplace, while working together to create and market a recording of original music. Further information may be obtained from the Department of Music. Students may earn 16 hours of credit during a semester of study.

Freedom International Ministries

Huntington University has partnered with Freedom International Ministries to offer a 30-credit hour gap year program to Freedom interns. The programs is particularly geared toward high school graduates interested in interning with Freedom while also wanting to get started on their college journey. Interns at Freedom serve part time as teachers and assistants at Freedom Christian School in the Dominican Republic while taking face-to-face courses on the Freedom campus and online courses through Huntington University. For details, see the [Freedom International to Forester](#) web page or contact the admissions office.

International Studies Abroad

International Studies Abroad (ISA) provides students the opportunity to explore the world. ISA offers a wide variety of study abroad programs at accredited schools and universities in Argentina, Australia, Belgium, Brazil, Chile, China, Columbia, Costa Rica, Cuba, Czech Republic, Dominican Republic, England, Fiji, France, Germany, Greece, India, Ireland, Italy, Japan, Jordan, Morocco, New Zealand, Northern Ireland, Peru, Scotland, South Africa, South Korea, Spain and Thailand.

In the age of globalization, an intimate understanding of a foreign culture is both a valuable academic asset and an enriching personal experience. As a leader in international education, ISA is dedicated to providing university-level students with the opportunity to discover, learn and enjoy a way of life other than their own. Students may earn between 12-17 credits.

Jerusalem University College

Jerusalem University College is a nondenominational center in Jerusalem, Israel, which offers undergraduate and graduate courses in archaeology, 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 theology 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 Christian Thought and Practice Department.

New York City Semester Program

The New York City Semester enables students to spend a semester in New York City at The King's College. The King's College is located in the Empire State Building. The experience is specifically targeted to students who intend to lead in the areas of business, politics, economics, media, journalism, and the arts. NYC Semester is a domestic study abroad program that allows students to explore internship opportunities in New York City while at the same time furthering their studies with a full semester's course load. Students choose from a selection of courses in several academic disciplines, including politics, philosophy, economics, business, theology, history and media. Students are required to take at least 12 credit hours (four courses) and also have opportunity to add an internship for additional credit. For additional information, go to www.nycsemester.com.

During the NYC Summer Theater Institute, students take classes from professional NYC theater artists, workshop their craft in rehearsals, attend seminars and lectures by working NYC theater professionals and see a broad spectrum of different kinds of theater. As students develop their artistic skills, Christian mentors guide them in a thoughtful examination of the artistic impulse as a primary aspect of the Creator God. During the last week of the institute, students participate in the Firebone Theater Summer Theater Festival. Courses include acting, playwriting, directing, production/theater management and documentary film making.

Semester in Spain

The Semester in Spain program enables students to study in Spain while earning credits toward a Spanish minor. The program 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 in the Spanish minor may choose to participate in the Semester in Spain program or other affiliated Spanish program. Prior to the Semester in Spain, students must receive credit for SN 221 Intermediate Spanish II (or equivalent credit through CLEP or AP examinations). Students will normally complete 16 hours in the Semester in Spain program. These hours will be counted as 16 hours in the minor. Students are placed in courses on the basis of testing at the beginning of the experience.

Tokyo Christian University - East Asia Institute

Tokyo Christian University - East Asia Institute allows students to learn about Japan and the Far East while experiencing it. Learn and speak Japanese every day both on and off campus. Experience dorm life with students from other cultures and backgrounds from around the world. Worship and serve in local Japanese, Korean-speaking, Chinese-speaking and/or English-speaking churches. Join in field trips that make classroom studies come alive. Core courses focus on the religion/philosophy, culture, art and language of Japan. There is no language requirement for the EAI programs. A total of 12-15 credits may be earned during the semester.

Veritas Christian Study Abroad

The Veritas Christian Study Abroad programs are designed for students to receive both a great academic and diverse cultural education. The curriculum provides rigorous academic offerings, in a variety of disciplines nurtured by a community where faith and learning are integrated. The mission component of Veritas allows students to partner with other Christians to serve the people in their host city. Excursions are also included in the Veritas program. Students may study in Argentina, Brazil, Chili, Costa Rica, Dominican Republic, England, France, Italy, Peru, South Korea and Spain. There are no language requirements for the Veritas programs; however, students are tested and then placed in a specific language course based on the results. A total of 12-17 credit hours may be earned during the semester.

Academic Policies

Classification of Students

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

Freshman	Fewer than 26 semester hours earned
Sophomore	26 but fewer than 58 hours earned
Junior	58 but fewer 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 fewer 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 who have completed a recognized baccalaureate degree. Fulltime graduate students are those enrolled for at least six hours in a given semester, and half-time graduate students are those enrolled for at least three hours. Special graduate students are those who do not meet regular admission requirements or who do not wish to take graduate courses for credit.

Attendance

Class Attendance

Students are expected to attend class regularly and to accept responsibility for all assigned work. Students who have been absent from as many as one-third of the total class sessions for a course are considered to have failed the course and are 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. Students may petition the Academic Concerns Committee to be readmitted to class if there are extenuating circumstances.

Students forced to miss classes for an extended period shall notify the Office of the Registrar. Faculty members are encouraged to notify the executive director of student success after one week of absences and expected to notify the executive director for students who are absent from class for a period of two weeks. Faculty members are also expected to notify the executive director of student success in the case of excessive absences. Students who are absent from class for a period of two weeks are considered to have administratively withdrawn from that course and receive a grade of **F**. If students have been unable to notify the institution for reasons beyond their control, they may petition the Academic Concerns Committee for a waiver of these policies.

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.

Distance Learning and Online Education

Huntington University does not offer distance (correspondence) education. Online courses are offered and managed through the online Moodle learning management system. This allows students to interact with the professor and other students and provides a secure mechanism for the professor to communicate with students, provide resources such as videos, and administer assignments and examinations.

Grading Policy

Grading System

The University 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. Grade point averages are calculated to the nearest thousandth and are never rounded up.

Election of S/U Grades

To encourage students to explore challenging courses outside of their majors or Core Curriculum, the University 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 practica are graded only **S/U**.

Students may elect up to five hours in a given semester to be taken as **S/U**. Not more than 22 hours other than in January courses may be counted toward graduation. Courses counted toward Core Curriculum requirements, January Term requirements, major requirements and teacher licensing requirements may not be taken **S/U** unless such courses are offered only on an **S/U** basis. Courses taken to fulfill requirements in a minor may be taken on an **S/U** basis. However, if students subsequently elect a major in a discipline in which a course had been graded Satisfactory, that course (but not more than one) may be counted in the major requirements.

Students on academic probation may not petition to take any course **S/U** during the probationary semester.

To elect **S/U** in qualifying courses, students 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 type is permitted after the announced date.

Students selecting **S/U** grading are expected to participate in courses as though they were taking the courses normally. Professors are not advised that students are taking **S/U** in a graded course, and professors submit grades as usual. Grades of **C-** or higher are recorded 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 and justifies additional time for students 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 vice president of academic affairs and dean of the faculty. 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**, **F** or **U**. With the permission of the vice president for academic affairs and dean of the faculty, 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.

Grade Reports and Transcripts

Final semester grades are submitted by the instructor to the Office of the Registrar and are made available to the student and the advisor by that office. Students may access their grades via the Internet at my.huntington.edu. Students who do not have access to the Internet at the time final grades are available may request paper copies of their grades in writing at the Office of the Registrar. **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 official copies of their complete transcripts bearing the seal and validation of the registrar from Parchment. Federal law requires students submit official requests for each transcript. Students may also print their own unofficial academic records for personal use from the Internet at my.huntington.edu. The Office of the Registrar cannot issue partial transcripts.

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. Students are encouraged to review the information available to them on the Internet at my.huntington.edu. Huntington University recognizes and desires to protect the rights of privacy of the student, 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 permission, in writing or electronically, to release the information.

Some information has been designated as directory information by the University. The University may release directory information to outside parties without the student's prior consent. Directory information includes the following: name, identification number, mailing address, e-mail 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, eligibility for licensing or certification and degrees and awards received.

Students may request that directory information not be disclosed by completing a request in the Office of the Registrar. The University maintains a complete policy statement in accord with the Family Educational Rights and Privacy Act of 1974, obtainable from the Office of the Registrar.

Individualized Studies

Internships, Practica and Job Shadows

Experiential learning opportunities place students in off-campus learning environments in which students apply classroom learning to a career field.

Prior approval is required if students wish to earn college credit through experiential learning. The application process may be initiated through the students' advisor or through the Friesen Center for Service and Experiential Learning. Experiential learning opportunities are normally graded on a Satisfactory/Unsatisfactory basis.

Internships, practica and job shadows are available in any department with permission from a faculty member in the department.

A supervising professor is assigned to each internship, practicum or job shadow experience and is in contact with the experience supervisor to follow the student's progress in the experience. The supervising professor is responsible for evaluating and assigning a grade for the experience.

Internships and practica are directly supervised by University faculty members. Students must complete an Experiential Learning Contract and have it approved by the University before beginning the course. The supervising professor determines the requirements for the experience and the contract outlines the weekly required attendance as well as the required activities and assignments.

An **internship** places students with a mentor in an on-the-job learning experience. It is practice-oriented and requires that students put into practice prior mastery of the theoretical foundations and basic skills of the career or profession. Internships are numbered 495 in all departments and may be taken for two to four credit hours. A minimum of 40 contact hours is required for each credit earned.

A **practicum** places students in a practice learning situation. It provides supervised observation of a particular career or profession and exposure to the functioning of an organization through participation in its operations. Practica are numbered 295 or 395 in all departments and may be taken for one to three credit hours. A minimum of 30 contact hours is required for each credit earned.

A **job shadow** is a less formal process, in which students observe the daily routines and activities of employed professionals in the students' field of study. A job shadow provides an opportunity for students to see how skills and knowledge acquired in class are applied in the real world. Job shadow experiences are numbered 195 and are taken for one or two credit hours. A minimum of 30 contact hours is required for each credit earned.

Regular tuition rates apply for internships, practica and job shadow experiences during the academic year.

Summer internship, practicum and job shadow credit hours are available to students at a discounted rate, and students are encouraged to register for the experience during the summer term in which they participate in the internship, practicum or job shadow.

Students are allowed to register for summer internships, practica and job shadows in the fall term immediately following the experience with advance approval of the faculty advisor and the Friesen Center for Service and Experiential Learning. Internships, practica and job shadows of this nature should require some work carrying over into the fall term, whether it is the final oral or written debriefing with the faculty advisor or another requirement of the project.

For experiences that do not occur during the summer, students must register for credit for the experience in the term of participation in the experience. Students whose internship, practicum or job shadow experience overlaps two terms must register during one of the terms which the experience overlaps.

Independent Studies, Directed Studies and Tutorials

Independent studies, directed studies and tutorials are individually structured courses for students who are not able to take regularly scheduled courses or who are interested in pursuing an academic interest not covered in a regular course.

An **independent study** allows a student to pursue an academic interest outside the regular curriculum. Its purpose is to supplement the regular approaches of study rather than to substitute for regular curricular offerings. It should be undertaken only by a student who is primarily self-motivated and requires minimal supervision by the faculty member after the project has been structured.

A **directed study** is an individualized offering of a regular course which the student has been unable to schedule but which is required in the student's program. Course assignments will be outlined by the faculty member. Periodic meetings will be held between the student and the instructor to review progress and clarify material. If desired the student may request consultation time equal to one-half the hours the regular course would meet in which case it would then be considered a tutorial and the student would be required to pay a tutorial fee per credit hour in addition to regular tuition.

If a student wishes to accelerate his/her degree program or complete additional majors or minors or certifications beyond that required for a degree, the student will pay a tutorial fee if the course cannot be taken when offered.

If a student has failed a regularly offered course or failed to register for the course when it was available, the student is responsible for the course irregularity and will pay a tutorial fee. Other courses may be offered to a student as directed studies when scheduling prevents the student from taking the regular course or from taking an appropriate substitution.

A special application form is required for all independent studies, directed studies and tutorials.

Graduate Courses for Undergraduate Students

With the approval of the student's academic advisor and the graduate program director, an undergraduate student of at least junior status with academic credentials consistent with graduate program admissions requirements may take up to twelve total credits of graduate level coursework from approved graduate courses in Huntington University's master's programs in Business Administration, Clinical Mental Health Counseling, Pastoral Leadership, and Education. The graduate credits may be used to fulfill degree requirements when the student enrolls in a Huntington University master's degree program. These graduate credits will count as elective credits in the undergraduate program unless approved by petition supported by the undergraduate department to substitute for an undergraduate course requirement. (Undergraduate courses cannot be used toward meeting graduate degree requirements.) Tuition for graduate courses taken by undergraduates will be charged at the undergraduate rate. Due to financial aid restrictions, most students who enroll in an undergraduate January term course may not enroll in a graduate course that overlaps the January Term dates. Students who wish to enroll in a graduate course that overlaps with the January term dates instead of taking a January term course may petition for a January term waiver.

Transient Study and Self-Paced Courses

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 provide written approval of courses eligible for transfer (see section on Transfer Students). This applies to January and summer courses as well as regular semesters. 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. Some majors may require a higher minimum grade for transfer work.

When a student who has completed coursework at another college transfers to Huntington, only credits are transferred--no transfer grades are recorded nor counted in the cumulative grade point average.

When a student who is regularly enrolled at Huntington enrolls as a transient student at another institution and takes coursework that has been approved by the Huntington registrar, the grade as well as course credit is listed on the student's Huntington transcript and calculated in the cumulative grade index. Grades are not transferred for coursework taken before a student enrolls at Huntington or when the student is not a continuing student, as when a student transfers out for a semester and returns to Huntington. Credit awarded by another institution on the basis of an examination or proficiency test is not transferable to Huntington University. Credit for AP, CLEP and DSST examinations taken prior to enrollment is awarded by Huntington University only after the University has evaluated an official score report.

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

Designation of Honors

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.

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 the Indiana Beta Chapter of the national honor society by the faculty.

Graduation honors are accorded to students receiving bachelor degrees with an appropriate cumulative GPA. At least 60 hours must have been completed at Huntington with the minimum GPA, and the students' combined overall records at Huntington and previous institutions must also be above the minimum grade index. In the traditional undergraduate program, 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 with a bachelor's degree from the Professional Programs with a cumulative GPA of 3.70 will be graduated *with honor*. Students who participate in graduation ceremonies as summer graduates and whose current grade point averages exceed the requirements for graduation honors will receive and be able to wear the honor cord for the graduation ceremony and honors will be listed in the graduation bulletin with the designation "Honors anticipated upon completion of requirements."

Grievance Procedure for Academic Matters

In any university, disagreements will sometimes arise about grading and other academic matters. Huntington University wishes to resolve these matters in a respectful manner consistent with biblical principles.

In nearly all circumstances, the student should first seek to resolve the disagreement directly with the faculty member. If all possible means to resolve it directly with the faculty member have been exhausted, the student may resolve the disagreement using the following process. All complaints will be kept confidential to the extent permitted by law. No adverse action will be taken against the student filing the complaint.

1. Grievance procedure for grades

- a. Students who wish to appeal the final grade for a course on the grounds that it was assigned arbitrarily or capriciously must first seek conciliation directly with the professor. If a satisfactory agreement cannot be reached through informal discussion, the student may seek to resolve the dispute through the following process.
- b. A written appeal to the vice president for academic affairs and dean of the faculty must be made **within two weeks of the formal posting of semester grades by the registrar**. The dean may grant exceptions to accept appeals after this length of time in the case of compelling extenuating circumstances.
- c. The student must provide the following information in support of the appeal. Appeals will not be processed until all materials have been provided to the vice president for academic affairs and dean of the faculty. The burden is on the student to show that the grade is arbitrary and capricious in light of the evidence.
 - a. A written explanation of the basis for challenging the grade
 - b. Copies of all relevant graded assignments and examinations
 - c. A copy of the course syllabus as distributed to the class
- d. The dean may ask the professor to provide similar documentation when necessary.

- e. The dean will examine the evidence provided to determine whether the grade was arbitrarily or capriciously assigned.
 - 1. If the determination is that the grade was not arbitrarily or capricious, the dean will sustain the professional judgment of the faculty member and the grade will stand. The dean will communicate this decision to the faculty member, division chair and the student.
 - 2. In the event that the grade assignment is determined to have been arbitrary or capricious, the dean will recommend that the faculty member change the grade. The new grade will be determined by the faculty member, the dean and the faculty member's division chair or appointed division member.
- f. Any appeal of the dean's decision will be referred to a panel consisting of three members of Academic Concerns Committee. The panel's decision is final and not subject to further appeal.

2. Grievances about Other Academic Concerns

- a. Students who have concerns about other academic matters involving a faculty member should, in most cases, first seek conciliation with the faculty member.
- b. If the student and faculty member cannot reach agreement or if the nature of the appeal is such that the student does not feel free to take the matter directly to the faculty member, the student should approach either the chair of the division or the vice president for academic affairs and dean of the faculty. In order for the University to evaluate and respond to the concern, the student must submit a brief written statement that describes the concern. Supporting materials and documentation, if any, should be included with the written statement.
- c. The chair of the appropriate division and the dean will coordinate efforts to address and to decide the resolution of the student's concern.
- d. Either the student or faculty member may appeal this decision by presenting his or her case to the Academic Concerns Committee. The decision of the Committee is final and not subject to further appeal.

**For Students residing in and taking classes in Arizona: If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is 1740 West Adams Street #3008, Phoenix, AZ 85007, phone # 602-542-5709, website address: www.azppse.gov.*

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 Academic 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 12 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 Academic Recovery action indicating the date the action was granted.

All work completed prior to the requested Academic 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. Coursework 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 interest to apply for Academic Recovery. A student wishing to request AR will submit a written request to the University registrar.

Academic Probation

Students who fail to meet minimum scholastic standards are placed on academic probation. The grade point average (GPA) is 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 students fail to meet the minimum cumulative GPA required for good standing, students are placed on academic probation by the Academic Concerns Committee. Students will be on academic probation for the following semester that they are in attendance at Huntington University.

Minimum Grade Point Average for Range of Semester Hours Attempted

1.70	Fewer than 26 hours attempted
1.80	26 but fewer than 42 hours
1.90	42 but fewer than 58 hours
2.00	58 or more hours

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

Any student whose cumulative or semester GPA falls below a 1.0 will be suspended from the University or placed on probation even though the cumulative average is satisfactory. Any conditionally admitted student whose GPA falls below 1.0 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 the academic support contracts developed with the probationary students by the director of the Academic Center for Excellence. 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 conditions may include, but are not limited to, reduction or elimination of non-university 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 the Academic Center for Excellence or the Academic Concerns Committee to ensure concentration on the academic program. Students are automatically registered for SS 102 Guided Studies Program when they are placed on academic probation. Students on academic probation are accountable to the director of the Academic Center for Excellence and the Academic Concerns Committee and are expected to abide by any restrictions established by those individuals as a condition of attendance. Students admitted on probation are subject to the same requirements.

Students admitted, placed or continued on academic probation must contact the director of the Academic Center for Excellence 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 requirements placed on probationary students may result in the students' immediate dismissal from the University.

Students on academic probation may not participate in public performances or intercollegiate contests of any kind. 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, be student managers of athletic teams, participate in theatrical productions in either technical or performance roles, participate in University broadcasting or forensic activities or participate in University 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 students' next term following the semester for which the assessments of academic performance are 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 the Academic Center for Excellence to determine whether students may be removed from probation or be suspended or dismissed from the University.

Students are neither placed on probation nor removed from probation on the basis of a record achieved while carrying less than eight semester hours except that students who fail 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 students on or releasing students from 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 students from probation.

Any students who are on probation for poor scholarship and who fail to earn the required minimum GPA at the end of the subsequent semester of attendance are not permitted to re-enroll except that students who achieve 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.

Students suspended because of poor scholarship may apply for readmission on academic probation after one or two semesters provided the students' records give evidence of ability to succeed. Students who are suspended for poor scholarship, who do not have any record of academic success at Huntington University, should demonstrate the ability to be successful by taking at least a full semester of university level courses at another institution before applying for readmission. Students who were initially admitted on limited load or who have performed unsatisfactorily in their first year and have been subsequently suspended 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. Students twice suspended are dismissed from the University and will not be given consideration for readmission.

Disciplinary Probation

The Office of the Vice President for Student Life may place students 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*. The Vice President for Academic Affairs may also place students on disciplinary probation for academic integrity violations.

Disciplinary probation precludes students' 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 attendance, dismissal from the University could result. Dismissed students may not be readmitted until sufficient time has elapsed since their dismissal and the vice president for student life has approved a petition for readmission which demonstrates reasonable expectation for conformance to community standards of the University.

Eligibility for Activities on Disciplinary Probation

Students on disciplinary or social probation may not participate in public performances or intercollegiate contests of any kind. 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 Government Association or the Student Activities Board, be a member of a Campus Ministries leadership team, be editors or business managers of student publications, be cheerleaders, be student managers of athletic teams, participate in theatrical productions in either technical or performance roles, participate in University broadcasting or forensic activities or participate in University musical performances unless exceptions are specifically designated by the Office of the Vice President for Student Life. Disciplinary probation may also preclude off-campus involvement in the wider community, e.g. student teaching, PRIME Experience, volunteer service activities through the Friesen Center and any other activities designated by the Office of the Vice President for Student Life.

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 assignment, the exam or the course. Depending on the seriousness of the academic integrity violation, and in the case of a pattern of violations, further penalties may include disciplinary probation, suspension or dismissal from the University. Students may not withdraw from a class if a sanction has been imposed due to an integrity violation or while an investigation of a potential integrity violation is underway.

Plagiarism is the use of the ideas, information or wording of another without proper acknowledgement, 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 University

If students are persistent in behavior contrary to the standards of the University or placed on disciplinary probation during two consecutive semesters or more than twice while enrolled, or are sufficiently disruptive and, in the judgment of the University, threatening to the general welfare of the campus community, the University reserves the right to dismiss the students and to require the immediate vacating of University housing and the campus. Such action to dismiss students is taken only by the president or an official designee. The students concede the right of the University to take such actions when necessary by their acceptance of admission.

Registration Information

Registration and Advising

First-time freshmen are encouraged to complete registration for the fall semester at a registration event in late spring or in early summer. Freshman Registration Weekends during April and June of each year allow freshmen and their parents to become more familiar with university life by visiting campus for the overnight event and meeting university 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 the first day of classes.

Current students advise and register for summer and fall classes in early spring and for January Term and spring classes in late fall.

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 and staff advisors attempt to provide the best available information, students are ultimately responsible for course selection and construction of their program. It is the students' responsibility to see that program requirements are met and that the proper courses for their intended major programs are taken in proper sequence.

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.

Dropping, Adding and Withdrawing from a Course

Traditional Courses

Students may drop a course or add a course through the fifth day of the semester or the second class day of January Term 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 Term and summer terms, students may petition to take selected courses with a grade of **S/U**. The official census date is the end of the tenth class day of the semester or the third class day of January Term and summer terms. Enrollment status (full-time or part-time) is locked for reporting purposes and financial aid purposes as of the official census date for a term. Students may, with permission, drop or add classes after that census date, but any changes made will not affect their enrollment status.

Students may petition for a grade of **W** and withdraw from a course through the tenth week of the semester, the tenth class day of January Term or prorated for summer classes. Student athletes must be alert to **implications for NAIA eligibility** based on their need for successful completion of minimum credits per term.

Online Courses

Students may not add an online course once the course has started.

Students may only drop a course if they have not participated in **any** manner on the course web site. Students who drop will receive no record of the course on their transcripts and it will not impact the GPA.

Students who have participated in a seven-week online course but wish to withdraw may do so up until the end of the fifth week of class. Students who withdraw receive a grade of **W**, but there is no impact on the GPA.

Students who withdraw after the fifth week of class will receive the grade of **WF**, which will affect the students' GPA. Students who do not officially withdraw from an online course will receive the grade of **F** for the course.

Dates are prorated for classes of different lengths.

**International students must contact the designated school official (DSO) before dropping a class. Students should verify that the change will not affect their visa holder status. Students must maintain at least 12 credit hours to avoid losing their F1 visa status.*

Student Schedules

Students are expected to access and download or print their semester schedules via the Internet at my.huntington.edu on the first day of classes. Schedules printed before that date may not include updates in class meeting times and rooms.

Until all financial obligations are met, registration is not complete and students are not cleared to attend classes. Students who have not cleared their accounts with the Office of Business and Finance will not be permitted to attend classes after the first day until their accounts are cleared.

Student Hour Load and Overloads

Students should ordinarily carry a full load of 15 to 16 hours each semester in addition to two hours each January Term. Students in some programs (such as music) or students combining minors, a second major program or teacher licensing with a University 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 their programs in the normal time.

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

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

Final Examinations

Final exams are to be taken at the time scheduled. Students who miss 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 vice president for academic affairs and dean of the faculty. 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 to arrange to take one of the exams at another time. Petitions are to be completed one week ahead of exam week.

Withdrawal from the University

If students find it necessary to withdraw from the University, they first report to the executive director of student success, who will assist students in the transition. Each student withdrawing from, or not returning to, Huntington University is required to complete the EXIT process. (Graduating seniors are exempt.)

Until the tenth week of the semester, students who officially withdraw are given grades of **W**. After the tenth week, or if students do not officially withdraw, students are given grades of **F**.

Students who officially withdraw are 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 students who have been dismissed by the University. 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 students withdraw. 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 Office of Financial Aid. 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 students do not complete the arrangements for withdrawal, their record will show Unofficial Withdrawal and students are not entitled to honorable dismissal. In addition, all courses will show an automatic grade of **F**.

Financial Information

Typical Yearly Investment

Tuition, fees, room and board rates are established annually in the winter for the succeeding year. Prices are moderated through the generosity of friends and alumni of the University and the supporting denomination who annually contribute more than 25% of the University's operating costs. As a result, tuition and fees cover only 75% of the direct costs of educating students.

In addition, many students are provided financial assistance in meeting the price of attending the University. Approximately 99% of the students receive financial aid in the form of scholarships, grants, loans or work-study assistance. Such assistance is primarily available only to those who file the FAFSA (Free Application for Federal Student Aid) by the preferred submission date and is usually limited to full-time students in good standing.

2021 - 2022 Typical Investment

GENERAL INVESTMENT	FALL 2021	SPRING 2022	TOTAL YEAR
Tuition	\$13,493	\$13,493	\$26,986
Room and Board	\$4,577	\$4,577	\$9,154
Fees	\$458	\$458	\$916
TOTALS	\$18,528	\$18,528	\$37,056

The above prices are estimates based on typical students taking 12 to 17 credit hours each semester and two credit hours in January. 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 the fall or spring semester, are not charged tuition, activity fee, room or board for January Term courses up to two credit hours. Tuition is charged for enrollment above two credit hours.

Financial Details

2021-2022 Huntington University Tuition and Fees

Huntington Traditional Undergraduate Tuition and Fees

Full Time Semester Tuition	\$13,496
Overload Tuition per Credit Hour (above 17 hrs)	\$812
Part-time Semester Tuition per Credit Hour (6 - 11.5 hrs)	\$812
Special Part-Time Semester Tuition per Credit Hour (up to 5.5 hrs)	\$461
Summer (2021) Tuition per Credit Hour	\$400
Summer (2021) Internship/Practicum per Credit Hour	\$185
Summer (2022) Tuition per Credit Hour	\$412
Summer (2022) Internship/Practicum per Credit Hour	\$192
January Term Tuition Fee for 1 and 2 Credit Hour Courses (if enrolled full time for fall or spring term)	none
January Term Tuition Fee per Credit Hour (above 2 hrs and if enrolled full time for fall or spring term)	\$412
January Term Tuition per Credit Hour (if not enrolled full time for fall or spring)	\$461

Audit Charge per Hour	\$360
Tutorial Charge per Credit Hour (plus tuition)	\$360
Visitor Charge per Course (no record, lecture courses only)	\$220
Early Entry HS Tuition per Credit Hour (Maximum 6 Credit Hours per Term - 24 Credit Hours Total)	\$100
Semester Technology Fee (12 hrs or more)	\$190

Peoria Traditional Undergraduate Tuition and Fees

Tuition per Credit Hour	\$412
Semester Technology Fee	\$250
Course Fee for Laboratory, Technology Support, and/or Materials	\$60 - 120
Early Entry HS Tuition per Credit Hour (Maximum 8 Credit Hours per Term - 24 Credit Hours Total)	\$100
Early Entry HS and Non-Degree Seeking Semester Technology Fee (4 Credit Hours or less)	\$125

Special Traditional Undergraduate Tuition Categories

Huntington LIFE Alumnus Tuition per Credit Hour (3 Years out with Lifetime Maximum of 30 Credit Hours Total; Online Courses Excluded)	\$412
Senior Adult (over 60) Tuition per Credit Hour (Maximum 6 Credit Hours per Term; Fall & Spring Only; Lifetime Maximum of 18 credit Hours Total; Online Courses Excluded)	\$125

Graduate and Professional Programs Tuition and Fees

Doctorate in Occupational Therapy Tuition per Credit Hour	\$946
MA Clinical Mental Health Counseling Tuition per Credit Hour (including Online)	\$551
MA Organizational Leadership Tuition per Credit Hour	\$520
MA Pastoral Leadership Tuition per Credit Hour	\$422
MA Ministry/TESOL Tuition per Credit Hour	\$422
MBA Business Administration Tuition per Credit Hour	\$550
MEd Education Tuition per Credit Hour	\$443
MEd TESOL Education Tuition per Credit Hour	\$443
Graduate TESOL Certificate Tuition per Credit Hour	\$443
Professional Programs Tuition per Credit Hour	\$402
Professional Programs TESOL Certificate Tuition per Credit Hour	\$402
Semester Technology Fee (All Programs Except for OTD)	\$110
Tutorial Charge per Credit Hour (plus tuition)	\$360
Audit Charge per Hour	\$360

Room and Board

Semester Room and Board Fee	\$4,577
-----------------------------	---------

Board fee provides 20 meals per week according to the residence hall schedule, including both semesters and January Term, but vacation meals are not included. An alternate meal plan is available. For details, please contact the Student Life office.

Residence hall rooms are furnished with beds, mattresses, desks, dressers, chairs, mirrors, wastebaskets and blinds.

January Term Room and Board Fee	\$1,125
---------------------------------	---------

Charged only to those not enrolled full time for fall or spring semester.

Student Activities Fee

Full-time Activities Fee per Semester	\$268
---------------------------------------	-------

General student activities fee for Student Senate and class dues, Huntingtonian, Student Activities Board, other student organizations, fine arts events, and recreation complex.

Special Student Fees

Application Fee (Traditional Undergraduate)	\$20
---	------

One-time nonrefundable fee which must accompany application for admission. Fee is waived if students apply and visit campus prior to December 1st of their high school senior year.

Application Fee (Professional Programs)	\$20
Application Fee (All Graduate Programs Except for OTD)	\$30
Application Fee (Occupational Therapy Doctorate)	\$50
General Student Deposit (Traditional Undergraduate)	\$150

Receipt of the advance deposit in U.S. funds represents the students' acceptance of admission and is not refundable to new students after June 30. All full-time undergraduate students are required to have a comprehensive deposit on account for the duration of the students' enrollment. The deposit is refundable when students leave the University following initial matriculation. Unpaid charges at the time of a refund may be deducted from this deposit.

Alpha Group Fee (Freshman Orientation)	\$130
Graduation Fee (All Programs Except for OTD)	\$120
Laundry Fee (all students with room charge, per semester)	\$50
Parking Fee per Academic Year (Traditional Undergraduate - Huntington students only)	\$50
Forester Care (Traditional Undergraduate; Huntington - All Full-time Students; Peoria - All Students Except for HSEE; per semester)	\$95
Laboratory Fees per Course	\$20 - 425
Nursing Laboratory Fee per Clinical Course 300 Level (Includes Tote)	\$330
Nursing Laboratory Fee per Clinical Course 400 Level	\$260
Private Music Lesson Fee (per 30-minute lesson)	\$285

Twelve half-hour lessons per semester. Fee includes availability of practice room as needed. Lesson fee is in addition to regular tuition.

Student Teaching Fee (14 weeks)	\$385
PRIME Experience Fee	\$385
Social Work Senior Practicum and Seminar Fee	\$200
Sport Management Application Capstone Fee	\$50

**** The University reserves the right to change or correct rates if and when necessary. ****

See Huntington University website for a current list of fees: <https://www.huntington.edu/business-office/undergraduate-tuition-and-fees>

Additional Financial Details

Personal Property and Liability

Students who need personal bank accounts are encouraged to use one of the local banks for checking and savings. The University 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 University property, materials and equipment issued to them and will be charged for loss or breakage.

Student Health Insurance

International students are required to enroll in the health insurance plan offered by the University. At this time the health insurance is only available to international students.

Clearance to Attend Class

Students whose bills have been paid or who have made appropriate financial arrangements in advance may view and print their class schedules by using the Web site my.huntington.edu.

Until all financial obligations are met, students are not considered CLEARED to begin the semester. Students who are not CLEARED in advance will not be permitted to attend classes.

Payment of Student Accounts

Students may make advance payments to the University on their accounts for the upcoming 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 students.

In July 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, January 10 for the spring semester and "due upon receipt" of the billing statement for the summer semester and for January Term. 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 Nelnet Campus Commerce. Students should create their Nelnet Campus Commerce account at their earliest convenience so they can establish their payment plan as early as May 1st for the fall semester and December 1st for the spring semester. The Nelnet Campus Commerce plan enables student to pay their student account balance in installments of four to six months depending on the time of enrollment. There is a small enrollment fee, but there are no monthly interest charges. The Net Amount Due represents the total per semester charges, less any scholarships, grants, or loans confirmed by the Office of Financial Aid 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 Nelnet Campus Commerce is a term-based plan and should be sufficient to cover either fall or spring semesters. The Nelnet Campus Commerce plan is available only to those who have a U.S. bank account.

Alternatively, students may choose to arrange private financing for educational expenses through one of several private lenders. The Office of Financial Aid is able to provide information about such lenders.

Unpaid Student Accounts

Students who are delinquent in the settlement of any of their accounts with the University forfeit University privileges, including class attendance, board and room. Students whose accounts are not paid in full or otherwise provided for are not issued official transcripts or permitted to register for a new semester. Diplomas are not issued and no official 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.

GI Bill® Delayed Payment Policy for Chapter 31 and Chapter 33 Students

Any student who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill® benefits are entitled to the following.

Covered students will be permitted to attend or participated in the education during the period beginning on the date on which individual provides to the VA representative a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33 (a “certificate of eligibility” can also include a “Statement of Benefits” obtained from the Department of Veterans Affairs’ (VA) website e-Benefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

For covered students there will not be any assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual’s inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33.

Refund Policies

Students who officially withdraw from Huntington 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 first week 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 Office of Financial Aid since most financial assistance is available only to full-time students. If students withdraw or are dismissed, scholarships and grants are prorated to the tuition charged. University scholarships and grants may be recomputed and the students 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 Office of Financial Aid.

Refund Policies for Online Courses

Students who withdraw prior to the beginning of the course will receive a 100% tuition refund as long as they have not entered the course web site. Students who participate in any manner on the course web site then withdraw within the first week of the course will receive a 40% tuition refund. After the first week of participation, no refund will be allowed.

No refund of laboratory fees is made after the first week 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% tuition and fees.

Credit Balance Refund Policy

Huntington University's policy is to resolve eligible credit balances in student accounts as promptly as possible in compliance with applicable regulations. Students can determine the balance in their accounts by logging into the HU Student Portal at any time in the semester.

A credit balance results when the total of the credits posted to a student account (payments, loan disbursements, scholarships, etc.) exceeds the total of the charges applied.

A credit balance eligible for a refund is one where all the applicable charges and credits have posted to the student account and the eligibility for such funds has been confirmed and adjusted based upon current eligibility, including enrollment or any other applicable conditions.

Accounts of students on a Payment Plan are not eligible for a refund unless the Payment Plan has been completed and paid in full and payments exceed the applicable charges.

Types of Student Account Credit Balances and Refunds

Credit balances may be related to payments from a variety of sources, including but not limited to, personal funds, Title IV Federal Student Aid, non-federal aid funds (such as private loans and grants), HU institutional aid, and other external awards.

Credit balances may also be related to and affected by changes in the enrollment status of students during a term or semester.

Credit Balances and Refunds Due to Federal (Title IV) Financial Aid

The University will credit Title IV federal aid funds to a student account only against allowable institutional charges, including current charges for tuition, fees, room and board. Credit balances related to Title IV federal aid funds, per federal regulations, must be refunded no later than 14 days after the date the credit balance occurred on the student account. Title IV credits may not be applied to any other charges without written authorization.

Huntington University will not hold Title IV financial aid for more than the 14-day period. If students would like to use Title IV funds to apply toward bookstore charges, library fees, parking fees, etc., they must notify the Office of Student Accounts within 14 calendar days using the appropriate request form and provide authorization for the University to utilize Title IV funds for these purposes. After 14 calendar days, any remaining Title IV credit will be provided to the students.

Credit Balances and Refunds Due to Overpayment or Other, Non-Federal Student Aid Funds

If students or parents overpay a student account, or if a credit balance is created from a non-Title IV aid source, such as from institutional aid, private student loans, outside scholarships, or other non-Title-IV aid, credit balances will be refunded to students after all fees and charges have been paid in full (including course fees, bookstore charges, library fees, uniform fees, parking fees, etcetera). Written authorization is not required to apply non-Title IV student aid funds to all charges and costs owed to HU by students.

To receive a refund of non-Title IV aid, students must request a refund. If students do not request a refund of these charges, the funds will remain on their student account and will be rolled into future semester costs and refunded once students cease enrollment with the University. The University will not owe interest on any funds students choose to roll into a future semester.

How to Request a Refund from Non-Title IV Aid

To request a refund from non-Title IV aid, students may choose to complete the request form located at https://huforms.formstack.com/forms/refund_request_form. Upon receipt of this form, students will receive a check for the requested refund amount within 14 calendar days. Students may also choose to withdraw up to \$200 per week from their student account in cash through the HU Cashier, located in Becker Hall.

Sponsored (Third-Party) Billing

For students who are sponsored by a third party for whom the University is billing, the refund may be sent to the sponsoring organization, depending on the conditions of sponsorship.

Financial Aid

The primary 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. The financial aid awards may be based on financial needs as determined by the Free Application for Federal Student Aid (FAFSA) or merit which encompasses academic success, athletic performance, various departmental awards and affiliation with key associations. Students receiving financial aid are expected to uphold the ideals of the University as a condition of their awards. 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 of dependent students 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 financial aid program is designed to help share the burden after other resources have been drawn upon.

Need-based financial aid is offered to accepted students only after determination that resources of the family are insufficient to meet the students' educational expenses. The amount of aid offered will not exceed the amount needed to meet the difference between the students' total educational expenses and their families' resources.

To be considered for need-based financial aid, students must be regularly admitted to Huntington and must have completed the Free Application for Federal Student Aid (FAFSA), which can be filed by going to studentaid.gov/fafsa. The FAFSA should be received at the Federal Processor by April 15 for priority consideration. To be eligible for financial aid, students must be enrolled or accepted for enrollment, must be making satisfactory academic progress and must have completed all necessary forms. A student's FAFSA must be filed and all requested paperwork related to verification or federal requests must be completed with the financial aid office by September 1 in order to be eligible for institutional aid for the fall semester or February 1 to be eligible for institutional aid for the spring semester. We understand that unusual circumstances sometimes arise which create scenarios where the FAFSA does not truly represent the household's situation. If parents and/or students believe they may have one of these circumstances, they may be able to appeal for review of their situations. Please contact the Office of Financial Aid for more information concerning this process.

The Office of Financial Aid will determine eligibility and award aid to students based on the difference between the cost of attending the University and the family contribution by institutional methodology. As nearly as possible, the University attempts to meet students' needs with financial aid award packages that may include scholarships, grants, loans and employment.

University-funded scholarships and grants are not awarded to students carrying fewer than 12 hours except for those in the Graduate School and tuition remission programs.

Financial aid is awarded for two semesters with one-half the annual amount granted for each semester. The students' awards are reviewed and renewed each year.

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

In the event that students withdraw from Huntington either voluntarily or by request, University scholarships and grants are recomputed and the students are charged for the unpaid cost.

Satisfactory Academic Progress

Federal regulations mandate that a student receiving financial aid under Title IV programs must maintain Satisfactory Academic Progress (SAP) in his/her course of study regardless of whether or not financial aid is awarded each semester. Students are responsible for understanding and adhering to the satisfactory academic progress policy. SAP will be measured at the end of each semester (fall/spring/summer terms) for all students and is measured based on the following standards: Qualitative (cumulative Grade Point Average), Quantitative (67% Rule - hours earned divided by hours attempted) and Maximum Time Frame (150% of required hours for program completion). See below for further information regarding each of these standards. Federal Regulations specify minimum standards for these measures, but Huntington University may set stricter standards in its policy.

Qualitative Standard - Grade Point Average (GPA)

Huntington University's qualitative standard is determined by the student's earned Grade Point Average (GPA). HU uses a 4-point scale for GPA. Students must earn a minimum cumulative grade point average based on the student's cumulative credit hours completed as noted below:

<u>Cumulative Credit Hours</u>	<u>Minimum Cumulative GPA</u>
58 or more	2.0
42 but less than 58	1.9
26 but less than 42	1.8
0-25	1.7

If a student fails the cumulative quantitative standards, their financial aid will be suspended. The criteria for appeal is listed below.

Quantitative Percentage Standard (QPS or 67% Rule)

The satisfactory academic progress policy must also include a quantitative measure to determine the number of credit hours attempted and percentage of credit hours completed (passed). The minimum percentage of work a student must successfully complete by the end of academic year is 67% of all attempted hours.

If a student fails the cumulative qualitative and/or cumulative quantitative standards, their financial aid will be suspended. The criteria for appeal is listed below.

Maximum Time Frame (MTF) Standard

Students are expected to complete their degree credentials within a Maximum Time Frame (MTF) of 150 percent of the required number of credit hours to graduate from their enrolled program of study. MTF of 150% includes all classes required for the credential plus 50%. An example is provided in the table below:

Credential Hours	MTF Percentages	Attempted Hours Permitted
Undergraduate/PP - 128 hours	150%	192
Graduate - 60 hours	150%	90
Occupational Therapy – 111 hours	150%	166

NOTE: Transferred hours, repeated classes, bankrupted hours, incompletes, withdrawals, failed in graded courses, failed in pass/fail courses and audit (changed from credit to audit after the last day to add a class) count toward maximum time frame and quantitative standards.

For a standard 16-week term, Student Aid enrollment status for payment purposes will be established at the close of the last day to add a course. Courses added after this date will not be considered for enrollment for student aid purposes but will be counted as attempted for quantitative and MTF standards.

Other Elements

Grades - Grades of **A, B, C, D, P** and **S** will be considered in determining credit hours earned. Grades of **E, F, W, WF, WP, MP, U, or I** will not be considered as credit hours earned but, will be considered as hours attempted for the semester.

Pace Progression (On Pace to Graduate)/Plan of Action - Federal regulations effective July 1, 2011 require all students be evaluated to determine if they are on track to receive their intended credential before aid is lost due to Maximum Time Frame. Each plan of action will be determined on a one-on-one basis.

Failure to Meet the Standards of Academic Progress

If a student fails at the end of the academic semester (fall/spring/summer terms) either of cumulative qualitative and/or cumulative quantitative standards, the students will receive an initial SAP warning period for the subsequent semester. During this warning period, a student may receive financial aid. At the end of the warning period, a student must meet SAP standards to continue receiving aid in subsequent terms. A student is only eligible for one warning period during the entire academic program. Once the warning period has been received, a student who fails to meet cumulative qualitative/cumulative quantitative standards will have their financial aid suspended. Students who exceed Maximum Time Frame (MTF), after having their transcripts reviewed by the registrar's office to exclude any courses which do not apply to their degree program, will be suspended immediately upon exceeding the MTF.

Appeal Process

Students who are placed on financial aid suspension may appeal their SAP Suspense status if they feel extenuating circumstances (illness, death in the family, accidents, etc.) prevented them from meeting SAP standards. To appeal, students must complete a SAP Appeal Form which will accompany the notice of suspension.

Appeal Requirements

To appeal, students must complete a SAP Appeal Form and provide any additional information/documents required by the college. The appeal will be evaluated by the director of financial aid. Students will be notified of the decision within ten days receipt of the appeal. Students are responsible for payment arrangements with the institution pending a decision of the appeal.

Probation and Reinstatement of Aid

If the SAP appeal is approved, the student will be notified using their Huntington student email account of this decision. the student will be assigned a Financial Aid SAP probation status and will notified of a SAP plan and any conditions or academic requirements of this plan. The student's aid will be reinstated for one additional term. At the end of that term, the student's status will be re-evaluated. Federal student aid for the next term will not be awarded or disbursed until the student has successfully completed all terms specified in the notification email or is found to have met SAP requirements. If a student fails SAP standards or the SAP plan at the end of that term, the student may appeal for reconsideration of SAP again.

If the SAP appeal is denied, the student is not eligible for federal student aid will remain ineligible until they are again in compliance with SAP standards. These students may continue to attend college at their own expense. A student who is suspended from financial aid and achieves SAP standards without the assistance of federal financial aid, may request to be evaluated for re-instatement. All requests must be submitted to the Huntington University Student Financial Aid office.

NOTE: Students are responsible for all expenses such as tuition, fees, books, and supplies pending the decision of the Director of Financial Aid and must contact the Business Office to make payment arrangements with the institution. Decisions made by the director of financial aid are final unless additional documentation is received from the student to support additional extenuating circumstances.

Repeat Class/Completing/Repeating a Program Policy

Huntington University will use the highest grade when calculating a student's GPA, but must include the credits from all attempts when calculating maximum time frame (MTF).

Additional Information:

1. Student Aid will not be provided for courses taken by audit, credit hours earned by placement tests and non-credit coursework.
2. If the student receives a change in grade for a class, he/she must report this to the Huntington University Financial Aid Office in writing for the change to be evaluated in the student's financial aid eligibility record.
3. Developmental remedial course work may receive funding up to a maximum of 30 credit hours according to federal regulations.
4. All transfer hours will count in the attempted hours.

University Scholarships and Awards

Through its scholarship program, the University 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 University program. Students receiving awards are expected to uphold the ideals of the University as a condition of their awards. University awards may not exceed the amount that would diminish state or federal awards and may be awarded as partial awards to meet University 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 institutional charges for the first baccalaureate degree. Institutional aid is awarded on an annual basis and renewal cumulative GPAs are determined after spring semester for all students. Institutional scholarships, grants and awards may be received for a maximum of ten semesters (some forms of aid are limited to eight semesters).

Academic Scholarships

Academic scholarships are provided to recognize the academic success from work done prior to attending Huntington or completed while in attendance. Awards made for the first year of attendance are based on high school GPA for freshman students. Transfer students meeting a minimum college cumulative GPA and completed credits may also qualify based on their high school information. Awards can be renewed by maintaining the appropriate scholarship's cumulative GPA requirement by the end of spring semester each year. Students who do not meet this requirement will receive one semester of warning. At the end of this semester, students must have increased their cumulative GPA to that required in order to receive their academic scholarship for subsequent semesters. If students do not meet this requirement at the end of their warning period, the entire amount of academic scholarship will be removed from their award for the subsequent term. Students may earn their scholarship back at any time by meeting the required cumulative GPA. Students who have experienced extenuating circumstances leading to a GPA which does not meet their requirement should contact the director of financial aid for information on how to appeal the loss of their scholarship. Academic scholarship award amounts are final at the point of admission and will not increase once students have begun attending Huntington University. Funds for these scholarships have been provided by generous donors through the Forester Fund. Students may be asked by the Office of Advancement to write thank you notes to donors who help support the Forester Fund. Students are expected to comply with this request.

Further information of specific awards may be obtained from the Office of Admissions or the Office of Financial Aid.

University Grants and Performance Awards

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

Students receiving awards are expected to uphold the ideals of the University as a condition of their awards. University awards may not exceed the amount that would diminish state or federal awards and may be awarded as partial awards to meet University award guideline limitations or based on academic achievement. University awards are applicable only toward institutional charges 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. Returning students must maintain satisfactory academic progress and continuous enrollment for renewable award.

United Brethren Grants

United Brethren Grants are provided to full-time, regularly admitted undergraduate students who regularly attend a United Brethren in Christ Church.

International Student Grants

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 students maintain satisfactory academic progress, maintains continuous enrollment and lives in University housing. United Brethren International Student Grants may be awarded toward the costs of tuition.

Matching Church Grants

Matching Church Grants may be awarded to full-time students whose local church contributes directly to the *Huntington University Church Matching Grant Scholarship Fund*.

Fine and Performing Arts Awards

Fine and Performing Arts Awards are available to students who have outstanding skills in music, art, broadcasting, communication studies, journalism, public relations, digital media arts or theatre and who participate in various music ensembles, broadcasting, art or dramatic productions.

Athletic Performance 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 athletes and the particular sport. The award is divided between semesters and conditioned upon the students being in good standing academically and socially.

Governmental Programs

Federal Pell Grants are provided by the federal government to needy students in amounts that are determined by the students' ISIR, the cost of attendance at the University and a payment schedule issued by the U.S. Department of Education. Students apply by filing the FAFSA with the Department of Education who computes the students' eligibility.

Eligible students enrolled less than full-time may receive partial grants. Students should contact the Office of Financial Aid.

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 University.

State of Indiana Grants are provided to residents of Indiana through the Frank O'Bannon Grant Program. Awards covered under this program include Indiana Higher Education Grants, Freedom of Choice Grants and 21st Century Scholar Awards. These awards provide funding to eligible students based on need and differential cost of attendance at private institutions.

Veterans' Benefits provided by government agencies may be used at Huntington. The University is approved for educational training of veterans and their families under US Code Title 38, Section 3675. Applications and certifications for veterans programs are handled through the Office of the Registrar.

Vocational Rehabilitation Grants are under the provision of Public Law 565, in which 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 Office of Financial Aid will complete the requested Financial Aid Communications form.

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 Direct Loans are obtained through the federal government in amounts ranging to \$5,500 for freshmen, \$6,500 for sophomores and \$7,500 for juniors and seniors. Subsidized Loans are government subsidized for students whereby no interest accrues to the students while they are attending classes at least half-time, and Unsubsidized Loans are government loans whereby the interest accrues immediately. Repayment of Direct Loans begins six months after students cease to be halftime students.

Student Employment

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

Federal Work-Study is a federally funded program that provides jobs for students who have financial need. Job opportunities are made available to students, who secure their own jobs.

Campus Employment is available for students who qualify in jobs ranging from those in dining service, bookstore, grounds, audiovisual, laboratory assistants and Admissions SAS.

Off-Campus Employment in the city of Huntington is possible in the many retail stores, restaurants, shops and factories.

The Curriculum

The undergraduate program of the University is structured into four academic divisions, including the divisions of (1) Humanities and Christian Thought, (2) Social Sciences and Education, (3) Natural and Mathematical Sciences, and (4) School of the Arts. These alignments are primarily for administrative convenience but do reflect relationships among disciplines. Course listings are arranged alphabetically by departments without regard to divisions.

Division of Humanities and Christian Thought

2021-2022 Chair: Kent Eilers

The Division of Humanities and Christian Thought includes the Departments of Christian Thought and Practice, Communication, English and Modern Languages, and Philosophy.

Division of Social Sciences and Education

2021-2022 Chair: Mary Ruthi

The Division of Social Sciences and Education includes the Departments of Business, Education, History and Political Science, Psychology, Social Work and Sociology.

Division of Natural and Mathematical Sciences

2021-2022 Chair: Ruth Nalliah

The Division of Natural and Mathematical Sciences includes the Departments of Agricultural Studies, Biology, Chemistry, Kinesiology, Mathematics and Computer Science, Nursing, and Occupational Therapy Assistant.

Division of School of the Arts

2021-2022 Chair: Lance Clark

The Division of School of the Arts includes the Departments of Art + Design, Digital Media Arts, Music, and Theatre.

