

HUNTINGTON UNIVERSITY

UNDERGRADUATE ACADEMIC CATALOG PEORIA, ARIZONA EDITION 2023 - 2024



REGISTER OF OFFICERS, FACULTY AND STAFF 2022 - 2023

GENERAL ANNOUNCEMENT OF COURSES 2023 - 2024

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University Calendar

2023-2024

Fall 2023

Final Payment Due	Thu, Aug 10
Faculty Workshop	Tue, Aug 22
New Student Orientation	Thu, Aug 24
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 Break	Mon-Tue, Oct 16-17
Mid-Semester Grades Due	Wed, Oct 18
Board of Trustees Fall Meeting	Thu-Fri, Oct 19-20
Advising Begins	Mon, Oct 23
Registration for Spring Begins	Mon, Oct 30
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

Spring Term 2024

Final Payment Due	Wed, Dec 20
New Student Orientation	Sun, Jan 7
Classes Begin	Mon, Jan 8
Final Day for Change of Registration	Fri, Jan 12
Martin Luther King, Jr. Day (Offices Closed – No Classes)	Mon, Jan 15
Board of Trustees Winter Meeting	Thu-Fri, Jan 18-19
Final Day for S/U Petitions	Mon, Jan 22
Mid-Semester	Fri, Feb 23
Spring Break	Mon, Feb 26 – Fri, Mar 1
Mid-Semester Grades Due	Tue, Feb 27
Advising Begins	Mon, Mar 4
Registration for Summer & Fall Begins	Mon, Mar 11
Final Day for W Withdrawal from Class	Fri, Mar 22
Good Friday Break (Offices Closed – No Classes)	Fri, Mar 29
Easter Monday (No Classes)	Mon, Apr 1
Board of Trustees Spring Meeting	Thu-Fri, Apr 18-19
Final Day of Classes	Fri, Apr 19
Semester Examinations	Mon-Thu, Apr 22-25
Final Grades for Graduating Students Due at 9:00 am	Fri, Apr 26
Graduation – Indiana Campus	Sat, Apr 27
Final Grades for Non-Graduates Due at 9:00 am	Tue, Apr 30
Graduation – Arizona Site	Fri, May 3

Summer 2024

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

Final Payment Due	Sat, Apr 20
Summer Session	Mon, Apr 29 – Fri, Aug 23
May Session	Mon, Apr 29 – Fri, May 24
Online Summer Session I - Classes Begin	Mon, Apr 29
Memorial Day Break (Offices Closed - No Classes)	Mon, May 27
Online Summer Session I - Final Day of Classes	Fri, Jun 14
Online Summer Session II - Classes Begin	Mon, Jun 17
Juneteenth (Offices Closed – No Classes)	Wed, Jun 19
Fourth of July Break (Offices Closed - No Classes)	Thu, Jul 4
Online Summer Session II - Final Day of Classes	Fri, Aug 2
Graduation (For Specific Graduate Programs Only)	Sat, Aug 17

2024-2025

Fall 2024

Final Payment Due	Sat, Aug 10
Faculty Workshop	Tue, Aug 20
New Student Orientation	Thu, Aug 22
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 Break	Mon-Tue, Oct 14-15
Mid-Semester Grades Due	Wed, Oct 16
Board of Trustees Fall Meeting	Thu-Fri, Oct 17-18
Advising Begins	Mon, Oct 21
Registration for Spring Begins	Mon, Oct 28
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

Spring Term 2025

Final Payment Due	Fri, Dec 20
New Student Orientation	Sun, Jan 12
Classes Begin	Mon, Jan 13
Board of Trustees Winter Meeting	Thu-Fri, Jan 16-17
Final Day for Change of Registration	Fri, Jan 17
Martin Luther King, Jr. Day (Offices Closed – No Classes)	Mon, Jan 20
Final Day for S/U Petitions	Mon, Jan 27

Mid-Semester	Fri, Feb 28
Spring Break	Mon-Fri, Mar 3-7
Mid-Semester Grades Due	Tue, Mar 4
Advising Begins	Mon, Mar 10
Registration for Summer & Fall Begins	Mon, Mar 17
Final Day for W Withdrawal from Class	Fri, Mar 28
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, Apr 25
Semester Examinations	Mon, Apr 28 – Thu, May 1
Final Grades for Graduating Students Due at 9:00 am	Fri, May 2
Graduation – Indiana Campus	Sat, May 3
Final Grades for Non-Graduates Due at 9:00 am	Tue, May 6
Graduation – Arizona Site	Fri, May 9

Summer 2025

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

Final Payment Due	Sun, Apr 20
Summer Session	Mon, May 5 – Fri, Aug 22
May Session	Mon, May 5 – Fri, May 30
Online Summer Session I - Classes Begin	Mon, May 5
Memorial Day Break (Offices Closed - No Classes)	Mon, May 26
Juneteenth (Offices Closed – No Classes)	Thu, Jun 19
Online Summer Session I - Final Day of Classes	Fri, Jun 20
Online Summer Session II - Classes Begin	Mon, Jun 23
Fourth of July Break (Offices Closed - No Classes)	Fri, Jul 4
Online Summer Session II - Final Day of Classes	Fri, Aug 8
Graduation (For Specific Graduate Programs Only)	Sat, Aug 16