Huntington University's Definition of Credit Hour

A credit hour is an equivalency established by Huntington University that reasonably approximates the amount of work expected in a Carnegie unit.

In the undergraduate program, each semester hour credit represents class attendance for one class period per week for a semester of 14 weeks or its equivalent, plus a final examination week. A lecture period is 50 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 of study and class preparation for each lecture class session and one to two hours preparation and follow-up for each laboratory period.

Building on the life and work experiences of adult students, courses in the graduate and adult programs may be accelerated. Fewer seat hours in a course are off-set with greater expectations concerning study and preparation between classes. In all cases, the student learning outcomes for an adult course are equivalent to the learning outcomes for a course with similar content and credits in the traditional format. Therefore, a three-credit course in one format has equivalent learning outcomes to similar three-credit courses in other formats.

Interpreting Course Description Information

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 below the line of the course title. Any prerequisites are indicated at the end of each description. Students wishing to register for courses who have not taken the stated prerequisites may appeal to the instructors for permission to enroll. Where permission or consent is specified, that refers to permission of the instructor. At the beginning of the semester, each instructor establishes that students have the stated prerequisites assumed necessary to be capable of successfully completing the course.

Frequency of offerings is indicated at the beginning 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 University to alter the planned sequence of course offerings.

Individualized coursework opportunities exist in most departments in the form of internships, practica, field experiences, directed studies and independent studies. Internships and practica place students in off-campus learning environments. Practica 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 Office of the Registrar.

The University 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 students' programs to accommodate the withdrawn course.

The Core Curriculum

The Huntington University Core Curriculum challenges students to integrate knowledge, values and skills into a coherent worldview that equips them for a life of faithfulness to God through service in the world. Particular emphasis is placed on critical thinking and communication skills that foster lifelong learning and the ability to apply newly acquired knowledge to practical problems from a Christian perspective. As an integrated program in the liberal arts, the core courses are the foundation of the Huntington educational experience upon which a student's major builds to develop specific knowledge and skills for professional life.

Students are expected to achieve six learning outcomes, of which there are two types. The first three outcomes (faith integration, critical thinking, and communication) are set as objectives for every course. We refer to these as the *foundational* learning outcomes. Beyond being present in every core course, the foundational outcomes are also incorporated into every program's learning outcomes, linking the core to students' majors. The core also includes three *specialized* outcomes (multicultural thinking, empirical thinking, and creative expression), which are not set as objectives for every core course, nor are they necessarily a part of every program's learning outcomes. However, they are present in several courses within the core and are no less important than the foundational outcomes, playing a crucial role in the holistic development of Huntington students.

Core Curriculum Learning Outcomes

The foundational learning outcomes are:

- **Faith Integration:** Analyze subject matter from the perspective of Christianity;
- **Critical Thinking:** Analyze topics clearly and rationally, relating them to goal-directed outcomes;
- **Communication:** Communicate effectively and clearly through writing, speech, and other mediums.

The specialized learning outcomes are:

- **Multicultural Thinking:** Exhibit awareness and understanding of one's own and other cultures;
- **Empirical Thinking:** Gather, analyze, and draw conclusions with empirical information;
- **Creative Expression:** Take ideas, images, and other media and combine them in original and illuminating ways.

Core Curriculum Requirements

The core program consists of a minimum total of 61 hours for the bachelor of arts degree and 49 hours for the bachelor of music, the bachelor of science, the bachelor of science in nursing, and the bachelor of social work degrees (the difference being the 12 hours in the foreign language requirement for the bachelor of arts degree).

Foundational Courses

All courses in the core curriculum address the outcomes of faith integration, critical thinking, and communication, but certain courses are especially significant in students' development towards these outcomes.

Faith Integration

Bible (choose 3 hours)

BT 111 Biblical History and Literature	3 hours
BT 231 Old Testament Introduction I	3 hours
BT 251 New Testament Introduction I	3 hours

(BT 231 or 251 must be selected by Bible and theology majors)

Christian Faith (3 hours)

MI 285 Understanding the Christian Faith	3 hours
--	---------

Religious Perspectives (choose 3 hours)

BT 311 Topics in Biblical Studies	3 hours
BT 331 Religions of the World	3 hours
BT 333 Topics in Theological Studies	3 hours
BT 341 History of Christianity	3 hours
BT/PL 440 Religion of Scientific Thought	3 hours
BT/PL 460 Philosophy of Religion	3 hours
Other approved non-introductory BT course	3 hours

Critical Thinking

Philosophy (choose 3 hours)

PL 220 Introduction to Philosophy	3 hours
PL 260 Ethics	3 hours

Communication

Communication Skills (6 hours)

EN 121 Academic Writing and Research	3 hours
--------------------------------------	---------

(Students must enroll in EN121 every semester until they have earned credit for EN121)

CO 215 Public Speaking	3 hours
------------------------	---------

Specialized Courses

Skills in faith integration, critical thinking, and communication are further developed in a variety of liberal arts disciplines as students complete the 31 credit hours below. The courses below also contribute to one of the specialized learning outcomes of the core curriculum.

Multicultural Thinking

Beyond addressing the foundational outcomes, the following develop multicultural thinking from historical and literary perspectives, respectively:

History (6 hours)

HS 115 Historical Perspectives on Culture & Civilization I	3 hours
HS 116 Historical Perspectives on Culture & Civilization II	3 hours

Literature (3 hours)

EN 151 Perspectives on Literature	3 hours
-----------------------------------	---------

Empirical Thinking

Beyond addressing the foundational outcomes, the following courses develop empirical thinking from quantitative, scientific, social and embodied perspectives, respectively:

Mathematical Science (choose at least 3 hours)

CS 111 Introduction to Computer Science	4 hours
MA 115 Mathematics for Society and the Liberal Arts	3 hours
MA 151 Introduction to Probability and Statistics	4 hours
MA 171 Calculus I	4 hours

(Other mathematic courses may be taken if required in major, such as MA 111-112 for elementary educationmajors; a minimum math competency must be demonstrated before enrolling in mathematic courses)

Natural Science (choose 8 hours)

BI 111/L Biology in the Modern World	4 hours
CH 111/L Chemistry and Contemporary Society	4 hours
PH 111/L Physics and the Modern World	4 hours

(BI 161/l-222/L-241/L or CH 161/L-162/L or PH 211/L-212/L may be taken if required in major; CH 141/Lmay be taken in place of CH 111/L)

Social Science (choose 6 hours)

EB 211 Principles of Macroeconomics	3 hours
PS 111 Public Policy	3 hours
PY 111 Introduction to Psychology	3 hours
SO 111 Principles of Sociology	3 hours
SO 141 Cultural Anthropology	3 hours

(SO 141 may not be taken by sociology majors to fulfill the social science core requirement)

Wellness (2 hours)

EX 101 Wellness for Life	2 hours
--------------------------	---------

Creative Expression

Beyond addressing the foundational outcomes the following courses develop the capacity for creative expression:

Artistic Appreciation (choose 2 hours)

AR 115 Introduction to Art	2 hours
DM 115 Introduction to Digital Media Arts	2 hours
MU 15 Introduction to Music	2 hours
TH 115 Introduction to Theatre	2 hours

Creative Studio Arts (select one course)

Creative studio arts courses must be taken for a letter grade (unless the course permits only S/U). For some courses, students must audition, demonstrate competency or show prerequisite coursework. 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. January Term courses approved as creative studio arts may also count for this requirement.

AR 101 Drawing for Non-Majors	3 hours
AR 107 Photography for Non-Majors	3 hours
AR 276 Ceramics I	3 hours
AR 356 Hand-built Ceramics	3 hours
MU A01-04 Class Piano I, II, III or IV	1 hour
MU A06 Class Voice I	1 hour
MU A08 Class Guitar I	1 hour
MU A10-49 Applied Instrument and Voice	1-2 hours
MU P12 Concert Choir	1 hour
MU P20 Symphonic Band	1 hour
MU P21 Chamber Orchestra	1 hour
MU P22 Jazz Improvisation	1 hour
MU P30 Opera/Musical Theatre Workshop	1 hour
TH 101 Fundamentals of Tap	1 hour
TH 212 Beginning Acting	3 hours
TH 221 Stage Construction	3 hours
TH 222 Stage Lighting	3 hours
TH 223 Costume Construction	3 hours
TH 224 Makeup for the Stage	3 hours
TH 231 Scene Painting	2 hours
TH 331MT Musical Theatre Dance	3 hours
TH 331RP Religion and the Performing Arts	3 hours
TH 365 Techniques of Musical Theatre	2 hours
TH 391 Play Production: Technical	1 hour
TH 392 Play Production: Acting	1 hour
TH P30 Opera/Musical Theatre Workshop	1 hour

Bachelor of Arts

Students pursuing a bachelor of arts complete an additional twelve credit hours in foreign language to further strengthen their multicultural thinking.

Foreign Language (12 hours for bachelor of arts)

Two years of foreign language are recommended for all students but required only for those completing the bachelor of arts degree. The language requirement may be satisfied by completion of 12 hours in the same language at the undergraduate level or by receiving credit for the equivalent level by CLEP examination. Students in most bachelor of arts majors may also satisfy the requirement by completing at least six semester hours in the same foreign language and up to six additional semester hours in either another foreign language or in designated cultural enrichment courses (listed below under Cultural Enrichment courses). Other language specifications include:

- Students completing a major in Bible and theology complete six hours from GR 111 and 121 or six hours from HE 111 and 121.
- 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 at the undergraduate level. 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 Department of English and Modern Languages 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.

FR 111 Elementary French I	3 hours
FR 121 Elementary French II	3 hours
FR 211 Intermediate French I	3 hours
FR 221 Intermediate French II	3 hours
GM 111 Elementary German I	3 hours
GM 121 Elementary German II	3 hours
GM 211 Intermediate German I	3 hours
GM 221 Intermediate German II	3 hours
HE 111 Elementary Hebrew I	3 hours
HE 121 Elementary Hebrew II	3 hours
SN 111 Elementary Spanish I	3 hours
SN 121 Elementary Spanish II	3 hours
SN 211 Intermediate Spanish I	3 hours
SN 221 Intermediate Spanish II	3 hours
GR 111 Elementary Greek I	3 hours
GR 121 Elementary Greek II	3 hours

Cultural Enrichment Courses

These courses fulfill the remaining credit hours of the language requirement (for up to six hours) for those not completing all 12 hours in a foreign language. They are intended to broaden one’s cultural understanding of another people’s concepts of life and human relationships. Some January Term courses may also be approved as cultural enrichment courses, but no courses may be counted that otherwise are part of the student’s major or the Core Curriculum.

AR 371 Art History I	3 hours
AR 373 Art and Archaeology of Angkor	3 hours
AR 381 Art History II	3 hours
BT 331 Religions of the World	3 hours
BT 333CCT Contemporary Christian Theology	3 hours
CO 322 Intercultural Communication	3 hours
EN 374 Monsters, Freaks, and Geeks	3 hours
EN 375 What's Love Got to Do With It?	3 hours
HS 261 The British Empire	3 hours
HS 322 Seminar in Early Modern Europe	3 hours
HS 337 Seminar on Britain and the End of Empire	3 hours
HS 346 Cambodia: Revolution and Genocide	3 hours
HS 373 Art and Archaeology of Angkor	3 hours
HS 411 Medieval Europe	3 hours
HS 456 America and Vietnam	3 hours
MI 233CO Contextualization	2 hours
MI 321 Intercultural Communication	3 hours
MI 365 History and Theology of Missions	3 hours
MU 241 English/German Diction and Literature	2 hours
MU 242 Latin/Italian/French Diction and Literature	2 hours
MU 341 Music History and Literature I	3 hours
MU 342 Music History and Literature II	3 hours
PL 311 History of Ancient and Medieval Philosophy	4 hours
PL 321 History of Modern Philosophy	4 hours
PS 171 Development and Sustainability	3 hours
PS 346 Cambodia: Revolution and Genocide	3 hours
PS 373 Art and Archaeology of Angkor	3 hours
PS 456 America and Vietnam	3 hours
SE 111 American Sign Language	3 hours
SO 141 Cultural Anthropology	3 hours
SO 421 Population Studies	3 hours
SO 485 Sociological Theory	3 hours
TH 311 History and Literature of the Theatre I	3 hours
TH 312 History and Literature of the Theatre II	3 hours

International Cross-Cultural Experiences

Students traveling outside North America (not with a university-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 Office of the Registrar. The Cross-Cultural Practicum 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.

IDJ 395 Cross-Cultural Practicum	1-2 hours
----------------------------------	-----------

Department of Agricultural Studies

The Department of Agricultural Studies, associated with the Hauptert Institute for Agricultural Studies, promotes a Christian perspective of agriculture. The majors in the department strives to prepare students to permeate the agricultural business, education, and research and development sectors, with a Christ-centered, faith-integrated, stewardship-oriented education. Many agricultural producers and professionals resonate with the “Faith Family Farming” values of HU’s ag program. Farms, agribusinesses, agricultural research universities, and non-governmental organizations that serve in agricultural endeavors will benefit from the perspectives of graduates of this department, as they live out their faith by contributing to the work of feeding the world. Hallmarks of the department and the institute include outreach to the agribusiness, ag education, ag missions, and ag research communities, as well as internships, connections with organizations that promote agriculture to young people such as 4-H and FFA and opportunities for students in agricultural missions. The department offers **majors in animal science, crop science and agronomy, agricultural education, and agribusiness**, and a **minor in agribusiness**. The **agribusiness major** offers eight different tracks for students to choose from, including animal production, crop production, communications and public policy, economics and finance, entrepreneurial small business management, management, marketing, and ministry and missions.

Students who complete a **bachelor of science** degree in **animal science** will be prepared for graduate programs in various animal science fields as well as entry-level research and technical positions in animal science. To earn this degree, students complete the foundational agricultural courses of AG 111, 221/L, 231/L, 241, and 495 (two hours); 17 hours from AG 322/L, 323, 325, 351/L, 365/L, and 373; basic science courses BI 161/L, 321/L, CH161/L, 162/L, 263/L, 264/L, and 411; in addition to four hours from BI 222/L, 371/L, 432/L, and 462/L. The core curriculum course, MA 151, is necessary and will fulfill the mathematical science requirement. It is suggested that students take EB 211 to fulfill one of the social science requirements in the core curriculum, as well as other business courses for elective credit.

Students who complete a **bachelor of science** degree in **crop science and agronomy** will be prepared for graduate programs in crop science, agronomy, or soil science as well as entry-level agricultural research or technical jobs. To earn this degree, students complete the foundational agriculture courses of AG 111, 221/L, 231/L, 241, and 495 (two hours); additional agriculture courses AG 311, 331/L, 335, 341/L, and 361/L; basic science courses BI 161/L, 321/L, CH 161/L, 162/L, 263/L, 264/L, and 411; and four hours from BI 261/L, 432/L, 462/L, MA 171, and PH 211/L (more of these last five courses are recommended for students who want to pursue graduate studies in plant genetics or biotechnology). The core curriculum course, MA 151, is necessary and will fulfill the mathematical science requirement. It is suggested that students take EB 211 to fulfill one of the social science requirements in the core curriculum. Majors in crop science and agronomy who intend to pursue careers in precision agriculture are also encouraged to take DM 120 (Drone Pilot Training) as an elective.

Students who complete a **bachelor of science** degree in **agricultural education** can be licensed in Indiana to teach agriculture in middle school and high school settings. To earn this degree, students complete AG 111, 121, 131, 141, 221/L, 231/L, 241, 251, 331/L, 335, 495; one course from the animal production or crop production tracks of the agribusiness major; BA 232, 252, 343; EB 211; BI 161/L, 321/L; and CH 141/L (or CH 161/L). The core curriculum course, MA 151, is necessary and will fulfill the mathematical science requirement. Students must also complete the professional education courses required of those wishing to teach at the middle school and high school level, including PY 111 to be taken in the freshman year; AE 212, ED 236, AE 296, and SE 232 to be taken in the sophomore year; AE 311, AE 320, ED 364 and ED 395 to be taken in the junior year; ED 410AE, ED 440 and ED 460 during the senior year.

Students may earn the **bachelor of science** degree in **agribusiness** by completing AG 111, 221/L, 231/L, 241, 311, 495 (2 hours); BA 232, 252, 343, 421; EB 211, 212; BI 161/L, 321/L; and CH 141/L (or CH 161/L). The core curriculum course, MA 151, is necessary and will fulfill the mathematical science requirement. Agribusiness majors are encouraged to consider taking DM 120 (Drone Pilot Training) as an elective. It is suggested that students take PS 111 to fulfill one of the social science requirements in the core curriculum. Students must also complete at least one of the following eight tracks.

The **animal production track** requires at least 15 hours from the following: AG 251, 322/L, 323, 325/L (or BA 331), 351/L, 365/L, and 373. AG 373 is recommended for those pursuing graduate education in a field related to animal science.

The **communications and public policy track** requires at least 15 hours from the following: AR 107, CO 213, 241, 331, 381, DM 155, 281 (or 231), 395, OA 371, PS 111, 321.

The **crop production track** requires at least 15 hours from the following: AG 251, 331/L, 335, 341/L, 361/L, BA 331.

The **economics and finance track** requires EB 325, 376, 381, 421 and 461.

The **entrepreneurial small business management track** requires BA 211, 281, 301, 331, 384 and at least four hours from other AG, BA or OA courses.

The **management track** requires BA 281, 331, 431, 461 and OA 371.

The **marketing track** requires BA 281, 311, 326, 461 and 473.

The **ministry and missions track** requires MI 211, 242, 321 and six hours from EB 421, MI 233CO, 233CP, 233LA, 233RS, 233ST, 233UM, 365, 373, 395, 421, or 495.

Students may earn a **minor in agribusiness** by completing AG 111, 221/L (or 231/L); BA 232, 252, 343; BI 161/L; and CH 141/L (CH 161/L). Students are recommended to take EB 211 to fulfill one of the social science requirements in the core curriculum.

Courses in Agricultural Studies

AE 212 Introduction to Agricultural Education

(2 credits - Fall)

The foundations of agricultural education are explored in this course. The effects that developments and research in teaching and agriculture 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 agricultural education in response to that model.

This course must be taken before the junior year.

AE 296 Sophomore Practicum for Agricultural Education

(1 credit - Fall, Spring)

Students will do at least 30 hours of observation and participation with a middle school or high school agricultural education program. Reflections related to these classroom experiences will be required.

Prerequisites: AE 212 or ED 236 or SE 232 or concurrent

AE 311 Early Adolescent Curriculum and Methodology for Agricultural Education

(3 credits - Fall)

This course, first in a sequence of secondary methods courses, addresses adolescent development along with an introduction to middle school philosophy and curriculum. The course provides the context for developing instructional strategy, assessment forms and techniques for enhancing middle school agricultural education programs. A 30-hour field experience is required.

Prerequisites: ED 236 and acceptance into the Teacher Education Program

AE 320 Adolescent Curriculum and Methodology for Agricultural Education

(3 credits - Spring)

This course gives the secondary education candidate experience developing instructional strategies appropriate for high school agricultural education curriculum with an emphasis on performance based learning and assessment. In addition, classroom management, student learning style, writing across the curriculum, along with further exploration of cultural proficiency will be addressed.

Prerequisites: AE 311 and acceptance into the Teacher Education Program

AG 111 Introduction to Agriculture

(3 credits - Fall)

A broad survey of foundational topics in agriculture: the history of agriculture, soil science, crop science and cropping systems, animal science and animal production, ag career readiness, current issues in agriculture, and principles of Christian stewardship of agricultural resources. Weekly field trips to various farms and agribusinesses are a key feature.

AG 117 Introduction to Horticulture

(3 credits - Spring)

This course presents an overview of horticulture emphasizing the basic concepts of plant identification, production, and uses.

This is a concurrent course offered at Huntington North High School.

AG 121 Welding

(3 credits - Spring)

Emphasizes gaining a basic level of proficiency in a variety of common welding processes. Blueprint reading, welding safety, terminology and quality control.

AG 131 Construction and Maintenance

(3 credits - Fall)

Experiential learning of basic construction and maintenance skills and practical knowledge. Safety, careers, mechanical power system (engines and hydraulics), construction materials and structures, electrical and plumbing for typical home and agricultural structures.

AG 141 Agricultural Machinery Operation and Safety

(2 credits - Spring)

Principles and practical knowledge required for the operation of farm equipment typically used in modern agriculture. Procedures for safe operation of farm equipment. Principles and operational knowledge of precision agricultural equipment. Technological advances in agricultural production.

AG 195 Job Shadow in Agricultural Studies

(1 to 2 credits - Fall, January, Spring, Summer)

Students observe the daily routines and activities of employed professionals and see how skills and knowledge acquired in class are applied in the agriculture field.

Prerequisite: Consent

AG 221 Crop Science and Agronomy

(3 credits - Spring)

Crop science focuses on understanding plant structure, function, biochemistry, growth, development, and reproduction, while agronomy integrates crop and soil science to gain understanding of crop production and management. Additional topics include production of the specific crops of Indiana and the world, as well as the role of biotechnology, crop breeding, and organic agriculture in modern crop production. This course includes a lab component.

Must be taken concurrently with AG 221L.

Prerequisite: AG 111

AG 221L Laboratory for Crop Science and Agronomy

(1 credit - Spring)

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

Must be taken concurrently with AG 221.

AG 231 Animal Science

(3 credits - Spring)

The history, physiology, anatomy, breeding, nutritional needs and products of farm animals will be discussed. The primary focus is on cattle, sheep, poultry and swine. This course will have a lab component.

Must be taken concurrently with AG 231L.

Prerequisite: AG 111

AG 231L Laboratory for Animal Science

(1 credit - Spring)

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

Must be taken concurrently with AG 231.

AG 241 Agroecology

(3 credits - Fall Even Years)

This course introduces students to the principles of agricultural ecology, emphasizing the role of Christian stewardship of natural resources in farming in agribusiness. Topics covered include the development of agroecology systems, soil conservation, ecological disturbance, biodiversity, nutrient cycling, energy-efficient techniques, integration of technology and challenges to sustainable agricultural practices in developed and developing countries.

Prerequisite: AG 111

AG 251 Food Science

(3 credits - Spring Odd Years)

Chemistry, microbiology and processing of foods. Food additives, food safety and biotechnology of foods. Regulatory aspects of food processing, quality, safety and labeling. Manufacturing practices to ensure food quality and safety.

Identical with BI 251.

Prerequisite: CH 141/L or 161/L

AG 311 Precision Agriculture Basics

(3 credits - Fall Even Years)

This course introduces the concepts and principles of precision agriculture, focusing on how data describing variability within agricultural fields are collected, compiled, and mapped. Practical applications covered will include using precision ag hardware, software, and field equipment to improve the efficiency, profitability, and sustainability of farming.

Prerequisite: MA 151

AG 322 Animal Anatomy and Physiology

(3 credits - Fall Odd Years)

Structure and function of animal body systems, with reference to farm animals. Includes tissues, organs and systems and their physiological functions. Tissue and organ systems covered include blood, nervous, sensory, endocrine, skeletal, muscular, cardiovascular, respiratory, urinary, digestive, reproductive and lactation.

Identical with BI 322. Must be taken concurrently with AG 322L.

Prerequisite: AG 231/L

AG 322L Laboratory for Animal Anatomy and Physiology

(1 credit - Fall Odd Years)

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

Identical with BI 322L. Must be taken concurrently with AG 322.

AG 323 Animal Health and Disease

(3 credits - Fall Odd Years)

Maintaining the health of farm animals through an understanding of diseases caused or influenced by pathogens, inadequate nutrition or environmental hazards. Management of animal diseases that affect humans. Animal welfare and ethical issues in managing animals.

Identical with BI 323.

Prerequisite: AG 231/L

AG 325 Livestock Management and Production

(3 credits - Fall Even Years)

Management practices essential for the production of various farm animal species. Topics will include general health, nutrition, handling, and husbandry. This course includes a lab component.

Must be taken concurrently with AG 325L.

Prerequisite: AG 231/L

AG 325L Laboratory for Livestock Management and Production

(1 credit - Fall Even Years)

This laboratory component will provide hands-on animal production experience. Various animal production operations will be visited as part of the course.

Must be taken concurrently with AG 325.

AG 331 Soil Science

(3 credits - Fall Even Years)

A comprehensive introduction to the field of soil science, covering soil physical, chemical, and biological properties; soil formation and classification; and soil conservation and management. Environmental sustainability, efficient food production, and soil health are overarching themes. This course includes a lab component.

Identical with ES 331. Must be taken concurrently with AG 331L.

Prerequisite: AG 221/L recommended

AG 331L Laboratory for Soil Science

(1 credit - Fall Even Years)

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

Identical with ES 331L. Must be taken concurrently with AG 331.

AG 335 Crop Health and Pest Management

(3 credits - Spring Even Years)

Diseases, insects and weeds that affect crop plants. Emphasis on integrated pest management strategies to maintain crop health, including chemical, biological, cultural and biotechnological control methods.

Prerequisite: AG 221/L

AG 341 Crop Production

(3 credits - Fall Odd Years)

This course focuses on the production of grain, forage and biofuel crops in the Midwest. Students examine new and innovative crop production strategies that promote sustainable agricultural practices. Challenges to crop production in the Midwest are examined in detail, including planting strategies, pest control, plant nutrition, harvesting techniques and the influence of markets and government policies. This course includes a lab component.

Must be taken concurrently with AG 341L.

Prerequisite: AG 221/L

AG 341L Laboratory for Crop Production

(1 credit - Fall Odd Years)

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

Must be taken concurrently with AG 341.

AG 351 Nutrition of Farm Animals

(3 credits - Spring Even Years)

The composition, nutritional value, relative quality and cost of food for animals will be discussed. This course includes a lab component.

Must be taken concurrently with AG 351L.

Prerequisite: AG 231/L

AG 351L Laboratory for Nutrition of Farm Animals

(1 credit - Spring Even Years)

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

Must be taken concurrently with AG 351.

AG 361 Plant Breeding

(3 credits - Spring Odd Years)

This course focuses on traditional breeding and modern molecular techniques used to improve the productivity, disease resistance and stress tolerance of crop plants. Central topics include the genetic and phenotypic variation in crop plants, how such variation is produced and controlled in developing new varieties and hybrids, and the maintenance of high quality plant stocks. This course includes a lab component.

Must be taken concurrently with AG 361L.

Prerequisites: AG 221/L and BI 321/L

AG 361L Laboratory for Plant Breeding

(1 credit - Spring Odd Years)

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

Must be taken concurrently with AG 361.

AG 365 Reproduction and Breeding of Farm Animals

(3 credits - Spring Odd Years)

Fundamental physiological processes of reproduction in farm animals. Male and female reproductive systems and function, endocrine relationships, fertility and factors affecting reproductive efficiency. Current methods used in managing farm animal reproduction, including artificial insemination and embryo transfer. Population and quantitative genetics as they relate to animal breeding and mating systems used for the improvement of various livestock/farm animal species and breeds.

Identical with BI 365. Must be taken concurrently with AG 365L.

Prerequisites: AG 231/L, 322/L and BI 321/L

AG 365L Laboratory for Reproduction and Breeding of Farm Animals

(1 credit - Spring Odd Years)

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

Identical with BI 365L. Must be taken concurrently with AG 365.

AG 373 Animal Growth and Development

(3 credits - Fall Even Years)

Overview of how cell types differentiate, how tissues develop, and how bodies grow throughout the lifespan of mammals, bird, etc. Changes during prenatal and postnatal growth and development will be discussed. This course does not include a lab component.

Identical with BI 373.

Prerequisite: BI 161/L

AG 395 Practicum in Agricultural Studies

(1 to 3 credits - Fall, January, Spring, Summer)

Practicum in some aspect of agriculture designed to give student practical, directed experience.

Prerequisite: Consent

AG 490 Independent Study

(1 to 4 credits - Fall, January, Spring, Summer)

A study or a research project related to agriculture, the subject of which will be determined by the instructor according to student interest.

Prerequisite: Consent

AG 495 Internship in Agricultural Studies

(2 to 4 credits - Fall, January, Spring, Summer)

Students will work with an organization in the community to obtain experience in the field of agriculture. The internship should be in the area of the student's chosen major.

Prerequisites: Junior standing and agricultural studies major

Department of Art + Design

The Department of Art + Design is dedicated to producing artists of unique creative thought and outstanding Christian faith. Its program enables students to develop an understanding and appreciation for the meaning of past and present art and design 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 art + design curriculum provides direction and stimulation to student artists as they pursue individualized programs. Students in the art + design program may **major in graphic design, fine arts, studio art 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 in regional cities. The department sponsors international art-study trips during January Terms on a biannual basis.

All students in the art + design program complete a core of introductory studio courses in each area of drawing, design and painting and complete advanced studios in preparation for a portfolio and/or senior exhibit. All art + design majors and fine arts minors complete courses in art history and criticism, which provide skills for discerning major styles and periods of art and an understanding of the historical role of art as a means of expressing ideas. After completing 15 hours of studio art required for their majors, all art + design majors complete a faculty review process to determine whether they are progressing sufficiently and have permission to continue in the major. Students completing one of the art + design majors are also expected to regularly attend the ongoing art exhibits at the Robert E. Wilson Gallery as part of their participation in the Art + Design Program.

In addition to completing a common core of studio courses, students in the art + design program may **major in fine arts** for the **bachelor of arts** degree or **major in graphic design or studio art** for the **bachelor of science** degree. A **bachelor of science** degree with a **major in art education** is offered for students wishing to obtain licensing in visual arts all-grade (P-12) in Indiana schools.

The common core required of all **art + design majors** includes AR 111, 141, 142, and 225.

For the **fine arts major**, students will complete, in addition to the above core, AR 211 (or 311), 265, 276, 325, 331, 356, 365, 371, 376, 381, 485 and 486, to total 48 hours.

For the **graphic design major**, students will complete, in addition to the above core, AR 211, 241ID, 241P, 241I, 265, 271, 311, 341, 365, 371, 381, 395, 441, 471, 485, 486, 495 (2-4 hours) and six hours from AR 276, 325, and 331, to total 62-64 hours.

For the **studio art major**, students will complete, in addition to the above core, AR 211, 241ID, 241P, 241I, 265, 276, 311, 325, 331, 356, 365, 371, 376, 381, 485, 486 and 491 (6 hours), to total 60 hours.

The **all-grade (P-12) visual art education major** requires, in addition to the core, AR 211, 212, 241ID, 241P, 241I, 265, 276, 332, 342, 371, 381; three hours from AR 271, 311, 325, and 365; and nine hours from AR 331, 341, 356, 376, 441, and 471 for a total of 52 hours in art. To complete teacher licensing requirements, students in the all-grade major complete ED 212, 236, 362 or 364, 395, 440, and 450 or 460; SE 232; and PY 111.

A **minor in fine arts** requires AR 111, 141, 142, 225, 371, 381, and two courses from AR 211, 265, 276, 311, 325, 331, to complete 24 hours in the minor.

A **minor in graphic design** requires AR 111, 141, 241ID, 241P, 241I, 265, 271, 441, and electives in art to complete 22 hours in the minor.

Courses in Art and Design

AR 101 Drawing for Non-Majors

(3 credits - Spring Even Years)

This course is designed for students with little or no drawing experience to enhance their drawing technique and problem-solving skills. Instruction includes in-class studio drawing and out-of-class drawing exercises. Both observational and inventive approaches to drawing are covered.

Intended for non-art majors. Does not count in the major.

AR 107 Photography for Non-Majors

(3 credits - Spring Odd Years)

An introduction to 35mm photography as an art form. This course focuses on the foundational elements of the visual arts as they apply to photographic composition. Basic camera handling, appropriate lighting and technical information are explored as well as a broad range of aesthetic concerns in photography. Each student must supply a 35mm SLR digital camera. Cameras can have automatic functions, but must allow the shutter and aperture to be manually operated/adjusted. Film processing and printing are at student expense.

Intended for non-art majors. Does not count in the major.

AR 111 Drawing I

(3 credits - Fall)

An introduction to the studio experience of drawing from observation. This course will focus on the foundational elements and principles of art as they apply to drawing concepts and the effective use of pictorial composition. A variety of basic drawing media will be explored. An emphasis will be placed on building the students' perceptual and technical abilities along with the development of aesthetic ideas.

Prerequisite: Art major or minor or animation major

AR 115 Introduction to Art

(2 credits - Fall, Spring)

This course is an introduction to the visual arts by bringing together art theory, practice and history. A Chicago field trip is required.

AR 141 Basic 2D Design

(3 credits - Fall)

Theory and application of the compositional elements and principles of two-dimensional design. A variety of media and techniques will be explored through creative problem-solving in the form of compositional exercises.

AR 142 Basic 3D Design

(3 credits - Spring)

Theory and application of elements and principles of three-dimensional design. A variety of media and techniques will be explored through creative problem-solving in the form of model-scale sculptural projects.

AR 211 Drawing II

(3 credits - Spring)

Continuation of perceptual and technical discipline of drawing, with an additional emphasis on pictorial composition, thematic and conceptual development. A variety of media and artistic treatments of form will be explored. Contemporary art forms and current aesthetic issues will also be introduced.

Prerequisite: AR 111

AR 212 Foundations of Art Education

(3 credits - Fall Even Years)

An introduction to art education as a profession, this course will investigate issues, philosophy, concepts, personalities and content of teaching contemporary visual arts for P-12 art education and other settings.

AR 225 Painting I

(3 credits- Fall Odd Years)

An introduction to oil painting techniques and media and to problems of color, form and composition in representational art. Pictorial subjects are drawn from life, still life, landscape, memory and imagination. An emphasis will be placed on the development of perceptual and technical abilities along with the growth of aesthetic sensibilities in order to prepare a solid foundation for advanced studio studies.

Prerequisite: AR 111

AR 241I Introduction to Adobe Suite: Illustrator

(1 credit - Fall)

A seven-week course designed to introduce the student to vector based drawing on the Macintosh workstation. Basic scanning and digital image input will be covered. Students will design a variety of vector based graphics used in symbol and logo design for print and online formats trending in contemporary graphic design.

AR 241ID Introduction to Adobe Suite: InDesign

(1 credit - Fall)

A seven-week course designed to introduce the student to the tools and capabilities of contemporary publication design software on the Macintosh workstation. CMYK printing will be explained and connected to the process of building a document destined for printing. Basics of typography will be introduced along with approaches to book, brochure and poster layout.

AR 241P Introduction to Adobe Suite: Photoshop

(1 credit - Fall)

A seven-week course designed to introduce the student to raster image creation and editing tools on the Macintosh workstation. Basic scanning and digital image input will be covered. Students will design a variety of raster based imagery using photo manipulation for print and online formats trending in contemporary graphic design.

AR 265 Digital Photography I

(3 credits - Fall Even Years)

This course introduces the principles of digital photography as a creative art form. Instruction will focus on learning the use of contemporary digital software for workflow management and image enhancement. Adobe Photoshop Lightroom and Adobe Photoshop will be the "digital darkroom" students will learn to use. Sophisticated camera handling, photocomposition and concept development will be emphasized. Digital printing and web preparation of photo images will be explored. Students are required to provide their own digital camera and a tripod.

See the department website for required camera specifications.

Prerequisites: AR 241P or DM 155 or DM 150; art + design major or minor or digital media arts major

AR 271 Visual Communication and Graphics

(3 credits - Fall Odd Years)

This course addresses advanced forms of layout used to design print media. Deeper examinations of layout, typography and graphics will increase the students' ability to manage and produce large, complex projects. Students will learn how to develop strategies for integrating all necessary design elements into a final printed product. Design of logos, symbols, design systems, and brand awareness will also be studied throughout the course.

Prerequisites: AR 111, 141, 241ID, 241P, 241I, and sophomore standing

AR 276 Ceramics I

(3 credits - Fall)

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.

AR 311 Figure Drawing

(3 credits - Spring Odd Years)

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 in representing the human form. Concentration on developing habits of critical observation.

Prerequisite: AR 111

AR 325 Painting II

(3 credits - Spring Even Years)

A continuation of the perceptual, technical and aesthetic development in painting with an emphasis on pictorial composition, artistic treatments of form, theme and use of imagery. Contemporary art forms and current conceptual issues will also be introduced.

Prerequisite: AR 225

AR 331 Sculpture

(3 credits - Fall Even Years)

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 or DM 110

AR 332 Elementary Visual Arts Methods

(3 credits - Fall Odd Years)

Preparation for future elementary visual arts teachers through study and development of methodologies, curriculum planning, instructional materials design, artistic growth and developmental stages, concepts of implementation, artistic evaluation, teaching and classroom management strategies for the elementary level. A 15-hour field experience is required.

Prerequisites: AR 212 and ED 236

AR 341 Illustration

(3 credits - Fall Even Years)

Principles of illustrating using traditional wet and dry media. An overview of the application of illustration for advertising, fashion, story and product. Methods of artwork reproduction are introduced. Emphasis on creative problem solving and professional level use of media and presentation.

Prerequisites: AR 111, 141, 225 and 211 or 311

AR 342 Secondary Visual Arts Methods

(4 credits - Fall Odd Years)

Preparation for future middle and high school visual arts teacher through student and development of secondary methodologies and strategies, curriculum planning, instructional material design, artistic growth and developmental stages, concepts of implementation, artistic evaluation, teaching and classroom management strategies. A 15-hour field experience is required.

Prerequisites: AR 212 and ED 236

AR 356 Hand-built Ceramics

(3 credits - Spring Odd Years)

The study of hand-building ceramic forms, functional and sculptural, working with slab and coil construction methods.

AR 365 Digital Photography II

(3 credits - Spring Odd Years)

A continuation of AR 265, but with a focus on more sophisticated use of contemporary digital software in workflow management and image enhancement. Great emphasis will be put on concept development and establishing a photographic "style" in the student's photo work. The student will drive the individual project scope and direction. Students are required to provide their own digital camera and a tripod. A Digital SLR or camera consistent with the specifications of Digital Photography I is required. A small component of videography with cameras provided by the department will be introduced and basic video editing using Adobe Premier.

Prerequisites: AR 265 and art + design major or minor or digital media arts major

AR 371 Art History I

(3 credits - Fall Odd Years)

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.

AR 373 Art and Archaeology of Angkor

(3 credits - Fall Even Years)

This class studies the political rise and material culture of the ancient Angkor civilization within Southeast Asia. The Angkor Empire was deeply influenced by the art and religion of India. The class, therefore, focuses on the cross-cultural connection and transfer of sculpture, temple structures and people groups within mainland Southeast Asia.

Identical with HS 373 and PS 373.

AR 376 Ceramics II

(3 credits - Spring Even Years)

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 276

AR 381 Art History II

(3 credits - Spring Even Years)

A survey of the major art styles in Western art. Chronologically, the course begins with Renaissance art and extends through twenty-first-century art. Emphasis will be placed on stylistic evolution and historical sociological events which were contemporary with this evolution.

Prerequisite: AR 371

AR 395 Practicum in Art

(3 credits - Spring)

Practicum in art is designed to give students practical, directed experience in working as a design group with clients from across campus and with Huntington community groups and individuals. A wide range of commercial art and design projects will be produced to fulfill client needs.

May be repeated for credit with instructor consent.

Prerequisites: AR 111, 271, graphic design major or minor, and consent

AR 441 Computer Illustration

(3 credits - Spring Even Years)

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 developing creative, aesthetic sensibility and skills development.

Prerequisites: AR 111, 241I, 241P and junior standing

AR 471 Web Design

(3 credits - Spring Odd Years)

An introduction to developing web graphics and animations and to web page design utilizing a variety of software tools. WYSIWYG page design will be introduced. Adobe DreamWeaver and Flash will be used for web site design and DreamWeaver for deployment.

Prerequisites: AR 241I, 241ID, 241P, and 271

AR 485 Senior Project I

(3 credits - Fall, Spring)

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 and studio art majors are expected to produce work within a particular studio focus for both semesters.

Prerequisite: Graphic design, fine arts, or studio art majors

AR 486 Senior Project II

(3 credits - Fall, Spring)

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 and studio art majors are expected to produce work within a particular studio focus for both semesters.

Prerequisite: Graphic design, fine arts, or studio art majors

AR 490 Independent Study

(1 to 4 credits - Fall, Spring)

Independent study of a topic beyond the scope of the regular art curriculum.

Prerequisites: Art + design major or minor and consent

AR 491 Advanced Studio

(3 credits - Fall, Spring)

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 studio art major should take the advanced studio prior to the senior project.

Prerequisites: Art + design major or minor and consent

AR 491CER Advanced Ceramics

(3 credits - Fall, Spring)

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 studio art major should take the advanced studio prior to the senior project.

Prerequisite: AR 376

AR 491DRA Advanced Drawing

(3 credits - Fall, Spring)

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 studio art major should take the advanced studio prior to the senior project.

Prerequisite: AR 211 or 311

AR 491PAI Advanced Painting

(3 credits - Fall, Spring)

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 studio art major should take the advanced studio prior to the senior project.

Prerequisite: AR 325

AR 491PHO Advanced Photography

(3 credits - Fall, Spring)

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 studio art major should take the advanced studio prior to the senior project.

Prerequisite: AR 365

AR 491SCU Advanced Sculpture

(3 credits - Fall, Spring)

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 studio art major should take the advanced studio prior to the senior project.

Prerequisite: AR 461

AR 495 Internship in Graphic Design

(2 to 4 credits - Fall, Spring, Summer)

An off-campus, supervised experience in a professional environment.

Prerequisites: Graphic design major, AR 395, junior standing and consent

Courses in Fine Arts

FA 234 Fine Arts for the Elementary Educator

(3 credits - Fall)

This course is designed to provide pre-service elementary teachers with experience in music, theater, dance and visual arts concepts and materials, so they will be able to successfully incorporate the fine arts into their teaching. Knowledge and skills needed to understand the fine arts will be explored. Grade-level appropriate curriculum will be designed to integrate into lessons, including correct and safe usage of materials and instruments.

Prerequisite: Elementary education major

Department of Biology

The Biology Department offers bachelor's degree programs in biology. Students majoring in biology may complete the professional major leading to a bachelor of science degree, the pre-veterinary emphasis leading to a bachelor of science degree, the biology teaching program leading to a bachelor of science degree, or the liberal arts major in biology leading to a bachelor of arts degree.

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 twenty-first century is a goal for the department. The Biology Department prepares students for (a) entrance into professional schools, such as medicine, dentistry, optometry, or veterinary; (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.

Biology majors and minors must demonstrate satisfactory mathematics placement scores prior to enrolling in their intended chemistry, mathematics or physics courses (see Mathematics Placement Testing Policy).

Students who choose **biology** as a professional **major** in the **bachelor of science** degree complete 42 hours in biology and environmental science, including BI 161/L, 222/L, 261/L, 321/L, 451; ES 211/L; and 21 additional hours from biology and environmental science, including at least three courses from BI 342/L, 371/L, 375, 422/L, 432/L and 462/L. 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. BI 141 is a highly recommended elective in the freshman year.

Students who choose **biology** as a **major** with a **pre-veterinary emphasis** in the **bachelor of science** degree complete BI 161/L, 222/L, 261/L, 321/L, 432/L, and 451; and 18 additional hours from biology or agribusiness courses, including at least three courses from AG 231/L, 351/L, BI 322/L, 371/L, 422/L (or AG 241), and ES 211/L. Also required are MA 151; CH 161/L, 162/L, 263/L, 264/L, 411; and PH 211/L and 212/L. Pre-vet students are strongly advised to take several business courses, especially BA 232, 252, and 331. For students planning to attend graduate or professional school, calculus is strongly recommended. BI 141 is a highly recommended elective in the freshman year. More information regarding Pre-Veterinary Study is listed under *Degrees and Programs, Pre-Veterinary Study*.

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. BI 141 is a highly recommended elective in the freshman year.

Students who complete a **bachelor of science** degree in **biology education** can be licensed in Indiana to teach science in middle school settings or biology in high school settings. The program requires BI 161/L, 222/L, 261/L, 321/L, 342/L, 422/L, and 432/L; CH 161/L, 162/L, 263/L; MA 151; ES 211/L, 262; PH 211/L and 212/L. BI 141 is a highly recommended elective in the freshman year. Refer to the Department of Education for education courses required for teacher licensing. Students preparing to teach biology are encouraged to complete a minor in chemistry to strengthen their license and give them greater employment options.

The **minor in biology** requires BI 161/L, 222/L, and 261/L; 11 additional semester hours in biology or environmental science, four of which must be in courses numbered 300 or above; and CH 161/L.

The **minor in nutrition** is for students interested in providing nutritional care and education related to health, disease prevention and wellness. The **nutrition minor** requires BI 271, 311, 312; CH 141/L; and nine hours of electives from BI 232/L, 241/L or 242/L, 251, 490, NU 490, PY 230, 321, and 351.

Environmental Science

The **minor in environmental science** is available to students who wish to take a concentration of courses related to environmental stewardship and sustainability. This program is open to students from all majors and may be of particular interest for those considering careers in missions and development, conservation and wildlife biology, agriculture, public health, environmental law and policy, or civil service. Environmental science is a highly interdisciplinary field and students in the minor can choose from electives that reflect their specific interests within the discipline.

The **environmental science minor** requires ES 211/L; BI 222/L or 261/L; BI 422/L or AG 241; one course from Au Sable Institute of Environmental Studies; and six to eight additional semester hours from BI 222/L or 261/L (if not taken above), AG 331/L (=ES 331/L), PS 171, CH 331/L, 333/L, ES 262, EB 321, 413, 421, CO 322, and courses from Au Sable Institute. MA 151 is recommended for the core mathematics requirement.

Forensic Science

The **forensic science minor** provides a focus on forensic science for students interested in pursuing careers in criminal justice or crime labs. The minor complements existing majors in biology, chemistry and criminal justice. The **minor in forensic science** requires BI 131, 161/L, 396 (3 hours); CH 161/L, 162/L; CH 331/L or CH 333/L; CJ 111 or CJ 345; and four hours from BI 241/L, 321/L, or 432/L.

Pre-Medicine

Pre-medical students are advised to major in biology or chemistry with substantial coursework in both, as well as electives in other areas of the liberal arts. Recommended coursework for pre-medical and health professions is listed under *Degrees and Programs, Pre-Medical Study*.

Agricultural Studies

Students interested in agriculture may want to pursue a major in animal science, a major in crop science and agronomy, or a major or minor in agribusiness. (*See the Department of Agricultural Studies for more information regarding these majors or minor.*)

Courses in Biology

BI 111 Biology in the Modern World

(3 credits - Fall, Spring)

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.

BI 111L Laboratory for Biology in the Modern World

(1 credit - Fall, Spring)

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.

BI 131 Introduction to Forensic Science

(4 credits - Offered on Sufficient Demand)

This course will serve to introduce the student to the field of forensic investigation, primarily as it applies to criminal investigation. Areas of discussion will include crime scene investigation, the nature of physical evidence, analysis of evidence, ethical practice and the relationship between forensic science and social justice.

BI 141 Freshman Biology Seminar

(1 credit - Fall)

This course will introduce students to the biology major as well as prepare them for future studies in the sciences. The course will be organized around a topical theme of current interest, which will require that students attain some basic knowledge in an area of cell biology. Students will be provided with a foundation of scientific thought, critical analysis, research and writing. The course is highly recommended for students planning to major in biology.

BI 161 Cell Biology

(3 credits - Spring)

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 141/L or 161/L

BI 161L Laboratory for Cell Biology

(1 credit - Spring)

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

Must be taken concurrently with BI 161.

BI 195 Job Shadowing in Biology

(1 to 2 credits - Fall, Spring)

Students observe the daily routines and activities of employed professionals and see how skills and knowledge acquired in class are applied in the biology field.

Prerequisite: Consent

BI 222 Zoology

(3 credits - Spring Odd Years)

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 environmental science minor

BI 222L Laboratory for Zoology

(1 credit - Spring Odd Years)

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 concurrently with BI 222.

BI 232 Microbiology for Health Sciences

(2 credits - Fall)

Structure and function of bacteria, viruses, protists and fungi with an emphasis on the disease-causing organisms relevant to the health sciences. Structure and metabolism of the organisms will be examined in addition to characteristics of disease caused by infections and treatment of such diseases. Methods for preventing/controlling contamination and infection will also be discussed. Includes understanding basic immune system function.

This course does not fulfill requirements in the biology major. Must be taken concurrently with BI 232L.

Prerequisite: CH 141/L

BI 232L Laboratory for Microbiology for Health Sciences

(1 credit - Fall)

Students will learn aseptic technique for culturing bacteria, how to identify bacteria via their growth habits and differential staining procedures. Includes learning how to take patient samples for diagnosis of infection.

This course does not fulfill requirements in the biology major. Must be taken concurrently with BI 232.

Prerequisite: CH 141/L

BI 241 Human Anatomy and Physiology I

(3 credits - Fall)

An introduction to the form and function of the human body. Topics include the basic biochemical and cellular foundations of the body as well as the integumentary, skeletal, muscular and nervous systems. Disorders of each system will be introduced as appropriate.

Must be taken concurrently with BI 241L.

BI 241L Laboratory for Human Anatomy and Physiology I

(1 credit - Fall)

Laboratory experiences to complement the topics discussed in lecture. Computer and Web-based technologies will be used to complement hands-on learning in the lab.

Must be taken concurrently with BI 241.

BI 242 Human Anatomy and Physiology II

(3 credits - Spring)

A further introduction to the form and function of the human body. Topics include the circulatory, respiratory, digestive, urinary and reproductive systems. Human development and genetics will also briefly be discussed. Disorders of each system will be introduced as appropriate.

Must be taken concurrently with BI 242L.

Prerequisite: BI 241/L

BI 242L Laboratory for Human Anatomy and Physiology II

(1 credit - Spring)

Laboratory experiences to complement the topics discussed in lecture. Computer and Web-based technologies will be used to complement hands-on learning in the lab. Cats will be used for dissections.

Must be taken concurrently with BI 242.

BI 251 Food Science

(3 credits - Spring Odd Years)

Chemistry, microbiology and processing of foods. Food additives, food safety and biotechnology of foods. Regulatory aspects of food processing, quality, safety and labeling. Manufacturing practices to ensure food quality and safety.

Identical with AG 251.

Prerequisite: CH 141/L or 161/L

BI 261 Botany

(3 credits - Fall Odd Years)

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 or environmental science minor

BI 261L Laboratory for Botany

(1 credit - Fall Odd Years)

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 concurrently with BI 261.

BI 271 Nutrition

(3 credits - Spring)

A general course designed to address dietary needs of individuals across the lifespan. Students are introduced to dietary guidelines and nutritional standards. 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.

Identical with EX 271.

BI 287 Medical Terminology

(2 credits - Fall, January)

This course introduces medical words and terms through an analysis of their construction, including prefix, suffix, root, connecting and combining forms. Medical meanings applicable to the structure, function and diseases of the human body are stressed.

BI 295 Practicum in Biology

(1 to 3 credits - Fall, Spring)

Practicum in some aspect of biology designed to give student practical, directed experience.

Prerequisite: Consent

BI 311 Metabolism of Nutrients

(3 credits - Spring Even Years)

The sources, digestion, absorption and metabolism of nutrients focusing on carbohydrates, lipids, proteins, vitamins and minerals. The course will integrate knowledge from the Introduction to Biological Chemistry and the Nutrition course to understand the process of metabolism.

Prerequisites: CH 141/L and BI 271

BI 312 Nutritional Assessment and Education

(3 credits - Spring Odd Years)

Examines methods and techniques for assessing and educating individuals and populations related to nutrition. Students will address nutritional issues related to culture, religion and age.

Prerequisites: CH 141/L and BI 271

BI 321 Genetics

(3 credits - Fall Even Years)

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: BI 161/L

BI 321L Laboratory for Genetics

(1 credit - Fall Even Years)

Laboratory experiments investigating genetic phenomena in micro-organisms, *Drosophila*, corn and mammals. *Must be taken concurrently with BI 321.*

BI 322 Animal Anatomy and Physiology

(3 credits - Fall Odd Years)

Structure and function of animal body systems, with reference to farm animals. Includes tissues, organs and systems and their physiological functions. Tissue and organ systems covered include blood, nervous, sensory, endocrine, skeletal, muscular, cardiovascular, respiratory, urinary, digestive, reproductive and lactation.

Identical with AG 322. Must be taken concurrently with BI 322L.

Prerequisite: AG 231/L

BI 322L Laboratory for Animal Anatomy and Physiology

(1 credit - Fall Odd Years)

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

Identical with AG 322L. Must be taken concurrently with BI 322.

BI 323 Animal Health and Disease

(3 credits - Fall Odd Years)

Maintaining the health of farm animals through an understanding of diseases caused or influenced by pathogens, inadequate nutrition or environmental hazards. Management of animal diseases that affect humans. Animal welfare and ethical issues in managing animals.

Identical with AG 323.

Prerequisite: AG 231/L

BI 342 Human Physiology

(3 credits - Spring Even Years)

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.

Prerequisites: BI 161/L and 222/L, and CH 161/L and 162/L

BI 342L Laboratory for Human Physiology

(1 credit - Spring Even Years)

Functions of various organs and organ systems are investigated using the human, frog and turtle. Techniques include respirometry, electrocardiography and urinalysis.

Must be taken concurrently with BI 342.

BI 365 Reproduction and Breeding of Farm Animals

(3 credits - Fall Odd Years)

Fundamental physiological processes of reproduction in farm animals. Male and female reproductive systems and function, endocrine relationships, fertility and factors affecting reproductive efficiency. Current methods used in managing farm animal reproduction, including artificial insemination and embryo transfer. Population and quantitative genetics as they relate to animal breeding and mating systems used for the improvement of various livestock/farm animal species and breeds.

Identical with AG 365. Must be taken concurrently with BI 365L.

Prerequisites: AG 231/L, 322/L and BI 321/L

BI 365L Laboratory for Reproduction and Breeding of Farm Animals

(1 credit - Fall Odd Years)

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

Identical with AG 365L. Must be taken concurrently with BI 365.

BI 371 Comparative Embryology

(3 credits - Spring Even Years)

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

BI 371L Laboratory for Comparative Embryology

(1 credit - Spring Even Years)

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 concurrently with BI 371.

BI 373 Animal Growth and Development

(3 credits - Fall Even Years)

Overview of how cell types differentiate, how tissues develop, and how bodies grow throughout the lifespan of mammals, bird, etc. Changes during prenatal and postnatal growth and development will be discussed. This course does not include a lab component.

Identical with AG 373.

Prerequisite: BI 161/L

BI 375 Cognitive Neuroscience

(3 credits - Spring Even Years)

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 will also be discussed.

Identical with PY 375.

Prerequisites: PY 111; BI 111 or 161; and sophomore standing at time of registration

BI 395 Practicum in Biology

(1 to 3 credits - Fall, Spring)

Practicum in some aspect of biology designed to give student practical, directed experience.

Prerequisite: Consent

BI 396 Forensics Practicum

(3 credits - Fall, Spring, Summer)

The student will participate in a supervised learning experience in a professional setting related to the emphasis of the student's forensics minor, such as forensics laboratory, police department, coroner's office or criminal investigation agency. A minimum of 120 contact hours must be completed, along with a written report of the experience. Students are encouraged to complete the practicum during summer when feasible. Students must fill out an application at least one semester in advance in the Friesen Center for Service and Experiential Learning, in coordination with the faculty advisor, and obtain appropriate background checks.

Prerequisite: BI 131

BI 422 Ecology

(3 credits - Fall Even Years)

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 concurrently with BI 422L.

BI 422L Laboratory for Ecology

(1 credit - Fall Even Years)

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 concurrently with BI 422.

BI 432 General Microbiology

(3 credits - Spring Odd Years)

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

BI 432L Laboratory for Microbiology

(1 credit - Spring Odd Years)

Sterile technique, identification of microorganisms through use of staining techniques, growth characteristics, diagnostic media, preparation of microscope slides, uses of antibiotics and antiseptics and immunological tests.

Must be taken concurrently with BI 432.

BI 451 Seminar in Biology

(1 credit - Spring Even Years)

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

BI 462 Advanced Cell and Molecular Biology

(3 credits - Fall Odd Years)

An in-depth examination of cell structure and function, including topics such as membrane structure and function, bioenergetics, cell motility and communication, gene expression, and cancer. This course will primarily focus on eukaryotic cells, although some topics will also include prokaryotes.

Must be taken concurrently with BI 462L.

Prerequisite: BI 321/L

BI 462L Laboratory for Advanced Cell and Molecular Biology

(1 credit - Fall Odd Years)

Experiments will employ techniques and equipment designed to investigate cell structure and function as well as biomolecules such as DNA, RNA and proteins. Techniques will include recombinant DNA, fractionation, isolation, purification of proteins and PCR.

Must be taken concurrently with BI 462.

BI 490 Independent Study

(1 to 4 credits - Fall, Spring)

Experiments or special projects will be selected according to the interest of the student and will be performed on an individual basis.

Prerequisites: Junior standing and consent

BI 495 Internship in Biology

(2 to 4 credits - Fall, Spring)

A field experience in biology which provides an opportunity for the student to apply theoretical knowledge in a practical setting. Student maintains close cooperation with the supervisory personnel in the field.

Prerequisite: Consent

Courses in Environmental Science

ES 211 Environmental Resources

(3 credits - Spring Even Years)

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 concurrently with ES 211L.

ES 211L Laboratory for Environmental Resources

(1 credit - Spring Even Years)

Students will perform basic lab techniques used in environmental science. Field trips will be taken to local sites that employ resource management principles discussed in lecture.

Must be taken concurrently with ES 211.

ES 262 Physical Geography

(3 credits - Offered on Sufficient Demand)

Survey of basic statics and dynamics of the physical world as these affect human cultural development and demographic trends. Extensive development of conceptual models.

ES 331 Soil Science

(3 credits - Fall Even Years)

A comprehensive introduction to the field of soil science, covering soil physical, chemical, and biological properties; soil formation and classification; and soil conservation and management. Environmental sustainability, efficient food production, and soil health are overarching themes. This course includes a lab component.

Identical with AG 331. Must be taken concurrently with ES 331L.

Prerequisite: AG 221/L recommended

ES 331L Laboratory for Soil Science

(1 credit - Fall Even Years)

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

Identical with AG 331L. Must be taken concurrently with ES 331.

Department of Business

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 is committed to helping students develop the skills and abilities necessary to be effective in career and service through the blending of faith, business theory and practice. Students have a wide variety of opportunities to put learning in motion through Huntington University Ventures, Inc. and via internships and other practical experiences.

The department provides opportunities for students to earn a bachelor's degree in business with majors in accounting, economics and finance, management, marketing, entrepreneurial small business management, or sport management. The department also offers a master in business administration (MBA) degree. More information on the MBA program may be found in the Graduate and Professional Programs Academic Catalog. With careful planning, students may complete an undergraduate business degree and an MBA degree on an accelerated 3 + 2 schedule.

Majors in Business

Students may earn the **bachelor of science** degree in **business** in one of six related majors: **accounting, economics and finance, management, marketing, entrepreneurial small business management and sport management.**

The **major in accounting** requires AC 241, 242, 341, 342, 361, 362, 371, 441, and 471; BA 252, 351, 421, 481, and AC/BA 495; EB 211 and 212; OA 215 (three credits) or equivalent certificate; 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 University in a number of ways. Expanding the above accounting major 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 **major in economics and finance** requires AC 241 and 242; BA 252, 351, 421, 481 and 495; EB 211, 212, and 18 hours from EB 321, 325, 331, 343, 346, 376, 381, 413, 421, 461, AC 341, 342, or other approved EB courses; OA 215 (three credits) or equivalent certificate, and OA 371; and MA 151, and 161 or 171 (calculus recommended for those anticipating graduate school).

The **major in entrepreneurial small business management** requires BA 211, 232, 252, 281, 301, 331, 384, 395ENT, 431, 481, 495ENT; EB 211, 212 and 325; MA 151; and six hours from BA 213, 222, 311, 312, 326, 351, or other approved courses. Elective hours from BA, EB, and AC offerings are available to complement a specific interest within the major.

The **major in management** requires the completion of AC 241 and 242; BA 252, 281, 331, 351, 421, 431, 461, 481, 495, and three additional hours from BA, EB, and AC offerings; EB 211 and 212; OA 215 (three credits) or equivalent certificate, and OA 371; and MA 151, and 161 or 171 (calculus recommended for those anticipating graduate school).

The **major in marketing** requires the completion of AC 241 and 242; BA 252, 281, 311, 312, 326, 351, 421, 473, 481, 495; EB 211 and 212; OA 215 (three credits) or equivalent certificate, and OA 371; and MA 151, and 161 or 171 (calculus recommended for those anticipating graduate school) and two courses from CO 331, BA 213, 341 or 461.

The **major in sport management** requires SM 111, 224, 316, 411, 461, 496SMAC (6-12 hours); BA 213, 232, 252, and 281. Students must also complete at least one of the following two tracks: corporate or media. The **corporate track** requires completion of 15 hours from EB 212, BA 311, 312, 351, 431, OA 371, EX 318, or other approved electives in the major. EB 211 is suggested to be taken as a core curriculum social science option. The **media track** requires completion of 15 hours from DM 115, 155, 231, 251, 281, 341, 395, or other approved electives in the major. DM 115 will also fulfill the core curriculum artistic appreciation requirement. *A grade of B- or higher is required for SM 496SMAC.*

Students may earn a **minor in accounting** by completing AC 241, 242, 341 and 342; BA 252; OA 215 (three credits) or equivalent certificate; and MA 161 or 171. The **minor in economics and finance** requires EB 211 and 212; MA 161 or 171; and 12 additional hours in economics. The **minor in entrepreneurial small business** requires BA 211, 232, 252, 281, 384; EB 325; PY 111; and six hours from BA 222, 301, 395ENT, or 431. The **minor in management** requires BA 252; EB 211; MA 161 or 171; six hours from BA 311, 351 and 431; one course from BA 281, 331 and 421; and three additional hours from BA offerings. The **minor in marketing** requires BA 252, 281, 311, 312, 326, and eight hours of electives from BA 213, 473, CO 331, PY/SO 351 or other approved courses. The **minor in sport management** requires SM 111, 316, 411; BA 252, 281; and nine hours from SM 224, 461, BA 213, 232, OA 371, DM 115, 155, 231, 251.

Forensic Accounting

The **minor in forensic accounting** is available to students interested in career opportunities related to preventing and investigating white collar crime. The program is open to students from all majors but may be of particular interest to criminal justice, accounting, business and computer science majors. The **forensic accounting minor** requires AC 241, 242, 321, 395FA (3 hours); CJ 345; and seven hours from AC 341, 342, 471, BA 252, 331, CS 111, or 272.

Agribusiness

Students interested in adding a **major in agribusiness** or a **minor in agribusiness** may refer to the description in the *Department of Agricultural Studies*.

Cyber Security Management

Students interested in adding a **cyber security management minor** may refer to the description in the *Department of Mathematics and Computer Science*.

Certificate in Entrepreneurship

The Huntington University Business program offers a 15-hour **certificate in entrepreneurship** to any enrolled, degree-seeking student as an inter-disciplinary opportunity for any major area of study on campus. The seminar oriented courses in this program have been developed to attract student interest and provide key learning outcomes in the area of entrepreneurship. Students who complete the certificate program (as well as the entrepreneurial small business management major and minor) will receive a blend of foundational coursework geared toward understanding the entrepreneurial environment, creating a business plan, developing strategies, market testing and financing and will also have participated in applied learning experiences. Students may earn a **certificate in entrepreneurship** by completing nine hours from BA 211, 222, 232, 301, 384, or other approved course(s); and six hours of BA 395ENT practicum experience in HU ventures or other approved settings. *Non-business majors who are participating in the certificate program are strongly encouraged to begin their study by taking BA 211 as their first course.*

Courses in Accounting

AC 241 Principles of Accounting I

(3 credits - Fall)

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.

AC 242 Principles of Accounting II

(3 credits - Spring)

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

AC 321 Introduction to Forensic Accounting

(3 credits - Fall Even Years)

This course will introduce the investigative tools, techniques and processes used for fraud detection and prevention. The course will cover evidence management, review historical case studies and discuss legal and ethical issues.

Prerequisites: AC 241 and 242

AC 341 Intermediate Accounting I

(4 credits - Fall)

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

AC 342 Intermediate Accounting II

(4 credits - Spring)

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

AC 361 Personal Income Taxes

(3 credits - Fall Odd Years)

A comprehensive study of the federal income tax structure as it applies to individuals and sole proprietorships, including problems intended to provide a thorough understanding of the laws and regulations, as well as an introduction to tax planning.

Prerequisite: AC 341

AC 362 Institutional Income Tax

(3 credits - Spring Odd Years)

A study of taxation of partnerships, C-corporations, S-corporations, limited liability companies and not-for-profits. Students will be introduced to tax research and tax planning for these business entities.

Prerequisite: AC 341

AC 371 Cost Management
(3 credits - Fall Even Years)

A focus on how cost management enables an organization to identify strategic opportunities and maintain a competitive advantage. Topics include the design and use of activity-based costing, managing costs with job order systems and process cost systems, use of cost data in decision making and managing quality to create value.

Prerequisite: AC 242

AC 395 Practicum in Accounting
(1 to 3 credits - Fall, Spring)

Practicum in some aspect of accounting designed to give student practical, directed experience.

Prerequisite: Consent

AC 395FA Practicum in Forensic Accounting
(3 credits - Fall, January, Spring, Summer)

The student will participate in a supervised learning experience in a professional setting related to the forensic accounting minor, such as the accounting department for a local business, CPA firm, auditing firm, non-profit or government organization. A minimum of 120 contact hours must be completed, along with a written report of the experience. Students must fill out an application at least one semester in advance in the Enterprise Resource Center, in coordination with the faculty advisor, and obtain appropriate background checks.

Prerequisite: AC 321 and consent

AC 441 Advanced Accounting
(3 credits - Spring Even Years)

A study of the business combinations, preparation of consolidated statements, intercompany transactions, subsidiary equity transactions, international accounting standards, foreign currency translation and remeasurement, government and not-for-profit accounting and partnerships.

Prerequisite: AC 341

AC 471 Auditing
(3 credits - Fall Odd Years)

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.

Prerequisites: AC 341 and junior standing

AC 490 Independent Study
(1 to 4 credits - Fall, Spring)

A study of various aspects of accounting, the subject area of which will be determined by the instructor according to student interest.

Prerequisite: Consent

AC 495 Internship in Accounting
(2 to 4 credits - Fall, Spring)

A field experience in accounting which provides an opportunity for the student to apply theoretical knowledge in a practical setting. Student maintains close cooperation with the supervisory personnel in the field.

Prerequisite: Consent

Courses in Business

BA 195 Job Shadow in Business

(1 to 2 credits - Fall, Spring)

Students observe the daily routines and activities of employed professionals and see how skills and knowledge acquired in class are applied in the business field.

Prerequisite: Consent

BA 211 Foundations of Entrepreneurship

(1 credit - Fall)

This course is geared toward students who want a solid introduction to the principles and practices of business strategy. Key concepts will be drawn from business thought leaders such as: competitive strategy (Porter), disruptive innovation (Christiansen), innovation and entrepreneurship (Drucker), core competencies (Hamel) and continual improvement (Collins). Through a sequence of practical, analytical exercises, students will develop basic skills and be able to relate to and apply knowledge relevant for starting a new venture.

BA 213 Social Media

(3 credits - Fall)

This course introduces students to the theory and practical application of social media for marketing, journalistic reporting and public relations professionals.

Identical with CO 213.

BA 222 Creativity and Innovation for Leaders and Entrepreneurs

(2 credits - January)

This short applied course examines the concept of creativity and innovation as it applies in today's and tomorrow's entrepreneurial ventures and creative growth industries. This course will introduce different types of creativity and engage students in exercises to increase their creative capacity. Students will complete a pre and post creativity assessment to identify their creative strengths and development needs. Students will develop, individually and/or in teams, a range of potential ideas for a new business venture and learn how to analyze opportunities. Students/teams will conduct market research on the potential of the ideas to determine if there is suitable interest and demand for the service/product.

BA 232 Accounting and Finance for Entrepreneurs

(3 credits - Fall)

This course provides students with an overview of the accounting and finance functions used by all forms of business (for-profit and non-profit) by examining account classifications, financial statements, ratio analysis, market value implications, managerial and cost accounting concepts, operating budgets, cash flows and time value of money applications. Emphasis is on reading and understanding accounting documents rather than on their preparation.

BA 252 Business Organization and Management

(3 credits - Fall, Spring)

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.

BA 281 Principles of Marketing

(3 credits - Fall)

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.

BA 295 Practicum in Business

(1 to 3 credits - Fall, Spring)

Practicum in some aspect of business designed to give student practical, directed experience.

Prerequisite: Consent

BA 301 Developing an Entrepreneurial Perspective

(1 credit - Spring)

This course will help students develop deeper insight into the entrepreneurial mind, how entrepreneurs approach opportunities and challenges, and how they deliver leadership to their high growth, high performance organizations. Students will complete assessment to gain insight into their specific leanings for entrepreneurship. In addition, students will apply entrepreneurial concepts through engagement in a Huntington University based business venture.

BA 311 Salesmanship

(3 credits - Fall Odd Years)

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 252

BA 312 Advertising and Promotion

(3 credits - Spring Odd Years)

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.

Prerequisite: BA 281

BA 326 Consumer Behavior

(3 credits - Spring Odd Years)

This course explores the field consumer choice and consumer decision-making. Consumer buying behavior will be studied with foci on both consumer choice theory and practical case study. Ethical issues related to influencing consumer attitudes and perceptions will be an important component of the course.

Prerequisite: BA 281

BA 331 Operations Management

(3 credits - Spring)

This course focuses on the methods through which operations management adds value to the activities, processes and efforts of the firm. Emphasis is placed on problem-solving and decision-making, production planning, scheduling, inventory management, continuous improvement and capacity utilization.

Prerequisite: BA 252

BA 341 Organizational Communication

(3 credits - Spring Even Years)

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 CO 346.

Prerequisite: CO 111 or BA 252

BA 343 Marketing of Agricultural Products

(3 credits - Spring Odd Years)

An analysis of agricultural marketing systems. Topics include understanding factors that determine agricultural prices; establishing marketing goals; study of government price institutions; contracts, option, and futures market analysis; establishing lines of credit; and crop insurance management.

Prerequisites: BA 252 and EB 211

BA 351 Business Law

(3 credits - Fall)

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

BA 384 Feasibility Analysis and Business Plan

(3 credits - Fall)

This is an applied project course that guides students/teams through the development of their business concept and the preparation of a feasibility study to develop a viable concept (analyze the competitors, industry, environment and market in sufficient detail) to determine the potential for their product/service. Students will culminate this course with a completed business model canvas, a five-page business plan narrative and an initial investor 10 slide presentation deck.

Prerequisite: BA 222 or 232

BA 395 Practicum in Business

(1 to 3 credits - Fall, Spring)

Practicum in some aspect of business designed to give student practical, directed experience.

Prerequisite: Consent

BA 395ENT Practicum in Entrepreneurship

(1 to 3 credits - Fall, Spring)

Practicum in some aspect of business designed to give students practical, directed experience. Students may register for specific sections of this course related to Huntington University based ventures, such as Clear Insights (CI), Clear Distribution (CD), etc.

This is a mandatory field experience required to earn the entrepreneurial certificate.

Prerequisite: Consent

BA 421 Financial Management

(3 credits - Spring)

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.

Prerequisites: AC 241 or BA232, BA 252, MA151 or MA 161, and sophomore standing at time of registration

BA 431 Human Resource Management

(3 credits - Spring)

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.

Prerequisites: BA 252 and sophomore standing at time of registration

BA 461 Global Economic and Business Strategy

(3 credits - Fall)

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

BA 473 Market Research

(3 credits - Spring Even Years)

This course presents market research as a key function of business, comparing various research methods and industry practices. This course is focused on the market research process, including problem definition; research design; data collection methods; data analysis; and interpretation, presentation and application of results.

Prerequisites: BA 281 and MA 151 or 161

BA 481 Business Seminar in Social Issues

(3 credits - Spring)

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

BA 490 Independent Study

(1 to 4 credits - Fall, Spring)

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

Prerequisite: Consent

BA 495 Internship

(2 to 4 credits - Fall, Spring)

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.

Prerequisites: Sophomore standing at time of registration and consent

BA 495ENT Internship in Entrepreneurship

(3 credits - Fall, Spring)

Students will be placed in an existing entrepreneurial small business to learn first-hand the challenges and opportunities facing the entrepreneurial venture. During this hands-on, applied course, students will maintain a reflection journal of their experiences and will relate them first hand to their own observations regarding the critical factors for entrepreneurial growth and success.

Prerequisites: Sophomore standing at time of registration and consent

OA 215 Business Software Applications

(3 credits)

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.

Meets three periods per week. (Students may earn credit for software applications by demonstrating proficiency in Microsoft Office applications such as Word, Excel, and PowerPoint via examination. Contact a Business professor for information.)

Prerequisite: Demonstrated proficiency in keyboarding

OA 215AS Advanced Spreadsheet

(1 credit - Fall)

Advanced spreadsheet financial functions and analytical tools will be applied to business and financial situations.

Prerequisite: OA 215SP

OA 215CG Computer Graphics

(1 credit - Spring)

Students learn to produce professional presentations for overhead transparencies, slides or projection devices.

OA 215DB Database

(1 credit - Spring)

Students learn to create a database structure and to add or update records, generate reports, use custom screens and create mailing labels.

OA 215SP Spreadsheet

(1 credit - Fall)

The nature and use of spreadsheets to make calculations, create graphics and execute macros are introduced.

OA 215WP Word Processing

(1 credit)

Commonly used commands are introduced and document creating, saving, editing, formatting and printing will be studied.

Credit available only by examination.

OA 371 Business Communications

(3 credits - Fall)

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

Courses in Economics and Finance

EB 211 Principles of Macroeconomics

(3 credits - Fall)

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.

EB 212 Principles of Microeconomics

(3 credits - Spring)

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

EB 321 Public Finance

(3 credits - Spring Odd Years)

A study of the political economy with a focus on public policies related to government spending and taxation. Political ideologies related to funding government and providing public goods are examined. Current issues in social welfare, defense and security, public infrastructure, energy and education are studied.

Identical with PS 321.

Prerequisite: EB 211

EB 325 Personal Finance

(3 credits - Fall Even Years)

This course involves students with the considerations of the personal and family economic issues of living, including budgeting and cash flow management, the use of credit and borrowing, auto and home purchasing, most types of insurance, financial planning, tax management, investment planning, real estate, retirement and estate planning.

Prerequisite: BA 252

EB 331 Labor Economics

(3 credits - Fall Even Years)

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, the investment in training and education and the impact of globalization on laborers and labor markets.

Prerequisite: EB 211

EB 343 Marketing of Agricultural Products

(3 credits - Spring Odd Years)

An analysis of agricultural marketing systems. Topics include understanding factors that determine agricultural prices; establishing marketing goals; study of government price institutions; contracts, option, and futures market analysis; establishing lines of credit; and crop insurance management.

Prerequisites: BA 252 and EB 211

EB 346 Investments

(3 credits - Fall Odd Years)

A course designed to give the student a basic familiarity with practical investment strategies and terminology from both an institutional and individual perspective. Discussion includes stock, bond, commodity and option markets as well as other investment alternatives. Significant emphasis is given to newsworthy, related developments unfolding during the course.

Prerequisite: BA 252

EB 376 Real Estate

(3 credits - Spring Odd Years)

This course provides a broad examination of the framework and functions of the real estate business, its importance to the economy and the marketing, financing, management and ethical implications of real estate. Students will become familiar with career opportunities in various segments of the real estate business, including investing, sales, brokerage, appraisal, property management and development.

Prerequisite: BA 252

EB 381 Money and Banking

(3 credits - Spring Even Years)

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

EB 395 Practicum in Economics and Finance

(1 to 3 credits - Fall, Spring)

Practicum in some aspect of economics and finance designed to give student practical, directed experience.

Prerequisite: Consent

EB 413 The City

(3 credits - Fall Odd Years)

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

EB 421 Population Studies

(3 credits - Spring Even Years)

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

EB 461 Global Economic and Business Strategy

(3 credits - Fall)

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

EB 490 Independent Study

(1 to 4 credits - Fall, Spring)

A study of various aspects of economics and finance, the subject area of which will be determined by the instructor according to student interest.

Prerequisite: Consent

EB 495 Internship in Economics and Finance

(2 to 4 credits - Fall, Spring)

A field experience in economics and finance which provides an opportunity for the student to apply theoretical knowledge in a practical setting. Student maintains close cooperation with the supervisory personnel in the field.

Prerequisite: Consent

Courses in Sport Management

SM 111 Foundations of Sport and Recreation Management

(3 credits - Fall)

Students will explore opportunities for children, youth, and adults available in sport, leisure, and recreation enterprises. The various roles that sport and recreation play in our culture will be studied. Sport and recreation enterprises from amateur athletics, community-based activities, professional sports, school, and club-based athletics will be examined.

SM 224 Integration of Faith and Sport

(3 credits - Spring)

Students will examine sport within society to evaluate how it can be used as a ministry tool. Principles of sociology of sport, historic developments within sports ministry, and biblical mandates will help students to construct a theology which integrates faith and sport. Church and parachurch sport/recreation ministry models will be reviewed. Attention will be given to methods of programming and curriculum development related to evangelism and discipleship associated with the culture of sport. Communicating the gospel within a sport setting will include student preparation and delivery of sports-specific messages and object lessons.

Identical with MI 224.

SM 316 Leadership and Programming in Recreation and Sports

(3 credits - Fall Odd Years)

This course emphasizes the development of leadership skills through interactive classroom-field experience using group dynamic techniques. Students will be given an opportunity to experience leadership in directing individual and group games, fitness and/or community groups.

Prerequisites: SM 111 and 224

SM 395 Practicum in Sport Management

(1 to 3 credits - Fall, Spring)

Practicum in some aspect of sport management designed to give student practical, directed experience.

Prerequisites: SM 111, 224, and consent

SM 411 Recreation and Sports Administration

(3 credits - Spring)

Planning, organizing and evaluating recreation programs. Principles of personnel management, budgeting, private fundraising and leadership are introduced.

Prerequisites: BA 252 (or concurrently), SM 111, and 224

SM 461 Issues in Sport and Recreation Management

(3 credits - Fall)

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.

Prerequisites: SM 111, 224, junior standing at the time of registration, and sport management major or minor

SM 490 Independent Study

(1 to 4 credits - Fall, January, Spring, Summer)

A study of various aspects of sport management, the subject area of which will be determined by the instructor according to student interest.

Prerequisite: Consent

SM 495 Internship in Sport Management

(2 to 4 credits - Fall, Spring)

A professional experience which immerses students in an area of concentrated, sport management-related, area of interest and is supervised by faculty in the department.

Prerequisite: Consent

SM 496SMAC Sport Management Application Capstone

(3 to 12 credits - Fall, Spring, Summer)

Applied capstone experiences are designed to be integrative and immersive experiences in areas of practical professional interest in sport management. Through the capstone, students will apply and develop their abilities to think strategically, make decisions, implement plans, communicate effectively, and apply knowledge in a professional setting.

Course may be taken in 3-12 hour increments. A grade of B- or higher is required to earn credit for the capstone.

Prerequisites: Senior standing (92 hours completed) and a minimum grade of C- in each major course

Centre for Non-Western Studies

The Centre for Non-Western Studies (CNWS) is an interdisciplinary initiative aimed to increase student knowledge and understanding of the world outside of the United States.

The CNWS combines, but is not limited to, the fields of Art, Bible and Theology, Biology, Digital Media Arts, English, History and Political Science, Language, Ministry and Missions, Nursing, Organizational Leadership, Occupational Therapy, Philosophy, Psychology, Social Work, Sociology, and TESOL Studies.

The CNWS promotes diversity and the liberal arts by providing students with opportunities to learn more about other cultures.

Students who choose **non-western studies** as an interdisciplinary **minor** will complete 22 hours of appropriate non-Western courses from the Christian Thought and Practice department (BT 331; HE 111, 121; MI 233RS, 321); the English department (EN 374, 454); the History and Political Science department (HS 222, 261, 337, 346, 373, 456); the Nursing department (NU 310, 450, 451); the Social Work department (SW 395, 471); the Sociology department (SO 111, 141, 321, 333); and the TESOL Institute (TE 233, 234, 235, 336, 396). Other credit may apply from January term courses, independent study, or off-campus coursework approved by the centre director, who shall function as advisor to students who choose the minor.

Department of Chemistry

The goals of the Chemistry Department are to lead students to (a) demonstrate an understanding of the chemical principles from the primary fields of chemistry; (b) express chemical principles using models, equations and oral and written communication; (c) acquire skills in modern professional laboratory techniques; (d) apply chemical principles to other areas of the natural sciences; (e) practice acceptable work ethics for the field of chemistry, including environmental concern and societal impact; and (f) demonstrate the ability to assess models for the integration of chemical science with the Christian faith.

Examples of some typical vocational goals of a chemistry major include (a) obtaining training for an immediate career in laboratory analysis; (b) obtaining a liberal arts emphasis to use the chemistry background in areas such as business or social science; (c) obtaining a foundation for graduate studies in chemical research; (d) obtaining a foundation for studies in medicine or pharmacy; or (e) preparing for secondary science teaching. Students may design a chemistry major to include several of the above career options.

All chemistry majors will take a common chemistry core consisting of CH 161/L, 162/L, 263/L, 264/L, 331/L, 333/L, 361/L, and 371/L; PH 211/L and 212/L; and MA 171 and 172.

Students who choose **chemistry** as a **major** in the **bachelor of science** degree complete the common chemistry core; CH 411, 441, 451 and 491; and one of the following tracks. Students who select the **professional** track complete PH 261; MA 273 and 371. Students who select the **biochemistry** track complete BI 161/L, 321/L and 462/L. (Students who choose to pursue the pre-med program are encouraged to complete the biochemistry track.)

Students who select **chemistry** as a **major** in the **bachelor of arts** degree complete the common chemistry core.

Students who complete a **bachelor of science** degree in **chemistry education** can be licensed in Indiana to teach science in middle school settings and chemistry in high school settings. To complete this program, students complete the common chemistry core, BI 161/L and the education courses required for teacher licensing (refer to the Department of Education). Chemistry education students may wish to prepare to teach an additional content area by also completing a biology or mathematics minor and the appropriate state content-area examination.

The University **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.

Chemistry majors and minors must demonstrate satisfactory mathematics placement scores prior to enrolling in their intended chemistry, mathematics or physics courses (*see Mathematics Placement Testing Policy*).

Pre-Medicine

Pre-medical students are advised to major in chemistry or biology with substantial coursework in both, as well as electives in other areas of the liberal arts. Recommended coursework for pre-medical and health professions is listed under *Degrees and Programs, Pre-Medical Study*.

Environmental Science Minor

Students interested in adding an environmental science minor may refer to the description in the *Department of Biology*.

Forensic Science Minor

Students interested in adding a forensic science minor may refer to the description in the *Department of Biology*.

Courses in Chemistry

CH 111 Chemistry and Contemporary Society

(3 credits - Fall, Spring)

This course is designed to assist the non-science major in using chemistry to help satisfy curiosity about how things work, to debate chemical issues directly affecting the well-being of humans and the environment and to articulate Christian perspectives on these issues. Applications include topics such as kitchen chemistry, environmental chemistry, medicinal chemistry and DNA technology.

Not counted in chemistry major. Must be taken concurrently with CH 111L.

CH 111L Laboratory for Chemistry and Contemporary Society

(1 credit - Fall, Spring)

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 concurrently with CH 111 unless consent given.

CH 115 Foundations of Chemistry

(3 credits - Spring)

A foundational chemistry course based on the requirements of the Advanced Placement high school chemistry program. Offered in collaboration with area high schools. Should not be duplicated with any other credit awarded as a result of the AP chemistry exam.

This is a concurrent course offered at Huntington North High School. Must be taken concurrently with CH 115L.

CH 115L Laboratory for Foundations of Chemistry

(1 credit - Spring)

A foundational chemistry lab based on the requirements of the Advanced Placement high school chemistry program. Offered in collaboration with area high schools. Should not be duplicated with any other credit awarded as a result of the AP chemistry exam.

This is a concurrent course offered at Huntington North High School. Must be taken concurrently with CH 115.

CH 141 Introduction to Biological Chemistry

(3 credits - Spring)

This course introduces foundational concepts in general, organic and biochemistry, which are especially applicable to the health professions. Topics include nomenclature, bonding, solution chemistry, acids, bases, buffers and representative functional groups. Biochemical topics include nucleic acids, enzymes, vitamins, hormones, neurotransmitters, carbohydrates, lipids, metabolism and body fluids.

Must be taken concurrently with CH 141L.

Prerequisites: MA 032 or placement, and one year of h.s. college-prep chemistry or a college-level chemistry course; agribusiness, middle school science education, nursing, sport and exercise studies or pre-athletic training major

CH 141L Laboratory for Introduction to Biological Chemistry

(1 credit - Spring)

The experiments are designed to supplement the material presented in the lecture portion of the course and emphasize measurement, collection of data, making observations and demonstrating the ability to analyze and evaluate the significance of the data collected.

Must be taken concurrently with CH 141.

CH 161 Principles of Chemistry I

(3 credits - Fall)

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 and movement science. Must be taken concurrently with CH 161L.

Prerequisites: MA 032 or placement, and one year h.s. college-prep chemistry or placement

CH 161L Laboratory for Principles of Chemistry I

(1 credit - Fall)

Routine chemical laboratory skills, techniques and analyses are introduced along with basic instrumentation.

Must be taken concurrently with CH 161 unless consent given.

CH 162 Principles of Chemistry II

(3 credits - Spring)

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 and movement science. Must be taken concurrently with CH 162L.

Prerequisite: Successful completion of CH 161/L

CH 162L Laboratory for Principles of Chemistry II

(1 credit - Spring)

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.

CH 263 Organic Chemistry I

(3 credits - Fall)

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. Must be taken concurrently with CH 263L.

Prerequisite: CH 162/L

CH 263L Laboratory for Organic Chemistry I

(1 credit - Fall)

Elementary techniques of organic separation, characterization and analysis are introduced as well as organic synthesis and spectroscopic identification.

Must be taken concurrently with CH 263 unless consent is given.

CH 264 Organic Chemistry II

(3 credits - Spring)

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. Must be taken concurrently with CH 264L.

Prerequisite: CH 263/L

CH 264L Laboratory for Organic Chemistry II

(1 credit - Spring)

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 concurrently with CH 264 unless consent is given.

CH 296 Practicum in Pharmacy

(1 credit - Fall, Spring, Summer)

Students will get hands-on experience working in a pharmacy for at least 40 contact hours. This will involve learning the policies and regulations that apply to pharmacies. The practice of filling prescriptions and billing patients will also be learned. Students will also be expected to learn drug names and what they are prescribed for. This course can be taken up to two times with different pharmacies (Walmart, CVS, Walgreens, Owen's and Parkview Huntington Hospital).

Prerequisites: Completion of CH 162 with a B- or better or consent

CH 331 Quantitative Analysis

(3 credits - Fall Odd Years)

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.

Prerequisites: CH 162/L and junior standing

CH 331L Laboratory for Quantitative Analysis

(1 credit - Fall Odd Years)

Quantitative laboratory procedures, including wet chemistry and spectrophotometric methods are practiced in this course.

Must be taken concurrently with CH 331 unless consent given.

CH 333 Instrumental Analysis

(3 credits - Spring Even Years)

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.

Prerequisites: CH 162/L and junior standing

CH 333L Laboratory for Instrumental Analysis

(1 credit - Spring Even Years)

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 concurrently with CH 333 unless consent given.

CH 361 Physical Chemistry I

(3 credits - Fall Even Years)

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.

Prerequisites: CH 162/L, MA 172, PH 212/L, and junior standing

CH 361L Laboratory for Physical Chemistry I

(1 credit - Fall Even Years)

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 concurrently with CH 361 unless consent is given.

CH 371 Physical Chemistry II

(3 credits - Spring Odd Years)

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/L

CH 371L Laboratory for Physical Chemistry II

(1 credit - Spring Odd Years)

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 concurrently with CH 371 unless consent given.

CH 395 Practicum in Chemistry

(1 to 3 credits - Fall, Spring)

Practicum in some aspect of chemistry designed to give student practical, directed experience.

Prerequisite: Consent

CH 396 Practicum in NMR Instrumentation

(1 credit - Spring Odd Years)

The student will receive training in the operation and tuning of a cryogenic FT-NMR and will gain experience obtaining spectra of student samples and/or research samples. The student will spend at least three hours per week on laboratory work or reports related to the instrument.

Prerequisite: CH 263/L

CH 411 Biochemistry

(3 credits - Fall)

The chemistry, structure and metabolism of biomolecules are studied in this course, which is designed for pre-med students as well as chemistry and biology majors.

Prerequisite: CH 264/L

CH 441 Advanced Inorganic Chemistry

(3 credits - Fall Even Years)

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

Recommended for students anticipating graduate study or chemical research.

Prerequisites: CH 162/L and junior standing

CH 451 Seminar in Chemistry

(1 credit - Fall Odd Years)

This course engages the upper-level chemistry student in reviewing the current chemical literature; giving an oral presentation of a current topic in chemical research; evaluating ethical, philosophical and historical relationships of the discipline to the Christian faith; career planning and resume preparation and surveying professional organizations and laboratory safety resources.

Prerequisite: Junior standing

CH 490 Independent Study

(1 to 4 credits - Fall, Spring)

Special projects will be selected according to the interest of the student and will be performed independently.

Does not meet the Undergraduate Research requirement for the bachelor of science degree in chemistry.

Prerequisites: Junior standing and consent

CH 491 Undergraduate Research

(1 to 2 credits - Fall, Spring, Summer)

Experiments or special projects will be completed by the student under the guidance of a qualified mentor. A summer off-campus research experience is encouraged if opportunity allows.

May be repeated for up to a total of 4 credits.

Prerequisites: Junior standing and consent

CH 495 Internship in Chemistry

(2 to 4 credits - Fall, Spring)

A field experience in chemistry which provides an opportunity for the student to apply theoretical knowledge in a practical setting. Student maintains close cooperation with the supervisory personnel in the field.

Prerequisite: Consent

Department of Christian Thought and Practice

The department of Christian Thought and Practice seeks to prepare men and women with foundational competencies and commitments in Bible, Christian theology, Church leadership, and practical ministry skills through both liberal arts and professional majors. The curriculum is designed to help students examine and deepen their faith commitments, sharpen their capacity for verbal and written communication, develop the skills necessary for leading others in growing faithfulness to God, and strengthen the virtues required for service of Jesus Christ and His Church.

A liberal arts major leading to a **bachelor of arts** degree in **Bible and theology** will provide excellent preparation for students who plan to attend graduate school or a theological seminary after graduation. Those whose work will involve interpretation of the Bible, theological and doctrinal reasoning and understanding of the Christian tradition may also choose this major, as it includes courses in the Bible and its interpretation, biblical languages, systematic theology, archaeology, and Christian doctrine.

Students preparing for ministry leadership may select a professional major leading to a **bachelor of science** degree in **children's ministry, missions, special needs ministry, worship leadership** or **youth ministries** or a liberal arts **major** leading to a **bachelor of arts** degree in **Christian ministries**. These majors include a curriculum that values critical thinking, problem solving, creativity and change, and are designed to integrate biblical truth, evangelical theology, Church history, leadership, teaching, and ministry skills and methodology.

Recognizing that effective participation in God's kingdom often requires wide-ranging skills and experiences and that God's call leads people into diverse professions and vocations, the department encourages students to consider a **second major**. Many double major combinations are possible, especially for those electing a liberal arts major in Bible and theology or Christian ministries. Students may elect a double major within the department only if there are twelve or more distinct hours between their chosen majors.

The professional ministry majors also include a significant number of courses in Bible and theology, allowing for the addition of a minor in Bible and theology with one to two additional courses in most cases. The department also welcomes those students who wish to enrich their own lives or serve as ministry volunteers, even though they do not plan to enter full-time Christian service.

The PRIME Experience (Required for all Bachelor of Science Majors in Christian Thought and Practice)

PRIME is an acronym for Practical Research and Immersion in Ministry Effectiveness. Students who elect one of the professional majors in the bachelor of science degree participate in this intensive internship as part of their curricular plan. These students must arrange 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 the sophomore year. To be allowed to participate in the field ministry immersion, students must maintain a GPA of 2.67 (B-) in their majors, an overall GPA of 2.0, and demonstrate local church and ministry involvement while pursuing their degrees. They must also have completed all courses required in their major except for MI 481. In addition, they must demonstrate evidence of Christian character suitable to a beginning ministry leader. 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 in consultation with their professor. Host ministry sites will be chosen in part for their ability to help facilitate living arrangements during the experience.

Students who elect the **major in Bible and theology** pursuing the **bachelor of arts** degree will complete a minimum of 42 hours, including BT 231, 241, 251, 261, 271, 341, 414, and 415; nine hours from BT 441, 442, 443, 445, 446, 447; six hours from GR 111 and 121 or HE 111 and 121; and three hours from BT 320, 331, or 333CCT.

Students majoring in Bible and theology are provided the option of including a semester of study in Israel at Jerusalem University College in either the junior or senior year. By taking an approved list of courses at these Institutes 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 who elect the **Christian ministries major** pursuing the **bachelor of arts** degree complete MI 211, 221, 242, 251, 331, 373, 411, 421, 481, 495; BT 414 and 415. In addition to the introductory Bible course counted in the core (chosen from BT 111, 231, 241, 251 or 261), students must also complete one course from BT 231/BT 241 and one course from BT 251/BT 261. Five additional elective hours must be selected from MI 224, 304, 314, 365, 376, 377, or 381 for a total of 48 hours. BT 271 is taken as a prerequisite for MI 421.

Students who elect the professional **children's ministry major** pursuing the **bachelor of science** degree complete MI 211, 221, 242, 251, 331, 373, 381, 411, 421, 471, 481, 496; BT 414, 415; ED 420; and SE 232. In addition to the introductory Bible course counted in the core (chosen from BT 111, 231, 241, 251 or 261), students must also complete one course from BT 231/BT 241 and one course from BT 251/BT 261 for a total of 63 hours in the major. BT 271 is taken as a prerequisite for MI 421.

Students who elect the professional **missions major** pursuing the **bachelor of science** degree complete MI 211, 221, 233 (2 hours), 242, 251, 321, 331, 365, 373, 411, 421, 471, 481, 496; BT 331, 414 and 415. In addition to the introductory Bible course counted in the core (chosen from BT 111, 231, 241, 251 or 261), students must also complete one course from BT 231/BT 241 and one course from BT 251/BT 261 for a total of 66 hours in the major. BT 271 is taken as a prerequisite for MI 421. Students who graduate with a major in missions are permitted to request transcripts with educational ministries-cross-cultural studies as the alternate name for the major.

Students who elect the professional **special needs ministry major** pursuing the **bachelor of science** degree complete MI 211, 221, 251, 331, 373, 376 or 381, 421, 471, 481, 496; BT 414. In addition to the introductory Bible course counted in the core (chosen from BT 111, 231, 241, 251 or 261), students must also complete one course from BT 231/BT 241 and one course from BT 251/BT 261. Students are also required to complete the following courses in special education: SE 232, 233, 328, 422, 434, and 495 (two or three hours) for a total of 65-66 hours.

Students who elect the professional **worship leadership major** pursuing the **bachelor of science** degree complete MI 211, 221, 251, 264, 304, 314, 344, 373, 471, 481, 496; BT 414 and 415. In addition to the introductory Bible course counted in the core (chosen from BT 111, 231, 241, 251 or 261), students must also complete one course from BT 231/BT 241 and one course from BT 251/BT 261. Students are also required to complete the following courses in music: MU 110, 111; MU A06; and seven additional credits from MU 320, 338, A01, A02, A03, A08, A10, up to 2 credits of any choral or instrumental ensemble, or MI 495 for a total of 66 hours.

Students who elect the professional **youth ministries major** pursuing the **bachelor of science** degree complete MI 211, 221, 242, 251, 331, 373, 376, 377, 411, 421, 471, 481, 496; BT 414 and 415. In addition to the introductory Bible course counted in the core (chosen from BT 111, 231, 241, 251 or 261), students must also complete one course from BT 231/BT 241 and one course from BT 251/BT 261 for a total of 61 hours in the major. BT 271 is taken as a prerequisite for MI 421.

The minors in the Christian Thought and Practice department require 22-24 hours of coursework in order to fulfill the requirements. The **minor in Bible and theology** requires 24 hours, including BT 231, 241, 251, 261, 271, 414, and six additional electives from other BT courses. The **Christian ministries minor** requires 22 hours, including MI 211, 242, 373, 411, 421, 495 (two hours) and five additional hours in the department (not including MI 285). The **missions minor** requires 22 hours, including MI 211, 233, 242, 321, 365, 373, 495 (two hours), and three additional hours from BT 331 or ministry courses in the department (not including MI 285). The **youth ministries minor** requires 22 hours, including MI 211, 242, 373, 376, 377, 421 and 495 (four hours). The **worship studies minor** requires 22 hours, including MI 211, 264, 304, 314, 344, 373, 495 (two hours), and three additional hours in the department (not including MI 285).

Teaching English to Speakers of Other Languages

Students of any major may choose to complete a **certificate** or **minor in Teaching English to Speakers of Other Languages (TESOL)**. Graduates with a bachelor's degree and an institutionally-issued TESOL certificate or minor are qualified to teach English in many other countries, as well as in community and church-based programs in the United States. (*See Teaching English to Speakers of Other Languages for more information and course descriptions.*)

Courses in Bible and Theology

BT 111 Biblical History and Literature

(3 credits - Fall, Spring)

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 in the Bible and theology major.

BT 231 Old Testament Introduction I

(3 credits - Fall)

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.

BT 241 Old Testament Introduction II

(3 credits - Spring)

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.

BT 251 New Testament Introduction I

(3 credits - Fall)

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.

BT 261 New Testament Introduction II

(3 credits - Spring)

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.

BT 271 Biblical Interpretation

(3 credits - Spring)

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: BT 111 or 231 or 251

BT 311 Topics in Biblical Studies

(3 credits - Fall, Spring)

The study of a selected book or literary unit of the Bible, examining its historical, literary, theological and practical significance.

May be repeated for credit in different topics.

BT 311APO Apocalyptic Literature

(3 credits - Offered on Sufficient Demand)

An examination of selected Apocalyptic texts of both the Old and New Testaments that refer to the coming Kingdom of God accompanied by future cataclysmic events. This course will also deal with non-biblical texts written during the intertestamental period that likewise spoke of future eschatological events.

BT 311GOS The Gospels

(3 credits - Spring Every Three Years)

A study of the Gospels and the Life of Christ.

Next offering: Spring 2024

BT 311HIP New Testament Historical and Prophetic Literature

(3 credits - Spring Every Three Years)

A study of either Acts or Revelation.

Next offering: Spring 2023

BT 311HIS Historical Literature

(3 credits - Spring Every Three Years)

A study of the historical books of the Hebrew Bible.

Next offering: Spring 2022

BT 320 Biblical Archaeology

(3 credits - Fall)

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.

Prerequisite: BT 111 or 231 or 251

BT 331 Religions of the World

(3 credits - Fall, Spring)

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

BT 333 Topics in Theological Studies

(3 credits - Offered on Sufficient Demand)

A detailed examination of a selected topic in theology and religion.

May be repeated for credit in different topics.

BT 333CCT Contemporary Christian Theology

(3 credits - Spring Even Years)

How does Christian theology engage what matters most to us in our world today? This course pursues that question with specific reference to developments in contemporary theology. Topics may include contemporary perspectives on the interpretation of Scripture, non-Western theologies of Jesus, the environment, human disability, race and gender.

Prerequisite: PL 220 or 260

BT 333GE God and Ethics

(3 credits - Offered on Sufficient Demand)

God and Ethics addresses the following questions: Is God necessary for morality? If yes, what is God's relationship to morality? If no, what kind of morality can exist without a God? Do ethical systems have to be separate from a God? Are there objective moral truths if there is no God? As part of this course, students will discuss the voluntarist/intellectualist debate regarding the nature of God, how Christians have argued for the existence of God based on the existence of values like good and evil and what makes a life meaningful.

Identical with PL 333GE.

Prerequisite: PL 220 or 260

BT 333PT Philosophical Theology

(3 credits - Offered on Sufficient Demand)

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 PL 333PT.

Prerequisites: One course in Bible and PL 220 or 260

BT 333TB Theological Bioethics

(3 credits - Spring)

Covers biblical and theological bases for bioethics and develops in students the skills for ethical decision making and action. The course will help students to conceptualize the differences between Christian approaches and general or philosophical approaches to bioethics while introducing students to contemporary issues in biological, health care and medical ethics.

Prerequisites: BT 111 or other introductory Bible course and major in exercise and movement science, sports and exercise studies, occupational therapy assistant or nursing

BT 341 History of Christianity

(3 credits - Fall)

This course is a survey of Christian history from the close of the New Testament to the present. It will focus on major doctrinal developments and the origins of the currently existing varieties of Christianity.

Prerequisite: HS 115

BT 395 Field Work

(1 credit - Fall, Spring)

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.

Prerequisites: BT major with one year of Bible and sophomore standing

BT 414 Systematic Theology I

(3 credits - Fall)

Systematic theology is the craft of studying Christian beliefs (doctrines), their interrelationship to one another and their application to the Christian life. This course concentrates on the beliefs arising from the first portion of the Apostles Creed: God the Creator and His triune life, Creation, the human person and sin. It also considers the nature and tasks of theology more generally, its sources and norms.

Prerequisites: MI 285 and BT or MI major

BT 415 Systematic Theology II

(3 credits - Spring)

This course focuses on the final two areas of confession in the Apostles Creed: Jesus Christ and the Holy Spirit. Doing so involves consideration of matters related to Christ's person and work (Christology), the Spirit's activity in the church (Pneumatology, Ecclesiology, Scripture and the Christian Life), and the consummation of history (Eschatology).

Prerequisite: BT 414

BT 440 Religion and Scientific Thought

(3 credits - Spring Odd Years)

This course provides 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

BT 460 Philosophy of Religion

(3 credits - Spring Even Years)

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

BT 490 Independent Study

(1 to 4 credits - Fall, Spring)

The study of a problem, a research paper or a project related to the Bible and theology major.

Prerequisite: Consent

Advanced Biblical Literature

BT 441 The Pentateuch

(3 credits - Spring Every Three Years)

This course 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.

Next offering: Spring 2024

Prerequisites: BT 231 and 271

BT 442 Poetic and Prophetic Literature

(3 credits - Fall Every Three Years)

This course 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.

Next offering: Fall 2021

Prerequisites: BT 231 and 271

BT 443 Old Testament Historical Literature

(3 credits - Fall Every Three Years)

This course 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.

Next offering: Fall 2022

Prerequisites: BT 241 and 271

BT 445 Gospels

(3 credits - Spring Every Three Years)

This course 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.

Next offering: Spring 2023

Prerequisites: BT 251 and 271

BT 446 Epistles

(3 credits - Spring Every Three Years)

This course 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.

Next offering: Spring 2022

Prerequisites: BT 261 and 271

BT 447 New Testament History and Prophecy

(3 credits - Fall Every Three Years)

This course 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.

Next offering: Fall 2023

Prerequisites: BT 261 and 271

Courses in Greek

GR 111 Elementary Greek I

(3 credits - Fall Odd Years)

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.

GR 121 Elementary Greek II

(3 credits - Spring Even Years)

A continuation of elementary Greek and translation of I John.

Prerequisite: GR 111

Courses in Hebrew

HE 111 Elementary Hebrew I

(3 credits - Fall Even Years)

An introductory study of the elements of the classical Hebrew language of the Old Testament. The study of Hebrew grammar, syntax and vocabulary will lead to an elementary ability to begin reading and translating texts from the Old Testament.