2025-2026

Fall 2025

Final Payment Due	Sun, Aug 10
Faculty Workshop	Tue, Aug 19
New Student Orientation	Thu, Aug 21
Classes Begin	Mon, Aug 25
Final Day for Change of Registration	Fri, Aug 29
Labor Day (Offices Closed - No Classes)	Mon, Sept 1
Final Day for S/U Petitions	Mon, Sept 8
Homecoming	Fri-Sat, Oct 3-4
Mid-Semester	Mon, Oct 13
Mid-Semester Break	Mon-Tue, Oct 13-14
Mid-Semester Grades Due	Wed, Oct 15
Board of Trustees Fall Meeting	Thu-Fri, Oct 16-17

Advising Begins	Mon, Oct 20
Registration for Spring Begins	Mon, Oct 27
Final Day for W Withdrawal from Class	Wed, Nov 5
Thanksgiving Break	Wed-Fri, Nov 26-28
Final Day of Classes	Fri, Dec 5
Semester Examinations	Mon-Thu, Dec 8-11
Final Grades Due at 9:00 am	Tue, Dec 16

Spring Term 2026

Final Payment Due	Sat, Dec 20
New Student Orientation	Sun, Jan 11
Classes Begin	Mon, Jan 12
Board of Trustees Winter Meeting	Thu-Fri, Jan 15-16
Final Day for Change of Registration	Fri, Jan 16
Martin Luther King, Jr. Day (Offices Closed – No Classes)	Mon, Jan 19
Final Day for S/U Petitions	Mon, Jan 26
Mid-Semester	Fri, Feb 27
Spring Break	Mon-Fri, Mar 2-6
Mid-Semester Grades Due	Tue, Mar 3
Advising Begins	Mon, Mar 9
Registration for Summer & Fall Begins	Mon, Mar 16
Final Day for W Withdrawal from Class	Fri, Mar 27
Good Friday Break (Offices Closed - No Classes)	Fri, Apr 3
Easter Monday (No Classes)	Mon, Apr 6
Board of Trustees Spring Meeting	Thu-Fri, Apr 16-17
Final Day of Classes	Fri, Apr 24
Semester Examinations	Mon-Thu, Apr 27-30
Final Grades for Graduating Students Due at 9:00 am	Fri, May 1
Graduation – Indiana Campus	Sat, May 2
Final Grades for Non-Graduates Due at 9:00 am	Tue, May 5
Graduation – Arizona Site	Fri, May 8

Summer 2026

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

Final Payment Due	Mon, Apr 20
Summer Session	Mon, May 4 – Fri, Aug 28
May Session	Mon, May 4 – Fri, May 29
Online Summer Session I - Classes Begin	Mon, May 4
Memorial Day Break (Offices Closed - No Classes)	Mon, May 25
Online Summer Session I - Final Day of Classes	Fri, Jun 19
Juneteenth (Offices Closed – No Classes)	Fri, Jun 19
Online Summer Session II - Classes Begin	Mon, Jun 22
Fourth of July Break (Offices Closed - No Classes)	Mon, Jul 3
Online Summer Session II - Final Day of Classes	Fri, Aug 7
Graduation (For Specific Graduate Programs Only)	Sat, Aug 15

2026-2027

Fall 2026

Final Payment Due	Mon, Aug 10
Faculty Workshop	Tue, Aug 25
New Student Orientation	Thu, Aug 27
Classes Begin	Mon, Aug 31
Final Day for Change of Registration	Fri, Sep 4
Labor Day (Offices Closed - No Classes)	Mon, Sep 7
Final Day for S/U Petitions	Mon, Sep 14
Homecoming	Fri-Sat, Oct 2-3
Board of Trustees Fall Meeting	Thu-Fri, Oct 15-16
Mid-Semester	Mon, Oct 19
Mid-Semester Break	Mon-Tue, Oct 19-20
Mid-Semester Grades Due	Wed, Oct 21
Advising Begins	Mon, Oct 26
Registration for Spring Begins	Mon, Nov 2
Final Day for W Withdrawal from Class	Wed, Nov 11
Thanksgiving Break	Wed-Fri, Nov 25-27
Final Day of Classes	Fri, Dec 11
Semester Examinations	Mon-Thu, Dec 14-17
Final Grades Due at 9:00 am	Tue, Dec 22