HE 121 Elementary Hebrew II

(3 credits - Spring Odd Years)

A continuation of elementary Hebrew and the development of translation skills.

Prerequisite: HE 111

Courses in Ministry and Missions

MI 195 Job Shadow in Ministry

(1 to 2 credits - Fall, Spring)

Students observe the daily routines and activities of employed professionals and see how skills and knowledge acquired in class are applied in the ministry and missions field.

Prerequisite: Consent

MI 211 Mission of the Church

(3 credits - Spring)

A study of the nature and mission of the church and its place in God's plan of redemption. Students refine their personal values, priorities, and practices and evaluate contemporary ministry models, challenges and controversies in light of their developing theology of the church and its mission.

MI 221 Lifespan Development for Ministry

(3 credits - Fall)

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.

MI 224 Integration of Faith and Sport

(3 credits - Spring)

Students will examine sport within society to evaluate how it can be used as a ministry tool. Principles of sociology of sport, historic developments within sports ministry, and biblical mandates will help students to construct a theology which integrates faith and sport. Church and parachurch sport/recreation ministry models will be reviewed. Attention will be given to methods of programming and curriculum development related to evangelism and discipleship associated with the culture of sport. Communicating the gospel within a sport setting will include student preparation and delivery of sports-specific messages and object lessons.

Identical with SM 224.

MI 233 Topics in Missions

(2 credits - Offered on Sufficient Demand)

A detailed examination of a selected missiological subject or skill.

May be repeated for credit in different topics.

MI 233CO Contextualization

(2 credits - Offered on Sufficient Demand)

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.

Prerequisite: Sophomore standing

MI 233CP Church Planting

(2 credits - Offered on Sufficient Demand)

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

MI 233LA Language Acquisition

(2 credits - Offered on Sufficient Demand)

Equips students to use learner-directed techniques to acquire language with the assistance of a host culture language helper.

Prerequisite: Sophomore standing

MI 233RS Regional Studies in Missions

(2 credits - Offered on Sufficient Demand)

Will expose students to the geography, culture, traditional religions, mission history and current missionary efforts in a particular country, region or people group.

Prerequisite: Sophomore standing

MI 233ST Short-Term Mission Leadership

(2 credits - Offered on Sufficient Demand)

Prepares students to plan and implement short-term missions experiences with special attention to team dynamics, spiritual and intercultural team preparation and ethical issues related to funding and intercultural contact.

Prerequisite: Sophomore standing

MI 233UM Urban Ministry

(2 credits - Offered on Sufficient Demand)

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 the study of the church's historical involvement in the city.

Prerequisite: Sophomore standing

MI 233VER Veritas Theology Institute International

(3 credits - Summer)

Students will travel to an international location where they will read theological works and be taught by theologians who are not from North America. Theological themes to be explored are God and power, church and vocation, the gospel and economics, and suffering. Students will also learn by visiting churches, ministries and other important locations in the host country, which will help them explore how cultural context shapes theology and theology shapes the church's response to the needs of the world. Students will explore their own sense of vocation in the context of what God is doing in the world-wide church.

Prerequisites: MI 285 (credit earned through Veritas Theology Institute) and approved application

MI 242 Discipleship and Evangelism

(3 credits - Spring)

A study of the principles, significant contexts and effective methods of evangelism and discipleship in light of the Bible and contemporary ministry literature. Students learn to facilitate the processes by which people move from being non-Christians to becoming mature followers of Jesus.

MI 251 Relationships in Ministry

(3 credits - Fall)

This course considers the ministry leader's relationship with others, with a focus on biblical insights and models for healthy communication and interpersonal dynamics. Issues and topics will include staff relations, volunteer management, conflict resolution, group dynamics and navigating the expectations of numerous constituencies.

MI 264 Theology of Worship

(3 credits - Fall Even Years)

Students in this course explore some of the main theological themes, topics and questions that emerge from the practice of Christian Worship. These include: the character of God, the nature of humanity, the role of Scripture and the enduring value of Christian tradition. A particular goal is for students to learn how the contemporary practice of Christian worship grows organically out of biblical and historical models. This knowledge will equip them to plan and lead worship that is attuned to both past and present, worship that stands in some degree of continuity with the church's historic commitments, even as it seeks to formulate new expressions of praise and thanksgiving.

MI 285 Understanding the Christian Faith

(3 credits - Fall, Spring)

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.

MI 295 Practicum in Ministry and Missions

(1 to 3 credits - Fall, Spring)

Practicum in some aspect of ministry and missions designed to give student practical, directed experience.

Prerequisite: Consent

MI 304 Multi-Media, Technology and Worship

(2 credits - Spring Odd Years)

This course has two main objectives: first, to provide basic, hands-on training in several areas - principally sound reinforcement, lighting and visual presentation - where technology can be used to enhance the dynamics of corporate worship; and second, to ground such use within a framework of critical and theological reflection on the complex roles technology plays in contemporary society. Students will be expected to produce several projects for this course, and in so doing, to develop a responsible approach to the use of media and technology in worship.

MI 314 Worship Leadership for the Contemporary Church

(4 credits - Spring Even Years)

This course aims to immerse students in the practical leadership issues of worship ministry. In terms of music, students will learn how to run effective rehearsals, equip volunteer musicians, and continue to develop their musical gifts and abilities. Other issues addressed in this course are more pastoral in nature: how to direct the flow of a service, lead in public prayer and work collaboratively with colleagues in ministry. Students will gain confidence in these areas through repeated practice and careful, critical reflection upon the calling and the task of worship leadership.

MI 321 Intercultural Communication

(3 credits - Spring)

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, cross-cultural teaching and cross-cultural ministry applications.

Identical with CO 322.

Prerequisite: Sophomore standing

MI 331 Ministry Leadership

(3 credits - Fall)

This course focuses on best leadership practices in Christian ministry, including both the local church and non-profit ministries. Emphasis is placed on practices that have a transformative Christian impact in the lives of those who are served, and structuring a ministry for maximum effectiveness. Included in the course is a study of biblical leaders, leadership and management principles and styles, and administrative responsibilities of the leader, such as vision-casting and financial oversight.

MI 344 Resources for Worship

(2 credits - Fall Odd Years)

The goal of this course is for students to become confident and discerning in their ability to plan effective, imaginative and faithful worship. Resources from various Christian traditions will be critically and charitably examined; special attention will be given to worship trends. Film, internet and other media sources will be considered and compared as viable resources for the work of worship planning.

MI 365 History and Theology of Missions

(3 credits - Fall)

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.

MI 373 Personal Life of the Minister

(3 credits - Spring)

This course considers the ministry leader's relationship with Christ with a focus on holistic spiritual vitality. Issues and topics will include ministry calling, mentoring, self-management, personal integrity, and the role of spiritual disciplines in the life of the ministry leader.

MI 376 Youth Ministry

(3 credits - Spring)

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.

MI 377 Contemporary American Youth Culture

(3 credits - Fall)

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.

MI 381 Children's Ministry

(3 credits - Spring Even Years)

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: MI 221

MI 395 Practicum in Ministry and Missions

(1 to 3 credits - Fall, Spring)

Practicum in some aspect of ministry and missions designed to give student practical, directed experience.

Prerequisite: Consent

MI 411 Curriculum Development

(3 credits - Spring)

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: MI 401 or 421

MI 421 Teaching for Character Transformation

(3 credits - Fall)

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: BT 271

MI 471 Issues in Ministry

(2 credits - Summer and Fall)

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.

MI 481 Ministry Skills

(3 credits - Spring)

This course includes the development of skills expected of those in Christian ministry. Topics include pastoral care and counseling, leading public prayer, platform presence, conducting the ordinances of baptism and the Lord's Supper, and officiating weddings and funerals.

Prerequisite: Seniors with no more than one additional semester left in their degree plans

MI 490 Independent Study

(1 to 4 credits - Fall, Spring)

The study of a problem, a research paper or a project related to the major.

Prerequisite: Consent

MI 495 Internship

(2 to 4 credits - Fall, Spring)

A course designed to deal with the many functions of ministry and missions. The internship is designed as a practice-oriented, culminating experience in the student's career preparation. May be elected by all majors and minors in the department.

Prerequisite: Consent

MI 496 Field Ministry Immersion

(12 credits - Summer and Fall)

An intensive ministry experience spanning a seven-month period at a pre-approved location under the supervision of an approved ministry mentor in cooperation with ministry and missions faculty. This immersion, The PRIME Experience, must be completed in the concentration of choice.

Prerequisites: Senior standing and approved PRIME application

Department of Communication

The Department of Communication covers communication in its multifaceted dimensions—from nonverbal communication to media criticism, public speaking to public relations crisis management, cross-cultural communication to writing and podcasting the journalistic news and feature stories, and the history of mass communication to principles of communicating in organizations. In addition to preparing for graduate school, graduates forge successful careers in a wide range of media-based jobs, including public relations, journalism and a variety of non-media areas that use communication as the central tool for accomplishing objectives—such as human resources, intercultural ministry and missions, information management, event coordination and teaching.

Majors in Communication

The Department of Communication offers three majors, leading to a **bachelor of arts** degree: **communication studies**, **journalism** and **public relations**.

All students seeking the **bachelor of arts** degree in the **communication** program complete five **foundational courses** for a total of 15 hours. These courses address the central issues within the discipline from a Christian perspective and also lay a foundation in writing skills for the media. They include CO 111 Introduction to Communication, CO 213 Social Media, CO 241 Introduction to News Writing, CO 246 Interpersonal Communication and CO 481 Mass Communication.

The **communication studies major** allows students to gain a solid grasp of communication principles while exploring additional skill areas both inside the Communication Department and in a chosen area outside the department. By combining communication fundamentals with a focus on an outside area (such as science, literature, music, business, marketing, education or ministry), students can prepare to carve out a specialized niche in a field of work. Students who plan to later pursue a graduate degree may choose the communication studies major in order to gain expertise in interpersonal, organizational, cross-cultural and mass communication theory. In addition to the foundational communication courses (CO 111, 213, 241, 246, and 481), students in the **communication studies major** complete CO 266, 380, 421, and 485; six hours from CO 322, 346, 370, 371, 381, 395 (up to three times), and 495; and six hours from 300 or 400 level complementary courses outside the Communication Department.

Students in the **journalism major** complete, in addition to the foundational communication courses (CO 111, 213, 241, 246, and 481), 31 hours in journalism courses for a total of 46 hours in the major. Requirements in the **journalism major** include CO 331, 342, 381, 485; four hours of CO 395JOUR; one hour of CO 395PREL; AR 107, 241ID; and EN 391; and eight additional hours from CO 266, 322, 346, 371, 421, 495, DM 155 and 341. Journalism students are encouraged to complete a minor in another discipline such as history, political science, business or education as additional preparation for a career in journalism.

Students in the **public relations major** complete the 15 hours of foundational communication courses (CO 111, 213, 241, 246, and 481) and 29 hours in public relations courses to total 44 hours in the major. Requirements in the **public relations major** include CO 331, 346, 370; two hours of CO 395JOUR; three hours of CO 395PREL; DM 341; AR 241ID; BA 281, 312; and six hours from CO 266, 322, 371, 381, 421, 485, 495, and DM 155.

Students may earn a **minor in communication studies** by completing CO 111, 213, 241, 246; and ten hours selected from CO 266, 322, 346, 370, 371, 395 (one hour), 421, 481, and 485. Students may earn a **minor in journalism** by completing CO 111, 213, 241, 331, 342; four hours of CO 395JOUR; AR 107, and 241ID. Students may earn a **minor in public relations** by completing CO 111, 241, 331, 346; one hour of CO 395JOUR; two hours of CO 395PREL; AR 241ID; BA 281 and 312.

Courses in Communication

CO 111 Introduction to Communication

(3 credits - Fall)

Communication is much more than just talking. This course is designed to expose students to the wide range of topics that comprise the field of communication. This survey course will introduce students to topics such as group communication, interpersonal communication, conflict resolution, public speaking, listening and intrapersonal communication.

CO 213 Social Media

(3 credits - Fall)

This course introduces students to the theory and practical application of social media for marketing, journalistic reporting and public relations professionals.

Identical with BA 213.

CO 215 Public Speaking

(3 credits - Fall, Spring)

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

CO 241 Introduction to News Writing

(3 credits - Spring)

Students enrolled in this introductory applied course gain experience writing news stories, feature stories, broadcast stories, opinion pieces and public relations pieces and using the Associated Press stylebook for copy editing. Emphasis is placed on the skills for information gathering, organization and composition necessary to the hard news story as well as the ability to produce under a publication deadline.

CO 246 Interpersonal Communication

(3 credits - Spring)

This course introduces 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.

Prerequisite: CO 111

CO 266 Communication Theory and History

(3 credits - Fall Odd Years)

The course examines the development of various issues in communication history. Emphasis is given to different types of humanistic and social scientific theories of communication.

CO 322 Intercultural Communication

(3 credits - Spring)

This course explores issues related to the intercultural communication process and considers the important role of context (social, cultural and historical) in intercultural interactions. Students in the class examine the complex relationship between cultures and communication from various perspectives. Special emphasis will be given to managing cross-cultural conflict, cross-cultural teaching and cross-cultural ministry applications.

Identical with MI 321.

Prerequisite: CO 111

CO 331 Principles of Public Relations

(3 credits - Fall Even Years)

A foundation for the professional practice and theory of public relations. The course surveys public relations principles, history, ethics and challenges and includes field assignments that blend the theory and practice in PR research, planning, communication and evaluation. Students develop a portfolio of work for a selected client organization or business. The course also introduces the principles of crisis management.

Prerequisite: CO 241

CO 342 Advanced Reporting and News Writing

(3 credits - Spring Even Years)

This course provides an advanced study of news writing covering in-depth news articles for publications and advanced interviewing and news gathering techniques.

Prerequisite: CO 241

CO 346 Organizational Communication

(3 credits - Spring Even Years)

Students in this course learn 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: CO 111 or BA 252

CO 370 Argumentation and Persuasion

(3 credits - Fall Even Years)

This is an advanced course in oral communication with an emphasis on motivation and persuasion in such interaction. 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: CO 215

CO 371 Nonverbal Communication

(3 credits - Spring Odd Years)

Students in this class examine the types and influences of nonverbal communication that are evident in most face-to-face communication situations. These include but are not limited to appearance, gestures, vocal behavior, space, touch, time and environment. Students will have the opportunity to conduct a small-scale research project on one aspect of nonverbal communication.

Prerequisite: CO 111

CO 380 Introduction to Research Methods

(3 credits - Fall)

Introduces behavioral science research as a scientific process. Students become familiar with the basics of empirical research design, descriptive and basic inferential data analysis techniques and interpretation, measurement considerations, empirical journal articles, APA style scholarly writing and ethical issues in research. Students will analyze and interpret data and write APA style reports. Students will also develop basic skills in analyzing data using statistical analysis software.

Identical with CJ 381, PY 381 and SO 381.

Prerequisites: PY 111 or SO 111, and completion of or current enrollment in core math

CO 381 Media Law

(3 credits - Fall Odd Years)

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 111

CO 395 Practicum in Communication

(1 to 3 credits - Fall, Spring)

Practicum in some aspect of communication designed to give student practical, directed experience.

Prerequisite: Consent

CO 395JOUR Practicum in Journalism

(1 credit - Fall, Spring)

Students may gain practical on-campus experience through a variety of hands-on media experiences. Journalism students meet weekly for coaching as they report for the campus newspaper, The Huntingtonian, or for a student-produced magazine.

On-campus practica are one credit but may be repeated to the limits prescribed for each major.

CO 395PREL Practicum in Public Relations

(1 credit - Fall, Spring)

Students may gain practical on-campus experience through a variety of hands-on media experiences. Public relations students work under the supervision of the Office of Public Relations, writing and editing college publications and planning events or public relations campaigns.

On-campus practica are one credit but may be repeated to the limits prescribed for each major.

Prerequisites: CO 241 and one credit of CO 395JOUR

CO 421 Research Methods in Communication

(3 credits - Spring Even Years)

This course is a continuation of CO 380 and focuses primarily on the implementation of a quantitative research project. Students will gather data, conduct statistical analysis, synthesize results and prepare a formal presentation to be presented at a regional conference.

Prerequisites: CO 266 and 380

CO 481 Mass Communication

(3 credits - Fall Even Years)

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 111

CO 485 Senior Seminar

(3 credits - Spring Odd Years)

Students in this course read qualitative studies and methodologies and conduct a major empirical research project in communication studies using ethnographic and critical research methods. Papers are presented in class or at an academic conference.

Prerequisite: Junior or senior standing

CO 490 Independent Study

(1 to 4 credits - Fall, Spring)

Students earn credit for completing a creative research or communication project approved by the department.

Prerequisites: Junior or senior communication major and consent

CO 495 Internship

(2 to 4 credits - Fall, Spring)

For journalism and public relations students, this is a capstone opportunity for advanced work off campus in areas of concentration at newspapers, magazines, public relations organizations and ad agencies. For communication studies students, the internship is a supervised field study involving communication with a communication organization. The student will complete a project for the organization and write a critical analysis paper about the experience.

Prerequisites: Junior or senior communication major and consent

Customized Academic Program

The Customized Academic Program (CAP) permits students to design individualized, interdisciplinary majors. The individualized majors use existing Huntington University courses but pull from multiple disciplines to create new programs of study designed to meet the needs of each student.

Students who declare CAP as their major must have a minimum GPA of 2.75 or higher and must complete an application describing their self-designed major, the goals for the major and the courses included in the proposed program. This application must be approved by an advisor, by the chair of each department in which the student plans to take nine or more hours, the registrar, and the Academic Concerns Committee. Students planning CAP majors must apply by the junior year and are encouraged to apply by the sophomore year.

The self-designed major must be significantly different from any existing major that Huntington University currently offers. Students may choose to pursue a bachelor of arts degree or a bachelor of science degree and must satisfy core curriculum requirements. Each self-designed major requires a culminating experience, either an extended internship or an in-depth thesis or senior project of 6 to 12 credit hours.

For more information regarding the Customized Academic Program, students may contact the Department of History and Political Science or the Office of the Registrar.

Department of Digital Media Arts

The Digital Media Arts majors at Huntington University are designed for students who have a strong interest in visual culture and a desire to join the conversation through the media arts. By establishing this program within the framework of a Christian Liberal Arts University, we have the unique opportunity to challenge students beyond technology, helping them to grow as artists, storytellers and thinkers grounded in their Christian faith. The DMA department is committed to growing students in Animation, Film Production, Film Studies, and Television Production with a keen eye towards the development of their personal gifts, helping students to refine the voice they have been given.

By training students in the historical, ideological and spiritual implications of making media in a fallen world, our desire is to grow filmmakers, animators, designers and television producers with the vision to impact our culture and the skills that they will need to be successful along the way.

The Digital Media Arts department offers four majors. A **bachelor of science** degree is offered in **animation**, **film production capstone**, and **television production**. A **bachelor of arts** degree is offered in **film studies** and **television production**.

Students pursuing a **bachelor of science** degree in **animation** will complete 63 credit hours in the major. This includes: DM 105, 110, 150, 170, 178, 203, 210, 278, 315, 370, 375, 425, 445AN, 446AN, and 453; two courses from DM 312, 334, or 378; one course from DM 382 or 388; and one course from DM 432 or 478. The core curriculum course, DM 115, is also required and will fulfill the artistic appreciation requirement. Students pursuing a major in animation may count DM 110 or 150 toward the creative studio arts requirement. Students are strongly encouraged to complete CS 111 as the core curriculum math requirement.

Students pursuing a **bachelor of science** degree in **film production capstone** will complete 66 credit hours in the major. This includes: DM 115, 155, 160, 205, 238, 250, 255, 281, 330, 338, 376, 405, 425, 445FP, 451; 2 hours of DM 395FILM; and sixteen hours of the on-campus capstone, which includes DM 372; DM 496; and two hours from the following: DM 386AUD, 386CIN, 386DRPR, 386POST. Students pursuing a major in film production capstone may count DM 205, 250, 255, or 395FILM toward the creative studio arts requirement. Students are strongly encouraged to complete CS 111 as the core curriculum math requirement.

Students pursuing a **bachelor of arts** degree in **film studies** complete 44 credit hours in the major. This includes: DM 115, 155, 160, 238, 250, 330, 338, 363, 395SW (4 hours), 405 and 425. An additional seven credit hours will be completed from the following electives: AR 115; BA 252, 281; DM 360, 386AUD, 386CIN, 386DRPR, 386POST, 395FILM (1 hour), 495; EN 362 or 363, 391; MU 115; TH 115, 212. Students pursuing a major in film studies may count DM 250 toward the creative studio arts requirement.

Students pursuing a **bachelor of science** degree in **television production** complete 56 credit hours in the major. The program requires completion in DM 115, 155, 160, 205, 250, 251, 255, 281, 330, 361, 391, 405, 451, and 491; four hours of DM 395FDN or DM 395RADIO; and an additional six hours will be completed from the following electives: CO 213; DM 170, 231, 386POST, 495; TH 222. Students pursuing a bachelor of science degree in television production may count DM 205, 250, 255, 395FDN, or 395RADIO toward the creative studio arts requirement.

Students pursuing a **bachelor of arts** degree in **television production** complete a total of 42 credit hours in the major. The program requires completion in DM 115, 155, 160, 205, 251, 281, 330, 361, 391, 491; one course from DM 405 or 451; and four hours of DM 395FDN or DM 395RADIO. An additional three hours will be completed from the following electives: CO 213; DM 231, 250, 255, 386POST, 451 (if not taken above), 495. Students pursuing a bachelor of arts degree in television production may count DM 205, 395FDN, or 395RADIO toward the creative studio arts requirement.

Students may earn a **minor in broadcasting** by completing DM 155, 205, 231, either 250 or 251, 281, 361; two hours from DM 395FDN or DM 395RADIO; and three additional hours from DM 341 combined with one hour of 395FDN or 395RADIO, 451, or CO 342.

Students may earn a **minor in screenwriting** by completing DM 330, 360, 386SCR; DM 238 or 363; EN 362 or 391; and nine additional hours from any 300- or 400- level English course.

Students interested in adding a **production technology minor** may refer to the description in the *Department of Theatre Arts*.

Courses in Digital Media Arts

DM 105 Tools and Media Management for Animators

(2 credits - Fall)

An introduction to digital film making tools, techniques and basic housekeeping skills needed for animators to work in a digital environment. This is a hands-on course designed to give students immediate access to basic film editing, as well as project and media management techniques that they will be using over the next four years in DMA.

Prerequisite: Declared major in animation or computer science - digital media track

DM 110 Animation I: Introduction to Traditional Media

(3 credits - Spring)

This course is a hands-on survey class focusing on the fundamental tools and underlying principles used in the production of frame-by-frame animation. Students will be exposed to using flipbooks, clay, cameras and a variety of traditional and organic animation media. This course serves as an introduction to the art of making animation, the 12 established principles of animation and the inherent challenges of combining traditional media with digital technology.

Prerequisite: DM 115

DM 115 Introduction to Digital Media Arts

(2 credits - Fall, Spring)

This course is a media literacy course rooted in the past century of live-action filmmaking, visual storytelling and frame-by-frame animation. Students will explore the works of twentieth-century authors, playwrights, poets and mythologists. Students will also examine the evolution of technology, content, style and establish viewpoints from the early part of the twentieth century through the current offerings posted daily on the internet. The goal of this class is to equip students with an understanding of the history and methods of visual language that will enable them to integrate their faith and values as they engage in the heavily saturated culture of media and to appreciate the potentially powerful impact of positive media.

DM 120 Drone Pilot Training

(2 credits - Spring)

To educate both the general public and students on the current and future use of unmanned aerial vehicles (commonly known as drones) through proper flight technique and federal protocol.

DM 150 Digital Drawing and Painting

(2 credits - Fall)

This class introduces students to creative exploration using 2D digital drawing, painting and illustration applications, tools and techniques for animation students.

Prerequisites: Declared major in animation; or AR 111, 241I, 241ID, and 241P

DM 155 Production 1: Digital Media

(3 credits - Fall)

An introduction to digital filmmaking tools and production techniques. Students shoot moving images, record sound, manipulate images with industry standard software tools and practice non-linear editing techniques to tell stories. Students conceive and structure projects, organize source materials and export digital film elements in preparation for more complex projects in later courses. Students will earn credit working on upper level films and other multi-media projects.

DM 160 Production 2: Sound and Picture

(3 credits - Spring)

Proper voice recording, sound effects, microphone and Foley pit techniques along with field and studio lighting are addressed. This course further refines audio and digital media techniques both in the field and studio environment. Students will earn credit working on upper division films and other assigned multi-media projects.

Prerequisite: DM 155

DM 170 Introduction to Motion Graphics for Animators

(2 credits - Spring)

Students are exposed to a variety of concepts needed for basic motion design and compositing. Hands-on assignments will cover a broad spectrum of topics, including motion design basics, typography, green screen removal, color correction and special effects.

Prerequisites: DM 105; or AR 241I, 241ID and 241P

DM 178 3D Computer Graphics I

(3 credits - Spring)

An introduction to the 3D graphic production environment. This course provides students with the basic tools they can use to explore 3D animation software interface and give them opportunity to practice the techniques of modeling, texturing, lighting, rigging and animating to execute a range of simple to moderately complex 3D scenes.

Prerequisites: DM 105; or AR 241I, 241ID and 241P

DM 196MRADI Media Overview: Radio I

(2 credits - Fall)

This course is designed to acquaint students with the field of communication - both the mass media of radio, television, films and cable, and new interactive digital media and information services. Focus will be divided between radio broadcasting and television productions, as students will compose audio productions and perform live on either the school's radio station or internet station twice during the first semester, and compose video productions throughout the second semester. Students will be introduced to media as increasingly integrated and converging elements of a global information society.

This is a concurrent course offered at Huntington North High School. May be counted as an elective in the television production major.

DM 196MTVI Media Overview: TV I

(2 credits - Spring)

This course is designed to acquaint students with the field of communication - both the mass media of radio, television, films and cable, and new interactive digital media and information services. Focus will be divided between radio broadcasting and television productions, as students will compose audio productions and perform live on either the school's radio station or internet station twice during the first semester, and compose video productions throughout the second semester. Students will be introduced to media as increasingly integrated and converging elements of a global information society.

This is a concurrent course offered at Huntington North High School. May be counted as an elective in the television production major.

DM 196RADIOI Radio Practicum I

(2 credits - Fall)

Students gain practical experience in broadcast media by participating in the operation of a student radio station and creating radio programming.

This is a concurrent course offered at Huntington North High School. May be counted as an elective in the television production major.

DM 196RADIOII Radio Practicum II

(2 credits - Spring)

Students gain practical experience in broadcast media by participating in the operation of a student radio station and creating radio programming.

This is a concurrent course offered at Huntington North High School. May be counted as an elective in the television production major.

DM 196TVI Television Practicum I

(2 credits - Fall)

Students gain practical experience in broadcast media by participating in the operation of a student television station and creating television programming.

This is a concurrent course offered at Huntington North High School. May be counted as an elective in the television production major.

DM 196TVII Television Practicum II

(2 credits - Spring)

Students gain practical experience in broadcast media by participating in the operation of a student television station and creating television programming.

This is a concurrent course offered at Huntington North High School. May be counted as an elective in the television production major.

DM 203 Storyboard and Concept

(4 credits - Fall)

Storyboard and Concept Design are central to the art form and industry of animation. Many of these processes cross over into comics, graphic novels, game design and even live-action filmmaking. In this class, we will explore the principles of designing strong characters and telling rich stories through the lens of an animation camera. By the end of the semester, each student will have a sketchbook full of story ideas and at least one fully developed concept that could serve as the basis for a short animated film.

Prerequisite: DM 150

DM 205 The Art of Editing

(3 credits - Spring)

The art of assembling images and sound to tell compelling stories for film and television will be explored in this course. Students further develop skills and vocabulary in editing with the latest industry software. Basic 2D motion graphics for video editors is introduced as students create titles, credits, compositing, animation of still images and graphic elements and basic colorization.

Prerequisite: DM 155

DM 210 Principles of Character Animation

(3 credits - Fall)

This course serves as an in-depth continuation exploring character animation methods as briefly introduced in DM 110. Students will develop an advanced understanding of the 12 principles of animation with an emphasis placed on: arcs, staging, timing, easing in and out, as well as secondary action and overlapping. Students will choose to study these concepts in either 3D character animation or 2D character animation depending on their interests and skill level as it relates to the production workflow.

Prerequisite: DM 110

DM 231 Radio Announcing and Production

(3 credits - Fall Even Years)

This course provides 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.

DM 238 Film History

(3 credits - Spring Even Years)

This course provides a historical overview of the development of cinema.

Prerequisites: DM 115 and declared major in Digital Media Arts

DM 250 Production 3: Sight Sound Motion

(3 credits - Fall)

This hands-on course explores film theory, aesthetics and the application of film production into several live action and narrative projects. Students will earn credit working on upper level films and other assigned multi-media projects.

Prerequisite: DM 205

DM 251 TV Sports Production

(3 credits - Fall)

This course provides an overview of sports storytelling and production. Emphases are placed on preproduction/production for multi-camera live sports broadcasts, announcing, and aesthetics for field production. Students will gain professional experience streaming Huntington University home athletic events.

Prerequisite: DM 155

DM 255 Production 4: Cinematography

(4 credits - Spring)

Students develop storytelling skills through the planning and acquisition of visual and auditory elements of cinematic images and sound design. Students will earn credit working on upper level films and other assigned multi-media projects.

Prerequisite: DM 250

DM 278 3D Computer Graphics II

(4 credits - Fall)

This class focuses on advanced 3D design and modeling and techniques as well as mid-level animation and rigging techniques. By studying good character design, students will design and model their own characters. Students will also spend some time with animation assignments geared toward gaining a deeper understanding of the animation workflow in Maya. This class will give students the skill set to begin developing portfolio projects as well as the skills needed for the more advance 3D classes.

Prerequisite: DM 178

DM 281 Studio Production

(3 credits - Fall)

This introduction to television studio production includes camera, control room, stage lighting and crew positions for television broadcasting, production and off-line editing. Students direct, write and produce short interview and variety show programming.

Prerequisite: DM 155

DM 295 Practicum in Digital Media

(1 to 3 credits - Fall, Spring)

Practicum in some aspect of digital media arts designed to give student practical, directed experience.

Prerequisite: Consent

DM 312 Stop Motion Animation

(4 credits - Spring)

This course is designed to expose students to stop motion animation in a variety of forms. Students will participate in weekly assignments to develop an advanced sense of timing and character. Students will also be exposed to the craft of stop motion animation by learning basic camera, lighting and rigging techniques. Students will also design and fabricate a mid-level fully articulate stop motion puppet.

Prerequisite: DM 210

DM 315 Inspirational Design for Digital Media

(4 credits - Fall)

A class devoted to the initial concept process, exposure to industry professionals, as well as an instruction in developing individual aesthetics, styles and artistic voices, all within the context of digital media arts. Students will learn to develop the look of a production through research, planning, design, experimentation and refinement. Students also have the opportunity to interact with guest speakers and ask them questions about their work and professional experience.

Prerequisites: DM 150 and 178

DM 330 Introduction to Screenwriting

(3 credits - Fall)

This course is designed to help students discover and develop their storytelling gifts and an authentic voice. Students learn techniques specific to writing and conceptualizing original material for the screen. Writing skills, specific storytelling forms and industry norms in professional concept development and screenwriting are developed.

Prerequisite: DM 155

DM 334 2D Animation I

(4 credits - Spring)

This course is an immersion into the 2D digital studio using one of the industry's most powerful production tools. By combining the principles of traditionally drawn animation with the tools of digital technology, this course hopes to broaden students' understanding of 2D animation while systematically exploring the different aspects of the 2D animation production pipeline and its practiced workflows. Although the focus is not purely on technology and software, a solid understanding of the digital tools will be required to meet the creative challenges of the course.

Prerequisite: DM 210

DM 338 Understanding Cinema

(3 credits - Spring Odd Years)

Understanding Cinema provides students with a solid foundation for reading film as a powerful narrative storytelling medium. This course focuses on film analysis and provides students with the tools and understanding they need to become perceptive viewers and consumers of narrative cinema. In addition, students will learn the language and conceptual framework of film, including space, time, cinematography, sound, lighting, editing, mise-en-scene, acting, form and narrative constructs. The weekly filmic texts offer examples from both the Hollywood motion picture industry and diverse independent and foreign cinemas.

Prerequisite: DM 115

DM 360 Episodic Screenwriting

(3 credits - Spring Odd Years)

Students in this course study writing for serial or episodic storytelling using industry standard screenwriting software. Attention is given to both broadcast and online story structures. Students will read and critique a variety of scripts and write their own screenplays.

Prerequisite: DM 330

DM 386AUD Advanced Audio Techniques

(2 credits - Spring)

This course will focus on advanced sound design, as well as mixing and editing techniques.

Prerequisite: DM 445FP

DM 386CIN Advanced Cinematography

(2 credits - Spring)

This course is an advanced study of the building blocks of visual storytelling: film lighting and camera technique.

Prerequisite: DM 445FP

DM 386DRPR Advanced Directing and Producing

(2 credits - Spring)

This course is an advanced directing and producing course developed for film production students wishing to forge a career as a film producer or director, or who wish to gain a deep understanding of the business of filmmaking and all aspects of directing for motion pictures and dramatic television.

Prerequisite: DM 445FP

DM 386POST Advanced Editing and Post-Production

(2 credits - Spring)

This course will focus on the art of editing along with color grading, compositing, and visual effects for professional film and television projects.

Prerequisite: DM 445FP

DM 386SCR Feature Screenwriting

(3 credits - Spring Even Years)

Students in this course study writing for feature film storytelling using industry standard screenwriting software. Attention is given to a variety of feature story structures. Students will read and critique a variety of scripts and write their own screenplays.

Prerequisite: DM 330

DM 341 Media Campaigns

(2 credits - Fall Odd Years)

This course gives close attention to the principles and skills needed for the scripting of commercial copy, public service announcements, Internet and press releases; and television footage to promote ideas and institutions effectively in a multifaceted media campaign.

Prerequisite: CO 241

DM 361 Broadcast Journalism

(3 credits - Spring Even Years)

The dynamics of radio and television news are covered, 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: DM 155

DM 363 Film Theory

(3 credits - Spring)

This course covers the vocabulary, methods and principles of film theory and the artistic elements in digital film production. Theoretical paradigms that may be covered include realism, formalism, neoformalism, auteur theory, structuralism, semiotics and Marxian film theory. Articles pertaining to Christian faith and film will also be explored. Film theory will serve as a foundation for the final project in the course. Students will produce a digital film production to be showcased at the end of the semester.

Prerequisite: DM 238

DM 370 Junior Animation Studio I

(4 credits - Fall)

This course is designed to bring together both design and production skills that students have learned in previous courses. Students will work in a collaborative studio-like environment participating in small-groups focused on a variety of extremely short productions. Students will be exposed to design practices, production methods and workflow. Students will use the artist/client relationship to design, implement and deliver projects on time on a limited budget.

Prerequisites: One course from DM 278, 312, or 334

DM 372 Independent Film Production

(2 credits - Summer)

In this independent film production course, students will work alongside industry professionals to film a feature in three weeks. Students will be mentored by professionals in the film business and serve in supporting roles on a micro-budget indie feature.

May fulfill one January term requirement.

Prerequisite: DM 255

DM 375 Junior Animation Studio II

(4 credits - Spring)

Working in production teams, this class creates a studio environment for students to work towards the completion of the short film/PSA. Students will draw from the skills and production techniques learned in their previous courses to produce a work of animated art that others can view and appreciate and will ultimately be showcased in their portfolios.

This course serves as a prelude to DM 445 Senior Project.

Prerequisite: DM 370

DM 376 Junior Film: Directing and Producing

(4 credits - Spring)

This course is designed to utilize a community building experience in which the junior level student participates in at least one key role of the production process by producing a festival-ready short film greenlit by executive producing faculty.

Prerequisite: DM 250

DM 378 3D Computer Graphics III

(4 credits - Spring)

This class focuses on color theory, lighting theory, 3D lighting techniques, developing individual 3D rendering styles, 3D space composition and aesthetics. This includes working on 3D environments, advanced lighting techniques and non-photo-realistic rendering. Over the course of the semester, students will work on designing their own 3D environments, as well as work on creating an individual visual voice within the 3D computer graphics medium. The concepts covered in this class apply to all mediums, not just 3D CG. Techniques developed in this class will be applied to the Junior Studio and Senior Project coursework.

Prerequisite: DM 278

DM 382 Visual Development

(4 credits - Spring)

This course builds on the students' experience in DM203 Storyboard and Concept and DM150 Digital Drawing and Painting. Students put into practice many of the basic design techniques they have learned in previous classes through the development of focused projects. Projects will concentrate on personal illustration style, as well as conforming to a predetermined style in the context of a hypothetical studio environment. The projects developed in this course will serve as both portfolio pieces and possible properties for the Advanced Production class.

Prerequisite: DM 203

DM 388 Advanced Production Studio

(4 credits - Fall)

The class as a whole will contribute to an ongoing film production, implementing standards, practices and workflow all used in the animation industry. This course builds on the students' previous experience in the animation program, utilizing their personal strengths and accomplished skill sets. While the media will rotate depending on available content, student skill sets and instructor availability, all students will be placed into roles that best reflect their accomplishments in the program thus far.

This course is repeatable.

Prerequisite: One course from DM 278, 312, or 334

DM 389 Advanced Digital Studio

(2 credits - Fall, Spring)

The Advanced Digital Studio offers advanced exploration in 3D graphics, stop motion, drawn animation and motion graphics. This course is designed for advanced students who have chosen to pursue a particular aspect of digital media beyond the limitations of the established course offerings with further guidance and instruction from faculty. For students to enroll in this class, they must first propose a particular line of pursuit and a strategy to accomplish it.

This course is repeatable.

Prerequisite: One course from DM 278, 312, 334, or 432

DM 391 Junior Impact Project

(3 credits - Spring)

This course is designed to utilize experiential, service-learning through a media campaign in which a junior-level student participates in a key role. Students will pitch, create, and distribute a contest-worthy project engineered for community impact. The project will be vetted, critiqued, and approved by executive producing faculty and fulfill the mission to "tangibly love and serve the campus and community through our words and actions."

Prerequisites: DM 155, 160, 251, and 281

DM 395 Practicum in Digital Media Arts

(1 to 3 credits - Fall, Spring)

Practicum in some aspect of digital media arts designed to give student practical, directed experience.

Prerequisite: Consent

DM 395FDN Forester Digital Network News

(1 credit - Fall, Spring)

Students may gain practical on-campus experience in broadcasting by running the daily operation of the campus television news program, FDN News.

On-campus practica are one credit but may be repeated to the limits prescribed for each major.

Prerequisites: DM 155 and 281

DM 395FILM Practicum in Film

(1 credit - Fall, Spring)

Film students participate in a variety of film productions and viewings through the practicum in film.

On-campus practica are one credit but may be repeated to the limits prescribed for each major.

Prerequisite: DM 115

DM 395RADIO Practicum in Radio

(1 credit - Fall, Spring)

Students may gain practical on-campus experience in broadcasting by running the daily operation of the campus radio station, WQHC 105.5 FM.

On-campus practica are one credit but may be repeated to the limits prescribed for each major.

Prerequisite: DM 155

DM 395SW Practicum: Signs and Wonders

(1 credit- Fall, Spring)

This practicum brings together students from a variety of disciplines to work together to create and curate resources (e.g., film review, podcasts, study guides, artist biographies and retrospectives, video essays, etc.) for the Huntington University community and beyond that engage cultural artifacts, such as film, television and music, academically and through faith integration.

DM 405 Production 5: Documentary Film

(4 credits - Fall)

Documentary films tell factual stories using narrative storytelling techniques. In this course, students view and study effective documentary films while applying the basic techniques of filmmaking and journalistic reporting to a series of short documentary projects. Attention is given to representational and aesthetic strategies. Students will earn credit working on upper level films and other assigned multi-media projects.

Prerequisite: DM 250

DM 425 Faith, Film and Culture

(3 credits - Fall)

This course is designed to challenge the student to ways of thinking critically and theologically about film, including messages about religion and values that films convey.

Prerequisite: DM 115

DM 432 Advanced Motion Graphics for Animators

(4 credits - Fall)

This course will build on many of the basic concepts taught in the DM 170 introduction course. Animation students will learn advanced tools, concepts and workflow that will complement their work in other forms of digital animation, including, but not limited to, 3D Graphics, Tra-digital and Stop-motion animation. Other aspects of this course include applying formal elements of design and motion, advanced digital puppetry, compositing Maya render layers, post effects and color correction.

Prerequisite: DM 170

DM 434 Advanced Broadcast Audio Production

(3 credits - Spring Odd Years)

An advanced audio production course providing students with audio theory and production practice. Students study advanced forms of editing musical and sound material in multi-track form. They also demonstrate mastery in audio effects, production mixing and audio post-production for video and audio outlets. Students learn to edit and mix audio using industry standard audio editing software. An extensive survey of the audio production industry will also be included while students apply theory and techniques acquired in previous production courses.

Prerequisite: DM 231

DM 445AN Senior Project I: Development and Preproduction

(4 credits - Fall)

This course is the first of a two-part capstone experience in which animation students are required to complete a comprehensive project designed to showcase the artistic development and production abilities they have acquired in the Animation program. In the first semester, students will focus on concept development and preproduction. In the second semester, they complete the project, which will be publicly showcased at the end of the school year. Projects may include short films, interactive story/games, graphic novellas, etc. Each project is to be explored during the prior summer months, pitched at the beginning of the fall semester and chosen to proceed through an evaluation process based on quality and do-ability. All projects should include a central animated component.

Prerequisite: DM 375

DM 445FP Senior Film Production

(4 credits - Fall)

This course gives students the opportunity to produce and direct a senior level capstone film, documentary or television studio production greenlit by executive producing faculty.

Prerequisite: DM 376

DM 446AN Senior Project II: Production and Post

(4 credits - Spring)

This course is the second of a two-part capstone experience in which animation students are required to complete a comprehensive project designed to showcase the artistic development and production abilities they have acquired in the Animation program. In this second semester, animation students will focus exclusively on the completion of a project for which the groundwork was laid in the previous fall semester. This project will be the centerpiece of their graduating exhibition. Guided by instructors, the work accomplished in these two semesters is designed to best represent the students' accomplishments in the media arts and their potential to succeed in their field.

Prerequisite: DM 445AN

DM 451 Corporate Media Production

(3 credits - Spring)

This is an advanced course in the methods and techniques of corporate and non-for-profit media. Emphasis will be placed upon workplace practices and freelancing. Students build an online personal portfolio presence. Professional comportment and interaction are demonstrated through client interaction and production.

Prerequisites: DM 250 or 281 and junior standing

DM 453 Animation Portfolio and Professional Practices

(3 credits - Spring)

A digital portfolio is the most important venue for a digital media artist's work to be seen and his or her vision to be experienced. It is also an employer's primary tool for assessing the skills and talents of prospective employees. In this class, attention is given to creating a well-designed digital media portfolio and a professional website. The class will also cover insights into job searching, professional survival skills and connecting with the digital media arts community.

Prerequisite: DM 370

DM 478 3D Computer Graphics IV

(4 credits - Spring)

This class will focus on advanced character performance techniques. Students will choose from one of three animated media (3D character, stop motion puppet or 2D drawn animation) to apply concepts learned in class to create short believable character sketches. In addition, classical theater acting principles will be analyzed and implemented to enhance animated performances.

Prerequisite: One course from DM 278, 312, or 334

DM 490 Independent Study

(1 to 4 credits - Fall, Spring)

An individualized study of a problem, a research paper or a project related to the digital media arts field.

Prerequisite: Consent

DM 491 Senior Impact Project

(3 credits - Fall)

This course is designed to utilize experiential, service-learning through a media campaign in which a senior-level student participates in a key role. Students will pitch, create, and distribute a contest-worthy project engineered for community impact. The project will be vetted, critiqued, and approved by executive producing faculty. Students will also dialogue about what it means to be a Christian in the media industry and create a final creative vision concerning who they are as a storyteller.

Prerequisites: DM 155, 160, 251, and 281

DM 495 Internship in Digital Media Arts

(2 to 4 credits - Fall, Spring, Summer)

A capstone opportunity for advanced real-world work off campus in digital media arts. The digital media arts internship is a supervised field study with outside businesses or organizations with departments in animation or live-action. Students will complete projects for the organizations and fulfill reflection paper or portfolio requirements as assigned by the DMA faculty.

Prerequisites: Junior or senior standing and consent

DM 496 Television and Film Capstone

(12 credits - Spring)

This 500-hour internship is an integrative experience, which immerses students in an area of concentrated interest, as related to the field of television and film. Students will demonstrate the capacity to synthesize and apply knowledge while collaborating with professionals and participating in tangible work experiences. Students must apply for the experience and be approved by their faculty advisor.

Prerequisites: Senior standing and completion of all courses required in the television production and film production majors with a minimum grade of C-

Department of Education

The Education Department offers majors leading to Indiana teacher licenses in **elementary education**, **secondary education**, and **all-grade education**, as well as dual licensure programs in **elementary and special education (P-12)**, **elementary and teachers of English Learners**, and **elementary and middle school education**. The department also offers **Master of Education** degree programs (*see Graduate and Professional Programs*).

Huntington University's teacher education program is accredited by the State of Indiana, and teacher education majors leading to licensure are approved by the Indiana Department of Education. Many surrounding states have cooperative agreements with Indiana that allow individuals with Indiana licenses to be licensed to teach in those states. Huntington University is currently accredited by the **National Council for Accreditation of Teacher Education (NCATE)** through 2020 and will be seeking accreditation through the **Council for the Accreditation of Educator Preparation (CAEP)**, the successor to NCATE, in the future.

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. Huntington University 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, Huntington University teacher education graduates are effective communicators in spoken and written language and are thoroughly grounded in both general education and the content of the subject areas they will be teaching.

Assessment Checkpoints

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

Checkpoint 1: Admission to the Program. Occurring in the sophomore year, students apply to be admitted into the Teacher Education Program. To apply to the program, students submit an online application package that includes: references, an autobiography, a statement of experience with diversity, and a limited background check. During the sophomore year, students must also register to take all sections of the *Indiana Core Academic Skills Assessment (CASA)* as part of the application process for acceptance in the Teacher Education Program. To be accepted into the program, all students must receive CASA scores of 220 in each of the required tests (writing, mathematics, and reading). If a student can provide appropriate documentation of an ACT score of 24 or higher OR an SAT score of 1170 or higher, the CASA requirement may be waived. Admission to the program also requires a cumulative GPA of 2.5 or above for all college level work; a major GPA of 2.5 or

above; a successful interview; successful completion of online application package requirements; positive recommendations; and approval of the Teacher Education Committee (TEC). Successful **completion** of this checkpoint is required prior to enrolling in junior level methods courses.

Checkpoint 2: Application for Student Teaching. Normally, occurring during the junior year, but no later than one academic year prior to student teaching, this checkpoint consists of three parts: evidence of successful field placement (including a check of Dispositional Evaluations from field experience teachers), good academic standing, and application. The application consists of the actual application to student teach along with a written philosophy of education. Prior to actual placement, candidates must have, at minimum, registered for the respective *Indiana CORE Assessment* tests as required by the state of Indiana for their content area(s).

Checkpoint 3: Culmination. Occurring during the final week of student teaching, Checkpoint 3 includes an exit interview with the Teacher Work Sample (TWS) which provides the needed evidence of professional proficiencies and reflections on professional growth. The University supervisor conducts the interview. Satisfactory TWS and student teaching evaluations are 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 *Indiana CORE Assessment* exam(s) required for each licensing area.

Students who wish to prepare for education-related occupations other than teaching may, with permission of the director of teacher education, do so by substituting designated courses for those in the licensing program and completing a major in education (for elementary education majors) or the secondary subject area.

Major in Elementary Education

This major is designed for students wishing to prepare for teaching in an elementary school setting. Required professional education courses for the **major in elementary education** are ED 212, 236, 242, 272, 295, 316, 332, 336, 362, 377, 382, 384, 386, 388, 395, 397, 398, 420, 440, and 450; SE 232 and 325; and either HS 211 or 212. As part of the general education program, the student must complete BI 111/L; PH 111/L; FA 234; MA 111 and 112; and PY 111.

The Indiana Department of Education requires **elementary education majors** to have an additional content area in their degree program. Students may fulfill this requirement by completing a dual licensure program (recommended) or by completing one of the special concentrations listed below.

Dual Licensure Majors:

Any elementary education major completing one of the dual licensure programs (Special Education (P-12), Teachers of English Learners, and Middle School Education) described in the following sections fulfills the concentration requirement by completing additional course work in another content area.

Major in Elementary and Special Education (P-12)

This major is designed for students who are interested in being able to teach at the elementary level (K-6) in a regular classroom setting and also be able to work with exceptional students at any grade level. Students who complete this major will be eligible for the regular elementary license (K-6) as well as special needs: mild intervention license (P-12). Required professional education courses for the **major in elementary and special education** are ED 236, 242, 272, 295, 316, 332, 336, 377, 382, 384, 386, 388, 395, 397 or 398, 420, 440 and 450 (seven weeks); SE 232, 233, 325, 328, 397, 422, 424, 434, and 450 or 460 (seven weeks); and either HS 211 or 212. As part of the general education program, the student must complete BI 111/L; PH 111/L; FA 234; MA 111 and 112; and PY 111. The junior block practicum and the student teaching experience (14 weeks) are divided equally between a regular classroom and a special education setting.

Major in Elementary Education and Teaching English Learners

This major is designed for students wishing to prepare for teaching in an elementary school setting (typically grades K-6) and work in specialized EL programs in P-12 classrooms. Required professional education courses for the **major in elementary education and teaching English Learners (ELs)** are ED 212, 236, 242, 272, 295, 316, 332, 336, 362, 377, 382, 384, 386, 388, 397, 398, 420, 440, and 450; SE 232 and 325; TE 233, 234, 235, and 395; CO 322/MI 321; and either HS 211 or 212. As part of the general education program, the student must complete BI 111/L; PH 111/L; FA 234; MA 111 and 112; and PY 111.

Majors in Elementary and Middle School Education

These majors are designed for students wishing to prepare for teaching in the elementary grades and at the middle school level (typically grades K-9). Students completing one of the majors will take: ED 212, 236, 242, 272, 295, 311, 316, 332, 336, 362, 377, 382, 384, 386, 388, 395, 397, 398, 420, 440, and 450 or 460; SE 232 and 325; either HS 211 or 212; and courses to complete one of the following: To complete the content area in **Middle School Language Arts**, students will complete ED 332, 336; EN 121, 151; two courses from EN 311, 321, and 455; CO 215; and ED 273. To complete the content area in **Middle School Mathematics**, students complete MA 111, 112, 151, 165, 171, and 351. To complete the content area in **Middle School Science**, students complete BI 111/L; CH 111/L; PH 111/L; and two of PH 271, BI 241/L, BI 271, BI 422/L, CH 141/L, or ES 211/L. To complete the content area in **Middle School Social Studies**, students complete HS 115, 116, 211, 212, 261; PY 111; two from EB 211, SO 111, SO 141, or PS 111. As part of the general education program, each student must complete BI 111/L; PH 111/L; FA 234; MA 111 and 112; and PY 111.

Non-Teaching Content Areas:

Huntington University offers five special concentrations from which elementary education majors may choose. These concentrations do not add additional teaching certification to the elementary license.

For **Elementary Education: Language Arts Concentration**, students will complete EN 121, 151; CO 215; ED 272, 273, 384; and one course from among EN 311, 321, or 455.

For **Elementary Education: Mathematics Concentration**, students will complete MA 111, 112, 115, 151; ED 388; and one course from among MA 141, 161, 165, or CS 111.

For **Elementary Education: Science Concentration**, students will complete BI 111/L; CH 111/L; PH 111/L; ED 386; and two courses from among PH 271, ES 211/L, BI 241/L, 271, or 422/L.

For **Elementary Education: Social Studies Concentration**, students will complete HS 115, 116, 211, 212; ED 382; PY 111; and two courses from among EB 211, HS 261, PS 111, SO 111, or SO 141.

For **Elementary Education: Fine Arts Concentration**, students will complete AR 115, 212; FA 234; MU 115; TH 115; and six additional hours from among AR 101, 107, 225, TH 212, and any MU A or MU P course for which the prerequisites are met.

Majors in Secondary Education: Middle School and High School Education

Majors for which students may be licensed to teach at the middle school and high school level (typically grades 5-12) include agricultural, biology, chemistry, English, mathematics, social studies, and visual arts. Candidates completing the social studies program can be licensed in geographical perspectives, government and citizenship and historical perspectives. Students in the social studies program can also complete additional coursework to add licensing in economics, psychology and sociology. The requirements for completion of the University 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 PY 111 to be taken in the freshman year; ED 212, 236, 296, and SE 232 to be taken in the sophomore year; ED 311, 320, 364, and 395 to be taken in the junior year (English education majors must also take ED 273); ED 410 (subject specific), ED 440, and 460 during the senior year. 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.

Majors in All-Grade Education

Professional education courses required for those seeking P-12 licensing in music or visual arts, include PY 111 to be taken in the freshman year; ED 212, 236, and SE 232 to be taken in the sophomore year; either ED 362 or 364 and 395 to be taken in the junior year; and ED 440, and 450 or 460 during the senior year. Students in the **music education major** also complete MU 234, MU 325, and either MU 427 or MU 429.

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 University calendar. 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 contact the Education Department Office for more information.

Minor in Exceptional Populations

The minor in exceptional populations offers students an opportunity to receive knowledge, understanding, and experience working with exceptional populations. Students who complete the minor are trained to work with exceptional populations in agencies outside the school system such as churches, mental health agencies, social service agencies, etc. Students may earn a **minor in exceptional populations** by completing 22 hours from the following courses: SE 111, 232, 233, 328, 422, 434; ED 236 and 395SP; and PY 321.

Certification in Teaching English Learners (ELs)

Any education major may add an additional **certification in teaching English Learners (ELs)** to their teacher's license. The certification in teaching ELs will equip graduates to work more effectively with ELs in their classrooms or to work in specialized EL programs in a P-12 setting. *The certification in teaching ELs is a teacher-licensing program that is only available for teacher education majors. Currently licensed teachers may also add the certification in teaching ELs to their existing license.* To receive **certification in teaching ELs**, students must complete TE 233, 234, 235, 395 (replaces ED 395), and CO 322/MI 321. *(See Teaching English to Speakers of Other Languages for course descriptions.)*

Courses in Education

ED 195 Job Shadow in Education

(1 to 2 credits - Fall, January, Spring, Summer)

Students observe the daily routines and activities of employed professionals and see how skills and knowledge acquired in class are applied in the education field.

Prerequisite: Consent

ED 212 Introduction to Education

(2 credits - Fall, Spring)

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.

ED 236 Educational Psychology

(3 credits - Fall, Spring)

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.

Identical with PY 236. Prerequisite: PY 111

ED 242 Early Childhood Development

(3 credits - Fall)

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 related to the developmental needs of the young child and the skills that are necessary for working in this setting.

Prerequisite: PY 111 or 211

ED 272 Literature for Children

(2 credits - Fall)

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.

Prerequisites: ED 236 and acceptance into the Teacher Education Program

ED 273 Adolescent Literature

(3 credits - Fall Even Years)

This course acquaints students 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

ED 295 Sophomore Practicum for Elementary Education

(1 credit - Fall, Spring)

Students will do at least 30 hours of observation and participation in a K-6 classroom. Reflections related to these classroom experiences will be required.

Prerequisites: ED 212 or ED 236 or SE 232 or concurrent

ED 296 Sophomore Practicum for Secondary Education

(1 credit - Fall, Spring)

Students will do at least 30 hours of observation and participation in a middle school or high school classroom. Reflections related to these classroom experiences will be required.

Prerequisites: ED 212 or ED 236 or SE 232 or concurrent

ED 311 Early Adolescent Curriculum and Methodology

(3 credits - Fall)

This course, first in a sequence of secondary methods, addresses adolescent development along with an introduction to the concept of cultural proficiency. Middle school philosophy and curriculum provides the context for developing instructional strategy, traditional assessment forms and techniques for enhancing secondary reading. A 30-hour field experience is required.

Prerequisites: ED 236 and acceptance into the Teacher Education Program

ED 316 Early Childhood Methods and Materials

(2 credits - Spring)

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

Prerequisites: ED 236, 242 and acceptance into the Teacher Education Program

ED 320 Adolescent Curriculum and Methodology

(3 credits - Spring)

This course gives the secondary education candidate experience developing instructional strategies appropriate for high school curriculum with an emphasis on performance based learning and assessment. In addition, classroom management, student learning style, writing across the curriculum, along with further exploration of cultural proficiency will be addressed.

Prerequisites: ED 311 and acceptance into the Teacher Education Program

ED 332 Fundamentals of Reading

(3 credits - Fall)

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.

Prerequisites: ED 236 and acceptance into the Teacher Education Program

ED 336 Diagnostic and Corrective Reading

(3 credits - Spring)

The reading difficulties of individuals are studied, with attention placed on the administration and interpretation of classroom assessment measures. Emphasis is given to addressing the needs of all readers in the classroom.

Prerequisites: ED 332 and acceptance into the Teacher Education Program

ED 362 Assessment Strategies for Elementary Educators

(2 credits - Fall)

This course will focus on helping teacher candidates for grades K-9: understand and use appropriate assessment strategies; develop the ability to collect and use assessment data as a means of improving student learning; be familiar with the administration and use of common national, state and local standardized assessment measures.

Prerequisites: ED 236 and acceptance into the Teacher Education Program

ED 364 Assessment Strategies for Secondary Educators

(2 credits - Fall)

This course will focus on helping teacher candidates for grades 5-12: understand and use appropriate assessment strategies; develop the ability to collect and use assessment data as a means of improving student learning; be familiar with the administration and use of common national, state and local standardized assessment measures.

Prerequisites: ED 236 and acceptance into the Teacher Education Program

ED 377 Integration of Technology in the Classroom

(2 credits - Fall, Spring)

Students consider theories and rationale for integration of technology within the classroom. Emphases are on integrated lesson planning, technological adaptation for students with exceptionalities, in addition to further development of the candidates' technological knowledge and skills applicable to the teaching profession.

ED 382 Social Studies Methods and Materials

(2 credits - Fall)

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.

Prerequisites: ED 236 and acceptance into the Teacher Education Program

ED 384 Language Arts Methods and Materials

(2 credits - Fall)

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.

Prerequisites: ED 236 and acceptance into the Teacher Education Program

ED 386 Science Methods and Materials

(2 credits - Spring)

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.

Prerequisites: BI 111/L or CH 111/L or PH 111/L; ED 236 and acceptance into the Teacher Education Program

ED 388 Mathematics Methods and Materials

(2 credits - Spring)

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 trade books, textbooks, manipulatives, computer curriculum resources and teacher-made instructional aids, are explored.

Prerequisites: MA 111 or MA 112, ED 236 and acceptance into the Teacher Education Program

ED 395 Multicultural Practicum in Teaching

(3 credits - January)

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 year.

Prerequisites: Junior standing and acceptance into the Teacher Education Program

ED 395EL Multicultural Practicum in Elementary

(3 credits - January)

This course provides a pre-student teaching experience working in a public school. Placements are in elementary classrooms 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 year.

Prerequisites: Junior standing and acceptance into the Teacher Education Program

ED 395HS Multicultural Practicum in High School

(3 credits - January)

This course provides a pre-student teaching experience working in a public school. Placements are in high school classrooms 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 year.

Prerequisites: Junior standing and acceptance into the Teacher Education Program

ED 395MI Multicultural Practicum in Middle School

(3 credits - January)

This course provides a pre-student teaching experience working in a public school. Placements are in middle school classrooms 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 year.

Prerequisites: Junior standing and acceptance into the Teacher Education Program

ED 395SE Multicultural Practicum in Special Education

(3 credits - January)

This course provides a pre-student teaching experience working in a public school. Placements are in special education and 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 year.

Prerequisites: Junior standing and acceptance into the Teacher Education Program

ED 395SP Special Populations Practicum

(1 to 3 credits - January)

This course provides experience observing and working with exceptional populations in one of a variety of settings relevant to student interest. Taken during January of the junior or senior year.

Prerequisites: SE 232 and 233

ED 396 Practicum in Education

(1 to 3 credits - Fall, January, Spring, Summer)

Practicum in some aspect of education designed to give student practical, directed experience.

Prerequisite: Consent

ED 397 Junior Block Practicum I

(3 credits - Fall)

An extensive, four-week, all morning field experience in a K-6 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.

Prerequisites: ED 272, 382, and 384 concurrent

ED 398 Junior Block Practicum II

(3 credits - Spring)

An extensive, four-week, all morning field experience in a K-6 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.

Prerequisites: ED 386, 388, and SE 325 concurrent

ED 399 Workshop in Education

(1 to 3 credits - Summer)

Special topics in education for teachers and other professional educators.

Prerequisite: Consent

ED 410AE Agricultural Education Curriculum and Methodology

(2 credits - Fall)

This seminar, designed as the agricultural education candidate's final preparation prior to student teaching, integrates specific course content with field based assignments. Instructional strategies appropriate for both middle and high school are reinforced and applied within the cooperating classroom. Emphasis on agricultural education/IDOE standards, national teacher standards and respective professional organizations as well as the three-part agricultural education program model, including classroom and lab learning, FFA and SAEs. A 30-hour field experience is required. This field experience will be completed in 30 consecutive one-hour observations in the same class, culminating in at least ten consecutive days of teaching.

Prerequisite: AE 320

ED 410ENG Language Arts/English Curriculum and Methodology

(2 credits - Fall)

This seminar, designed as the secondary candidate's final preparation prior to student teaching, integrates specific course content with field based assignments. Instructional strategies appropriate for both middle and high school are reinforced and applied within the cooperating classroom. Emphasis on language arts/English IDOE standards, national teacher standards and respective professional organizations will be included. A 30-hour field experience is required. This field experience will be completed in 30 consecutive one-hour observations in the same class, culminating in at least five consecutive days of teaching.

Prerequisite: ED 320

ED 410MAT Mathematics Curriculum and Methodology

(2 credits - Fall)

This seminar, designed as the secondary candidate's final preparation prior to student teaching, integrates specific course content with field based assignments. Instructional strategies appropriate for both middle and high school are reinforced and applied within the cooperating classroom. Emphasis on mathematics IDOE standards, national teacher standards and respective professional organizations will be included. A 30-hour field experience is required. This field experience will be completed in 30 consecutive one-hour observations in the same class, culminating in at least five consecutive days of teaching.

Prerequisite: ED 320

ED 410SCI Science Curriculum and Methodology

(2 credits - Fall)

This seminar, designed as the secondary candidate's final preparation prior to student teaching, integrates specific course content with field based assignments. Instructional strategies appropriate for both middle and high school are reinforced and applied within the cooperating classroom. Emphasis on science IDOE standards, national teacher standards and respective professional organizations will be included. A 30-hour field experience is required. This field experience will be completed in 30 consecutive one-hour observations in the same class, culminating in at least five consecutive days of teaching.

Prerequisite: ED 320

ED 410SOC Social Studies Curriculum and Methodology

(2 credits - Fall)

This seminar, designed as the secondary candidate's final preparation prior to student teaching, integrates specific course content with field based assignments. Instructional strategies appropriate for both middle and high school are reinforced and applied within the cooperating classroom. Emphasis on social studies IDOE standards, national teacher standards and respective professional organizations will be included. A 30-hour field experience is required. This field experience will be completed in 30 consecutive one-hour observations in the same class, culminating in at least five consecutive days of teaching.

Prerequisite: ED 320

ED 420 Managing the Learning Environment

(2 credits - Fall)

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.

Prerequisite: SE 325 or MI 221

ED 440 Topics and Problems in Education

(2 credits - Fall, Spring)

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.

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

ED 450 Student Teaching in Elementary Schools

(10 credits - Fall, Spring)

All-day classroom experience in local elementary schools for 14 weeks. The student teacher is supervised by a cooperating master teacher and a supervisor from Huntington University. Overseas and special education student teaching experiences involve additional placements and reduction of time and credit for ED 450 experience. Students teaching overseas will spend seven weeks in an ED 450 placement for five credit hours and seven weeks overseas (ED 455) for five credit hours. Special education student teachers will spend seven weeks in an ED 450 placement for five credit hours and seven weeks in a special education setting (SE 450 or 460) for five credit hours.

Prerequisites: Admission to teacher education program, approved application for student teaching, and appropriate Indiana Core Assessment scores

ED 455 Student Teaching in Elementary Schools Overseas

(5 credits - Fall, Spring)

All-day classroom experience in an overseas elementary school for up to seven weeks. This experience is to be paired with a seven-week experience in ED 450 (five credit hours).

Prerequisites: ED 450 (concurrent) and consent

ED 460 Student Teaching in Secondary Schools

(10 credits - Fall, Spring)

All-day classroom experience in local secondary schools for 14 weeks. The student teacher is supervised by a cooperating master teacher and a supervisor from Huntington University. Overseas student teaching experiences involve additional placements and reduction of time and credit for ED 460 experience. Students teaching overseas will spend seven weeks in an ED 460 placement and seven weeks overseas (ED 465).

Prerequisites: Admission to teacher education program, approved application for student teaching, and appropriate Indiana Core Assessment scores

ED 465 Student Teaching in Secondary Schools Overseas

(5 credits - Fall, Spring)

All-day classroom experience in an overseas secondary school for up to seven weeks. This experience is to be paired with a seven-week experience in ED 460 (five credit hours).

Prerequisites: ED 460 (concurrent) and consent

ED 490 Independent Study

(1 to 4 credits - Fall, Spring)

An individualized study of a problem, a research paper or a project related to the education field.

Prerequisite: Consent

ED 495 Internship in Education

(2 to 4 credits - Fall, Spring)

A field experience in education which provides an opportunity for the student to apply theoretical knowledge in a practical setting. Student maintains close cooperation with the supervisory personnel in the field.

Prerequisite: Consent

Courses in Special Education

SE 111 American Sign Language I

(3 credits - Fall)

This course will introduce the student to American Sign Languages (ASL). It will explore the history and culture behind the language and will cover proper fingerspelling and signing techniques, as well as signing etiquette. A great deal of time will be spent learning vocabulary and practicing ASL in a conversational setting. This course is directed toward students with no previous experience with, or knowledge of, ASL.

SE 195 Job Shadow in Special Education

(1 to 2 credits - Fall, January, Spring, Summer)

Students observe the daily routines and activities of employed professionals and see how skills and knowledge acquired in class are applied in the special education field.

Prerequisite: Consent

SE 232 Education of the Exceptional Learner

(3 credits - Fall, Spring)

This course provides an overview of the developmental, behavioral, intellectual and educational characteristics of students 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.

Identical with PY232.

Prerequisite: PY 111

SE 233 Foundations of Special Education

(3 credits - Spring)

This course focuses on special education as a profession. Emphasis will be placed on historical, philosophical and legal foundations of special education. The rights and responsibilities of parents, students, educators and other professionals as these relate to students with exceptional needs will also be studied. Programming options and ethical practices for mild interventions will be emphasized.

Identical with PY 233.

Prerequisite: PY 111

SE 325 Differentiated Instruction

(2 credits - Spring)

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.

Prerequisites: ED 236 and acceptance into the Teacher Education Program

SE 328 Behavior Management for Mild Intervention

(2 credits - Fall)

This course focuses on planning and managing the teaching and learning environment for students with mild disabilities. The use of functional behavioral assessment and its use in developing behavior intervention plans for students with mild disabilities will be explored. Legal implications, including applicable laws, rules and regulations regarding the dissemination and implementation of behavior plans, will be discussed. Emphasis will be placed on strategies to foster and teach social skills to those students with mild disabilities.

Prerequisite: ED 236

SE 395 Practicum in Special Education

(1 to 3 credits - Fall, Spring)

Practicum in some aspect of special education designed to give student practical, directed experience.

Prerequisite: Consent

SE 397 Special Education Junior Block Practicum

(3 credits - Fall, Spring)

An extensive, four-week, all morning field experience in a K-6 special education setting for those students in the methods block. This field experience will take place during the last four weeks of the semester.

Prerequisites: SE 232 and 233; concurrent with the junior block methods

SE 422 Methods for Exceptional Learners: Mild Intervention

(3 credits - Fall)

Emphasis in this course will be on characteristics of children who have mild disabilities and the methods and materials used for intervention. A variety of strategies that facilitate student success in the least restrictive environment will be discussed. Additionally, modifying curriculum and environments to ensure student success will be stressed. The use of direct instruction and assessment of instruction to plan instructional objectives for the exceptional learner will be discussed along with the connection between daily planning and the individual education plan.

Prerequisites: SE 233 and acceptance into the Teacher Education Program

SE 424 Assessment Strategies for Exceptional Learners: Mild Intervention

(3 credits - Fall)

This course focuses on the multiple forms of assessment and record keeping. Emphasis will be placed on selection, use and interpretation of a wide variety of formal and informal assessments and effective ways of communicating that information to parents and colleagues. Additional emphasis will be placed on using assessment to plan, modify and deliver instruction. The relationship between assessment, placement and individual education plans will be explored.

Prerequisites: ED 236, SE 233 and acceptance into the Teacher Education Program

SE 434 Collaboration and Consultation in Special Education

(3 credits - Fall)

This course focuses on communication and collaborative partnerships that will contribute to success for the exceptional child across the full spectrum of services available for mild intervention. Emphasis is placed on the importance of ongoing relationships between the special educator and parents, families and agencies to support the education of the child. The process of conducting team meetings and ethical considerations dealing with confidential information will be explored.

Prerequisite: SE 233

SE 450 Student Teaching in Elementary: Special Education Setting

(5 credits - Fall, Spring)

All day experience in a special education setting for seven weeks (to be paired with a seven-week experience in ED 450). The student teacher is supervised by a cooperating master teacher and a supervisor from Huntington University.

Prerequisites: Admission to the teacher education program, completion of mild intervention content coursework, approved application for student teaching, and appropriate Indiana Core Assessment scores

SE 460 Student Teaching in Secondary: Special Education Setting

(5 credits - Fall, Spring)

All day experience in a special education setting for seven weeks (to be paired with a seven-week experience in ED 450). The student teacher is supervised by a cooperating master teacher and a supervisor from Huntington University.

Prerequisites: Admission to the teacher education program, completion of mild intervention content coursework, approved application for student teaching, and appropriate Indiana Core Assessment scores

SE 490 Independent Study in Special Education

(1 to 4 credits - Fall, Spring)

An individualized study of a problem, a research paper or a project related to the special education field.

Prerequisite: Consent

SE 495 Internship in Special Education

(2 to 4 credits - Fall, Spring)

A field experience in special education which provides an opportunity for the student to apply theoretical knowledge in a practical setting. Student maintains close cooperation with the supervisory personnel in the field.

Prerequisite: Consent

Department of English and Modern Languages

The English and Modern Languages Department invites all students to enter the dialogue about human life through the distinctive integration of writing, reading, creative expression, communication and critical thinking. In every 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 University. The English and Modern Languages Department serves the goals of the entire institution and all students, regardless of major.

Students with interests in language, literature, artistic expression and critical thinking should consider majoring in English. Students may choose a **major in English-literature, English-writing, American studies, British and postcolonial studies, or liberal studies** leading to a **bachelor of arts** degree for general preparation and as a foundation for graduate study, or they may choose a **bachelor of science** degree in **English education** to prepare for teacher licensing.

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.

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, editors, publishers, technical writers or public relations specialists. Others find English to be an excellent foundation for law school, library science, seminary and ministry, overseas missions, theatre, business, 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 world literature and significant writing in a variety of genres. 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.

Students who choose **English-literature** as a **major** in the **bachelor of arts** degree will complete EN 221, 224, 236, 311, 321, 374, 375, 386, 387, 395 (one hour), 431, 452, 453 and 454. Students pursuing the bachelor of arts degree must complete 12 hours in the same language or at least six hours in the same language coupled with six hours of cultural enrichment courses to fulfill the language requirement.

Students who choose **English-literature** as a **major** with an emphasis in **pre-law** for the **bachelor of arts** degree will complete EN 221, 224, 236, 311, 321, 374, 375, 386, 387, 395 (one hour), 431, 452, 453 and 454. Students pursuing pre-law may opt to substitute EN 455 for one of the 400-level courses except EN 431. Students pursuing pre-law should plan to enroll in PS 105, 111, and PL 260. PS 111 may be counted as one of the social science requirements in the core curriculum, and PL 260 may be counted as the philosophy requirement in the core curriculum. Students who intend to take the LSAT (Law School Admission Test) as part of an application to law school should take PL 240 Logic. Pre-law students are encouraged to select their general electives from PS 377, 428, 434, 466; BA 351; CO 370, 381; and SO 292, 333, and 345 and are strongly encouraged to complete 12 hours of foreign language study in a modern language. Students may also consider adding the legal studies minor.

Students who choose **English-writing** as a **major** in the **bachelor of arts** degree will complete EN 221, 362, 363, 391, 395 (one hour), 455, 465; CO 241 and 342. An additional twelve hours will be selected from EN 311, 321, 374, 375, 386, 387, 431, 452, 453, 454 or DM 330. Students pursuing the bachelor of arts degree must complete 12 hours in the same language or at least six hours in the same language coupled with six hours of cultural enrichment courses to fulfill the language requirement.

Students who choose **American studies** as a **major** in the **bachelor of arts** degree will complete EN 221, 311, 321, 452; HS 211, 212, and 361. An additional fifteen hours will be selected from CO 485, HS 377, 381, 385, 456, MI 377, SO 321, or 413. Students pursuing the bachelor of arts degree must complete 12 hours in the same language or at least six hours in the same language coupled with six hours of cultural enrichment courses to fulfill the language requirement.

Students who choose **British and postcolonial studies** as a **major** in the **bachelor of arts** degree will complete EN 221, 386, 387, 431, 453; HS 261, 322, 337, and 411. An additional nine hours will be selected from BT 331, HS 346, PL 321, 333MP, 333PL, 460, or SO 421. Students pursuing the bachelor of arts degree must complete 12 hours in the same language or at least six hours in the same language coupled with six hours of cultural enrichment courses to fulfill the language requirement.

Students who choose **liberal studies** as a **major** in the **bachelor of arts** degree will complete CO 111; two of the following four pairs of courses for a total of 12-14 hours from AR 371 and 381, MU 341 and 342, PL 311 and 321, or TH 311 and 312; and two of the following three pairs of courses for a total of 12 hours from EN 311 and 321, EN 374 and 375, or EN 386 and 387. An additional nine hours will be selected from BT 311, 320, 333, 341, CO 246, 266, HS 373, MI 264, PL 333MP, 333PT, 460, SO 421, or TH 331RP. Students pursuing the bachelor of arts degree must complete 12 hours in the same language or at least six hours in the same language coupled with six hours of cultural enrichment courses to fulfill the language requirement.

Students who choose **English education** as a **major for language arts teacher licensing** will complete EN 221, 224 or 236, 311, 321, 362 or 363, 374, 375, 386, 387, 391, 431 and 455. An additional three hours will be selected from EN 452, 453, or 454. Refer to the Department of Education for education courses required for teacher licensing.

The University **minor** in **literature** requires EN 221, 395 (one hour), 431, and 15 hours from EN 224 or 236, 311, 321, 374, 375, 386, 387, 452, 453, or 454.

The University **minor** in **writing** requires EN 362, 363, 391, 395 (one hour), 455, and 465; CO 241 and 342.

Courses in English

EN 121 Academic Writing and Research (3 credits - Fall, Spring)

Instruction in the fundamentals of good writing, the development of ideas and the mastery of research paper skills.

Students must enroll in EN 121 every semester until credit has been earned for the course.

EN 121L English Skills Lab (1 credit - Fall)

This course supports the instruction for EN 121. Students will develop fundamentals of proficient writing skills and prepare for the demands of academic and professional writing. This class will assist students in learning and practicing strategies that successful writers use. Throughout the course, students will engage in essay composition, study sentence structure, develop grammar skills, and learn to recognize and avoid plagiarism.

Prerequisite: Required for students enrolled in SS 101 and EN 121 or consent

EN 151 Perspectives on Literature

(3 credits - Fall, Spring)

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

EN 221 How to Read Literature

(3 credits - Fall Odd Years)

It may seem counterintuitive to require a course on "how to read literature" for English majors who have probably been reading since they were young. However, while enjoying a good book is a great starting point, critical reading understanding a text on a level beyond plot, character, and point of view. Complementing more intuitive approaches, the goal of this course is to provide new tools for interpreting a text. To this end, it will draw on such interpretive strategies as psychoanalysis, feminism, Marxism, and postcolonialism, among others, as means of approaching texts which will enhance the critical reading skills of literature majors and provide insights for writing majors.

Prerequisite: EN 151

EN 224 Stories from the Future

(3 credits - Spring Even Years)

The power of science fiction (and those genres associated with it, such as fantasy and dystopian novels) is that it pushes beyond the boundaries of what is, anticipating what might be -- often proving eerily prophetic.

Beginning with Thomas More's *Utopia*, arguably the first work of speculative fiction, this course will trace the progression of speculative fiction through the gothic novels of the Romantic period to the present day with special attention given to twentieth century authors like Ursula LeGuin, Octavia Butler, and Margaret Atwood, among others. The course will pay special attention to what we can learn about power dynamics, the human condition, and social constructs.

Prerequisite: EN 151

EN 236 Writers of Faith

(3 credits - Fall Even Years)

Repentance and Conversion. The Sacraments. Grace. Martyrdom. Theodicy. The Life of Christ. The Christian Life. The Church Universal and Local. The Nature of Evil. The Holy Spirit. For 2000 years, Christians in many cultures have considered their lives, human life, and this world in relation to God. Christians believe the whole range of human experience is accounted for in Christianity. This course examines this range with reading from John Milton, John Bunyan, and works by Nathaniel Hawthorne, and additional readings from international and non-Western writers, and English and American literature up to our times.

Prerequisite: EN 151

EN 295 Practicum in English

(1 to 3 credits - Fall, Spring)

Practicum in some aspect of English designed to give student practical, directed experience.

Prerequisite: Consent

EN 311 Into the Wild

(3 credits - Fall Odd Years)

The wilderness has loomed large in the American imagination since the discovery of the New World. But while many saw the taming of the wild as a sign of progress, more recent views recognize the need to preserve our dwindling wilderness. This course will begin with early accounts of cultivating the wilderness, tracing this through works of Manifest Destiny and the pioneer spirit, to the more Romanticized views of nature evident in Emerson and Thoreau, and to the more cynical Naturalists. The emphasis will be on American writers who engage with nature in one way or another but it will also consider the wilderness of the human heart and mind in the face of Nature. Willa Cather, Ernest Hemingway, Stephen Crane, and others will be emphasized.

Prerequisite: EN 151

EN 321 American Dream/American Nightmare

(3 credits - Spring Even Years)

What is the American dream, and what are its shortcomings? The common versions of the dream focus on definitions of personal fulfillment, narratives of personal effort, and the achievement of financial security. The common version of the nightmare show that race, ethnicity, poverty, limited opportunities, and misplaced priorities stand in the way of the dream. This course examines both the assertions of the dream and the skepticism of its potential, drawing heavily on multicultural writers. Texts for this course will include readings from such authors as Frederick Douglass, F. Scott Fitzgerald, Ralph Ellison, Walt Whitman, Lorraine Hansberry, and August Wilson.

Prerequisite: EN 151

EN 331 Selected Topics in English

(3 credits - Offered on Sufficient Demand)

Thematic literature or topical studies, including genre history and major authors, will be offered as needed and based on student interest.

May be repeated for credit in different topics.

EN 362 The Art of Storytelling

(3 credits - Spring Even Years)

"Those who tell stories rule the world." Creative writers often play second fiddle to STEM, yet those who write are the ones telling us what it means to be human when science and technology threaten to dominate us. This course dives into the craft of writing literary stories with an underlying belief that storytelling is the most powerful tool humans have to change minds, build bridges, and create empathy - in short, to be fully human. What mirrors do Margaret Atwood and F. Scott Fitzgerald hold up for us and how can we use our talents in similar ways? The exploratory workshop nature of the course encourages students to find their voice and unearth the stories they have inside them.

Prerequisite: EN 121

EN 363 The Poem's the Thing

(3 credits - Spring Odd Years)

The poem is often considered the purist form of writing because it compresses language, squeezing the diamond from the roughness of coal. In this course, students will enter into the art of writing poetry with the centering questions: What is a poem and why is a poem? Reading modern free verse poetry from writers like Rita Dove and Ocean Vuong, and looking historically to Shakespeare and Roethke, students will engage with a variety of poetic voices who both push against and sail alongside the culture of poetry that came before them. Drawing on these traditional and upstart voices, the workshop format of the class will help students find subjects and forms that will help them explore the particular nature of poetry and why it persists.

Prerequisite: EN 121

EN 374 Monsters, Freaks, and Geeks

(3 credits - Fall Even Years)

Some monsters just want to eat you. Others have their malevolence internalized. And others yet are misunderstood souls. What causes people and creatures to become monstrous, and what causes people to mistreat others as if they were monstrous? This course will examine characters represented at the margins, from the truly monstrous to those who reveal how and when we are monstrous. The readings will range from the ancients with *The Odyssey* and *Beowulf* to early writers of horror and the gothic, like Mary Wollstonecraft Shelley and Edgar Allen Poe, and modern writers.

Prerequisite: EN 151

EN 375 What's Love Got to Do With It?

(3 credits - Spring Odd Years)

Describing the heart of another as a "dark forest," Willa Cather captured the essence of why affairs of the heart are always complex. Our understanding of another person is never clear and often only viewed from the shadows of our own selves. However, while this course will explore traditional relationships in works by Gustav Flaubert, Jane Austen, and Emily Bronte, it approaches love from a much broader perspective than simply romantic love. Drawing on a wide range of world, British, and American literature, this course may also explore filial and agape love as well as self-love in the works of authors like Oscar Wilde, E. M. Forster, Gabriel Garcia Marquez, Julia Alvarez, Khaled Hosseini among others.

Prerequisite: EN 151

EN 386 Princes and Paupers

(3 credits - Fall Odd Years)

In England's Medieval Era, classes were defined by social status - the nobility, the ecclesiastics, and the commoners. By the eighteenth century, class distinctions were more often made economically, geographically, and behaviorally. Class is a changing feature of English society, so that even manners may be high or low class. Focusing on British authors, this course will examine class from Chaucer through the literature of the nobility, Renaissance drama, literature of the eighteenth-century middle class, Charles Dickens, and into the twentieth century with Virginia Woolf and other modern British writers.

Prerequisite: EN 151

EN 387 Coming of Age

(3 credits - Spring Even Years)

While the psychological and moral growth stemming from a transition from youth into adulthood transcends cultures, this course will focus on "coming of age" texts by British authors. The bildungsroman, represented by such works as Charlotte Bronte's *Jane Eyre*, emphasizes the formative years of its protagonist, while the kunstlerroman, like James Joyce's *A Portrait of the Artist*, explores the artistic development of the protagonist. While personal growth and change is an important emphasis for individual protagonists, this course will also consider defining works of literature that demonstrate key cultural shifts, including works by such authors as William Wordsworth and T. S. Eliot.

Prerequisite: EN 151

EN 391 Writing the Self

(3 credits - Spring Odd Years)

Nonfiction is a wide genre that includes literary journalism, the lyric essay, and memoir. What all of these subgenres of the form have in common is the question: What kind of stories can we tell when we give up fiction? This course explores how to shape compelling narratives from real life events and stems from the belief that a writer's job is to create meaning. Reading writers like Joan Didion, John McPhee, and David Sedaris, students will begin to explore writerly moves they can model in their own writing. The workshop format of the class includes rigorous reading and writing and a deep dive into the craft of literary nonfiction writing.

Prerequisite: EN 121

EN 395 Practicum in English

(1 to 3 credits - Fall, Spring)

Students may gain practical experience through a variety of hands-on experiences. The practicum could be on campus, working for the campus newspaper, *The Huntingtonian*, or for a student-produced magazine, or it could be off campus as determined by availability through the Friesen Center for Service and Experiential Learning and with the oversight of a faculty member.

Prerequisites: Junior standing and consent

EN 431 Shakespeare in the Modern World

(3 credits - Spring Odd Years)

More than any other author who wrote in English, William Shakespeare has shaped our world in complicated ways. How has *Romeo and Juliet* shaped our ideas of romantic love? How has *Hamlet* influenced our ideas of our inner lives? Has *Othello* influenced the development of racism, or has it helped us to address the problems of racism? William Shakespeare's plays have an ongoing presence in our lives. This course will examine as many as eleven Shakespeare plays with attention given to their presence today, on stage and transformed in our culture. (Attending a play, performed professionally if possible, is a requirement for this course.)

Identical with TH 431.

Prerequisite: EN 151

EN 452 Southern Accents

(3 credits - Spring Even Years)

The southern drawl is paradoxically as distinct and diverse as the South itself. While each region has its unique accent, each was shaped by rich agrarian roots as well as the dark past of slavery. Against this backdrop, one of the United States' most prominent regionalisms developed, with many of America's most distinguished writers hailing from the South. Rich with literary heritage, writers from the South focus on personal and national identity, race, religion, and the burdens of heritage and history. This course focuses on writers across the South, including William Faulkner, Zora Neale Hurston, and Flannery O'Connor, and others.

Prerequisite: EN 151

EN 453 The Empire Writes Back

(3 credits - Fall Even Years)

While conquest has always been a driving force in history, the eighteenth and nineteenth centuries saw Britain become the "empire on which the sun never set." However, with the decline of the British empire, the peoples it occupied began to respond to the effects of colonization: especially the loss of cultural identity and the resulting sense of liminality (of belonging nowhere). Emphasizing the work of Jean Rhys, Derek Walcott, and Ngugi Wa Thiongo among others, this course will explore the voices of the subaltern responding to the metaphysical, ethical, and political implications of losing one's culture, language, and identity.

Prerequisite: EN 151

EN 454 Who Am I?

(3 credits - Fall Odd Years)

The search for identity - trying to determine where one fits into the wider world - transcends time and place. Questions of identity include issues of gender, race, ethnicity, and encompass not only personal but also cultural and religious belonging. With an emphasis on world literature, this course will focus especially (but not solely) on peoples who have typically been disenfranchised and forced to maneuver questions of identity outside of the status quo. Authors discussed in this course will include Jhumpa Lahiri, Louise Erdrich, and Toni Morrison as well as a broad range of other authors.

Prerequisite: EN 151

EN 455 Adventures in the English Language

(3 credits - Spring Odd Years)

The English language is a hungry beast devouring and pilfering wholesale from every source it encounters. Our words and sentence structures reflect the history of a resilient and flexible people who, regardless of insurmountable odds, persevere and grow in influence. This course traces the roots of the English language and follows its movement into all corners of the world. The course also reviews modern grammar usage.

Prerequisite: EN 121

EN 465 The Writing Life

(3 credits - Fall Even Years)

The act of writing is an act of creativity and faith, but it is also a professional craft shaped by the needs of the publishing industry. In this course, writing students will create longer works in a genre of their choice that will culminate in a document worthy of submission for publication. Students will examine avenues for real world writing and how they might apply their talents in productive ways. A critical workshop format and a rigorous exploration of the professional creative writing world will ensure students cap off their creative studies with both the craft and skills necessary for whatever step they next choose.

Prerequisite: EN 362 or 363 or 391

EN 490 Independent Study

(1 to 4 credits - Fall, Spring)

The study of a problem, a research paper or a project related to the English major.

Prerequisite: Consent

EN 495 Internship in English

(2 to 4 credits - Fall, Spring)

A field experience in English which provides an opportunity for the student to apply theoretical knowledge in a practical setting. Student maintains close cooperation with the supervisory personnel in the field.

Prerequisite: Consent

Modern Languages

The study of a modern 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 people of the world. 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 three or higher on some AP language tests.

The University **minor in Spanish** requires a minimum of 22 hours, including SN 211, 221, and 16 additional hours in Spanish through the Semester in Spain program or in approved transfer courses in Spanish. Prior to the Semester in Spain, students must receive credit for SN 221 Intermediate Spanish II (or equivalent credit through CLEP or AP examinations). Students will normally complete 16 hours in the Semester in Spain program. These hours will be counted as 16 hours of the minor. Students are placed in courses on the basis of testing at the beginning of the experience. Additional information about the Semester in Spain program is included in the section on off-campus programs. SN 111 and 121 do not count toward the minor in Spanish.

The bachelor of arts degree in Spanish and the bachelor of science degree in Spanish education are suspended until the University resumes offering 300 and 400 level courses in Spanish.

Courses in Spanish and French numbered 300 or higher will not be offered until further notice.

Courses in French

FR 111 Elementary French I

(3 credits - Fall)

An audio-lingual approach, with practice in pronunciation and conversation and stress on grammar and reading.

FR 121 Elementary French II

(3 credits - Spring)

A continuation of elementary French, with practice in pronunciation and conversation and stress on elements of grammar and reading.

Prerequisite: FR 111

FR 211 Intermediate French I

(3 credits - Offered on Sufficient Demand)

Reading of significant authors, with grammar review, composition and oral practice.

Prerequisite: FR 121

FR 221 Intermediate French II

(3 credits - Offered on Sufficient Demand)

A continuation of intermediate French, with readings of significant authors, grammar, composition and oral practice.

Prerequisite: FR 211

FR 311 French Conversation and Composition I

(3 credits)

FR 321 French Conversation and Composition II

(3 credits)

FR 331 French Literature and Civilization I

(3 credits)

FR 341 French Literature and Civilization II

(3 credits)

Courses in German

GM 111 Elementary German I

(3 credits - Fall)

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.

GM 121 Elementary German II

(3 credits - Spring)

A continuation of elementary German, with practice in pronunciation, conversation, reading and writing.

Prerequisite: GM 111

GM 211 Intermediate German I

(3 credits - Offered on Sufficient Demand)

Grammar review, composition, conversation and selected readings.

Prerequisite: GM 121

GM 221 Intermediate German II

(3 credits - Offered on Sufficient Demand)

A continuation of intermediate German, with grammar review, composition, conversation and selected readings.

Prerequisite: GM 211

Courses in Spanish

SN 111 Elementary Spanish I

(3 credits - Fall)

An audio-lingual approach with practice in pronunciation and conversation, with stress on elements of grammar and reading.

SN 121 Elementary Spanish II

(3 credits - Spring)

A continuation of elementary Spanish, with practice in pronunciation and conversation and stress on elements of grammar and reading.

Prerequisite: SN 111

SN 211 Intermediate Spanish I

(3 credits - Fall)

Grammar review, composition, conversation and selected readings.

Prerequisite: SN 121

SN 221 Intermediate Spanish II

(3 credits - Spring)

A continuation of intermediate Spanish, with grammar review, composition, conversation and selected readings.

Prerequisite: SN 211

SN 311 Spanish Conversation and Composition I

(3 credits)

SN 321 Spanish Conversation and Composition II

(3 credits)

SN 331 Spanish Civilization Before 1800

(3 credits)

SN 332 Spanish Civilization After 1800

(3 credits)

SN 341 Spanish Literature Before 1800

(3 credits)

SN 342 Spanish Literature After 1800

(3 credits)

SN 351 Literature of Mexico and Central America

(3 credits)

SN 411 Special Topics

(3 credits)

SN 421 Advanced Spanish Grammar and Composition

(3 credits)

Department of History and Political Science

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 and Political Science 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, Political Science, Pre-Law, History - Education, and International and Development Studies

Students who choose **history** as a **major** for the **bachelor of arts** degree will complete HS 115, 116, 211, 212, 222, 261; PS 111; six hours chosen from HS 322, 337, and 487; and nine 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 111 may be counted as one of the social science requirements in the core curriculum. Students considering graduate study in history are strongly encouraged to complete 12 hours of foreign language study in a modern language.

Students who choose **political science** as a **major** for the **bachelor of arts** degree will complete HS 115, 116, 211, 212, 222, 261; PS 111, 377, 428, 434, 466; one course from PS 346, 373, 385, 456, 477, and 495; and PL 260. PS 111 may be counted as one of the social science requirements in the core curriculum, and PL 260 may be counted as the philosophy requirement in the core curriculum. Students considering graduate study in political science should take MA 151 as their core math requirement. Students who intend to take the LSAT (Law School Admission Test) as part of an application to law school should take PL 240 Logic. Students are strongly encouraged to complete 12 hours of foreign language study in a modern language.

Students who choose **history** with an emphasis in **pre-law** for the **bachelor of arts** degree will complete HS 115, 116, 211, 212, 222, 261; PS 105, 111; six hours chosen from HS 322, 337, and 487; and nine additional hours in history, eight of which must be in courses numbered 300 or above. PS 111 may be counted as one of the social science requirements in the core curriculum. Students who choose **political science** with an emphasis in **pre-law** for the **bachelor of arts** degree will complete HS 115, 116, 211, 212, 222, 261; PS 105, 111, 377, 428, 434, 466; one course from PS 346, 373, 385, 456, 477, and 495; and PL 260. PS 111 may be counted as one of the social science requirements in the core curriculum, and PL 260 may be counted as the philosophy requirement in the core curriculum. Pre-law students are encouraged to select their general electives from history and political science courses at the 300 level or above, as well as BA 351; CO 370, 381; and SO 292, 333, and 345. Students who intend to take the LSAT (Law School Admission Test) as part of an application to law school should take PL 240 Logic. Students are strongly encouraged to complete 12 hours of foreign language study in a modern language.

Students who choose **history - education** as a **major** for the **bachelor of science** degree can be licensed in Indiana to teach **history, government** and **geography** in a middle or high school setting. The major requires HS 115, 116, 211, 212, 222, 261; EB 211; PS 111; six hours from HS 322, 337, and 487; nine additional hours in political science chosen from PS 346, 373, 377, 428, 456, 466, 477, or approved January Term courses (students must take PS 377 or 466 as part of the nine hours in political science); PY 111 and SO 111. To add a content concentration in **economics**, students also complete EB 212 and one additional 300 or 400-level EB course. To add a content concentration in **psychology**, students also complete PY 211 and six additional hours in psychology. To add a content concentration in **sociology**, students also complete 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 **international and development studies** as a **major** for the **bachelor of arts** degree will complete the following core curriculum courses: HS 115, 116, SO 111, EB 211, and BT 331. In addition, students are required to complete HS 261, PS/SO 171, CO 322/MI 321, PS 395ID (3 hours), and at least 15 hours of electives from the following three concentrations. (Students must take at least one elective from each concentration and eight hours must be at 300 level or above.)

Politics and Environment: AG 111, 241, ES 211/L, EB 461, PS 111, 346, 373, 456, or appropriate January Term courses

Service and Culture: MI 233CO, 233LA, 233RS, 365, SS 202, TE 233, 234, or appropriate January Term courses

People and Society: PY 211, 215, 230, 341, 351, SO 141, 321, 333, 413, 421, or appropriate January Term courses

Students who choose **archaeology** as a **minor** will complete HS 395ARC/495ARC, BT 320, HS 373, SO 141, at least one skills course (AR 101, 107, 111, 241I, 241ID, 241P, 441, DM 115, 155), and one cultural course (AR 371, 381, BT 331, GR 111, 121, HE 111, 121, HS 115, 116) plus electives to total 22 credit hours. Students will choose elective hours to complete the minor from the courses listed above and/or January term courses, and independent studies, as approved by the archaeology advisor. Students intending to complete an internship (495ARC) without an archaeological method/skills component will be encouraged to complete an archaeological practicum (395ARC).

Students who choose **history** as a **minor** will complete HS 115, 116, 211 (or 212), 222, 261, and seven hours in history courses numbered 300 or above or appropriate January Term courses.

Students who choose **legal studies** as a **minor** will complete PS 105, 111, 434, 466; HS 222; BA 351 (or CJ 345); PL 240 (or 260); and HS 211 (or 212) for a total of 24 credit hours. Other credit may apply from January Term courses, internships, independent studies, or PS 391 as approved by the pre-law advisor.

Students who choose **museum studies** as a **minor** will complete HS 115, 116; BA 252; four hours of AR/HS 495; and nine hours from HS 211, 212, 222, 261, 373, AR 371 and 381. Students interested in interning and eventually working in an art museum should select both AR 371 and 381.

Students who choose **political science** as a **minor** will complete PS 105, 111; HS 211 (or 212), 222, 261; and seven hours from PS 171, PS courses numbered 300 or above, or appropriate January Term courses.

Students who choose **refugee studies** as a **minor** will complete PS 171, 395RE (1-3 hours); CO 322/MI 321; and at least 13 hours from BT 331, HS 261, MI 233CO, 233LA, 233RS, NU 310, 450, 451, PS 346, 373, 456, PY 211 (or 215 or 230), 341, 351, SN 111, 121, SO 111, 141, 321, 333, 413, 421, SS 202, TE 233, 234, or any appropriate January Term courses for a total of 22 hours in the minor.

Customized Academic Program

The Customized Academic Program (CAP) permits students to design individualized, interdisciplinary majors. Students who are interested in pursuing CAP as their major may contact the Department of History and Political Science or the Office of the Registrar for assistance in the application and approval process.

Courses in History

HS 115 Historical Perspectives on Culture and Civilization I

(3 credits - Fall)

This course provides an introduction to the theory and practice of historical scholarship, or the "nuts and bolts" of doing history at an advanced level. Students examine and discuss key documents and themes in the history of Western civilization from the Ancient Near East to the Early Modern Period in Europe. Students explore problems in advanced historical investigation and become acquainted with the tools of historical analysis. Attention is given to Christian perspectives on historical development and progression.

HS 116 Historical Perspectives on Culture and Civilization II

(3 credits - Spring)

The course surveys key documents and themes in the history of Western civilization from the Early Modern Period in Europe to the very recent past in continuation of HS115.

Prerequisite: HS 115

HS 195 Job Shadow in History

(1 to 2 credits - Fall, Spring)

Students observe the daily routines and activities of employed professionals and see how skills and knowledge acquired in class are applied in the history field.

Prerequisite: Consent

HS 211 History of the United States I

(3 credits - Fall)

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.

HS 212 History of the United States II

(3 credits - Spring)

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.

HS 222 Historical Method

(3 credits - Spring)

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.

HS 261 The British Empire

(3 credits - Fall)

This course surveys the history of the British Empire from the mid-19th century to the retreat from empire following the Suez Crisis (1956). It seeks to explain the Empire's growth and the early stages of its contraction in Africa, the Middle East and South and Southeast Asia.

Prerequisite: HS 116

HS 322 Seminar in Early Modern Europe

(3 credits - Spring Even Years)

In-depth study of selected topics in European continental history from the Reformation to the French Revolution. Examines historically significant sources, both primary and secondary, to acquaint students with the essential historiography and interpretive problems of the period.

Prerequisites: HS 115 and 222

HS 337 Seminar on Britain and the End of Empire

(3 credits - Spring Odd Years)

This course examines the various processes involved in the contraction of Empire in the quarter century after the Second World War. Case studies are drawn mainly from Malaya, India, Pakistan, Sri Lanka, Egypt, Palestine, the Gold Coast, Kenya, the Central African Confederation, Rhodesia, South Africa and Nigeria.

Prerequisite: HS 116

HS 346 Cambodia: Revolution and Genocide

(3 credits - Spring Even Years)

This course introduces students to the political, economic and social history of Cambodia. It explores Cambodia's struggle for independence, involvement in the Vietnam War, revolution, genocide, rehabilitation and reconciliation, and environmental history since 1945.

Identical with PS 346.

Prerequisite: HS 116

HS 361 American Religious History

(3 credits - Spring Odd Years)

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.

HS 373 Art and Archaeology of Angkor

(3 credits - Fall Even Years)

This class studies the political rise and material culture of the ancient Angkor civilization within Southeast Asia. The Angkor Empire was deeply influenced by the art and religion of India. The class, therefore, focuses on the cross-cultural connection and transfer of sculpture, temple structures and people groups within mainland Southeast Asia.

Identical with AR 373 and PS 373.

HS 377 The American Presidency

(3 credits - Fall Even Years)

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

HS 381 Civil War and Reconstruction

(3 credits - Fall Odd Years)

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

HS 385 The American Revolution

(3 credits - Spring Even Years)

This course addresses the military, intellectual, social, political, economic and cultural dimensions of the movement for American independence. Topics include the preconditions and precipitants of the American Revolution, the military history of the conflict, internal problems in Britain and the rebellious colonies, the divergence of British and American political theory and constitutional practice, the growth of American national consciousness and the consequences of the war for world history.

Identical with PS 385.

Prerequisite: HS 211

HS 395 Practicum in History

(1 to 3 credits - Fall, Spring)

A practice learning experience that offers exposure to the field of history. Students are expected to work closely with a professional or an organization, and to reflect on their experiences through conferences and assignments with a faculty supervisor.

Prerequisite: Consent

HS 395ARC Practicum in Archaeology

(1 to 3 credits - Fall, January, Spring, Summer)

A practice learning experience that offers exposure to the field of archaeology. Students are expected to work closely with a professional or an organization, and to reflect on their experiences through conferences and assignments with a faculty supervisor.

Prerequisite: Consent

HS 411 Medieval Europe

(3 credits - Fall Even Years)

This course will examine topics in European history from the Late Antiquities with the decline of the Roman Empire through the development of powerful Western European cultural and political forms, including the Latin Church, intellectual development such as the rise of universities, the Crusades and the challenges posed by natural disaster and war in the thirteenth through fifteenth centuries.

Prerequisite: HS 115

HS 428 Seminar in U.S. Contemporary Politics

(3 credits - Fall Odd Years)

This course addresses currents in American politics that have shaped the United States in the twenty-first century. Topics may include political ideologies and movements, the party system, electoral behavior, the political media, governmental institutions, and public policy. Students engage in discussion and debate and learn techniques of advanced research in political language, behavior, institutions, and other dimensions of politics.

Identical with PS 428.

Prerequisite: PS 111

HS 434 Classics of Political Thought

(3 credits - Spring Odd Years)

In-depth study of the classic political texts in the Western tradition from Ancient Greece to modern times. The course will examine how these texts answer the major theoretical questions about the need for and purpose of government.

Identical with PS 434.

Prerequisites: HS 222 and PS 111

HS 456 America and Vietnam

(3 credits - Fall Odd Years)

The course examines the key factors concerning United States involvement in the Vietnam War. It investigates American involvement in relation to European decolonization, Cold War politics, congress and public opinion. The unit considers the impact of the Vietnam War on American foreign policy since 1975 and - using film, literature and oral histories - the way in which it continues to affect the United States today.

Identical with PS 456.

Prerequisite: HS 116

HS 466 American Constitutional History

(3 credits - Spring Odd Years)

Constitutional development in the United States from AD 1606 to the present with emphasis upon political thought and practice.

Identical with PS 466.

Prerequisites: HS 211 and 212

HS 477 Topics in Modern Europe

(3 credits - Fall Odd Years)

An in-depth study of selected topics in modern European history from the 18th century to the present. The focus will be on historically significant sources, both primary and secondary, to acquaint students with essential historiography, problems and issues of the period.

Identical with PS 477.

Prerequisites: HS 115, 116, and HS 222

HS 487 Seminar in American History

(3 credits - Fall Even Years)

This course offers an in-depth study of American History that focuses on problems of historical investigation and interpretation. Students learn techniques of advanced historical research through the study of primary and secondary sources and the use of professional methods of citation. The course utilizes the seminar method, based on discussions of key works of scholarship, as well as documents pertaining to the subject at hand.

Prerequisites: HS 211, 212, and HS 222

HS 490 Independent Study

(1 to 4 credits - Fall, Spring)

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

HS 495 Internship in History

(2 to 4 credits - Fall, Spring)

A field experience in history which provides an opportunity for the student to apply theoretical knowledge in a practical setting. Student maintains close cooperation with the supervisory personnel in the field.

Prerequisite: Consent

HS 495ARC Internship in Archaeology

(2 to 4 credits - Fall, January, Spring, Summer)

A field experience in archaeology which provides an opportunity for the student to apply theoretical knowledge in a practical setting. Student maintains close cooperation with the supervisory personnel in the field.

Prerequisite: Consent

Courses in Political Science

PS 105 Introduction to Law

(3 credits - Fall)

Survey of the fields of criminal law and criminal procedure, civil law and civil procedure, torts, business and contract law, property and constitutional law. Attention is given to preparation for law school and aspects of the legal profession.

Identical with CJ 105.

PS 111 Public Policy

(3 credits - Spring)

A study of public policy - broadly defined - and public policy issues in the American context. Focusing on current and perennial questions of national concern, the course will examine issues involved in public policy formation, existing policies and proposals for reforming or changing those policies.

PS 171 Development and Sustainability

(3 credits - Spring)

This course examines the various political, economic, cultural and environmental factors that are critical to sustaining healthy, vibrant communities. Healthy communities facilitate "persistence in place" and promote the long-term stability of human populations. Through various case studies, students will explore factors that result in community deterioration and ultimately, dispersal of human populations. This course is intended to develop practical skills and academic competencies for further academic and professional work in international affairs, immigrant and refugee studies and community development.

Identical with SO 171.

PS 321 Public Finance

(3 credits - Spring Odd Years)

A study of the political economy with a focus on public policies related to government spending and taxation. Political ideologies related to funding government and providing public goods are examined. Current issues in social welfare, defense and security, public infrastructure, energy and education are studied.

Identical with EB 321.

Prerequisite: EB 211

PS 346 Cambodia: Revolution and Genocide

(3 credits - Spring Even Years)

This course introduces students to the political, economic and social history of Cambodia. It explores Cambodia's struggle for independence, involvement in the Vietnam War, revolution, genocide, rehabilitation and reconciliation, and environmental history since 1945.

Identical with HS 346.

Prerequisite: HS 116

PS 373 Art and Archaeology of Angkor

(3 credits - Fall Even Years)

This class studies the political rise and material culture of the ancient Angkor civilization within Southeast Asia. The Angkor Empire was deeply influenced by the art and religion of India. The class, therefore, focuses on the cross-cultural connection and transfer of sculpture, temple structures and people groups within mainland Southeast Asia.

Identical with AR 373 and HS 373.

PS 377 The American Presidency

(3 credits - Fall Even Years)

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.

Prerequisites: HS 211 or 212

PS 385 The American Revolution

(3 credits - Spring Even Years)

This course addresses the military, intellectual, social, political, economic and cultural dimensions of the movement for American independence. Topics include the preconditions and precipitants of the American Revolution, the military history of the conflict, internal problems in Britain and the rebellious colonies, the divergence of British and American political theory and constitutional practice, the growth of American national consciousness and the consequences of the war for world history.

Identical with HS 385.

Prerequisite: HS 211

PS 391 Policy Debate Practicum

(1 credit - Spring)

This practicum gives students the opportunity to research, prepare and advocate for opposing sides of a current public policy issue by engaging in an annual, campus-wide public debate.

Prerequisite: Consent

PS 395 Practicum in Political Science

(1 to 3 credits - Fall, Spring)

A practice learning experience that offers exposure to the field of political science. Students are expected to work closely with a professional or an organization, and to reflect on their experiences through conferences and assignments with a faculty supervisor.

Prerequisite: Consent

PS 395ID Practicum in International and Development Studies

(3 credits - Fall, Spring)

A practice learning experience that offers exposure to the field of international development. Students are expected to work closely with a professional or an organization, and to reflect on their experiences through conferences and assignments with a faculty supervisor.

Prerequisite: Consent

PS 395RE Practicum in Refugee Studies

(1 to 3 credits - Fall, Spring)

A practice learning experience that offers exposure to the field of refugee policy or services. Students are expected to work closely with a professional or an organization, and to reflect on their experiences through conferences and assignments with a faculty supervisor.

Prerequisite: Consent

PS 428 Seminar in U.S. Contemporary Politics

(3 credits - Fall Odd Years)

This course addresses currents in American politics that have shaped the United States in the twenty-first century. Topics may include political ideologies and movements, the party system, electoral behavior, the political media, governmental institutions, and public policy. Students engage in discussion and debate and learn techniques of advanced research in political language, behavior, institutions, and other dimensions of politics.

Identical with HS 428.

Prerequisite: PS 111

PS 434 Classics of Political Thought

(3 credits - Spring Odd Years)

In-depth study of the classic political texts in the Western tradition from Ancient Greece to modern times. The course will examine how these texts answer the major theoretical questions about the need for and purpose of government.

Identical with HS 434.

Prerequisites: HS 222 and PS 111

PS 456 America and Vietnam

(3 credits - Fall Odd Years)

The course examines the key factors concerning United States involvement in the Vietnam War. It investigates American involvement in relation to European decolonization, Cold War politics, congress and public opinion. The unit considers the impact of the Vietnam War on American foreign policy since 1975 and - using film, literature and oral histories - the way in which it continues to affect the United States today.

Identical with HS 456.

Prerequisite: HS 116

PS 466 American Constitutional History

(3 credits - Spring Odd Years)

Constitutional development in the United States from AD 1606 to the present, with emphasis upon political thought and practice.

Identical with HS 466.

Prerequisites: HS 211 and 212

PS 477 Topics in Modern Europe

(3 credits - Fall Odd Years)

An in-depth study of selected topics in modern European history from the 18th century to the present. The focus will be on historically significant sources, both primary and secondary, to acquaint students with essential historiography, problems and issues of the period.

Identical with HS 477.

Prerequisites: HS 115, 116, and HS 222

PS 490 Independent Study

(1 to 4 credits - Fall, Spring)

An individualized study of a problem, a research paper or a project related to the political science field.

Prerequisite: Consent

PS 495 Internship

(2 to 4 credits - Fall, Spring)

A field experience in politics or government, 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. Students may satisfy the internship requirement for political studies by completing the CCCU's American Studies Program in Washington, DC.

Prerequisites: Junior standing and consent

Honors Program

The Huntington University Honors Program is a community of scholars from various academic backgrounds who love to learn and are skilled in engaging in the liberal arts inside and outside of the classroom.

HU's program fosters a culture of challenge and support and is interdisciplinary, providing a foundation for major disciplines and pre-professional programs. Special curricular and extracurricular opportunities serve as a point of departure for a lifetime of meaningful "face-to-face" encounters with God and God's image-bearers.

The program intends for students of all disciplines to work together through deep, well-informed conversation to understand and solve problems in the world around them.

The Honors Program requires the completion of the following for a total of 10 credit hours:

- Two Honors courses for three credit hours each: HN 121 Design Thinking for a Creative Life and HN 421 Meaning in Life.
- Three one-hour seminars in selected topics, including but not limited to Aesthetics, Leadership, Power and Corruption, Individual and Community, and Being Human.
- A one-hour research paper or some other culminating project taken during the senior year that integrates the student's discipline with one of the themes from the honors program.

Honors students who have difficulty fitting both HN 121 and HN 421 into their academic schedule (transfer students, scheduling complications, or other reasons) may petition to substitute HN 121 with a seminar course and complete the Honors Program with a total of eight credit hours.

Incoming college freshmen and sophomores with a 3.5 GPA and a teacher's recommendation are eligible to interview for a place in the Honors Program. Please send inquiries to honors@huntington.edu.

Courses in Honors Program

HN 121 Design Thinking for a Creative Life

(3 credits - Spring)

This course will cover multiple different kinds of design thinking, from developing products to creating and running non-profits. Students will begin this course by examining the role of compassion and open-hearted engagement in design. In the second part of the course, students will engage with local community leaders, business incubators, art collectives, etc. to find people who have excelled in a variety of disciplines. The goal will be to create something, such as a product or a service, and gain an understanding of what it takes to create an idea and then see it through to fruition.

Prerequisite: Admittance into the Honors Program

HN 301 Honors Colloquium: Aesthetics

(1 credit - Fall Every Three Years)

This course will focus on two classic Greek texts with special attention to an understanding of the aesthetics that helped shape Western views of beauty and art. Discussions will center around key themes that run throughout each text. An example of texts would be Plato's "Republic," Aristotle's "Poetics" and Longinus' "On the Sublime."

Prerequisite: Admittance into the Honors Program

HN 302 Honors Colloquium: Leadership

(1 credit - Spring Every Three Years)

The focus of this course will be two classic Roman texts with special attention given to a discussion of leadership and how it is defined within the context of the chosen texts and Roman culture. This will lend itself to broader discussions about what makes an effective leader. Sample companion texts would be Virgil's "The Aeneid" and one or more of Plutarch's "Lives" such as his "Caesar."

Prerequisite: Admittance into the Honors Program

HN 303 Honors Colloquium: Christendom

(1 credit - Fall Every Three Years)

This course will focus on Christendom with special attention given to classic Christian texts. Engaging in the individual text's portrayal of the Christian worldview will be emphasized, with particular attention given to themes like the notion of sin or other relevant issues raised in the texts. Texts that could be paired would be Augustine's "Confessions" and Dante's "Inferno."

Prerequisite: Admittance into the Honors Program

HN 304 Honors Colloquium: Power and Corruption

(1 credit - Spring Every Three Years)

The focus of this course will be the notion of power and corruption that often follows the precepts of the sort of leader Machiavelli describes. Two texts that could be paired would be Machiavelli's "The Prince" and Shakespeare's "Richard III."

Prerequisite: Admittance into the Honors Program

HN 305 Honors Colloquium: The Individual and Community

(1 credit - Fall Every Three Years)

This course will focus on the tension between being an individual and living in community with special attention on the role an individual plays in developing community as well as the role the community plays in serving the common good. A pair of texts which could be paired for this exploration could be "The Communist Manifesto" by Marx and Engels and "The Second Treatise of Government" by John Locke.

Prerequisite: Admittance into the Honors Program

HN 306 Honors Colloquium: Being Human

(1 credit - Spring Every Three Years)

The focus of this course will be centered on a key question relating to what makes us human. This might include an exploration of human physiology, the mind and our emotions or the soul, ultimately considering what separates us from other animals. Texts that could be explored together might be Darwin's "Origin of Species" and Freud's "Introductory Lectures on Psychoanalysis" and the influence that these theories have had on an understanding of ourselves and our place in the world.

Prerequisite: Admittance into the Honors Program

HN 308 Honors Colloquium: Christian Essaying

(1 credit - Fall Every Three Years)

The course begins with a session on the origins of the essay as a literary form. This will be followed with reading and class discussion of essays from two to three Christian writers who have excelled in the form. Potential writers may include G. K. Chesterton, C. S. Lewis, Flannery O'Connor, Wendell Berry, and Marilynne Robinson. The course concludes with each student's short essaying in response to the readings.

Prerequisite: Admittance into the Honors Program

HN 401 Independent Honors Project

(1 credit - Fall, Spring)

Students in the Honors Program complete this independent project during their seventh or eighth semester of study. The project must engage one or more of the texts studied in previous honors courses and must relate to the student's major field. Students will design a project in a medium of their choice. Projects are led by the Director of the Honors Program and supervised by a faculty member in the student's major.

A form describing the project is completed and submitted before a student can be registered.

Prerequisites: Admittance into the Honors Program and completion of five out of six Honors Colloquium courses

HN 421 Meaning in Life

(3 credits - Fall)

This course will cover the major answers to the questions of the meaning of life and meaning in life. The sorts of questions considered include: What would make a life meaningful? What impact would the existence of God have on living a meaningful life? How do death, suffering, failure, loss, despair, etc. affect the meaning of one's life? What kind of character must one have to live a meaningful life? What pursuits bring meaning? Can one lose meaning in one's life? What kind of harm is that loss? How do disabilities affect the meaning of a life?

What kind of meaning do the three great Christian virtues of faith, hope, and love produce? How do the concepts of eternity, heaven, and hell impact the meaning of life?

Prerequisites: Admittance into the Honors Program and junior or senior standing

HN 490 Independent Study

(1 to 4 credits - Fall, January, Spring, Summer)

A study of various aspects of the liberal arts, the subject area of which will be determined by the instructor according to student interest.

Prerequisite: Consent

Department of Kinesiology

The Department of Kinesiology offers majors in exercise and movement science, sports and exercise studies, and pre-athletic training for students pursuing graduate school in exercise science or athletic training or pursuing a professional career in exercise science or athletic training.

The majors in exercise and movement science, sport and exercise studies and pre-athletic training provide opportunity for students to engage in fitness and health-related service and leadership and to be prepared for graduate study in professional schools for allied health, graduate study in kinesiology and other exercise science-related careers.

Exercise and Movement Science

The major in exercise and movement science is an entry-level program that prepares undergraduates for graduate work or professional training. Students may use this undergraduate program as a foundation for graduate programs in allied health, including physical therapy, occupational therapy, athletic training, chiropractic medicine, physician assistant school, medical school and others. Students could view this program as "Pre-Physical Therapy" or "Pre-Occupational Therapy". Additionally, the major can be used to prepare students for graduate study in kinesiology (e.g. exercise physiology, biomechanics, sport and exercise psychology, motor learning and control).

Students who plan to attend physical therapy school or occupational therapy school are encouraged to major in exercise and movement science. The exercise and movement science curriculum does not meet the prerequisites for all physical therapy or occupational therapy schools because each school differs on its requirements for admission. As part of the exercise and movement science program, students are directed toward electives that will help them meet the necessary prerequisites for their school of choice.

Students who choose **exercise and movement science** as a **major** for the **bachelor of science** degree will complete EX 111, 151, 271, 287, 311, 321/L, 326, 443, 465, and 495 (four hours); BI 161/L, 241/L, 242/L; CH 162/L; PH 212/L; PY 461; BA 252; and two courses from EX 318, 425, 428, 431, or 452. The following specific courses are necessary and will fulfill requirements in the core curriculum: CH 161/L; PH 211/L; PY 111; SO 111; MA 151; BT 333TB. Students must take EX 395 (two hours) as one of their required January Terms. Students taking PH 211-212 must have MA 141 College Algebra and Trigonometry or math placement, or introductory calculus. Students are required to show evidence of CPR certification as a requirement for graduation.

Sport and Exercise Studies

The major in sport and exercise studies prepares undergraduate students for entry-level positions in the sport, health, wellness and fitness industries and other exercise science-related careers (e.g. strength and conditioning, personal training, physical therapy assistant, cardiac and pulmonary rehabilitation). Students will be prepared for industry-standard certifications (e.g. ACSM's Certified Exercise Physiologist and NSCA's Certified Strength and Conditioning Specialist). This major will also prepare students for graduate study in kinesiology (e.g. exercise physiology, biomechanics, sport and exercise psychology, motor learning and control).

Students who choose **sport and exercise studies** as a **major** for the **bachelor of science degree** will complete EX 111, 151, 271, 287, 311, 321/L, 326, 431, 443, 465 and 495 (three hours); BI 241/L, 242/L; BA 252 and 341; PY 351 and 461; and three courses from EX 318, 395, 425, 428, 452, 490, 495, BI 232/L, 311, 312, PY 230, 321 (at least one of the three courses must be taken from EX 318, 425, 428, or 452). The following specific courses are necessary and will fulfill requirements in the core curriculum: CH 141/L; PH 111/L; PY 111; SO 111; MA 151; BT 333TB. Students must take EX 395 (two hours) as one of their required January Terms. Students are required to show evidence of CPR certification as a requirement for graduation.

Minor in Exercise Science

Students who choose to **minor in exercise science** will complete EX 111, 311, 318, 321/L, 326, 465; BI 241/L and 242/L.

3-2 Athletic Training Program (Major in Pre-Athletic Training)

The major in pre-athletic training is part of the 3-2 Athletic Training Program. The 3-2 Athletic Training Program offers students the opportunity to receive both a **bachelor of science** degree in **pre-athletic training** from Huntington University and a **master of athletic training** degree from Manchester University over a five-year period. Through a broad preparation in both academic and practical experience, the program educates students to become an athletic trainer that provides sports teams with services and education for injury prevention, evaluation of athletic trauma, immediate care and rehabilitation. Athletic trainers are in demand in a variety of settings, including secondary schools, colleges and universities, sports medicines clinics, professional sports teams and industrial settings.

Admission to Huntington University does not guarantee acceptance to the 3-2 Athletic Training program. Application to the 3-2 Athletic Training program begins in the student's second year at Huntington University. Students who fail to achieve admittance to the Manchester University Master of Athletic Training program may complete their bachelor's degree in exercise and movement science at Huntington University.

Students who choose to pursue the 3-2 Athletic Training Program will complete three years of coursework at Huntington University and will transfer 26 credit hours from Manchester University after the fourth year to complete a **major in pre-athletic training** for the **bachelor of science** degree from Huntington University. After the fifth year in the 3-2 program, students will complete a **master of athletic training** degree from Manchester University. Students who choose the 3-2 Athletic Training Program will complete EX 111, 151, 271, 287, 311, 318, 321/L, 326, 395, 431, 443, 465; BI 241/L; 242/L; BA 252; and PY 461 from Huntington University and ATTR 503, 510, 513, 517, 520, 525, 527, 528, 532, 533, 537, 538, 542, 548, 552, 555, 558, 562, 581, and 582 from Manchester University. The following specific courses are necessary and will fulfill requirements in the core curriculum at Huntington University: CH 141/L; PH 111/L; PY 111; SO 111; MA 151; BT 333TB. Students are required to show evidence of CPR certification as a requirement for graduation.

Courses in Kinesiology

EX 101 Wellness for Life

(2 credits - Fall, Spring, Summer)

An introduction to the lifelong pursuit of wellness. Students explore various areas that influence one's physical, emotional and spiritual well-being. Topics include physical fitness, nutrition and weight control, impact of physical activity on cardiovascular health, relaxation and stress management and lifetime physical activity. This course will challenge students to take a holistic approach to integrating their faith and wellness throughout their lives. Engaging in physical activity is required for successful completion of this course. Students select approved activities to meet course goals.

EX 111 Foundations of Exercise Science

(3 credits - Fall)

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.

EX 151 Health and Fitness

(3 credits - Spring, Summer)

Examines the relationships between health and fitness. Topics include nutrition, disease prevention, weight control, smoking/alcohol and health, medical care, aerobic and anaerobic conditioning and the relationship between physical and mental health in a community context. Particular emphasis is placed on programming and community engagement.

EX 195 Job Shadow in Exercise Science

(1 to 2 credits - Fall, Spring)

Students observe the daily routines and activities of employed professionals and see how skills and knowledge acquired in class are applied in the exercise science field.

Prerequisite: Consent

EX 271 Nutrition

(3 credits - Spring, Summer)

A general course designed to address dietary needs of individuals across the lifespan. Students are introduced to dietary guidelines and nutritional standards. 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.

Identical with BI 271.

EX 287 Medical Terminology

(2 credits - Fall, January, Summer)

This course introduces medical words and terms through an analysis of their construction, including prefix, suffix, root, connecting and combining forms. Medical meanings applicable to the structure, function and diseases of the human body are stressed.

EX 295 Practicum in Exercise Science

(1 to 3 credits - Fall, Spring)

Practicum in some aspect of the fitness profession designed to give student practical, directed experience.

Prerequisite: Consent

EX 311 Structural Kinesiology and Biomechanics

(3 credits - Spring)

This course emphasizes the application of concepts of human anatomy (particularly the musculoskeletal system) and physical law to the study of human movement and skill analysis.

Prerequisites: BI 241, 242 and PH 111 or 211

EX 318 Sport and Exercise Psychology

(3 credits - Fall, Summer)

This course is an introduction to the science and theory of sport and exercise psychology. Factors related to individual, group and institutional behavior in the following physical activity settings are emphasized: competitive and recreational athletics, exercise, physical education and rehabilitative.

Identical with PY 318.

Prerequisite: PY 111

EX 321 Exercise Physiology

(3 credits - Fall)

This course explores the principles of exercise physiology and their application to physical exercise, motor development, coaching and teaching.

Must be taken concurrently with EX 321L.

Prerequisites: BI 241 and 242

EX 321L Exercise Physiology Laboratory

(1 credit - Fall)

Laboratory procedures and techniques in the measurement of human physical characteristics and performance. Measurements of flexibility, muscular strength, muscular endurance, cardiovascular endurance and body composition are included.

Must be taken concurrently with EX 321.

EX 326 Prevention and Care of Athletic Injuries

(3 credits - Fall)

Prevention, recognition and treatment of athletic injuries are covered in this course. Taping techniques are also included.

Prerequisite: BI 241

EX 395 Practicum in Exercise Science

(1 to 3 credits - Fall, January, Spring, Summer)

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.

Prerequisites: EX 111 and consent

EX 425 Nutrition for the Physically Active

(3 credits - Fall)

Nutritional requirements for the active individual and athletes. Topics of study will include carbohydrate, protein, fat, vitamin, mineral and water requirements of active populations, as well as the use of nutritional ergogenic aids for performance enhancement.

Prerequisites: EX 271 and 321

EX 428 Motor Behavior

(3 credits - Summer)

This course is a study of the interaction between physiologic and psychological processes of the human body. Understanding of how the body develops, controls and learns movement skills that are used in physical activity, exercise, sport and daily living are emphasized.

Prerequisite: EX 311 and 321

EX 431 Principles of Strength and Conditioning

(3 credits - Spring)

Examination of strength training techniques and program design. Emphasis is placed on proper form and utilization of various workout designs to complement larger training goals. Students will gain experience in the theoretical and practical aspects of designing individual workout sessions, periodization and programming to enhance progression. The course is designed to assist the student in meeting the requirements to be eligible for and pass the National Strength and Conditioning Association's Certified Strength and Conditioning Specialist exam.

Prerequisites: EX 271, 311 and 321

EX 443 Introduction to Research in Kinesiology

(3 credits - Fall)

Introduction to the philosophy of evaluation and measurement in physical education and exercise science, including test selection, construction, evaluation and administration. Basic research methods, statistical analysis and interpretation of test scores also stressed.

EX 452 Special Topics in Kinesiology

(3 credits - Summer)

This course focuses on special areas of interest in kinesiology, with particular emphasis on contemporary concerns in the field. Topics include exercise response under extreme physical stress, exercise and environmental conditions, exercise in children and/or geriatric population, sport nutrition/ergogenic aids and sports performance, exercise in other special populations and/or topics of current interest.

Prerequisite: EX 311 and 321

EX 465 Senior Seminar in Exercise Prescription

(3 credits - Spring)

This course synthesizes the theories of applied exercise science into a meaningful real-world application. Students integrate and master their knowledge of applied exercise science to design individual or group training and lifestyle programs tailored to the needs and wants of specific clientele. The American College of Sport Medicine's Guidelines for Exercise Testing and Prescription govern the concepts and procedures discussed in the course.

Prerequisite: Senior major

EX 490 Independent Study

(1 to 4 credits - Fall, Spring)

An individualized study of a problem, a research paper or a project related to the exercise science field.

Prerequisite: Consent

EX 495 Internship

(2 to 4 credits - Fall, January, Spring, Summer)

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

Department of Mathematics and Computer Science

The Department of Mathematics and Computer Science provides instruction in mathematics, statistics and computer science. Bachelor degrees are available in computer science and in mathematics.

Program in Mathematics

"Mathematics is the language in which God has written the universe." - attributed to Galileo Galilei.

Mathematics, included in the original *artes liberales*, is valuable for a multitude of reasons - its beauty, which attracted many of humanity's finest minds; its many applications in the sciences; the powers of careful reasoning, which go hand-in-hand with mastering it; its undeniable centrality to modern finance, technology, data analysis and other engines of innovation. A major in mathematics brings this value to the student, from the practical employment value of the mathematical and problem-solving skills developed in the study of mathematics to the decidedly un-practical aesthetic of pure mathematics which has dazzled its practitioners for millennia.

The purposes of the mathematics curriculum at Huntington University are (a) to develop in students the art and skill of careful, clear and creative mathematical thinking and problem-solving; (b) to provide students with a strong foundation in mathematical skills with applications in engineering, computer science, finance and the natural and social sciences; and (c) to provide students with an understanding of the major fields of mathematics and their interrelationships. Completing a major in mathematics prepares the student for further study of mathematics, including graduate study, for a career (together with the program in education) as a secondary or middle school mathematics educator, and for careers in both public and private sectors which make use of the mathematical sciences.

Students who choose a **bachelor of science** degree in **mathematics**, a **bachelor of science** degree in **mathematics education**, or a **bachelor of arts** degree in **mathematics** will complete MA 165, 171, 172, 205, 273, 481; and CS 111 (or CS 216).

Students who select the **bachelor of science** degree in **mathematics** complete, in addition to the common courses above, MA 311, 371, 411, 431, 471; eight hours from MA 210, 321, 351, 450, 461, or CS 325; and four hours from CH 161/L, BI 161/L, or PH 211/L for a total of 53 hours.

Students who select the **bachelor of science** degree in **mathematics education** complete, in addition to the common courses above, MA 210, 311, 321, 351, 411, 471; and one course from MA 371, 431, 450, or 461 for a total of 45 hours. Refer to the Department of Education for education courses required for teacher licensing.

Students who select the **bachelor of arts** degree in **mathematics** complete, in addition to the common courses above, MA 311 or 371, 411 or 431, and 13 hours from MA 210 and MA 300+ (not included above) for a total of 43 hours.

The **minor in mathematics** requires MA 165, 171, 172 and 11 hours chosen from MA courses numbered 115 and above or CS 216. For the elective hours, at most four hours can be from courses numbered below 165 and at least three hours must be in a course numbered above 300.

Students preparing for mathematics teacher licensing are encouraged to complete a minor in one of the sciences that will broaden their preparation. See, for example, descriptions of minors in biology and chemistry.

Students who take mathematics or computer science courses must demonstrate satisfactory mathematics placement scores prior to enrolling in their intended mathematics or computer science courses (*see Mathematics Placement Testing Policy in Catalog under Admissions Policies and Procedures*). In order to satisfy a prerequisite requirement for a mathematics course, a student must earn a grade of C- or better in the prerequisite course.

Program in Computer Science

Students who choose a **bachelor of science** degree in **computer science** complete CS 111, 216, 245, 286, 315, 325, 355, 415, 425, 435 and 436; PH 261; and MA 165. Students must also choose one of the following four tracks.

The **information systems track** requires CS 175; three credits from CS 331, 490, or 495; MA 161 or 171; BA 252; and six hours from AC 241, EB 211, BA 213, 281, or 331.

The **mathematics track** requires MA 171, 172, and 311; PH 211/L and 212/L.

The **digital media track** requires CS 175; MA 161 or 171; DM 105, 178, 278, and 378.

The **web development track** requires CS 175; MA 161 or 171; AR 141, 241I, 241ID, 241P, and 271; and CO 213 or 241.

The **minor in computer science** requires CS 111, 216, and fifteen hours from any CS course, MA 165, or PH 261 for a total of 22 hours.

Cyber Security Minor

The **minor in cyber security** provides a focus on cyber security for students interested in career opportunities related to information technology security. The minor complements existing majors in computer science and criminal justice. The **cyber security minor** requires CJ 345; CS 111, 216, 272, 396 (3 hours), 425; and three hours from CS 175, 355, and 415 to total of 23 hours.

Cyber Security Management Minor

The **minor in cyber security management** is for students interested in career opportunities related to information technology security. The minor complements existing majors in business, computer science and criminal justice. The **cyber security management minor** requires BA 252; CJ 345; CS 111, 272, 397; and six hours from BA 331, 431, CJ 105, 111, CS 175, 415, and 425 to total 22 hours.

Forensic Accounting Minor

Students interested in adding a **forensic accounting minor** may refer to the description in the *Department of Business*.

Courses in Computer Science

CS 111 Introduction to Computer Science

(4 credits - Fall, Spring)

An introduction to fundamental computer concepts and terminology applicable for communication in today's world. Topics include historical perspective, computer architecture, operating systems, networking, impact of computing on society and current application areas, including spreadsheets, databases, web page development and use of a programming language. Programming topics include input/output, loops, decision structures, arrays and method. Attention is given to good programming style and problem solving techniques for program design, coding, documentation, debugging and testing.

Prerequisite: MA 032 or placement

CS 117 Programming I

(2 credits - Fall, Spring)

An introduction to 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.

Meets with CS 111 at times announced by the instructor.

Prerequisite: Consent

CS 175 Web Scripting

(3 credits - Spring Even Years)

An introduction to the use of scripting languages for creative interactive Web applications. Topics include client and server scripting, database interaction and Web server management.

Prerequisites: CS 111

CS 216 Programming II

(3 credits - Spring)

Advanced programming topics, including object oriented programming, graphical user interfaces, recursion, fundamental data structures, sorting and searching algorithms, sequential and random access file processing and external procedures.

Prerequisite: CS 111

CS 245 System Analysis and Design Methods

(3 credits - Spring Odd Years)

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

CS 272 Introduction to Cyber Security Management

(3 credits - Fall Even Years)

Introduction to identifying, detecting and preventing computer security threats. Course covers malicious software, encryption, disaster recovery and backup systems, risk analysis and management, legal and ethical issues.

Prerequisite: CS 111

CS 286 Visual Programming

(3 credits - Spring Odd Years)

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

CS 315 Computer Architecture and Assembler Language

(4 credits - Fall Even Years)

An introduction to computer architecture and concepts, including programming techniques using an assembler instruction set.

Prerequisite: CS 216

CS 325 Data Structures

(4 credits - Fall Odd Years)

Analysis of algorithms, advanced sorting and searching techniques, vectors, arrays, records, stacks, queues, deques, linked lists, trees and graphs are studied in this course.

Prerequisites: CS 216 and MA 161 and 165

CS 331 Topics in Computer Science

(3 credits - Offered on Sufficient Demand)

Selected issues of current interest such as artificial intelligence, Web site management, robotics and graphics.

Prerequisite: CS 216

CS 355 Operating Systems

(3 credits - Spring Odd Years)

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

CS 395 Practicum in Computer Science

(1 to 3 credits - Fall, Spring)

Practicum in some aspect of computer science designed to give student practical, directed experience.

Prerequisite: Consent

CS 396 Cyber Security Practicum

(3 credits - Fall, January, Spring, Summer)

The student will participate in a supervised learning experience in a professional setting related to cyber security such as a local business, non-profit or government organization. A minimum of 120 contact hours must be completed, along with a written report of the experience. Students must fill out an application at least one semester in advance in the Enterprise Resource Center, in coordination with the faculty advisor, and obtain the appropriate background checks.

Prerequisite: CS 272

CS 397 Cyber Security Management Practicum

(3 credits - Fall, January, Spring, Summer)

The student will participate in a supervised learning experience in a professional setting related to cyber security management such as a local business, non-profit or government organization. A minimum of 120 contact hours must be completed, along with a written report of the experience. Students must fill out an application at least one semester in advance in the Enterprise Resource Center, in coordination with the faculty advisor, and obtain the appropriate background checks.

Prerequisite: CS 272

CS 415 Database Management Systems

(3 credits - Fall Odd Years)

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 111 (216 recommended)

CS 425 Principles of Networking

(4 credits - Fall Even Years)

Introduction to Local Area Networks and Wide Area Network concepts focusing on the TCP/IP protocol. Introduction to the OSI model, IP routing, switching and addressing standards. Overview of such topics as 802.11 wireless, VLANs and network security.

Prerequisite: CS 111

CS 435 Senior Project I: Analysis and Design

(3 credits - Fall)

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 coursework

CS 436 Senior Project II: Implementation

(3 credits - Spring)

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

CS 490 Independent Study

(1 to 4 credits - Fall, Spring)

Supervised study of selected topics in computer science at an advanced level.

Prerequisite: Consent

CS 495 Internship in Computer Science

(2 to 4 credits - Fall, Spring)

A field experience in computer science which provides an opportunity for the student to apply theoretical knowledge in a practical setting. Student maintains close cooperation with the supervisory personnel in the field.

Prerequisite: Consent

Courses in Mathematics

MA 032 Mathematical Foundations

(3 credits - Fall, Spring)

This course provides a survey of topics necessary for success in collegiate mathematics courses. Students will examine manipulations of real numbers, algebraic expressions, solving linear equations and inequalities, operation with polynomials, factoring polynomials, graphs of equations and inequalities, solving systems of two linear equations, and some basic statistical concepts. This course is offered for nondegree credit.

Students must complete MA 032 with a C- or higher grade to place into core curriculum mathematics courses.

Prerequisite: Placement

MA 111 Analyzing Arithmetic for Educators

(3 credits - Fall)

In this course, students will develop concepts and topics in elementary and middle school math. Students will study numeration systems, working with whole numbers, fractions, decimals, integers, percents, and proportions. Students will also explore number theory, estimation and beginning algebra concepts. Effective mathematical pedagogy for children will be modeled, emphasizing the development of patterns and relationships, various instructional techniques, and the view of mathematics as problem solving, communicating, reasoning, and making connections.

Prerequisites: Elementary, middle grades or mathematics education major and MA 032 or placement

MA 112 Analyzing Geometry and Statistics for Educators

(3 credits - Spring)

In this course, students will develop concepts and topics in elementary and middle school math. Students will study characteristics of two and three-dimensional shapes, the development of spatial sense, geometry, standard and metric measurement, transformational and coordinate approaches to geometry, data analysis, and probability. Effective mathematical pedagogy for children will be modeled, emphasizing the development of patterns and relationships, the use of various instructional techniques, and the view of mathematics as problem solving, communicating, reasoning, and making connections.

Prerequisites: Elementary, middle grades or mathematics education major and MA 032 or placement

MA 115 Mathematics for Society and the Liberal Arts

(3 credits - Fall)

This course is a survey of mathematics and its applications in contemporary society. Topics will vary and are selected from among the following or from other subjects chosen by the instructor: graph theory, descriptive statistics, voting theory and social choice, information coding, symmetry and patterns, game theory, and financial mathematics.

Prerequisite: MA 032 or placement

MA 141 College Algebra and Trigonometry

(4 credits - Summer)

This course is designed to equip students with the algebra and trigonometry skills necessary for success in physics and calculus courses. Students will study topics such as polynomials, rational functions, exponents, equations, inequalities, graphs, and trigonometric functions of real numbers.

Prerequisite: MA 032 or placement

MA 151 Introduction to Probability and Statistics

(4 credits - Fall, Spring)

This course provides an introduction to elementary probability and statistics. Students will study descriptive statistics, including measures of central tendency and variability, and use graphs to represent data. Students will explore normal distributions and their applications; probability, including laws of probability and an intuitive introduction to random variables; and inferential statistics, including correlation and regression, sampling distributions, confidence intervals, and hypothesis testing (z-tests for means and proportions, t-tests, and the chi-square test). Students will also examine experiment and study design, including sources of bias and techniques for minimizing them. Students will learn to recognize the use and misuse of statistics in society and will investigate ways to guard against common statistical mistakes.

Prerequisite: MA 032 or placement

MA 161 Mathematics for Managerial and Social Sciences

(4 credits - Spring)

This course is a survey of mathematical concepts and techniques useful in business and the social sciences. Students will review important concepts from algebra, including functions and linear and quadratic polynomials. Students will explore elementary linear algebra and applications, including systems of linear equations, matrix operations, and linear programming. An intuitive introduction to differential calculus and its applications will also be covered.

Prerequisite: MA 032 or placement

MA 165 Introduction to Discrete Mathematics

(3 credits - Fall)

This course is a survey of elementary discrete mathematics and its applications. Students will study topics in the following areas: sets, logic, combinatorics, graph theory, elementary number theory, and recursion. Applications of these topics, especially to computer science, will also be included.

Prerequisite: MA 032 or placement

MA 171 Calculus I

(4 credits - Fall)

This course is the first course of a three-semester calculus sequence. The core of the course is an introduction to differential calculus, including limits, continuity, the derivative, and applications of differentiation. Students will also be introduced to antiderivatives and essential concepts integration, including the fundamental theorem of calculus.

Prerequisite: MA 141 or placement

MA 172 Calculus II

(4 credits - Spring)

This course is the second course of a three-semester calculus sequence. Students will study applications of integration; techniques of integration, including integration by parts and trigonometric substitution; and improper integrals. Students will examine infinite sequences and series, including Taylor series of common functions. Additional topics include further applications of integration, an introduction to differential equations, parametric equations and polar coordinates, and vectors and vector operations.

Prerequisite: MA 171

MA 205 Introduction to Mathematical Proofs

(3 credits - Fall)

This course is an introduction to mathematical proofs and foundational concepts of mathematics. Students will study first-order predicate logic; elementary set theory; types of proofs and proof strategies; methods of formulating and writing proofs; mathematical induction; and applications of proof techniques to problems involving numbers, sets, functions, and relations.

Prerequisite: MA 165 or 171

MA 210 History of Mathematics

(2 credits - January Odd Years)

This course is a survey of the history of mathematics around the world from ancient times up to the present. Students will focus on the development of important mathematical ideas and the key figures in that development. Willingness to engage with mathematics will be needed, but no particular mathematical knowledge is required.

MA 273 Calculus III

(4 credits - Fall)

This course is the third course of a three-semester calculus sequence. Students will begin the course by reviewing vectors and vector operations. Students will study plane and space curves and the calculus of vector-valued functions as well as differential calculus of functions of several variables, including limits, continuity, partial derivatives, applications of partial derivatives, and techniques such as Lagrange multipliers. Students will study multiple integration, including integration in rectangular, polar, cylindrical, and spherical coordinates and applications of multiple integrals. Students will also be introduced to vector calculus, including line integrals and Green's theorem. If time permits, students will investigate surface integrals and Gauss's divergence theorem.

Prerequisite: MA 172

MA 295 Practicum in Mathematics

(1 to 3 credits - Fall, Spring)

Students will complete a practicum in some aspect of mathematics designed to give practical, directed experience.

Prerequisite: Consent

MA 311 Linear Algebra

(3 credits - Spring Odd Years)

This course is an introduction to linear algebra. Students will examine linear transformations, matrix algebra, systems of linear equations, eigenvalues and eigenvectors, abstract vector spaces and applications of linear algebra.

Prerequisite: MA 172 or 205

MA 321 Number Theory

(3 credits - Spring Even Years)

This course is a survey of elementary number theory and its applications. Students will study primality and divisors, modular arithmetic and the Chinese remainder theorem, continued fractions and Diophantine equations, Fermat's Little Theorem, Euler's phi function, Hensel's lemma, quadratic reciprocity and other essential concepts of number theory. Students will also discuss applications to computer science, including primality testing algorithms and encryption.

Prerequisite: MA 205

MA 351 Geometry

(3 credits - Spring Even Years)

This course is a survey of important concepts and topics in geometry. Students will examine geometry as an axiomatic system, advanced theorems in Euclidean geometry, and the essentials of non-Euclidean geometry and other geometries such as projective geometry. Emphasis is placed on proofs and careful reasoning from axioms.

Prerequisite: MA 165 or 171

MA 371 Differential Equations

(3 credits - Spring Even Years)

This course is an introduction to ordinary differential equations, their solution methods, and their applications. Students will learn solution methods for first-order differential equations, second order linear differential equations, and systems of first-order differential equations. In addition, students will study numerical and power-series solutions as well as continuous models and applications.

Prerequisite: MA 172

MA 411 Abstract Algebra

(4 credits - Fall Odd Years)

This course is an introduction to the theory of groups, rings, and fields. Students will study group theory, including permutations, subgroups and Lagrange's theorem, and group homomorphisms and the isomorphism theorems. Students will continue by studying ring theory, including ideals and the ring isomorphism theorems, integral domains, and fields. Students will also explore polynomial rings and the factorization of polynomials as well as applications of abstract algebra to number theory. Time permitting, more advanced topics such as the Sylow theorems or unique factorizations may also be covered.

Prerequisite: MA 205

MA 431 Real Analysis

(4 credits - Fall Even Years)

This course is an introduction to real analysis. Students will learn about real topology, including completeness, compactness, and connectedness. Students will also study convergence of sequences and series, limits of functions, continuity, derivatives and differentiability of functions, and sequences and series of functions.

Prerequisites: MA 172 and 205 (MA 273 recommended)

MA 450 Topics in Mathematics

(3 credits - Offered on Sufficient Demand)

Students will examine a selected topic in the area of mathematics. Potential topics include topology, graph theory, combinatorics, partial differential equations, theory of computation, mathematical logic, and others.

Prerequisite: MA 205

MA 461 Mathematical Modeling

(3 credits - Spring Odd Years)

This course provides an introduction to the modeling of real-world phenomena using mathematics. Students will explore both discrete and continuous models, with subject matter drawn from the natural sciences, social sciences, and finance, depending on the interest of the instructor and students. Some experience with computer programming is recommended.

Prerequisites: MA 371; MA 311 or concurrent

MA 471 Probability and Mathematical Statistics

(4 credits - Spring Odd Years)

This course is an introduction to probability theory and mathematical statistics. Students will study the following topics in probability: basic concepts, including counting arguments, conditional probability, and Bayes' theorem; random variables; distributions of discrete and continuous random variables, including density functions, probability generating functions, and moment generating functions; joint, marginal, and conditional distributions and densities; expected value, variance, and covariance; various important distributions (such as binomial, geometric, negative binomial, uniform, exponential, Poisson, Gaussian, and gamma and beta distributions). Students will study topics in mathematical statistics, including descriptive statistics, distributions of sample statistics, hypothesis testing and parameter estimation, and correlation and regression.

Prerequisites: MA 165 and 273

MA 481 Seminar in Mathematics

(1 credit - Fall)

This course is a capstone seminar course for mathematics and mathematics education majors. Students will discuss various aspects of mathematics and its place in the world, including mathematical history, philosophy of mathematics, the teaching of mathematics, and the intersection of mathematics and the Christian faith.

Additionally, students will do independent reading on a mathematical topic of their choice. They will write an expository paper and give a presentation on their chosen topic.

Prerequisite: MA 411 or 431

MA 490 Independent Study

(1 to 4 credits - Fall, Spring)

This course is a supervised study of selected topics in the mathematical sciences at an advanced level.

Prerequisite: Consent

MA 495 Internship in Mathematics

(2 to 4 credits - Fall, Spring)

A field experience in mathematics which provides an opportunity for the student to apply theoretical knowledge in a practical setting. Student maintains close cooperation with the supervisory personnel in the field.

Prerequisite: Consent

Department of Music

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 **majors in music** leading to a **bachelor of music** degree in **performance** (with primary applied areas in any traditional instrument, voice, or piano) or **music education**. A **bachelor of arts** degree in **music** and a **bachelor of science** degree in **music business** are also available.

Prospective music majors should contact the Music Department before or at the same time they apply to the University to make arrangements for an audition. Performance scholarship and grant money is allotted to outstanding students based upon their auditions and other University criteria. Performance grant application forms may be obtained at any time by calling the Music Department secretary at 260-359-4262. Music audition days are normally held at the beginning of the spring semester 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 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 degrees 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 candidates for the bachelor of music and candidates for the bachelor of arts will take the piano proficiency exam, typically after four semesters of class piano or private study, and will take similar proficiency exams in voice and guitar. All students majoring in music will take MU 115 and two hours of applied music to be counted in fulfillment of core requirements.

Bachelor of Music in Performance

Students who choose the **performance major** in the **bachelor of music** degree must complete MU 110, 111, 112, 113, 115, 178, 301, 302, 303, 304, 341, and 342; pass a piano proficiency exam; and give a one half-hour and one-hour recital. In addition to the basic performance requirements, students whose primary applied area is voice must take FR 111; GM 111; MU 241, 242, 344, 365, 385; MU A01-04; eight semesters of MU P12 (eight credits); four semesters of MU P30 (0 credit); four semesters of applied voice for two credits; four semesters of upper division applied voice for two credits; and eight semesters of MU ALAB. Students whose primary applied areas are wind, string or percussion must take MU 236, 237, 335, 346, 380; MU A01-04; participate in at least one major instrumental ensemble (MU P20 or P21) for eight semesters (eight credits); one semester of MU P22 (one credit); four semesters of applied instrument for two credits; four semesters of upper division applied instrument for two credits; eight semesters of MU ALAB; and participate in a second ensemble for four semesters. Students whose primary applied area is piano must take MU 335, 347, 382; participate in at least one major ensemble (MU P12, P20, P21) for eight semesters (eight credits); one semester of MU P22 (one credit); four semesters of MU P31; four semesters of applied piano for two credits; four semesters of upper division applied piano for two credits; applied study in a secondary instrument or voice (two credits for two semesters); eight semesters of MU ALAB; and an elective in music (two hours). The bachelor of music performance major prepares students for graduate school and college teaching as well as for professions such as solo and ensemble performance, accompanying, conduction, church music ministry, private teaching and teaching at private Christian academies.

Bachelor of Music in Music Education Leading to Teacher Licensing

The **music education major** in the **bachelor of music** degree provides the student with two possible licensing programs that permit the student to teach in pre-kindergarten through grade twelve. Students must be accepted into the Teacher Education Program no later than the fall semester of the junior year. In addition to the required music courses, all music education students must complete PY 111 Introduction to Psychology, ED 212 Introduction to Education, ED 236 Educational Psychology, SE 232 Education of the Exceptional Learner, ED 364 Assessment Strategies for Secondary Educators (or ED 362 Assessment Strategies for Elementary Educators), MU 234 Elementary General Music Methods, MU 325 Middle School Music Methods, either MU 427 Instrumental Methods and Communication or MU 429 Choral Methods and Communication, ED 395 Multicultural Practicum, ED 440 Topics and Problems and ED 450 or 460 Student Teaching in Elementary or Secondary school.

To complete the **music education major** in the **bachelor of music** degree with a **concentration in all-grade vocal and general music** students must complete MU 110, 111, 112, 113, 115, 178, 241, 242, 301, 302, 303, 304, 335, 338, 341, 342, 360, 385; MU A01-A04 and A08 (unless in applied area); two semesters of applied voice or applied piano for one credit; two semesters of applied voice or applied piano for two credits; three semesters of upper division applied voice or applied piano for two credits; seven semesters of MU ALAB; seven semesters of MU P12; pass the piano proficiency exam; and give a 25-minute senior recital. Piano may be the major applied area, in which case, a student must complete four semesters of applied voice.

To complete the **music education major** in the **bachelor of music** degree with a **concentration in all-grade instrumental and general music** students must complete MU 110, 111, 112, 113, 115, 178, 236, 237, 301, 302, 303, 304, 335, 341, 342, and 360; MU A01-A04 and MU A06 and A08 (unless in applied area); two semesters of applied instrument for one credit; two semesters of applied instrument for two credits; three semesters of upper division applied instrument for two credits; seven semesters of MU ALAB; MU P22 for two semesters; seven semesters of one major instrumental ensemble (MU P20 or P21); pass the piano proficiency exam; and give a 25-minute senior recital. Piano may be the major applied area, in which case, a comprehensive proficiency on a secondary instrument must be demonstrated.

Bachelor of Arts

The **music major** in the **bachelor of arts** degree 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** in the **bachelor of arts** degree must complete MU 110, 111, 112, 113, 115, 178, 301, 302, 303, 304, 341, and 342; MU A01, A02, and A08 (unless in applied area); six semesters of applied lessons for one credit; six semesters of MU ALAB; and six semesters of major ensembles (MU P12, P20, P21) for one credit.

Bachelor of Science in Music Business

The **music business major** in the **bachelor of science** degree 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, 115, 178, 265, 285, 342; MU A01; MU A02; six semesters of applied study; six semesters of MU ALAB; two semesters of MU P22; seven semesters for credit of a major ensemble (MU P12, P20, P21); AC 241, 242; BA 252, 281, 351; OA 215CG, 215DB; two courses from any 300 or 400 level business course, including OA 371; and 12 hours either on-campus or off-campus at the Contemporary Music Program in Nashville, Tennessee. Students who select the on-campus program must complete MU 497 and ten hours from MI 304; MU 301, 320, 321, 322, 323, 335, 338. Students who select the off-campus program at the Contemporary Music Program must complete CMC 300, 301, 302; and courses to complete one of the following tracks. The **artist track** requires CMC 406, 407 and 408. The **business track** requires CMC 412, 413 and 414. The **technical track** requires CMC 409, 415 and 416.

Minor in Music

A **minor in music** may be earned by completing 22 hours in music courses, including MU 110, 111, 115, 178; six semesters of a major ensemble for 0 credit (MU P12, P20, or P21); six credits of applied music lessons; six semesters of MU ALAB; and nine additional elective hours from any music course listing.

Courses in Music

MU 105 Music Theory Fundamentals

(1 credit - Spring)

Students will learn basic knowledge related to key signatures, scales, intervals and chords. Student will also develop skills in writing and identifying these foundational music theory elements.

For students wishing to take MU 110 Music Theory I and are unable to pass the Theory Entrance Exam administered on the first day of class, this course will be required to take and pass before enrolling again in MU 110.

MU 110 Music Theory I

(3 credits - Fall)

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.

Must be taken concurrently with MU 111.

Prerequisites: Satisfactory score on Theory Entrance Exam administered on the first day of fall classes.

Recommendations for preparation for the Theory Entrance Exam are provided by the Music Department upon request.

MU 111 Aural Skills I

(1 credit - Fall)

An introduction to dictation and recognition exercises in melody, harmony and rhythm, with special attention to intervals. Students learn to sight-sing using the move-able do" system. Dictation and sight-singing exercises are related to studies in written theory/form. "

Must be taken concurrently with MU 110.

MU 112 Music Theory II

(3 credits - Spring)

A continuation of composition, improvisation and voice-leading principles and an in-depth study of harmonic progression and analysis, seventh chords, modulation and binary/ternary forms.

Must be taken concurrently with MU 113.

Prerequisite: C- or better in MU 110

MU 113 Aural Skills II

(1 credit - Spring)

A continued study of melodic, harmonic and rhythmic dictation. Sight-singing studies are continued, including singing in minor and using chromatic syllables.

Must be taken concurrently with MU 112.

Prerequisite: C- or better in MU 111

MU 115 Introduction to Music

(2 credits - Fall, Spring)

An introduction to appreciation of Western music concentrating on: basic terminology and instruments; the time periods of music history and their respective style characteristics; the parallels between poetry, literature, visual art and music; listening skills to encourage life-long learning; and a sociological understanding of how different cultures use music. An emphasis is placed on critical analysis and writing skills. Listening assignments and concert attendance are required.

MU 178 Basic Conducting

(1 credit - Fall)

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.

Usually taken concurrently with MU 301 and 302.

MU 234 Elementary General Music Methods

(3 credits - Spring)

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, 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.

Prerequisites: ED 212 and C- or better in MU 301 and 302

MU 236 Brass/Percussion Techniques and Pedagogy

(2 credits - Fall Even Years)

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.

MU 237 Woodwind/String Techniques and Pedagogy

(2 credits - Spring Odd Years)

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.

MU 241 English/German Diction and Literature

(2 credits - Fall Even Years)

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 twentieth century, with special emphasis on the major song cycles and other Lieder of the Romantic Period.

MU 242 Latin/Italian/French Diction and Literature

(2 credits - Spring Odd Years)

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 twentieth 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 Melodie from the major periods.

Prerequisite: C- or better in MU 241

MU 265 Music Technology

(2 credits - Fall Odd Years)

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 and 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

MU 285 Introduction to the Music Industry

(2 credits - Spring Even Years)

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.

MU 301 Music Theory III

(3 credits - Fall)

A continuation of composition, improvisation and a study of chromatic harmony, including borrowed chords, Neapolitan sixths, augmented sixths, extended chords, altered dominants, chromatic mediant, common-tone diminished sevenths and foreign modulation.

Must be taken concurrently with MU 302.

Prerequisite: C- or better in MU 112

MU 302 Aural Skills III

(1 credit - Fall)

An intermediate study of melodic, harmonic and rhythmic dictation and recognition. Sight-singing studies include chromatic syllables, modulation and syncopation.

Must be taken concurrently with MU 301.

Prerequisite: C- or better in MU 113

MU 303 Music Theory IV

(3 credits - Spring)

A study of form and analysis, including standard classical instrumental and vocal forms, and an introduction to the characteristics and techniques of Impressionist, twentieth century and New Music.

Must be taken concurrently with MU 304.

Prerequisite: C- or better in MU 301

MU 304 Aural Skills IV

(1 credit - Spring)

Advanced study of harmonic dictation and other aural skills. Further sight-singing studies in modulation, as well as modal, non-tonal and twentieth-century melodies.

Must be taken concurrently with MU 303.

Prerequisite: C- or better in MU 301

MU 320 Basic Song Writing

(2 credits - Fall Odd Years)

Students will receive beginning instruction in song composition. Related areas of song marketing, promotion, publication and copyright law will be explored.

Prerequisite: MU 110

MU 321 Artist Management Strategies

(2 credits - Spring Odd Years)

Students will receive instruction in the management of the musical artist within the music industry. The many forces of the music business that influence and shape the artist and the artistic product are investigated.

Prerequisite: BA 252

MU 322 Introduction to Recording Techniques

(2 credits - Spring Even Years)

Introduction to the equipment of the studio and its use, including studio session procedures and recording production.

Prerequisite: MU 265

MU 323 Marketing for Music

(2 credits - Fall Even Years)

Selected topics in methods and principles of marketing music products.

Prerequisite: BA 381

MU 325 Middle School Music Methods

(3 credits) - Fall)

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

MU 335 Orchestration

(2 credits - Fall Odd Years)

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.

Prerequisite: MU 112

MU 338 Choral Arranging and Composition

(2 credits - Spring)

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, freely composed works for different combinations of voices and voices with instruments.

Prerequisite: MU 112

MU 341 Music History and Literature I

(3 credits - Fall Even Years)

Detailed study of the history and stylistic development of music from antiquity to 1750, including interdisciplinary 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

MU 342 Music History and Literature II

(3 credits - Spring Odd Years)

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 115

MU 344 Vocal Literature

(2 credits - Spring Even Years)

A survey of vocal music composers, their styles and their literature from the major musical periods: Baroque, Classic, Romantic, twentieth century and Contemporary. Performance class designed for music majors and minors. Students will complete an annotated compendium and discography of the major vocal literature.

Prerequisite: One year of applied voice (MU A10)

MU 346 Literature of the Instrument

(2 credits - Fall, Spring)

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.

MU 347 Piano Literature

(2 credits - Spring Even Years)

Survey of solo, concerto and chamber music literature for the piano. Students will complete an annotated compendium and discography of the major repertoire for piano.

Prerequisite: One year applied study

MU 360 Advanced Conducting

(2 credits - Spring)

Practical application of advanced conducting techniques combined with principles of score study and rehearsal techniques. Students work with various ensembles to hone conducting and rehearsal skills.

Prerequisite: MU 178

MU 365 Techniques of Musical Theatre

(2 credits - Spring Even Years)

This course is an introduction to the skills essential for today's musical theatre performer. Topics such as song preparation, dance/ movement, ensemble and duet work, musicality and acting the lyric will be covered. The semester will conclude with a public performance of music and scenes.

Identical with TH 365.

Prerequisites: Music or theatre major and sophomore standing

MU 380 Instrumental Pedagogy

(2 credits - Fall, Spring)

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

MU 382 Piano Pedagogy

(2 credits - Fall Odd Years)

Exploration of common pedagogical principles for private and group piano instruction for students of all ages, with a study of the methods and resources from most of the major publishers and suppliers. Consideration of new technology, business management, marketing, ethical and performance issues confronting studio piano teachers.

Prerequisite: One year of applied study

MU 385 Vocal Pedagogy
(2 credits - Fall Odd Years)

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

MU 395 Practicum in Music
(1 to 3 credits - Fall, Spring)

Practicum in some aspect of music designed to give student practical, directed experience.

Prerequisite: Consent

MU 427 Instrumental Methods and Communication
(3 credits - Fall)

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.

Prerequisites: All junior music coursework and C- or better in MU 325

MU 429 Choral Methods and Communication
(3 credits - Fall)

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.

Prerequisites: All junior music coursework and C- or better in MU 325

MU 490 Independent Study
(1 to 4 credits - Fall, Spring)

A research project, usually culminating in a formal monograph related to the music major; recommended for seniors preparing to enter graduate school.

Prerequisite: Consent

MU 495 Internship in Music
(2 to 4 credits - Fall, Spring)

A field experience in music which provides an opportunity for the student to apply theoretical knowledge in a practical setting. Student maintains close cooperation with the supervisory personnel in the field.

Prerequisite: Consent

MU 497 Internship in Music Business
(2 credits - Fall, Spring)

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.

Prerequisite: Completion of junior coursework in music with an emphasis in business

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 one 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 ministry and missions majors.

Bachelor of arts students taking applied music designated for one credit meet for 12 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 Huntington University 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, MU A06, in the freshman year and in Class Guitar I, MU A08, in the sophomore year. Applied Instruction, MU A10-MU A29, is taken for two credits in the primary applied area and one credit 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-A49, for two credits. Students in music education programs register for two-credit lessons for three semesters, culminating in a 25-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-A49) must also register for applied music lab (MU ALAB).

MUA 01 Class Piano I - Beginning Level One *(1 credit - Fall, Spring)*

For beginning pianists, this class focuses on the development of music reading, basic piano facility and motor skills. For music majors whose primary applied area is not keyboard, this course is the first in a four-semester sequence in preparation for the piano proficiency exam. The class covers Level One of Alfred's Basic Adult Piano Course. Technical study includes five-note scales with varied articulations, all triads, major arpeggios, pedal use, harmonization and transposition of melodies and sight reading.

MUA 02 Class Piano II - Beginning Level Two

(1 credit - Fall, Spring)

A continuation of MU A01. Technical study includes all one-octave major and minor scales, all major/minor arpeggios, triad and seventh chord inversions, chord progressions, greater depth in harmonization/transposition of melodies and sight reading.

Prerequisite: MU A01

MUA 03 Class Piano III - Intermediate Level One

(1 credit - Fall, Spring)

A continuation of MU A02. Technical study includes one-octave major/minor scales and arpeggios, with more advanced chord progressions and resolutions, harmonization/transposition of melodies and sight reading.

Prerequisite: MU A02

MUA 04 Class Piano IV - Intermediate Level Two

(1 credit - Fall, Spring)

A continuation of MU A03. Repertoire focus is on proficiency pieces. Proficiency level is achieved in scales, arpeggios, chord progressions/resolutions, harmonization/transposition and sight reading.

Prerequisite: MU A03

MUA 06 Class Voice I - Beginning

(1 credit - Fall, Spring)

Class voice is a group setting in which students learn the basics of singing. Students in this class will learn proper technique in voice production. Repertoire covered includes art songs, arias, folk songs and musicals. Students are expected to sing in front of the class and to practice consistently.

MUA 08 Class Guitar I - Beginning

(1 credit - Fall, Spring)

This course is intended for students who have no experience playing the guitar. The focus is on fundamental skills needed to play worship music, including reading traditional sheet music, tablature and chord charts. Students will learn to play finger-style and with a pick, identify and play chords and scales, strum basic patterns and tune the guitar. Emphasis is on formal technique through contemporary praise and worship and folk repertoire.

Students provide their own acoustic guitar in good playing condition. Nylon strings are recommended.

MUA 10 Applied Voice

(1 to 2 credits - Fall, Spring)

MUA 11 Applied Piano

(1 to 2 credits - Fall, Spring)

MUA 12 Applied Organ

(1 to 2 credits - Fall, Spring)

MUA 13 Applied Guitar

(1 to 2 credits - Fall, Spring)

MUA 14 Applied Violin

(1 to 2 credits - Fall, Spring)

MUA 15 Applied Viola

(1 to 2 credits - Fall, Spring)

MUA 16 Applied Cello

(1 to 2 credits - Fall, Spring)

MUA 17 Applied Double Bass
(1 to 2 credits - Fall, Spring)

MUA 18 Applied Flute
(1 to 2 credits - Fall, Spring)

MUA 19 Applied Oboe
(1 to 2 credits - Fall, Spring)

MUA 20 Applied Clarinet
(1 to 2 credits - Fall, Spring)

MUA 21 Applied Bassoon
(1 to 2 credits - Fall, Spring)

MUA 22 Applied Saxophone
(1 to 2 credits - Fall, Spring)

MUA 23 Applied Trumpet
(1 to 2 credits - Fall, Spring)

MUA 24 Applied French Horn
(1 to 2 credits - Fall, Spring)

MUA 25 Applied Trombone
(1 to 2 credits - Fall, Spring)

MUA 26 Applied Euphonium
(1 to 2 credits - Fall, Spring)

MUA 27 Applied Tuba
(1 to 2 credits - Fall, Spring)

MUA 28 Applied Percussion
(1 to 2 credits - Fall, Spring)

MUA 29 Applied Composition
(1 to 2 credits - Fall, Spring)

MUA 30 Upper Division Voice
(2 credits - Fall, Spring)

MUA 31 Upper Division Piano
(2 credits - Fall, Spring)

MUA 32 Upper Division Organ
(2 credits - Fall, Spring)

MUA 33 Upper Division Guitar
(2 credits - Fall, Spring)

MUA 34 Upper Division Violin
(2 credits - Fall, Spring)

MUA 35 Upper Division Viola
(2 credits - Fall, Spring)

MUA 36 Upper Division Cello
(2 credits - Fall, Spring)

MUA 37 Upper Division Double Bass
(2 credits - Fall, Spring)

MUA 38 Upper Division Flute
(2 credits - Fall, Spring)

MUA 39 Upper Division Oboe
(2 credits - Fall, Spring)

MUA 40 Upper Division Clarinet
(2 credits - Fall, Spring)

MUA 41 Upper Division Bassoon
(2 credits - Fall, Spring)

MUA 42 Upper Division Saxophone
(2 credits - Fall, Spring)

MUA 43 Upper Division Trumpet
(2 credits - Fall, Spring)

MUA 44 Upper Division French Horn
(2 credits - Fall, Spring)

MUA 45 Upper Division Trombone
(2 credits - Fall, Spring)

MUA 46 Upper Division Euphonium
(2 credits - Fall, Spring)

MUA 47 Upper Division Tuba
(2 credits - Fall, Spring)

MUA 48 Upper Division Percussion
(2 credits - Fall, Spring)

MUA 49 Upper Division Composition
(2 credits - Fall, Spring)

MUA LAB Applied Music Lab
(0 credits - Fall, Spring)

All music majors and minors register for MU ALAB and attend lab sessions in their applied area. The labs for each instrument include a multi-faceted curriculum that is designed to instruct in a variety of areas related to the instrument. Students are coached and perform during lab sessions and discuss topics such as pedagogy, repertoire, performance practice, formal criticism and chamber music.

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 one creative studio arts experience. Students may register in an ensemble for 0 or 1 credit. Students registered for 0 credit will receive grades which are posted on the official transcript but do not affect the grade point average.

MUP 12 Concert Choir

(0 to 1 credits - Fall, Spring)

The Concert Choir is a mixed choral ensemble and normally tours during the spring semester. Meets four and a half hours per week. Repertoire includes major choral literature, early music and contemporary works for chorus.

MUP 20 Symphonic Band

(0 to 1 credits - Fall, Spring)

For wind, brass and percussion performers, the symphonic band performs standard band literature and provides on- and off-campus performances. May include musicians from the community in addition to students and faculty.

MUP 21 Chamber Orchestra

(0 to 1 credits - Fall, Spring)

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 with additional rehearsals scheduled for pit work. Usually includes one or two performances per semester plus pit work for shows.

May include musicians from the community in addition to students and faculty.

MUP 22 Jazz Improvisation

(0 to 1 credits - Spring)

Group of instrumentalists who perform in various jazz styles. Jazz improvisation is taught as a part of the ensemble. Meets two hours per week. Most performances are held on campus.

MUP 30 Opera/Musical Theatre Workshop

(0 to 1 credits - Spring)

An acting, singing and stage movement workshop culminating in scenes for performance from musical theatre, operetta and opera.

Must be able to read music.

Prerequisite: C- or better in MU A06 Class Voice I or one semester of applied voice

MUP 31 Accompanying Seminar

(0 to 1 credits - Fall, Spring)

A weekly workshop seminar in which pianists work with soloists and are coached by the piano faculty to polish selected repertoire in a four-semester cycle. One semester each is devoted to the following: art song, choral music, orchestral reductions (concertos, opera) and chamber music/instrumental works.

Contemporary Music Center Program

CMC 301 Faith Music and Culture

(3 credits - Fall, Spring)

The purpose of this course is to help students connect a career path in the entertainment industry with a calling to be Christ-followers. A holistic understanding of ourselves in the world includes the ability to hear the "noise" in culture, assessing personal strengths/weaknesses, considering the cost of a career in the entertainment industry, and then mapping a strategy for moving forward.

CMC 302 Inside the Music Industry

(3 credits - Fall, Spring)

The purpose of this course is to provide students with an overview of the entire entertainment industry and how art, business, and technology interact with each other. Since employers continue to hire graduates who have skill-sets across multiple disciplines, this course equips students with a core set of "gotta knows" that will prepare them for careers in every aspect of the entertainment industry.

CMC 405 Practicum (Road Tour)

(1 credit - Fall, Spring)

This course, often referred to as "Road Trip" or "Tour," is the capstone experience of the semester. Students and faculty embark on a 6-8 day tour of college campuses and clubs mounting a show each night with full production - lights, sound, staging, and video. Every student is involved in the process either as a performer, part of the technical staff, or as a producer. The Business track students are also required to keep the tour on budget by tracking costs and providing a daily analysis of the budget.

Artist Track

CMC 412 Essentials of Songwriting

(3 credits - Fall, Spring)

The purpose of this course is to equip students with the skills to write, arrange, and demo an original song idea. The inspiration for a great song comes from God...sadly, we have nothing to do with that.

CMC 415 Performance

(3 credits - Fall, Spring)

The purpose of this course is to equip artist track students with the skills and experience necessary to perform successfully on a public stage. Each artist is required to rehearse a full rhythm section, contribute to the technical vision, and assume responsibility for success of the show.

CMC 418 Studio Recording

(3 credits - Fall, Spring)

The purpose of this course is to equip students with the technical abilities to record, mix, and distribute audio recordings. Concepts include signal flow, mic placement, console automation, the recording process from basic tracks to mixing and mastering, loop creation and editing, soft sampler and MIDI control, plug-in instantiation, and building a home project studio.

Business Track

CMC 420 Advanced Media Marketing

(3 credits - Fall, Spring)

The purpose of this course is to provide students with skills in progressive marketing strategies focusing on including publicity, advertising, radio and video promotion, Internet marketing, and tour support. Students will develop a comprehensive marketing plan for each artist and will also create and implement the marketing plan for the CMC Road Tour.

CMC 423 Music Business Survey

(3 credits - Fall, Spring)

The purpose of this course is to provide students with a broad understanding of key aspects of the music business including booking, artist management, touring, road management, production, marketing and promotion, copyright and legal issues, publishing, and licensing.

CMC 426 Strategic Management

(3 credits - Fall, Spring)

The purpose of this course is to require students to assemble a successful artist roster and participate in the following activities on their artist's behalf: scheduling, creating a business plan, analyzing and forecasting trends in popular music, advising and developing the artists with regard to their live show and recordings.

Technical Track

CMC 431 Advanced Studio Production

(3 credits - Fall, Spring)

This course focuses on the recording and production of audio for playback, professional audio recording, and production. The concepts and practices learned in this course will be used by the students to engineer songs for those students in the artist track. The goal is for students to leave the CMC prepared for an entry-level position in any area of studio recording including the setup of a professional home studio.

CMC 434 Audio Engineering

(3 credits - Fall, Spring)

The purpose of this course is to provide students with technical skills and experience necessary to succeed in live event production. Students will rotate each week through the major tour positions, which include FOH, Monitors, Lighting, Patch, RF, Switching, Resolume, Backline, and Camera Ops.

CMC 437 Concert Production

(3 credits - Fall, Spring)

This course focuses on stage management, lighting and design, video wall mapping/control, multi-camera switching, and power distribution. The concepts and practices learned in this course will be used by student to produce the weekly CMC Live show and the end of semester Road Tour.

Courses in Fine Arts

FA 234 Fine Arts for the Elementary Educator

(3 credits - Fall)

This course is designed to provide pre-service elementary teachers with experience in music, theater, dance and visual arts concepts and materials, so they will be able to successfully incorporate the fine arts into their teaching. Knowledge and skills needed to understand the fine arts will be explored. Grade-level appropriate curriculum will be designed to integrate into lessons, including correct and safe usage of materials and instruments.

Prerequisite: Elementary education major

Department of Nursing

Nursing is a scholarly discipline that focuses on the Christian practice of compassionate care and service. Nursing, as a caring science and a healing art, assists individuals to manage their responses to health-related issues using a holistic approach. Nurses are advocates and health educators for patients, families and communities. Nurses care for people of all ages helping them to regain and maintain health. These services are provided in a variety of practice settings.

The mission of the Department of Nursing is to provide a baccalaureate educational program of excellence that prepares professional nurses for the diversity in health care needs of the twenty-first century. The Huntington University baccalaureate program in nursing is built upon a strong liberal arts foundation and Christian principles. The program will prepare a generalist who is a competent practitioner, who provides holistic care that contributes to safe and high quality outcomes and who is a critical thinker and a leader. Graduates will impact their world through service.

The baccalaureate degree in nursing at Huntington University is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791. Huntington University is also accredited by the Indiana State Board of Nursing, Indianapolis, Indiana.

Department of Nursing: Educational Philosophy and Purpose

The faculty of the Department of Nursing at Huntington University believes that learning is a dynamic, interactive process that fosters the maturation of students. This maturation is built upon the values of excellence, creativity, spirituality, human dignity, collaboration and integrity. The faculty is committed to excellence in teaching, scholarship and service that enhances student learning, which positively affects the health and wellness outcomes of individuals, families and communities.

The upper division nursing major is developed from a strong foundation in the liberal arts, sciences and religious thought. The faculty is committed to providing settings for learning in which students can appreciate the contributions of the discipline of nursing to improving the quality of health care. Nursing is based on caring and compassion.

Faculty works in partnership with students to facilitate learning and is responsible to provide a learning environment that promotes inquiry and creativity. Students are responsible to be involved in learning, to identify their goals, to become skilled and knowledgeable and to propose new ideas. Learning is a continuous process. Learning environments should be flexible, interactive and promote mutual growth of faculty and students.

Consistent with the University philosophy, the faculty of the Department of Nursing 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.

Bachelor's Program Outcomes

The program, in reflecting the University's mission, prepares a nurse graduate who:

1. Practices within the profession's ethical and legal framework and a Christian worldview;
2. Applies the appropriate theories and research from the disciplines of nursing, liberal arts, sciences and religious thought;
3. Provides competent nursing care that contributes to safe and high quality outcomes of individuals and communities;

4. Commits to scholarship for the improvement of nursing practice at the local, regional, national and international levels;
5. Values the roles of the competent professional nurse who is a critical thinker, educator, consultant, advocate, collaborator, leader and researcher;
6. Recognizes that continued professional competency, service to others, personal achievement and professional accomplishment require a commitment to life-long learning;
7. Examines how the roles of holistic nursing, culture, personal biases and management of resources influence patient care;
8. Demonstrates effective communication as a leader and change agent in the ever-changing health care environment.

Admission to the Nursing Program

Admission to the nursing major is competitive. Students admitted to the nursing major are granted clinical placement if they progress through the major by meeting the requirements designated for admission to the nursing clinical portion of the program. Please contact the Department of Nursing for further information.

Course Requirements for the Nursing Major

Students who select **nursing** as a **major** in the **bachelor of science in nursing** degree complete NU 110, 210, 300, 305, 310, 315, 320, 330, 335, 340, 345, 350, 440, 450, 451, 460, 465, 485; BI 232/L, 242/L; and PY 230 for a total of 66 hours in the major. The following specific courses will be necessary in order to fulfill requirements in the Core Curriculum: BI 241/L, CH 141/L; MA 151; SO 111; PY 111; and BT 333TB. Nursing majors may repeat science and math courses only once and remain eligible to enter the nursing program.

A grade of “C” or higher is required in each of the following courses: EN 121; CO 215; CH 141/L; PY 111 and 230; SO 111; MA 151; BI 232/L, 241/L and 242/L. Please refer to the Nursing Student Handbook for course GPA requirements within the nursing major.

Courses in Nursing

NU 110 Basic Nursing Concepts

(1 credit - Spring)

This course introduces nursing majors to the terminology and abbreviations used in the practice environment. A systematic approach will be used to assist in understanding the relationship of the terms to the body and disease process. Students learn the terminology necessary to communicate in an interprofessional milieu.

Prerequisite: Declared major in nursing or consent

NU 210 Basic Nursing Skills

(1 credit - Fall)

Nursing majors will be introduced to the basic nursing skills necessary to care for patients in the healthcare environment. Skills will be demonstrated, practiced and validated in the Nursing Simulation and Resource Center.

Prerequisite: NU 110 or consent

NU 295 Practicum in Nursing

(1 to 3 credits - Fall, January, Spring)

Practicum in some aspect of nursing designed to give student practical, directed experience.

Prerequisite: Consent

NU 300 Pharmacology

(3 credits - Fall)

This course focuses on the essentials of the human body's reaction to drugs and the effects of drugs on the body. In addition, the impact of using over-the-counter medications, herbal and other supplements is included. The nurses' role in medication administration and patient/client teaching is emphasized.

Prerequisite: NU 310

NU 305 Pathophysiology

(3 credits - Fall)

This course will use the general principles covered in anatomy and physiology as they apply to the disease process. The impact of environment, culture, nutrition and genetics in the development of diseases is also discussed.

Prerequisites: BI 232/L and NU 310 or admission to the OTA program

NU 310 The Discipline of Professional Nursing

(1 credit - Spring)

This course introduces the student to the profession of nursing (e.g., the educational, service and scholarship components). Content includes the roles and responsibilities of the professional nurse, the evolution of modern nursing and the science that underpins nursing practice, the nursing process, informatics, legal issues and political issues. The issues surrounding such topics as licensure dilemmas and the impaired nurse will be reviewed. APA format will be introduced.

Prerequisites: NU 110 and 210, or consent

NU 315 Health Assessment

(3 credits - Fall)

This course focuses on the data collection component of the nursing process. Students gather information relevant to identification of client problems - across the lifespan. A client assessment includes psychosocial, physical, family, environmental, spiritual, cultural and nutritional perspectives and the appropriate interpretation of the information collected. The impact of technology on assessment is discussed. Students gain proficiency in assessment skills, including therapeutic communication, interview, observation/inspection, percussion, auscultation and palpation, by working with peers and clients in the Nursing Laboratory and various other settings.

Prerequisites: NU 310 and PY 230

NU 320 Fundamental Skills

(3 credits - Fall)

This course focuses on understanding the theoretical frameworks that are foundational to basic nursing care competencies. In addition, the practical application of those competencies is considered, including the impact of technology. Topics include patient/client safety, standard precautions, hand washing, medication administration, etc. Students work with peers and clients in the Nursing Laboratory as well as in a variety of settings.

Prerequisites: NU 210 and 310

NU 330 Adult Health I

(5 credits - Spring)

This course presents a comprehensive approach to the use of the nursing process in the management of the most common conditions encountered by adults. Students identify patient problems, develop a plan of care, determine interventions and appropriate outcomes. Evaluation of the effect of interventions on outcomes is also included. Students will apply previously and currently learned material to the care of clients/patients in a variety of health care settings.

Prerequisites: NU 300, 305, 315, and 320

NU 335 Psychiatric/Mental Health Nursing Care

(4 credits - Fall, Spring)

This course introduces the student to concepts of mental health and mental illness, including the relevant theories and therapies. The course content focuses on therapeutic communication, anxiety, depression, grief and stress related problems commonly found in acute care settings. Selected psychobiological problems, from moderate to severe, are examined using the nursing process as a framework. Understanding the effect of culture and worldviews on psychobiological problems is included. Students apply knowledge and skills in working with clients/patients in various settings.

Prerequisites: NU 300, 305, 315, and 320

NU 340 Nursing Care of Developing Families

(4 credits - Fall, Spring)

This course will use the nursing process framework, students continue development of assessing and caring skills with new mothers, babies and families as the focus. The concepts of family, culture, nutrition, client teaching, communication, spirituality and critical thinking are integrated throughout the course. There is an emphasis on community and home care to reflect the shift from hospital care to home and other settings. Using the knowledge and skills gained, students work with new mothers, babies and families in various health care settings.

Prerequisites: NU 300, 305, 315, and 320

NU 345 Nursing Care of Children

(4 credits - Fall, Spring)

This course, using the nursing process and emphasizing problem identification, care planning and intervention, focuses on health promotion as well as the specific health problems encountered by children and adolescents. The role and influence of family, culture and nutrition are emphasized. Chronic illnesses, spirituality, disability and end-of-life issues are also included. Students have the opportunity to apply what they have learned in caring for children in a variety of healthcare settings.

Prerequisites: NU 300, 305, 315, and 320

NU 350 Interprofessional Research

(2 credits - Fall)

This course reviews research concepts and methods. There is an emphasis on evidence-based practice in nursing. For example, students learn how to frame clinical questions in ways that help distinguish between strong and weak evidence, weigh the risks and benefits of the findings and apply the evidence with patients to improve outcomes.

Prerequisite: NU 330 or admission to the OTA program

NU 395 Practicum in Nursing

(1 to 3 credits - Fall, January, Spring)

Practicum in some aspect of nursing designed to give student practical, directed experience.

Prerequisite: Consent

NU 440 Adult Health II

(5 credits - Fall)

This course builds on the concepts learned in Adult Health I; i.e., a comprehensive approach to the use of the nursing process. Content in the management of the common conditions encountered by adults is continued, along with the introduction of conditions that are of increasing complexity. Students continue developing their abilities to identify patient problems, developing plans of care and determining interventions and appropriate outcomes. The course emphasizes the intervention and evaluation components of the nursing process. Students apply previous and current skills and knowledge with patients/clients in acute care settings as well as selected additional healthcare settings.

Prerequisite: NU 330

NU 450 Nursing Care of the Community

(4 credits - Fall, Spring)

This course provides a foundation of community and public health nursing concepts. Health promotion and disease prevention concepts are integrated such that students learn to develop interventions for individuals, families and communities. The multidimensional role of population-focused, community-focused nursing practice, as well as global health, is discussed. Critical thinking and problem solving skills are emphasized as well as the public health nurse's role in disaster management. Students will apply knowledge and skills related to community and public health nursing with groups in community settings.

Prerequisites: NU 300, 305, 315, and 320

NU 451 Seminar in Nursing

(2 credits - Spring)

This course focuses on preparation for NCLEX-RN exam. Students take exams containing questions representative of the NCLEX-RN. Topics will include how to prepare for the exam, applying for state licensure, legal and ethical issues associated with licensure and the impact of licensure on health care delivery systems and patient care.

Prerequisites: NU 345, 350, 440 and 450

NU 460 Adult Health III

(5 credits - Spring)

This course builds on Adult Health I and II and integrates the concepts of family, culture, nutrition, client teaching, communication and critical thinking in the application of the nursing process for patients with multiple and complex health problems. Students will apply the knowledge and skills from this course in the critical care clinical settings.

NU 460 meets the first 10 weeks of the semester. Students must successfully complete NU 460 before taking NU 485, which meets the last 5 weeks of the semester.

Prerequisites: NU 345, 350, 440 and 450

NU 465 Leadership in Nursing

(3 credits - Spring)

This course deals with leadership concepts and their application to the discipline of nursing. For example, health care organizations, leadership theory, decision making and conflict management, delegation, motivation, managing change, managing resources, power and politics. The course examines nursing theories and facilitates understanding of professional leadership behavior. Students will be required to demonstrate knowledge acquired in the course through a Leadership in Nursing Project.

Prerequisites: NU 345, 350, 440 and 450

NU 485 Role Transition

(3 credits - Spring)

Students, under the guidance of nursing faculty and a preceptor, have the opportunity to integrate what they have learned in the practice of nursing and to apply this knowledge in the role of a beginning professional nurse. They develop outcomes, as well as the means of accomplishing and evaluating the outcomes, for the experience. Clinical sites will be determined by nursing faculty in collaboration with community agencies. Students will complete 144 clinical hours.

NU 485 meets the last 5 weeks of the semester. Students must successfully complete NU 460, which meets the first 10 weeks of the semester, before taking NU 485.

Prerequisites: NU 345, 350, 440, 450 and 460

NU 490 Independent Study

(1 to 4 credits - Fall, January, Spring)

An individualized study of a problem, a research paper or a project related to the nursing field.

Prerequisite: Consent

NU 495 Internship in Nursing

(2 to 4 credits - Fall, January, Spring, Summer)

A cooperative off-campus experience in the nursing field through which curricular knowledge and skills may be actively applied.

Prerequisite: Consent

Department of Occupational Therapy Assistant

For detailed information regarding the Occupational Therapy Assistant program, please download a [PDF of the OTA Academic Catalog](#).

Program Description

The bachelor of science degree in Occupational Therapy Assistant (OTA), offered at Huntington University's main campus in Huntington, Indiana, provides students with entry-level preparation for the field of occupational therapy as an assistant who works under the supervision of an occupational therapist. Graduates of the OTA program may enter the workforce following successful passing of the national exam or apply to a masters or doctoral program to become an occupational therapist or use their bachelor's degree to apply to other graduate programs such as physical therapy and speech language pathology. Huntington University's OTA program was granted accreditation on April 9, 2020 and is the first program to be granted accreditation for a bachelors level program in occupational therapy assistant. Accreditation qualifies students to sit for the national certification examination in occupational therapy assistant (NBCOT). Program candidates may apply for admission in their sophomore year or earlier if they have approved transfer credit. The goal of the OTA program is to provide a Christian learning environment where compassionate care is a part of serving the health and wellness needs of others.

Coursework is completed with in-depth learning in designated classrooms and laboratory space. The OTA Program is located in the Dowden Science Hall on the first floor with two labs located on the lower level of the Science Hall. Students gain mastery skills in professional writing, assessment and intervention strategies, professional behaviors, commitment to life-long learning, scholarship, leadership, and technology through guided learning experiences.

The central themes of Huntington University's Bachelor of Science in Occupational Therapy Assistant Program are the following:

Christ, Scholarship, and Service

- Personal and Professional Life Journey (modeling faith, health, leadership, scholarship and professional service)
- Excellence in Innovation

The mission of the occupational therapy assistant program at Huntington University focuses on the personal and professional journey of students through providing Christ-centered education that focuses on developing occupational practitioners who are highly skilled to provide compassionate, competent, occupation-based interventions, while demonstrating leadership and advocacy skills and a commitment to life-long learning.

Program Distinctives

Huntington University is an innovator in the field of occupational therapy as it has the first program to receive accreditation to provide the OTA degree at the bachelor level.

- The OTA program has ties to a doctoral degree pathway option at Huntington University.
- Rigorous coursework provides students with a comprehensive preparation.
- The program meets or exceeds requirements for ACOTE accreditation.
- Integration of faith and practice is embedded in coursework.
- Professors are licensed and experienced occupational therapy practitioners.
- Fieldwork provides students with multiple real-world clinical experiences.

Accreditation Council for Occupational Therapy Education (ACOTE)

Huntington University's baccalaureate-degree-level Occupational Therapy Assistant Program is accredited (as of April 9, 2020) by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

Additional information related to current accreditation status can be obtained from:

Accreditation Council for Occupational Therapy (ACOTE)
of the American Occupational Therapy Association (AOTA)
6116 Executive Boulevard, Suite 200 North Bethesda, MD 20852-4929
Phone: 301-652-6611 Department extensions Accreditation - x2042
TDD: 1-800-377-8555
Fax: 301-652-7711
Website: www.acoteonline.org/

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT Certification Examination or attain state licensure.

Admission Requirements for the Occupational Therapy Assistant Program

Students will apply to the OTA program during a fall semester. To be considered for admission to the OTA Program, students must supply the following information. When this information is received, the OTA Admissions Committee will act on the application.

- OTA Candidates must be currently enrolled at Huntington University or meet the transfer requirements. OTA Candidates must **achieve a grade of B- (2.67 out of 4) or better in all prerequisite courses**, which must have been completed within ten years prior to application. Courses in progress need to be outlined in writing for plan of completion. Official transcripts showing completion of prerequisites with a grade of **B-** or better will be required prior to program matriculation.
- OTA Candidates must **complete a writing sample**. This sample can be completed on site or through an approved testing site.
- OTA Candidates must have successfully completed OT 100 Introduction to Occupational Therapy at Huntington University.
- OTA Candidates need to **submit three letters of recommendation**. At least one of the three recommendations required for application must be from a healthcare provider, preferably a licensed occupational therapy practitioner.

- OTA Candidates will also complete an interview upon request from the OTA Department.
- **Students will be required to pass background and substance abuse checks in order to be eligible for fieldwork. Eligibility requirements for the national exam for becoming an occupational therapy assistant can be retrieved at www.nbcot.org. NBCOT, One Bank Street, Suite 300, Gaithersburg, MD 20878; Phone: (301) 990-7979; E-mail: info@nbcot.org**

Students will be notified of their acceptance in the OTA program during the same fall term they applied.

Prerequisites:

Overall GPA 3.0 or higher and prerequisite courses at B- or 2.67 or higher

Biology with lab	3-4 semester credits
Introduction to Psychology	3 semester credits
Academic Writing and Research	3 semester credits
Anatomy and Physiology I with lab	3-4 semester credits
Anatomy and Physiology II with lab (enrolled or completed)	3-4 semester credits
Medical Terminology	2-3 semester credits
OT 100 Introduction to OT (enrolled or completed)	2 semester credits

Transfer Students

Students in the Occupational Therapy Assistant program may only transfer in courses that meet core curriculum requirements and may not transfer courses in the major.

Progression in the OTA Program

Coursework is developmental in nature and requires coursework to be sequential as listed in the OTA Completion Plan. Completion of fieldwork must be completed within 24 months or two years from didactic coursework. Timeline from matriculation to graduation should not exceed six years.

Eligibility for Progression

- Students must earn a grade of at least **B-** or better in each OTA course.
- All OTA courses must be completed with a **B-** or better before progression into the next semester in the OTA curriculum. Individual course syllabi define evaluative components for each OTA course. If students receive a grade below a **B-** for an OTA course, students must step out of the program until the course is offered again. If students are unsuccessful in two OTA courses, they will be dismissed from the OTA program. This includes fieldwork courses.
- In order to graduate from the OTA program with a bachelor's degree in OTA, students must achieve an overall GPA of 3.0.
- Students must provide updated documentation of current CPR certification, health insurance, immunization/screening, etc., as required by the fieldwork site.

Incompletes

Students must petition the vice president for academic affairs and dean of the faculty for an incomplete by submitting an incomplete grade request form. When students are granted a grade of Incomplete (**I**) in an OTA course, a grade of **B-** or better must be earned prior to the first day of the next semester's OTA courses. If students do not satisfactorily complete the required work for the course, students will not be allowed to continue in the OTA program.

Laptop Requirement

All students taking courses in the OTA program are required to have access to a working laptop for test taking purposes.

Bachelor of Science in Occupational Therapy Assistant Completion Plan

The four-year program completion plan is as follows:

Fall Year 1	17 s.h.	
SO 111	3	Principles of Sociology
EX 287	2	Medical Terminology
EN 121	3	Academic Writing and Research
OT 100	2	Introduction to Occupational Therapy
BI 111	4	Biology in the Modern World with Lab
HS 115	3	Historical Perspectives on Culture and Civilization I
January Term Year 1	2 s.h.	
Elective	2	January Term Elective
Spring Year 1	15 s.h.	
PY 111	3	Introduction to Psychology
MA 151	4	Introduction to Probability and Statistics
EX 101	2	Wellness for Life
HS 116	3	Historical Perspective on Culture and Civilization II
EN 151	3	Perspectives on Literature
Fall Year 2	17 s.h.	
BI 241	4	Human Anatomy and Physiology I with Lab
PY 230	3	Human Development
BT ____	3	Introductory Bible
CO 215	3	Public Speaking
PY 461	3	Abnormal Psychology
	1	Creative Studio Arts
January Term Year 2	2 s.h.	
Elective	2	January Term Elective
Spring Year 2	17 s.h.	
BI 242	4	Human Anatomy and Physiology II with Lab
PL 220	3	Introduction to Philosophy
BT 333TB	3	Theological Bioethics
OT 200	2	Human Occupations
MI 285	3	Understanding the Christian Faith
__ 115	2	Artistic Appreciation

Fall Year 3	15 s.h.	
OT 300	4	Foundation and Framework of Occupational Therapy Practice
NU 350	2	Interprofessional Research
OT 302	3	Psychosocial Factors in Occupational Therapy
NU 305	3	Pathophysiology
Elective	3	Elective
January Term Year 3	2 s.h.	
OT 306	2	Service Learning in Occupational Therapy
Spring Year 3	12 s.h.	
OT 311	3	Applied Anatomy and Kinesiology for Occupational Therapy
OT 311L	1	Applied Anatomy and Kinesiology Lab for Occupational Therapy
OT 312	3	Pediatrics Interventions in Occupational Therapy
OT 312L	1	Pediatrics Interventions in Occupational Therapy Lab
OT 313	3	Medical Documentation for Occupational Therapy
OT 314	1	Fieldwork Ia: Clinical Immersion and Competency
Fall Year 4	14 s.h.	
OT 400	3	Adult and Older Adult Interventions in Occupational Therapy
OT 400L	1	Adult and Older Adult Interventions in Occupational Therapy Lab
OT 401	3	Management and Leadership in Occupational Therapy
OT 402	3	Technology in Occupational Therapy
OT 414	1	Fieldwork Ib: Clinical Immersion and Competency
OT 415	3	Baccalaureate Project I
Spring Year 4	15 s.h.	
OT 420	6	Fieldwork IIa: Clinical Immersion and Competency
OT 430	6	Fieldwork IIb: Clinical Immersion and Competency
OT 440	3	Baccalaureate Project II

Courses in Occupational Therapy Assistant

OT 100 Introduction to Occupational Therapy

(2 credits - Fall)

This course introduces the students to OT, OT history, philosophical principles, current issues, and emerging practice areas, along with global perspectives. Students will understand the transition from student to practitioner, OT roles and responsibilities, relationships, practicing legally and ethically, and about OT professional organizations. Introduction to the Occupational Therapy Practice Framework (OTPF), OT across the lifespan, treatment settings, and models of care will be explored. Additionally, service management functions, OT process, theories of practice and frames of reference, intervention modalities, therapeutic relationships, and therapeutic reasoning will be covered.

OT 200 Human Occupations

(2 credits - Spring)

Students begin to define the components and unique nature of occupation. Topics covered include health and wellness, sleep, life transitions and their effects on occupation and occupational balance for health promotion, wellness, prevention, and quality of life. Students begin to understand globalization, population health, chronic disease management, and at-risk populations. Spirituality, diversity, and cultural perspectives are included throughout the course. Students learn how policy effects occupation and the importance of teaching and learning. Other areas taught are interprofessional competency, health literacy, deprivation, justice, disparity, and social injustice. Students start to incorporate the OTPF, client-centered and evidenced-based practice, progressing to task and activity analysis. Adaptation and grading of occupations are also explored as well as safe performance of tasks within various contexts.

Prerequisites: EX 287, OT 100, and PY 230

OT 300 Foundation and Framework of Occupational Therapy Practice

(4 credits - Fall)

Students will begin to interpret and demonstrate an understanding of the OT Practice Framework as it applies to OT practice. Students will be introduced to occupational therapy terminology and the interactions between the areas of occupation, performance skills, performance patterns, activity demands, context and environment and client factors all within different frames of reference, models of practice, and theoretical frameworks. Focus will be given to the therapeutic alliance, special environments of care, patient/client safety and dignity, mobility, and ensuring the use of purposeful and meaningful interventions. This course provides examination of the OTA/OTD collaborative relationship, including roles and relationships, shared decision-making, using evidence-based practice, scope of practice, ethics (AOTA Code of Ethics and Standards of Practice), liability, communication, and ethical conflict resolution. Students will learn to assess physiological status, safe patient positioning, physical transfers, wheelchair management, mobility devices, bed mobility, use of adaptive equipment for compensatory strategies, safe seated mobility, and safety in the workplace.

Prerequisite: OT 200

OT 302 Psychosocial Factors in Occupational Therapy

(3 credits - Fall)

This course explores the role and skills of the OTA when working with specific symptoms and pathologies of psychiatric diagnoses and behavior disorders. Evaluation tools, frames of reference, treatment interventions and approaches, communication and interactions skills and documentation methods are practiced and learned. Therapeutic use of self and group dynamics are developed as part of the intervention process.

Prerequisite: OT 200

OT 306 Service Learning in Occupational Therapy

(2 credits - January)

Students will demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. Sociocultural, socioeconomic, and diversity factors, along with advocacy skills are experienced through participating and engagement in service-learning activities in our local communities.

Prerequisite: Successful completion of OT 300

OT 311 Applied Anatomy and Kinesiology for Occupational Therapy

(3 credits - Spring)

This course emphasizes the application of concepts of human anatomy (particularly the musculoskeletal system) and physical law to the study of human movement and skill analysis.

Must be taken concurrently with OT 311L.

Prerequisite: OT 306

OT 311L Applied Anatomy and Kinesiology Lab for Occupational Therapy

(1 credit - Spring)

Concepts of physics and kinesiology are applied through practical therapeutic analysis and assessment from a predominantly biomechanical frame of reference.

Must be taken concurrently with OT 311.

Prerequisite: OT 306

OT 312 Pediatric Interventions in Occupational Therapy

(3 credits - Spring)

Pediatric assessment and intervention strategies incorporating theoretical strategies and evidence-based practice are applied to youth and children. These concepts are examined across the span of developmental stages of children and youth in relation to their occupational performance.

Must be taken concurrently with OT 312L.

Prerequisite: OT 306

OT 312L Pediatric Interventions in Occupational Therapy Lab

(1 credit - Spring)

Strategies for screening, assessment, and interventions are applied to youth and children through various play and evidence-based interventions.

Must be taken concurrently with OT 312.

OT 313 Medical Documentation for Occupational Therapy

(3 credits - Spring)

Professional documentation skills are developed and critiqued to meet regulatory and reimbursement requirements. Emphasis is on effective communication in oral, nonverbal, written, and electronic methods. Students learn and apply the principles of OSHA, HIPPA, and telehealth/medicine.

Prerequisite: OT 306

OT 314 Fieldwork Ia: Clinical Immersion and Competency (Pediatrics or Psychosocial)

(1 credit - Spring)

The pediatric or psychosocial fieldwork I is directed observation and participation through clinical immersion. Students apply classroom learning pertaining to pediatric or psychosocial issues that limit engagement in occupation. Students participate in client-centered practice with a health care or wellness practitioner to develop professional behaviors and communication skills. Upon completion, students will be able to demonstrate appropriate competencies for the population.

Prerequisites: NU 305, NU350, OT 300, and OT 302

OT 400 Adult and Older Adult Interventions in Occupational Therapy

(3 credits - Fall)

Adult and older adult assessment and intervention strategies incorporating theoretical strategies and evidence-based practice are applied for individuals, groups, and populations. These concepts are examined across the lifespan of the adult and progressing to end-of-life. Concepts related to these populations are explored such as productive aging, health and wellness, aging in place, and end-of-life care.

Must be taken concurrently with OT 400L.

Prerequisites: OT 311/L, 312/L, 313, and 314

OT 400L Adult and Older Adult Interventions in Occupational Therapy Lab

(1 credit - Fall)

Strategies for screening, assessment, and interventions are applied to adults and older adults addressing various roles and evidence-based practice.

Must be taken concurrently with OT 400.

OT 401 Management and Leadership in Occupational Therapy

(3 credits - Fall)

The role of the OTA is defined regarding principles of leadership and management, agency/state/federal regulations, legislation, and reimbursement. Best practices regarding conflict resolution and ethical practice are also discussed and applied. Students will begin to develop and understand implementation of various business aspects of practice, including business plans, financial management, program evaluation models, and strategic planning. Students will develop an understanding of instructional design and teaching and learning from an academic standpoint.

Prerequisites: OT 311/L, 312/L, 313, and 314

OT 402 Technology in Occupational Therapy

(3 credits - Fall)

The application and implementation of technology within occupational therapy practice is used to adapt and modify occupation for various populations. Students construct custom orthoses to address various human physical needs, understand the scientific principles behind the use of therapeutic modalities and develop the ability to choose and implement the modality as they would in OT practice. The utilization of technology to enhance occupational performance is incorporated across a variety of settings across the lifespan.

Must be taken concurrently with OT 400.

Prerequisites: OT 311/L, 312/L, 313, and 314

OT 414 Fieldwork Ib: Clinical Immersion and Competency (Pediatrics or Psychosocial)

(1 credit - Fall)

The pediatric or psychosocial fieldwork I is directed observation and participation through clinical immersion. Students apply classroom learning pertaining to pediatric or psychosocial issues that limit engagement in occupation. Students participate in client-centered practice with a health care or wellness practitioner to develop professional behaviors and communication skills. Upon completion, students will be able to demonstrate appropriate competencies for the population.

Prerequisites: OT 311/L, 312/L, 313, and 314

OT 415 Baccalaureate Project I

(3 credits - Fall)

The Baccalaureate Project I course provides an in-depth learning experience in one or more of the following areas: clinical practice skills, administration, leadership, advocacy, and education. The course is founded on an individual or group project, which allows students to demonstrate application of knowledge gained throughout the OTA program. The course provides the students the opportunity to study, in depth, an area of interest. Students work with an assigned faculty advisor to create specific project objectives that are applied in OT 440 Baccalaureate Project II.

Prerequisites: OT 311/L, 312/L, 313, and 314

OT 420 Fieldwork IIa: Clinical Immersion and Competency

(6 credits - Spring)

Fieldwork IIa is an 8-week, full time opportunity to carry out professional responsibilities under the supervision of a qualified occupational therapy practitioner serving as a role model. Students apply occupational therapy theory, research, assessments, treatment interventions, and evidence-based practice in the clinical or community setting to address physical and psychosocial factors.

Prerequisites: OT 400/L, 401, 402, 414, and 415

OT 430 Fieldwork IIb: Clinical Immersion and Competency

(6 credits - Spring)

Fieldwork IIb is an 8-week, full time opportunity to carry out professional responsibilities under the supervision of a qualified occupational therapy practitioner serving as a role model. Students apply occupational therapy theory, research, assessments, treatment interventions, and evidence-based practice in the clinical or community setting to address physical and psychosocial factors.

Prerequisites: OT 400/L, 401, 402, 414, 415, and 420

OT 440 Baccalaureate Project II

(3 credits - Spring)

This course is a continuation of OT 415 Baccalaureate Project I. Students continue to work with their assigned faculty advisor as they further study in depth their area of interest and work toward meeting the objectives of their individual or group project. The course culminates with students providing a presentation of a report of the individual or group project.

Prerequisites: OT 400/L, 401, 402, 414, and 415

OT 490 Independent Study in Occupational Therapy

(1 to 4 credits - Fall, Spring)

An individualized study of a problem, a research paper or a project related to the occupational therapy field.

Prerequisite: Consent

OT 495 Internship in Occupational Therapy

(2 to 4 credits - Fall, January, Spring, Summer)

A cooperative off-campus experience in an occupational therapy-related organization through which curricular knowledge and skills may be actively applied.

Prerequisite: Consent

Department of Philosophy

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 36 hours, including PL 240, 260, 311, 321, and nine additional hours in philosophy; with the remaining hours selected from additional philosophy courses, BT 331, 333CCT, 333PT, 333TB, 341, EN 374, HS 322, 434, MA 205, or other courses approved by the department.

The **minor in philosophy** requires 23 hours in philosophy including PL 240, 260, 311 and 321.

Courses in Philosophy

PL 220 Introduction to Philosophy

(3 credits - Fall, Spring)

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.

PL 240 Logic

(3 credits - Fall Odd Years)

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.

PL 260 Ethics

(3 credits - Spring Odd Years)

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.

PL 311 History of Ancient and Medieval Philosophy

(4 credits - Fall Odd Years)

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

PL 321 History of Modern Philosophy

(4 credits - Spring Even Years)

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

PL 333 Philosophical Topics

(3 credits - Offered on Sufficient Demand)

A detailed examination of a selected philosophical subject, problem, historical movement or individual philosopher.

May be repeated for credit in different topics.

PL 333AE Aesthetics

(3 credits - Offered on Sufficient Demand)

Provides a critical survey of the various ways, both historical and contemporary, that people have understood art, aesthetic experience and the associated values.

Prerequisite: PL 220 or 260

PL 333EP Epistemology

(3 credits - Offered on Sufficient Demand)

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.

Prerequisite: PL 220 or 260

PL 333GE God and Ethics

(3 credits - Offered on Sufficient Demand)

Addresses the following questions: Is God necessary for morality? If yes, what is God's relationship to morality? If no, what kind of morality can exist without a God? Do ethical systems have to be separate from a God? Are there objective moral truths if there is no God? As part of this course, students will discuss the voluntarist/intellectualist debate regarding the nature of God, how Christians have argued for the existence of God based on the existence of values like good and evil, and what makes a life meaningful.

Identical with BT 333GE.

Prerequisite: PL 220 or 260

PL 333MP Metaphysics

(3 credits - Offered on Sufficient Demand)

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.

Prerequisite: PL 220 or 260

PL 333PL Philosophy of Language

(3 credits - Offered on Sufficient Demand)

Will introduce problems with accounting for meaning reference and related concepts. These are at the heart of contemporary discussions of truth and the mind. Independent nature of reality and different approaches impact how we approach science, theology and philosophy.

Prerequisite: PL 220 or 260

PL 333PT Philosophical Theology

(3 credits - Offered on Sufficient Demand)

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 BT 333PT.

Prerequisites: One course in Bible and PL 220 or 260

PL 333TI Philosophy of Time

(3 credits - Offered on Sufficient Demand)

Explores the nature of time and the corresponding implications of different views. Students will gain understanding of the nature of time as it relates to our views of change, the physical structure of the universe (the space-time continuum) and the relationship between our tensed use of language and our view of the reality of the past and present. The class will examine arguments about the reality of time and whether there is a fundamental distinction between the past, the present and the future.

Prerequisite: 300 or 400 level course in philosophy

PL 440 Religion and Scientific Thought

(3 credits - Spring Odd Years)

This course provides 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 BT 440.

Prerequisite: PL 220 or 260

PL 460 Philosophy of Religion

(3 credits - Spring Even Years)

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 BT 460.

Prerequisite: PL 220 or 260

PL 490 Independent Study

(1 to 4 credits - Fall, Spring)

The study of a problem, a research paper or a project related to the philosophy major.

Prerequisite: Consent

Department of Physics

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.

Physics outlines the fundamental principles on which other sciences are based. A year of college-level physics is a requirement for the bachelor of science degrees in biology, chemistry and exercise science, as well as in some tracks in mathematics and computer science. Medical schools as well as some other schools in the health professions require a year of college-level physics.

Students planning to take PH 211-212 must have MA 141 College Algebra and Trigonometry or math placement, or introductory calculus.

The minor in physics is suspended until the University resumes offering 300 and 400 level courses in physics. Courses in physics numbered 300 or higher will not be offered until further notice.

Courses in Physics

PH 111 Physics and the Modern World

(3 credits - Fall, Spring)

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.

PH 111L Laboratory for Physics and the Modern World

(1 credit - Fall, Spring)

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 'every-day world' physics.

Must be taken concurrently with PH 111.

PH 211 Principles of Physics I

(3 credits - Fall)

The physical principles of motion of particles and interaction forces, equilibrium, work-energy, fluids, wave motion, sound, heat and thermodynamics are introduced using conceptual ideas and problem solving. Parallel mathematical derivations will be used occasionally to introduce students to calculus formulations.

Must be taken concurrently with PH 211L.

Prerequisite: MA 141 College Algebra and Trigonometry or math placement, or introductory calculus

PH 211L Laboratory for Principles of Physics I

(1 credit - Fall)

Selected experiments in topics that parallel the lecture course in motion, equilibrium, sound and heat 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.

PH 212 Principles of Physics II

(3 credits - Spring)

The physical principles of electricity and magnetism, electromagnetic radiation and light, optics, relativity, quantum theory and nuclear physics are introduced using conceptual ideas and problem solving. Parallel mathematical derivations will be used occasionally to introduce students to calculus formulations.

Must be taken concurrently with PH 212L.

Prerequisites: PH 211 or consent, MA 141 College Algebra and Trigonometry or math placement, or introductory calculus

PH 212L Laboratory for Principles of Physics II

(1 credit - Spring)

Selected experiments in topics that parallel the lecture course in electricity and magnetism, optics and radiation physics will continue the methods used for investigating scientific phenomena and communicating scientific findings.

Must be taken concurrently with PH 212.

PH 261 Analog and Digital Electronics

(2 credits - Spring Odd Years)

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 three-hour laboratory session.

PH 271 Astronomy

(3 credits - Offered on Sufficient Demand)

An introduction to the universe and concepts of our solar system, including origins of planets, stars and galaxies will be studied. Group observations of the evening sky will be part of the course.

Knowledge of algebra is assumed.

PH 321 Modern Physics and Cosmology

(3 credits)

PH 323 Particle and Nuclear Physics

(3 credits)

PH 421 Selected Topics in Physics

(2 to 3 credits)

Department of Psychology

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 or entrance into a graduate program in psychology. 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 **major** for the **bachelor of arts** degree complete PY 111, 211 or 215, 321, 351, 375, 381, 382, 461, and 485; and 12 additional hours in psychology, which may include SW 236 and 345. (PY 230 does not count towards major requirements.) Students planning to attend graduate school should take MA 151.

The **minor** in **psychology** requires PY 111, 321, and 351; and 13 additional hours in psychology, which may include SW 236 and 345.

For information about requirements for Indiana **teacher licensing in psychology**, refer to the major in history education.

Courses in Psychology

PY 107 Human and Social Services IA (3 credits - Fall)

An introductory/exploratory course for students interested in careers in human and community services and other helping professions. Areas of exploration include family and social services, youth development, adult and elder care, and other for-profit and non-profit services. This project-based course will help students integrate higher order thinking, communication, leadership and management processes to conduct investigations in human and social services at the local, state, national, or global/world level. Students will be introduced to human and social services professions through presentations from a variety of guest speakers, job shadowing, field trips and introductory and exploratory field experiences.

This is a concurrent course offered at Huntington North High School. May be counted as an elective in the psychology major.

PY 108 Human and Social Services IB (3 credits - Spring)

A continuation of PY 107 Human and Social Services IA.

This is a concurrent course offered at Huntington North High School. May be counted as an elective in the psychology major.

Prerequisite: PY 107

PY 109 Human and Social Services IIA (3 credits - Fall)

This course prepares students for occupations and higher education programs related to assisting individuals and families in meeting their potentials. Through work-based experiences, students apply the knowledge and skills developed in the Human Services Foundations course. Concentration areas include family and social services, youth development, and adult and elder care. Ethical, legal, and safety issues, as well as helping processes and collaborative ways of working with others, will be addressed. Learning experiences will involve analysis of the

influence of culture and socioeconomic factors on individual choices and opportunities, service delivery models, and theoretical perspectives. Intensive laboratory/field experiences in one or more human social service agencies are a required component of this course. Student laboratory/field experiences may be either school-based, if available, or "on the job" in community-based agencies, or a combination of the two. A standards-based plan guides the students' laboratory/field experiences. Students are monitored in their laboratory/field experiences by the instructor. Achievement of applicable standards will be documented through a student portfolio.

This is a concurrent course offered at Huntington North High School. May be counted as an elective in the psychology major.

Prerequisite: PY 108

PY 110 Human and Social Services IIB

(3 credits - Spring)

A continuation of PY 109 Human and Social Services IIA

This is a concurrent course offered at Huntington North High School. May be counted as an elective in the psychology major.

Prerequisite: PY 109

PY 111 Introduction to Psychology

(3 credits - Fall, Spring)

A survey of the principles, methods and findings in various areas of psychology. Specific topics include development, socialization, consciousness, personality, motivation and emotion, learning and memory, physiology, neuroscience, stress and coping, and psychopathy.

PY 195 Job Shadow in Psychology

(1 to 2 credits - Fall, Spring)

Students observe the daily routines and activities of employed professionals and see how skills and knowledge acquired in class are applied in the psychology field.

Prerequisite: Consent

PY 211 Child and Adolescent Development

(3 credits - Spring)

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

PY 215 Adult Development

(3 credits - Fall)

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

PY 230 Human Development

(3 credits - Fall)

This course focuses on the basic processes of cognitive, moral, physical and psychosocial development from conception through death. Attention is given to both theories and research regarding the stages and transitions encountered by persons over the lifespan. Special attention is given to the relationship between physical and psychological problems during development.

Does not count in the psychology major but may count in the psychology minor.

Prerequisite: PY 111

PY 232 Education of the Exceptional Learner

(3 credits - Fall, Spring)

This course provides an overview of the developmental, behavioral, intellectual and educational characteristics of students 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.

Identical with SE 232.

Prerequisite: PY 111

PY 233 Foundations of Special Education

(3 credits - Spring)

This course focuses on special education as a profession. Emphasis will be placed on historical, philosophical and legal foundations of special education. The rights and responsibilities of parents, students, educators and other professionals as these relate to students with exceptional needs will also be studied. Programming options and ethical practices for mild interventions will be emphasized.

Identical with SE 233.

Prerequisite: PY 111

PY 236 Educational Psychology

(3 credits - Fall, Spring)

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.

Identical with ED 236.

Prerequisite: PY 111

PY 265 Human Sexuality

(3 credits - Summer)

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.

Prerequisites: PY 111 and sophomore standing at time of registration

PY 318 Sport and Exercise Psychology

(3 credits - Fall)

This course is an introduction to the science and theory of sport and exercise psychology. Factors related to individual, group and institutional behavior in the following physical activity settings are emphasized: competitive and recreational athletics, exercise, physical education and rehabilitative.

Identical with EX 318.

Prerequisite: PY 111

PY 321 Interpersonal Relationships

(3 credits - Fall, Spring)

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 nonverbal 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.

Prerequisites: PY 111; psychology, sociology, or social work majors who have sophomore standing at time of registration; or consent of instructor

PY 331 Psychology of Health and Wellness

(3 credits - Spring Odd Years)

This course examines health and wellness psychology and looks at the efforts people make in promoting good health, how effectively people cope with and reduce stress and pain, and the recovery, rehabilitation, and psychosocial adjustment of patients with serious health problems. Topics include factors that are related to health habits and lifestyles, methods to enhance health behavior and prevent illness, and stress and stress management. Practical exercises and group work to develop those basic skills are an integral part of the course.

Prerequisites: PY 111 and sophomore standing at time of registration

PY 341 Religion and Behavioral Science

(3 credits - Spring Odd Years)

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: PY 111 or SO 111

PY 351 Social Psychology

(3 credits - Fall)

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 SO 351.

Prerequisites: PY 111 or SO 111 and sophomore standing at time of registration

PY 375 Cognitive Neuroscience

(3 credits - Spring Even Years)

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 will also be discussed.

Identical with BI 375.

Prerequisites: PY 111; BI 111 or 161; and sophomore standing at time of registration

PY 381 Introduction to Research Methods

(3 credits - Fall)

Introduces behavioral science research as a scientific process. Students become familiar with the basics of empirical research design, descriptive and basic inferential data analysis techniques and interpretation, measurement considerations, empirical journal articles, APA style scholarly writing and ethical issues in research. Students will analyze and interpret data and write APA style reports. Students will also develop basic skills in analyzing data using statistical analysis software.

Identical with CJ 381, CO 380 and SO 381.

Prerequisites: PY 111 or SO 111, and completion of or current enrollment in core math

PY 382 Applied Research Methods

(3 credits - Spring)

A continuation of the 381 course, though additional focus is placed on the execution and dissemination of behavioral science research. Topics include empirical research design and statistical data analysis, analysis and critique of empirical research, implications of research results and writing in APA style. Students will plan, conduct, analyze and present a research project during the course, and they will further develop skills in analyzing data using statistical analysis software.

Identical with CJ 382 and SO 382.

Prerequisite: PY 381 and completion of core math

PY 391 Psychological Assessment

(3 credits - Fall Odd Years)

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 also receive training in the use of a limited number of personality instruments.

Prerequisites: PY 381 (can be taken concurrently) and sophomore standing at time of registration

PY 395 Practicum

(1 to 3 credits - Fall, Spring)

Involvement in a psychology-related field which allows the student to gain practical experience. An in-depth paper is required.

Prerequisite: Consent

PY 402 Writing and Research for Publication and Application

(3 credits - Summer)

Upon instructor approval of exemplary work in PY 382, students will advance their research and writing skills by planning, producing and submitting manuscripts for publication. This course includes analysis of professional journals and review of the different types of publications. A more thorough literature review, advanced reading and obtaining an inclusive and representative participant sample will also be required. Final article must be submitted to a journal and presented at a regional or national research conference. Students will also attempt to implement their research in an applied setting.

Prerequisites: PY 382 and consent

PY 411 Fundamentals of Counseling

(3 credits - Spring Even Years)

The purpose of this course is to provide an introduction to the counseling process - both cognitively and experientially. Content will include the dynamics of helping interventions and practicing the skills that provide the foundation of effective counseling. The focus of the course will be on the understanding, discussion and use of basic counseling skills. Careful attention will be given to examining the field of counseling/therapy from a Christian perspective.

Prerequisites: PY 111, 321, and sophomore standing at time of registration

PY 441 Theories of Personality

(3 credits - Fall Even Years)

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.

Prerequisites: PY 111 and sophomore standing at time of registration

PY 452 Topics in Psychology

(3 credits - Spring Even Years)

A detailed examination of a selected topic in psychology.

Prerequisites: Psychology major or minor and junior standing at time of registration

PY 452TRA Topics in Psychology: Trauma

(3 credits - Offered on Sufficient Demand)

In this course students will develop an understanding of trauma as well as its biological and psychosocial impact. Students will learn how to recognize trauma and understand a variety of traumatic experiences while exploring research-based methods of dealing with trauma.

PY 461 Abnormal Psychology

(3 credits - Fall, Spring)

An examination of the symptoms, etiology and treatment of abnormal behavior. Current diagnostic classifications are used as a conceptual framework.

Prerequisites: PY 111 and sophomore standing at time of registration

PY 485 Senior Seminar in Psychology

(3 credits - Spring)

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. Students will complete a scholarly faith integration paper. Students will also complete a service learning experience as part of course work.

Prerequisites: Major in psychology and senior standing

PY 490 Independent Study

(1 to 4 credits - Fall, Spring)

Advanced readings and study of some problems in psychology giving the student experience in the techniques of independent study.

Prerequisite: Consent

PY 495 Internship

(2 to 4 credits - Fall, Spring)

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

Department of Social Work

The social work program exists within the mission and purposes of Huntington University to effectively prepare students to enter the social work profession, graduate school and the service of others worldwide. The four goals established for the social work program are: 1) Students will demonstrate a commitment to lifelong learning, ethical social work practice, critical thinking, celebrating cultural diversity, scientific inquiry and social and economic justice; 2) Students will acquire and apply social work knowledge, values and skills in the engagement, assessment, intervention and evaluation of individuals, families, groups, communities and organizations; 3) Students will integrate Christian faith with social work values and ethical principles; and 4) Students who successfully complete the baccalaureate program will be qualified for admission to graduate level social work programs.

Completion of an accredited baccalaureate social work program results in a professional credential that may be utilized to initiate the process toward licensure as a professional social worker in a majority of the states in the United States. It is also a professional degree that is globally recognized. The social work program was initiated at Huntington University in fall 2004 and was granted initial accreditation status in February 2009 by The Council on Social Work Education retroactive to February 2006. Reaffirmation of the program was awarded in February 2014 for an eight-year period (the maximum number of years obtainable).

The theme chosen for the social work major at Huntington University is “Globally Aware/Locally Active.” Courses are designed in such a way that students serve in the local community while also gaining intercultural competence skills through a required immersion experience along with classroom instruction. Key values of the faith-based heritage of the University as part of the Church of the United Brethren in Christ and of the social work profession are encapsulated in the focal point of the major. This focal point, “Seek justice, love mercy and walk humbly with God,” is based on Micah 6:8 and is affirmed by the foundational social work values of justice, service and integrity.

The social work curriculum is divided into ten core competencies:

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations and communities
7. Assess individuals, families, groups, organizations and communities
8. Intervene with individuals, families, groups, organizations and communities
9. Evaluate practice with individuals, families, groups, organizations and communities
10. Integrate faith with practice in an ethical manner

A student choosing a **social work major** will complete a formal application process in the spring semester of the sophomore year. As a part of that application process, the student will submit a portfolio for formal evaluation. Successful completion of the evaluation will result in permission to register for and complete courses in the junior and senior years of the program and the professional degree. A full-time student may complete all coursework in three and one-half years and then complete the senior practicum as a 480-hour block placement in the final spring semester.

Students who choose **social work** as a **major** for the **bachelor of social work** degree complete SW 171, 236, 321, 325, 333, 345, 363, 391, 395 (2 hours), 425, 445, 471 and 496; PY 211, 215, 321, 381, 382 and 461; and SO 311. The following specific core requirements will be necessary in order to fulfill prerequisites to courses required in the major: BI 111/L, MA 151*, PY 111, and SO 111. A minimum GPA of 2.5 is required in the major.

**Students who plan to go to graduate school should take MA 151 as their core curriculum mathematics course. If a student believes he/she will not pursue a Master's degree in Social Work (MSW), the option of another 100 level core curriculum mathematics course may be selected.*

The **minor in social work** requires PY 111, 321; SO 111; SW 171, 236 or 242, 321, 363, and 395. The social work minor will not lead towards licensure in professional practice or serve to assist students to obtain advanced standing in a graduate social work program.

Courses in Social Work

SW 171 Introduction to Social Work

(3 credits - Spring)

An introduction and broad overview of the social work profession. Its beginnings and growth to worldwide recognition are traced. Key people, movements and practices are noted. Fields of practice are especially emphasized. Includes concurrent experiential learning through service in the local community. Provides a picture of what it means to have a career in social work.

SW 195 Job Shadow in Social Work

(1 to 2 credits - Fall, Spring)

Students observe the daily routines and activities of employed professionals and see how skills and knowledge acquired in class are applied in the social work field.

Prerequisite: Consent

SW 236 Introduction to Addictions

(3 credits - Spring Even Years)

This course is an overview of the phenomenon of addictions. The course will survey various types of addictions such as alcoholism, drug addiction, internet addictions, eating disorders and hoarding. Consideration will be given to the etiology, symptomatology, prevention, treatment and relapse prevention options in the addictions field. The biological psychological, social and spiritual implications of addiction will be examined.

Prerequisite: SW 171 or PY 111 or SO 111

SW 242 Child Welfare

(3 credits - Spring Odd Years)

This course will provide a historical overview of the child welfare system and will examine the children and families involved with this system. Cultural, economic, and sociopolitical issues related to child welfare will be discussed. Current laws regarding child neglect and abuse will be examined. Assessment of the child maltreatment and research-informed prevention and intervention programs will be introduced. Advocacy techniques that promote human rights and social justice will be presented. Actions that promote leadership, social responsibility, advocacy, and social action as they intersect with child welfare will be developed.

Prerequisite: PY 111 or SO 111

SW 295 Practicum in Social Work

(1 to 3 credits - Fall, Spring)

Practicum in some aspect of social work designed to give student practical, directed experience.

Prerequisite: Consent

SW 321 Minority Groups

(3 credits - Spring Even Years)

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.

Identical with SO 321.

Prerequisite: SO 111

SW 325 Social Work Practice I

(3 credits - Fall)

Foundational course of a three-course sequence in preparation for generalist social work practice. Focuses on application of theoretical approaches and interpersonal skills in a problem-solving model. Professional values and ethical decision making are introduced and applied through the use of case studies. Cultural competence and empowerment of client systems are emphasized. Research application to evaluation of practice is included.

Concurrent experiential learning component.

Prerequisites: SW 171, SO 111, and declared social work major

SW 333 Social Welfare Institutions

(3 credits - Spring Odd Years)

A study of the ideology, function and structure of the public and private auspices by which societies seek to assure the well being of their members, historically and currently. American society is the primary focus, accompanied by ongoing global comparisons. Key topics include poverty, oppression, health care, education and families.

Identical with SO 333.

Prerequisite: SO 111

SW 345 Social Work Practice II

(3 credits - Spring)

Second of a three-course sequence in preparation for generalist social work practice. Content learned in the first practice course is applied specifically to families and groups within a life span development approach. Class provides opportunities for practice group membership and leadership skills. Particular emphasis on issues of diversity in families, group stages and group dynamics.

Prerequisites: SW 325, PY321 and social work major; or PY 321 and psychology major

SW 363 Social Policy

(3 credits - Spring)

Builds upon basic understanding of the political system, economic theories and social welfare institutions in identifying and analyzing current social welfare policies and programs. Current federal and state proposed legislation is identified and followed. Implications for social work practice are noted.

Prerequisites: SW 333 or concurrent, SW 325 and social work major

SW 391 Intercultural Immersion Preparation/Reflection

(1 credit - Fall)

This course will serve as both a preparation and orientation experience for the Intercultural Immersion Experience as well as a time to reflect upon the experience. Class is coordinated by the Social Work Field Education Director.

Prerequisite: SW 171

SW 395 Intercultural Immersion Experience

(1 to 3 credits - Fall, January, Spring, Summer)

Field experience in a cross-cultural setting anywhere in the world. Intended to provide direct experience in living and working in an intercultural setting. Individual experiences must be approved by the department.

Students must complete SW 395 prior to formal acceptance into the Social Work Program.

Prerequisites: SW391 and social work major

SW 396 Practicum in Social Work

(1 to 3 credits - Fall, Spring)

Practicum in some aspect of social work designed to give student practical, directed experience.

Prerequisite: Consent

SW 425 Social Work Practice III

(3 credits - Fall)

Final of a three-course sequence in preparation for generalist social work practice. Theoretical concepts, skills, values and ethics are applied to work with communities and organizations. Particular emphasis is placed on community assessment and planning. Students will develop a community resource manual, which includes experiential applications with community social service providers.

Prerequisites: SW 345 and social work major

SW 445 Interview Workshop

(3 credits - Fall)

This course focuses on the interview process used in professional helping relationships. Each student will be involved in class role plays, taped interview sessions with mock clients and simulated job interviews. Interviews will be videotaped and critiqued within the learning context. Professional documentation skills related to these settings will be developed. Personal resume will be completed for professional use.

Prerequisites: SW 345 and social work major

SW 471 Human Behavior and the Social Environment

(3 credits - Fall)

Capstone course in human behavior and the social environment utilizing a bio-psycho-social-spiritual perspective. Theoretical perspectives, cultural diversity, oppression and socialization are revisited as various pervasive issues and topics are investigated, discussed and applied to social work practice. Topics covered are chosen from among the following: lifespan development, violence, substance abuse and addictions, disabilities, gender issues, elders and immigrant populations.

Prerequisites: BI 111/L, PY 211, 215, SW 321, 345 and social work major

SW 495 Internship in Social Work

(2 to 4 credits - Fall, Spring)

A field experience in social work which provides an opportunity for the student to apply theoretical knowledge in a practical setting. Student maintains close cooperation with the supervisory personnel in the field.

Prerequisites: Consent

SW 496 Senior Practicum and Seminar

(12 credits - Spring)

The culminating experience for the social work major in the form of a block field experience in a professional social work setting under the supervision of a field instructor with an MSW or BSW credential. The actual field placement is preceded by a comprehensive evaluation and orientation to the field placement. Professional seminars are held throughout the term. Required hours: 480 hours.

Prerequisite: Completion of all courses required in the social work major

Department of Sociology

The Sociology Department seeks to enhance one's understanding of human societies, including such aspects as social institutions, cultures, social problems and social change.

Students who desire to study the criminal justice system or the social service field may pursue a **bachelor of arts** degree with a **major** in either **criminal justice** or **sociology**. Students who major in criminal justice will be prepared for careers in the criminal justice field as well as for entry into graduate programs in criminal justice. Students who study sociology will be prepared for careers in the social service field as well as for graduate study in sociology.

Criminal Justice

Students who choose **criminal justice** as a **major** for the **bachelor of arts** degree complete CJ 105, 111, 112, 321, 345, 346, 381, 382, 495 (three hours); PS 111; SW 236; and two courses from CJ 215, 322, PS 346, 456, 466, PY 211, 215, 351, 461, SO 321, 333, and 413. The following specific core requirements will be necessary in order to fulfill prerequisites to courses required in the major: PY 111 and SO 111.

The **minor** in **criminal justice** requires CJ 105, 111, 112, 345, 346; and seven additional hours from CJ 215, 321, 322, PS 111, 346, 456, 466, PY 211, 215, 351, 461, SO 321, 333, 413, and SW 236.

Sociology

Students who choose **sociology** as a **major** for the **bachelor of arts** degree complete SO 111, 381, 382, 481, 485, 490 or 495; and 21 additional hours in sociology, which may include PY 321 and SW 236. Sociology majors may not count SO 141 toward the core social science requirement.

The **minor** in **sociology** requires SO 111, 485; and 16 additional hours in sociology.

For information about requirements for Indiana **teacher licensing in sociology**, refer to the section on social studies teacher licensing.

Urban Studies Minor

Students who choose **urban studies** as a **minor** complete 24 hours of study, including SO 111, 321, 351, 413, and 12 hours from CJ/SO 345, MI 233CO, 233UM, 321, 376, 377, PY 461, SO 333, 421, 495, and SW 236.

Cyber Security Minor and Cyber Security Management Minor

Students interested in adding a **cyber security minor** or a **cyber security management minor** may refer to the description in the *Department of Mathematics and Computer Science*.

Forensic Accounting Minor

Students interested in adding a **forensic accounting minor** may refer to the description in the *Department of Business*.

Forensic Science Minor

Students interested in adding a **forensic science minor** may refer to the description in the *Department of Biology*.

Courses in Criminal Justice

CJ 105 Introduction to Law

(3 credits - Fall)

Survey of the fields of criminal law and criminal procedure, civil law and civil procedure, torts, business and contract law, property and constitutional law. Attention is given to preparation for law school and aspects of the legal profession.

Identical with PS 105.

CJ 111 Introduction to Criminal Justice

(3 credits - Spring Odd Years)

This course will provide an overview and analysis of the U.S. criminal justice system, including the roles of law enforcement, the court system and the corrections system.

CJ 112 Introduction to Corrections

(3 credits - Fall Odd Years)

Topics in this course will include the history and philosophy of corrections, various types of corrections and their strengths and limitations and current trends in corrections.

CJ 215 Fundamentals of Law Enforcement

(3 credits - Fall Even Years)

Fundamentals of Law Enforcement introduces fundamental concepts in regards to the operations and organization of police departments along with basic knowledge in key areas of policing, such as recruitment, interviewing for a police job, traffic stops, crash investigations, force continuum, and proactive community policing strategies.

Prerequisite: Criminal justice major or minor

CJ 321 Criminal Investigations

(3 credits - Fall Odd Years)

This course will focus on the elements and techniques of criminal investigations, including crime scene examination, collection and preservation of evidence, questioning of suspects and other information and witness gathering procedures.

Prerequisite: CJ 111

CJ 322 Forensics

(3 credits - Spring Even Years)

This course deals with the methods of collecting forensic evidence, techniques for the proper analysis and documentation of that evidence, and use of forensic evidence in criminal trials.

Prerequisite: CJ 111

CJ 345 Criminology

(3 credits - Fall Even Years)

This course examines theoretical explanations of crime, the distribution of crime within the U.S. population, legal definitions of crime and victimology.

Identical with SO 345.

Prerequisites: SO 111 and criminal justice major or minor or sociology major or minor

CJ 346 Juvenile Justice

(3 credits - Spring Odd Years)

This course will examine the history of juvenile justice in the U.S., current trends in juvenile justice, differences between the adult and juvenile justice systems as well as the rationales for those differences and developmental issues that are particularly relevant in understanding juvenile delinquency.

Prerequisite: CJ 111

CJ 381 Introduction to Research Methods

(3 credits - Fall)

Introduces behavioral science research as a scientific process. Students become familiar with the basics of empirical research design, descriptive and basic inferential data analysis techniques and interpretation, measurement considerations, empirical journal articles, APA style scholarly writing and ethical issues in research. Students will analyze and interpret data and write APA style reports. Students will also develop basic skills in analyzing data using statistical analysis software.

Identical with CO 380, PY 381 and SO 381.

Prerequisites: PY 111 or SO 111, and completion of or current enrollment in core math

CJ 382 Applied Research Methods

(3 credits - Spring)

A continuation of the 381 course, though additional focus is placed on the execution and dissemination of behavioral science research. Topics include empirical research design and statistical data analysis, analysis and critique of empirical research, implications of research results and writing in APA style. Students will plan, conduct, analyze and present a research project during the course, and they will further develop skills in analyzing data using statistical analysis software.

Identical with PY 382 and SO 382.

Prerequisite: CJ 381 and completion of core math

CJ 490 Independent Study in Criminal Justice

(1 to 4 credits - Fall, Spring)

The study of a problem, a research paper or a project related to the criminal justice major.

Prerequisite: Consent

CJ 495 Internship

(2 to 4 credits - Fall, January, Spring, Summer)

Full-time involvement in a field situation of criminal justice maintaining close cooperation with the supervisory personnel in the selected field. An in-depth paper will be submitted.

Prerequisite: Consent

Courses in Sociology

SO 111 Principles of Sociology

(3 credits - Fall, Spring)

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.

SO 141 Cultural Anthropology

(3 credits - Spring Odd Years)

This course will focus on the perspectives and terminology of the field of cultural anthropology, including the development of culture, similarities and differences among various cultures and processes of change.

SO 171 Development and Sustainability

(3 credits - Spring)

This course examines the various political, economic, cultural and environmental factors that are critical to sustaining healthy, vibrant communities. Healthy communities facilitate "persistence in place" and promote the long-term stability of human populations. Through various case studies, students will explore factors that result in community deterioration and ultimately, dispersal of human populations. This course is intended to develop practical skills and academic competencies for further academic and professional work in international affairs, immigrant and refugee studies and community development.

Identical with PS 171.

SO 195 Job Shadow in Sociology

(1 to 2 credits - Fall, Spring)

Students observe the daily routines and activities of employed professionals and see how skills and knowledge acquired in class are applied in the sociology field.

Prerequisite: Consent

SO 292 Marriage and the Family

(3 credits - Spring Even Years)

A study of the family as a social institution. The life cycle of the family will be analyzed, including dating, marriage, child rearing and later life. Family problems and the impact of social change will also be considered.

SO 295 Practicum in Sociology

(1 to 3 credits - Fall, Spring)

Practicum in some aspect of sociology designed to give student practical, directed experience.

Prerequisite: Consent

SO 311 Social Gerontology

(3 credits - Fall Even Years)

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

SO 321 Minority Groups

(3 credits - Spring Even Years)

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.

Identical with SW 321.

Prerequisite: SO 111

SO 333 Social Welfare Institutions

(3 credits - Spring Odd Years)

A study of the ideology, function and structure of the public and private auspices by which societies seek to assure the well being of their members, historically and currently. American society is the primary focus, accompanied by ongoing global comparisons. Key topics include poverty, oppression, health care, education and families.

Identical with SW 333.

Prerequisite: SO 111

SO 341 Religion and Behavioral Science

(3 credits - Spring Odd Years)

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: PY 111 or SO 111

SO 345 Criminology

(3 credits - Fall Even Years)

This course examines theoretical explanations of crime, the distribution of crime within the U.S. population, legal definitions of crime and victimology.

Identical with CJ 345.

Prerequisites: SO 111 and criminal justice major or minor or sociology major or minor

SO 351 Social Psychology

(3 credits - Fall)

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.

Prerequisites: PY 111 or SO 111 and sophomore standing at time of registration

SO 381 Introduction to Research Methods

(3 credits - Fall)

Introduces behavioral science research as a scientific process. Students become familiar with the basics of empirical research design, descriptive and basic inferential data analysis techniques and interpretation, measurement considerations, empirical journal articles, APA style scholarly writing and ethical issues in research. Students will analyze and interpret data and write APA style reports. Students will also develop basic skills in analyzing data using statistical analysis software.

Identical with CJ 381, CO 380 and PY 381.

Prerequisites: PY 111 or SO 111, and completion of or current enrollment in core math

SO 382 Applied Research Methods

(3 credits - Spring)

A continuation of the 381 course, though additional focus is placed on the execution and dissemination of behavioral science research. Topics include empirical research design and statistical data analysis, analysis and critique of empirical research, implications of research results and writing in APA style. Students will plan, conduct, analyze and present a research project during the course, and they will further develop skills in analyzing data using statistical analysis software.

Identical with CJ 382 and PY 382.

Prerequisite: SO 381 and completion of core math

SO 395 Practicum in Sociology

(1 to 3 credits - Fall, Spring)

Practicum in some aspect of sociology designed to give student practical, directed experience.

Prerequisite: Consent

SO 413 The City

(3 credits - Fall Odd Years)

This course examines the process of urbanization in the U.S. as well as in other societies. Urban life styles and the social changes and problems associated with urbanization will also be explored.

Identical with EB 413.

Prerequisite: SO 111

SO 421 Population Studies

(3 credits - Spring Even Years)

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

SO 481 Seminar in Sociology

(3 credits - Fall Odd Years)

This course is aimed at summarizing and integrating the learning that has occurred in the sociology major.

Trends and developments in the field will be discussed. Each student will complete a scholarly faith integration paper.

Prerequisites: Sociology major and sophomore standing at time of registration

SO 485 Sociological Theory

(3 credits - Fall Even Years)

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

SO 490 Independent Study

(1 to 4 credits - Fall, Spring)

The study of a problem, a research paper or a project related to the sociology major.

Prerequisite: Consent

SO 495 Internship

(2 to 4 credits - Fall, Spring)

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

Student Services

Courses in Student Services

SS 101 Strategies for Success

(1 credit - Fall)

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 university coursework will be examined.

Prerequisite: Consent or admission on limited load

SS 102 Guided Studies Program

(0 credits - Fall, Spring)

Determining goals, improving study skills and managing time are stressed; primarily individualized.

Prerequisite: Consent or academic probation

SS 111 First-Year Seminar

(1 credit - Fall)

An introductory course designed to introduce new students to the Huntington environment. The emphasis for the course is the integration of faith and learning. Students are introduced to the technologies, values, and functions of Huntington University and tools for success. Small groups meet for discussion and mutual support with an advising team of a faculty member and an upper-level class student before classes begin. The group continues to meet for the first five weeks of the semester.

SS 113 Exploration: Career and Life Planning

(2 credits - Offered on Sufficient Demand)

This class provides opportunity for students who are undecided about their major or career to discover their skills, abilities, interests and values. Students will conduct a personal assessment and participate in a job shadowing experience in order to make future decisions. This class is guided towards students who are undecided or thinking of changing their major.

Prerequisite: Freshman or sophomore standing

SS 201 Student Leadership Seminar

(1 credit - Fall)

A focus on leadership theory and practice as it relates to the role of the resident assistant (RA). 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 RAs

SS 202 Conversations about Race

(2 credits - Spring Even Years)

This course is designed to provide readings, discussions and personal experiences to help students explore the topic of race, their own racial identity and what race means for relationships on and off campus. Students will also study racism - both personal and institutional - and how it affects individuals and groups in American society. Special consideration will be given to the connections (positive and negative) that exist between Christian faith and race in American society. Students of any major or year may take this course as a general elective.

SS 331 Job Search Techniques

(2 credits - Offered on Sufficient Demand)

This course focuses on the principles of a thorough job search. Topics include creating a resume and cover letter, developing interview and networking skills and exploring your call or vocation.

Prerequisite: Junior or senior standing

Teaching English to Speakers of Other Languages

Students of any major may choose to complete a **certificate** or **minor** in **Teaching English to Speakers of Other Languages (TESOL)**. Graduates with a bachelor's degree and a TESOL certificate or minor are qualified to teach English in many other countries, as well as in community and church-based programs in the United States.

Students who choose to receive a **certificate** in **TESOL** must complete TE 233, 234, 235, 396 and CO 322/MI 321. Students who complete the requirements of the **certificate** in **TESOL** will be awarded a TESOL certificate issued by the Institute for TESOL Studies.

Students who choose to receive a **minor** in **TESOL** must complete TE 233, 234, 235, 336, 396, CO 322/MI 321 and four hours of directed electives from the following courses: BT 331, EN 455, MI 233CO, 233LA, 233RS, 365, or foreign language courses.

Any education major may add an additional **certification in teaching English Learners (ELs)** to their teacher's license. The certification in teaching ELs will equip graduates to work more effectively with ELs in their classrooms or to work in specialized EL programs in a P-12 setting. *The certification in teaching ELs is a teacher licensing program that is only available for teacher education majors. Currently licensed teachers may also add the certification in teaching ELs to their existing license.* To receive **certification in teaching ELs**, students must complete TE 233, 234, 235, 395 (replaces ED 395) and CO 322/MI 321.

A grade of **C-** or higher is required for all courses in the TESOL program.

Students may also choose to complete a **certificate** in **Teaching English as a Foreign Language (TEFL)**. This certificate is issued by the Institute for TESOL Studies and is for anyone who wants to work with English language learners overseas in a non-native English speaking country. To receive a **certificate** in **TEFL**, students must complete TE 499 (for credit) or TEFL (for non-credit). The TEFL certificate course is only offered during the summer and may not fulfill requirements in the TESOL certificate or minor.

For more information, contact the Institute for TESOL Studies or visit the website: www.huntington.edu/tesol.

Courses in Teaching English to Speakers of Other Languages

TE 233 Foundations of TESOL/ELs (3 credits - Fall, Spring)

Students will be introduced to major issues related to Teaching English to Speakers of Other Languages. Students will examine the process of second language acquisition, acquire instructional skills for teaching ELs (English learners) and explore resources and opportunities.

TE 234 Instructional Methods for TESOL/ELs: Listening and Speaking

(3 credits - Fall)

This course will prepare students to teach aural and oral English language communication. Driven by pragmatics and grounded in the Communicative Approach, this instructional methods course will prepare students with lesson planning strategies, specific language learning activities for the classroom and access to instructional resources for the EL instructor.

Prerequisite: TE 233

TE 235 Instructional Methods for TESOL/ELs: Reading and Writing

(3 credits - Spring)

This course will focus on specific pedagogical issues related to teaching ELs reading and writing. Students will learn different approaches to teaching writing, compare and contrast native English speaking composition with EL writing, explore the connection between reading and writing, learn specific teaching strategies for classroom implementation and understand techniques for assessment and responding to EL student writing.

Prerequisite: TE 233

TE 295 Practicum in TESOL

(1 to 3 credits - Fall, Spring)

Practicum in some aspect of TESOL designed to give student practical, directed experience.

Prerequisite: Consent

TE 336 Curriculum Development for TESOL/ELs

(3 credits - Fall Even Years)

This course will prepare future EL instructors to design a student-centered English language program. The course will define what a language curriculum is, as well as provide examples of language programs. Students will learn a systematic approach to curriculum development, including conducting a needs analysis, setting goals and objectives, designing tests, selecting materials, teaching the materials and program evaluation.

Prerequisites: TE 233, 234, 235

TE 395 EL Practicum

(3 credits - January, Summer)

Students will participate in an 120-hour practicum teaching and working with EL students either in a self-contained EL setting or in an instructional capacity in a regular classroom. Students participating in the EL practicum in China will have the additional experience of social and cultural immersion.

TE 395 is only for those pursuing the certification in teaching ELs. Education majors completing certification in teaching ELs take TE 395 in place of ED 395.

Prerequisites: TE 233, 234, and 235, junior standing, and acceptance into the Teacher Education Program

TE 396 TESOL Practicum

(3 credits - January, Summer)

Students will participate in an 120-hour practicum teaching and working with EL students either in a self-contained EL setting or in an instructional capacity in a regular classroom. Students participating in the TESOL practicum in China will have the additional experience of social and cultural immersion.

TE 396 is for those pursuing the TESOL certificate or minor.

Prerequisites: TE 233, 234, and 235

TE 397 Practicum in TESOL

(1 to 3 credits - Fall, January, Spring, Summer)

Practicum in some aspect of TESOL designed to give student practical, directed experience.

Prerequisite: Consent

TE 490 Independent Study in Teaching English to Speakers of Other Languages

(1 to 4 credits - Fall, Spring)

An individualized study of a problem, a research paper or a project related to the TESOL field.

Prerequisite: Consent

TE 495 Internship in Teaching English to Speakers of Other Languages

(2 to 4 credits - Fall, Spring)

A field experience in TESOL which provides an opportunity for the student to apply theoretical knowledge in a practical setting. Student maintains close cooperation with the supervisory personnel in the field.

Prerequisite: Consent

TE 499 TEFL Certification

(3 credits - Summer)

This certification course will introduce students to the field of Teaching English to Speakers of Other Languages, explore factors that impact learning languages, examine best teaching practices and principles, and develop instructional skills to prepare teachers for language learning settings.

This certification course is graded using the letter grade system (A-F) and may not be used to fulfill requirements in the TESOL certification or minor.

TEFL TEFL Certification

(0 credits - Summer)

This certification course will introduce students to the field of Teaching English to Speakers of Other Languages, explore factors that impact learning languages, examine best teaching practices and principles, and develop instructional skills to prepare teachers for language learning settings.

This certification course is a Satisfactory/Unsatisfactory, non-credit course and may not fulfill requirements in the TESOL certification or minor.

Department of Theatre Arts

The Department of Theatre Arts seeks to develop effective and creative communicators in order to challenge others to thoughtful examination of ideas, cultures and values. Students majoring in theatre arts will develop technical and artistic skills and engage in critical thinking that reflects the historical foundations of the discipline as well as more current advances in theatrical training. Through traditional classroom instruction and production experience, students will enhance their skills of observation, analysis, development, performance and artistry in order to better prepare themselves for their careers and lives. A major in theatre serves the purpose of (a) providing more intensive study in the discipline within the student's liberal arts education, (b) preparing for graduate work leading to a master of arts or a master of fine arts degree in theatre or (c) preparing for a career in professional and/or non-commercial fields of theatre.

Students in the **theatre arts program** who wish to pursue a **bachelor of arts** degree may major in **theatre, theatre (NYC), theatre performance** or **theatre technology**.

Students in the general **theatre major** will complete 24 hours in theatre, consisting of TH 212, 311, 312, 331RP, 341, and 345; one course from TH 221, 222 or 223; TH 391/392 (at least three credits). An additional 12 elective hours must be completed from theatre courses (excluding TH 391 and 392) to total 36 hours in the major.

Students in the **theatre (NYC) major** have the opportunity to spend a semester in New York City at The King's College. Students will complete 24 hours in theatre, consisting of TH 212, 311, 312, 331RP, 341, and 345; one course from TH 221, 222 or 223; TH 391/392 (at least three credits). An additional 12 elective hours must be completed from theatre courses (excluding TH 391 and 392) to total 36 hours in the major. Students may substitute up to 12 approved credit hours from The King's College in place of required courses in the major.

Students in the **theatre performance major** will complete 48 hours, including TH 212, 224, 241, 311, 312, 316, 331RP, 341, 345, 361, 365, 431, 441, 442, and 485; one course from TH 221, 222 or 223; TH 391/392 (at least three credits).

Students in the **theatre technology major** will complete 48 hours, including TH 212, 311, 312, 331RP, 341, 345, 350, 431, and 485; one course from AR 141 or 142; two courses from TH 221, 222, or 223; one course from DM 160, 231, MU265, TH 224, or 231; two courses from TH 320CO, 320LI, 320SC or 320SO; and TH 391/392 (at least three credits with two being TH 391).

A **minor in theatre arts** requires 22 hours in theatre, including TH 212; one course from 221, 222 or 223; 311 or 312; 391/392 (at least three credits); and additional hours to total 22 in theatre.

A **minor in production technology** requires the completion of 23-25 hours, including TH 221, 222, 223; one course from MU 265 or DM 160; three credit hours from DM 395FDN, 395FILM, 395RADIO, TH 391/392; and nine credit hours from DM 120, 155, 251, 281, TH 224, 231, 320CO, 320LI, 320SC, 320SO, 345, 350.

Courses in Theatre Arts

TH 101 Fundamentals of Tap

(1 credit - Spring Odd Years)

This dance intensive course will introduce students to the fundamentals of tap dancing. Students will master basic tap techniques and learn a few short routines. Tap shoes (not provided) are required for this course and should be acquired prior to the first day of class.

TH 115 Introduction to Theatre

(2 credits - Fall, Spring)

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.

TH 153 Creative Dramatics

(2 credits - Spring)

This course explores human creative expression through role play, scene study, improvisation and acting exercises. The course introduces basic terminology and physical activities that lead to a foundational understanding of theatre arts and performance skills. The course is intended for students who might suffer from stage fright or want to increase confidence in public speaking/performing. The course will also serve both the theatre major and non-major who have an interest in developing skills in basic acting/performing.

This is a concurrent course offered at Huntington North High School. May be counted as an elective in the theatre majors or as a creative studio arts course in the core curriculum.

TH 212 Beginning Acting

(3 credits - Fall)

This course provides an introduction to the art and craft of acting. Students will explore basic acting techniques, theories and principles through specific exercises, monologue and scene study work.

TH 221 Stage Construction

(3 credits - Fall Even Years)

An introduction to the techniques, materials, equipment and procedures employed in scenic construction for the theatre. Studio experience in hand drafting, construction, painting, rigging and shifting scenery and properties. Emphasis on developing creative solutions to production challenges.

Includes laboratory experience.

TH 222 Stage Lighting

(3 credits - Fall Odd Years)

An introduction to the theory, techniques, materials, equipment and procedures employed in lighting for the theatre. Studio experience in hand drafting, wiring, rigging and focusing. Emphasis on developing creative solutions to production challenges.

Includes laboratory experience.

TH 223 Costume Construction

(3 credits - Fall)

An introduction to the techniques, materials, equipment and procedures employed in costuming for the theatre. Studio experience in pattern drafting, draping, cutting and sewing. Emphasis on developing creative solutions to production challenges.

Includes laboratory experience.

TH 224 Makeup for the Stage

(3 credits - Offered on Sufficient Demand)

An introduction to the theory, techniques, materials, equipment and procedures employed in make-up for the theatre. Emphasis is placed on design, character development, application techniques and basic skin care.

TH 231 Scene Painting

(2 credits - Offered on Sufficient Demand)

Studio exploration of drawing and painting for the theatre. Introduction to color theory, highlight, shadow and scale. Emphasis on visual analysis and development of painting techniques to produce basic textures for scenery.

Prerequisite: TH 221

TH 241 Voice and Movement

(3 credits - Fall Even Years)

An introduction to technique and theory as it pertains to the development and exploration of the stage-speaking voice for clear and effective communication. Focus is on physical awareness, proper body alignment, tension/release, breath, vibration, the vocal channel and resonance. Special attention will be given to developing vocal sensitivity and power needed to meet the special vocal and physical demands of the actor.

TH 311 History and Literature of Theatre I

(3 credits - Fall Odd Years)

A history of theatre from Greek theatre through the eighteenth century. Representative plays and playwrights of the various eras and cultures will be studied.

TH 312 History and Literature of Theatre II

(3 credits - Spring Even Years)

A history of theatre from the early nineteenth century through the contemporary period. Representative plays and playwrights of the various eras and cultures will be studied.

TH 316 Intermediate Acting

(3 credits - Spring Even Years)

A continuation of the techniques and skills covered in Beginning Acting. Emphasis will be placed on character transformation, in depth scene study and a more detailed exploration of objective, obstacle, subtext and the active actor.

Prerequisite: TH 212

TH 320 Design Studio Classes

(3 credits - Spring)

An intermediate course in design for non-realized productions. Emphasis is placed on the collaborative design process experienced in professional theater. Consideration of theatre styles and the development of creative methods to solve design challenges.

Repeated twice. Students choose two of the four offerings from TH 320CO, 320LI, 320SC and 320SO.

TH 320CO Costume Design

(3 credits - Spring)

Further development of design theory, techniques, materials and processes employed in costume design. Exploration of the principles and elements of costume design through studio experience in creating script breakdown and analysis, research methods, sketching, rendering, costume plots and fabric specifications.

Prerequisite: TH 223

TH 320LI Lighting Design

(3 credits - Spring)

Further development of design theory, techniques, materials and processes employed in lighting design. Exploration of the principles and elements of lighting design through studio experience in creating script breakdown and analysis, research methods, drafting, sketching, rendering, color keys and equipment specifications.

Prerequisite: TH 222

TH 320SC Scenic Design

(3 credits - Spring)

Further development of design theory, techniques, materials and processes employed in scene design. Exploration of the principles and elements of scene design through studio experience in creating script breakdown and analysis, research methods, drafting, sketching, rendering and model making.

Prerequisite: TH 221

TH 320SO Sound Design

(3 credits - Spring)

Further development of design theory, techniques, materials and processes employed in sound design. Exploration of the principles and elements of sound design through studio experience in creating script breakdown and analysis, research methods, drafting, spatial acoustics and equipment specifications.

Prerequisite: One course from TH 221, 222, or 223

TH 331 Selected Topics in Theatre

(3 credits)

Selected topics or studies in theatre will be offered as needed and based on student interest.

May be repeated for credit in different topics.

TH 331AC Acting for the Camera

(3 credits - Offered on Sufficient Demand)

Students will discuss concepts regarding screen acting technique and strategically apply this technique to create on-camera performances.

Prerequisite: TH 212

TH 331MT Musical Theatre Dance

(3 credits - Offered on Sufficient Demand)

An introductory class into the various styles of dance within musical theatre. Basic ballet, jazz, tap and modern dance techniques will be explored as well as distinct styles of contemporary choreographers who have heavily influenced American musical theatre. Emphasis is on body awareness, physical coordination and a heightened sense of performance through dance.

Prerequisite: Sophomore standing

TH 331RP Religion and the Performing Arts

(3 credits - Spring Odd Years)

Students will examine a selection of well-known plays, classical and contemporary music, as well as selections from the modern performing arts that are topical and relevant. Through analysis and critique, the students will look at these works from both secular and Christian world views. Class will include in-depth discussions of religious themes presented in the works and the place of the Christian artist in the secular world of the performing arts.

Prerequisite: Junior standing

TH 341 Directing and Play Analysis

(3 credits - Fall Odd Years)

A study of the procedures, practices and problems of directing dramatic productions. Emphasis is given to script analysis and theory. Each student will experience process of preparing to direct a full-length production and will gain practical experience directing in-class scenes.

Prerequisite: TH 212

TH 345 Theatre Management

(3 credits - Spring Even Years)

An introduction to the business of non-for-profit theatre as well as to the functions of theatrical stage management from pre-production organization through rehearsal procedures and performance. Topics of producing, casting, directing, managerial responsibilities, production schedules, budgeting, supervision of facilities and personnel and effective communication are covered. Emphasis is on development of creative solutions to production challenges as the class culminates in the student produced One Act Festival.

Prerequisites: TH 212 and 341

TH 350 Computer Aided Drafting (CAD)

(3 credits - Spring Even Years)

An intermediate course in drafting for the stage (scenery, lighting and sound plots). Focus is on the development and creation of industry standard drafting documents for the purpose of communicating design ideas to technical and creative collaborators.

Prerequisite: TH 221 or 222

TH 361 Voice and Diction

(2 credits - Spring Odd Years)

An introduction to the study of the vocal mechanism as it relates to dramatic text. Topics include the International Phonetic Alphabet, phrasing, stress, rhythm, intensity and attention to individual speech problems pertaining to the development and exploration of the stage-speaking voice for clear and effective communication. Dialects are also explored in class through monologue and scene work.

Prerequisite: TH 241

TH 365 Techniques of Musical Theatre

(2 credits - Spring Even Years)

This course is an introduction to the skills essential for today's musical theatre performer. Topics such as song preparation, dance/movement, ensemble and duet work, musicality and acting the lyric will be covered. The semester will conclude with a public performance of music and scenes.

Identical with MU 365.

Prerequisites: Music or theatre major and sophomore standing

TH 391 Play Production: Technical

(1 credit - Fall, Spring)

Practical experience in technical theatre wherein students assist in the production of a play/musical with possible emphasis on scene design, scene building, scene painting, makeup, costuming, lighting, props, sound, stage management, house management or backstage crew duties.

May be repeated for credit up to three times.

Prerequisite: Consent

TH 392 Play Production: Acting

(1 credit - Fall, Spring)

Practical experience in acting and performance is provided in scheduled productions.

Student must audition and be cast in a production prior to adding the course. May be repeated for credit up to three times.

Prerequisite: Consent

TH 395 Practicum in Theatre

(1 to 3 credits - Fall, Spring)

Practicum in some aspect of theatre designed to give student practical, directed experience.

Prerequisite: Consent

TH 431 Shakespeare in the Modern World

(3 credits - Spring Odd Years)

More than any other author who wrote in English, William Shakespeare has shaped our world in complicated ways. How has Romeo and Juliet shaped our ideas of romantic love? How has Hamlet influenced our ideas of our inner lives? Has Othello influenced the development of racism, or has it helped us to address the problems of racism? William Shakespeare's plays have an ongoing presence in our lives. This course will examine as many as eleven Shakespeare plays with attention given to their presence today, on stage and transformed in our culture. (Attending a play, performed professionally if possible, is a requirement for this course.)

Identical with EN 431.

Prerequisite: EN 151

TH 441 Advanced Acting Styles

(3 credits - Fall Even Years)

An advanced study of principles and theories of acting as it relates to Period Styles. Laboratory experiences in character and role analysis, movement and voice exercises and in acting, including improvisation.

Prerequisites: TH 212, 241, 316, 361

TH 442 Elizabethan Acting

(3 credits - Spring Odd Years)

Study of staging and performance aspects of Shakespeare and his contemporaries. The focus is on the development of a process with which to approach Elizabethan drama, emphasizing rhythm and phrasing necessary for performance. Through scene, monologue and exercise work, the actor learns the demands of heightened characterization and style.

Prerequisites: TH 441 and 431 or concurrent

TH 485 Senior Project

(2 credits - Fall, Spring)

A seminar course covering advanced topics such as resumes, portfolios, auditioning and interviewing techniques, as well as Christian theatre worldviews. In addition, students will complete a research project with a public presentation. Students in the performance track will produce a formal evening of scenes and monologues. Students in the design and technology track will complete a portfolio exhibit and an assigned realized design. Theatre students in the BA program will select one of the above options or write a thesis on a topic of sufficient scope.

TH 490 Independent Study

(1 to 4 credits - Fall, Spring)

The study of a challenge, 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

TH 495 Internship in Theatre

(2 to 4 credits - Fall, Spring)

A field experience in theatre which provides an opportunity for the student to apply theoretical knowledge in a practical setting. Student maintains close cooperation with the supervisory personnel in the field.

Prerequisite: Consent

THP 30 Opera/Musical Theatre Workshop

(0 to 1 credits - Spring)

An acting, singing and stage movement workshop, culminating in scenes for performance from musical theatre, operetta and opera.

Must be able to read music.

Prerequisite: C- or better in MU A06 Class Voice I or one semester of applied voice

Courses in Fine Arts

FA 234 Fine Arts for the Elementary Educator

(3 credits - Fall)

This course is designed to provide pre-service elementary teachers with experience in music, theater, dance and visual arts concepts and materials, so they will be able to successfully incorporate the fine arts into their teaching. Knowledge and skills needed to understand the fine arts will be explored. Grade-level appropriate curriculum will be designed to integrate into lessons, including correct and safe usage of materials and instruments.

Prerequisite: Elementary education major