Spring Term 2027

Final Payment Due	Sun, Dec 20
New Student Orientation	Sun, Jan 10
Classes Begin	Mon, Jan 11
Final Day for Change of Registration	Fri, Jan 15
Martin Luther King, Jr. Day (Offices Closed – No Classes)	Mon, Jan 18
Board of Trustees Winter Meeting	Thu-Fri, Jan 21-22
Final Day for S/U Petitions	Mon, Jan 25
Mid-Semester	Fri, Feb 26
Spring Break	Mon-Fri, Mar 1-5
Mid-Semester Grades Due	Tue, Mar 2
Advising Begins	Mon, Mar 8
Registration for Summer & Fall Begins	Mon, Mar 15
Good Friday Break (Offices Closed - No Classes)	Fri, Mar 26
Easter Monday (No Classes)	Mon, Mar 29
Final Day for W Withdrawal from Class	Tue, Mar 30
Board of Trustees Spring Meeting	Thu-Fri, Apr 15-16
Final Day of Classes	Fri, Apr 23
Semester Examinations	Mon-Thu, Apr 26-29
Final Grades for Graduating Students Due at 9:00 am	Fri, Apr 30
Graduation – Indiana Campus	Sat, May 1
Final Grades for Non-Graduates Due at 9:00 am	Tue, May 4
Graduation – Arizona Site	Fri, May 7

Summer 2027

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

Final Payment Due	Tue, Apr 20
Summer Session	Mon, May 3 – Fri, Aug 27
May Session	Mon, May 3 – Fri, May 28
Online Summer Session I - Classes Begin	Mon, May 3
Memorial Day Break (Offices Closed – No Classes)	Mon, May 31
Online Summer Session I - Final Day of Classes	Fri, Jun 18
Juneteenth (Offices Closed – No Classes)	Fri, Jun 18
Online Summer Session II - Classes Begin	Mon, Jun 21
Fourth of July Break (Offices Closed – No Classes)	Mon, Jul 5
Online Summer Session II - Final Day of Classes	Fri, Aug 6
Graduation (For Specific Graduate Programs Only)	Sat, Aug 14

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 in Huntington, Indiana, is 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. Fort Wayne locations are on the campus of Parkview Hospital Randallia which houses graduate programs and on the campus of Indiana Tech which houses the ABSN program. 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 Program in Nursing
Commission on Collegiate Education
655 K Street NW, Suite 750, Washington, DC 20001
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

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
(2022)

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, 2021)

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 Education
- Indiana 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
- NAFA: 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 relations 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](tel: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.

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 the registrar of Huntington University. Questions related to interpreting policies should be addressed to the Academic Dean of the University.

Faculty and Staff – Peoria, Arizona

Faculty and Administration – Peoria 2023 - 2024

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.

Evelyn Andersson (2019-)

Professor of Occupational Therapy, Director of OTD Program - Arizona

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

Heidi A. Carpenter (2021-)

Assistant Professor of Occupational Therapy and Academic Fieldwork Coordinator

BS, 2009, Northern Arizona University; OTD, 2014, Creighton University.

Lance D. Clark (1993-)

Associate 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.

Jeffery D. Del Nero (2020-)

Assistant Professor of Graphic Design

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

Chelsey L. Edwards (2020-)

Director of OTD Admissions and Assistant Professor of Occupational Therapy

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

Emily J. Serbin (2021-)

Assistant Professor of OTD and Capstone Coordinator

BS, 2007 and MSOT, 2009, Russell Sage College; DHSc, 2017, Southeastern University.

Tina Sauber (2023-)

Assistant Professor of Occupational Therapy

BSOT, 1993 and MOT, 2008, University of North Dakota; OTD, 2014, Rocky Mountain University of Health Professions.

Jamie H. Sanfilippo (2023-)

Dean of Huntington University Arizona

BA, 2012, Greenville University; MA, 2015, Saint Louis University; PhD, 2023, Azusa Pacific University.

Jonathan Vinson (2023-)

Assistant Professor of Film Production

BA, 2011, Crown College; MA, 2015, Bethel University; MFA, 2022, Asbury University.

Christian J. Washington (2019-)

Associate Professor of Animation

BS, 2013, Huntington University; MFA, 2016, Ball State 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; MFA, 2022, Asbury University.

Undergraduate Adjunct Faculty – Peoria 2023 - 2024

Justin H. Anderson, MA

Scott A Bauer, MA

Gregg Elder, MA, MFA, MS

Tiffany M. Glazier, MEd

Natalie Gould, MA

Matthew R. Knopf, MDiv

Eugene Pak, MA

Brandi J Read, MFA

Daniel M. Sager, MEd

Nathan Sams, BA

Daniel R. Sidler, BFA

Adam Sonstroem, MA

philosophy

Bible and theology

digital media arts

natural science

English

Bible and religion

digital media arts

art

history

digital media arts

art

communication

Administrative Officers and Staff – Peoria 2023 – 2024

Evelyn Andersson

Professor of Occupational Therapy, Director of OTD Program - Arizona
MS, 1994, Columbia University; PhD, 2004, Texas Women's University.

Katelyn S. Chill

Digital Media Arts Program Administrative Assistant
BS, 2023, Huntington University.

Chelsey L. Edwards

Director of OTD Admissions and Assistant Professor of Occupational Therapy
MOT, 2012, University of North Dakota; OTD, 2020, Rocky Mountain University of Health Professions.

Stacy Fox

OTD Program Assistant and Recruiter
AAS, 2010, Saint Paul College.

Tiffany M. Glazier

Director of Arizona Operations
BS, 1998, Arizona State University; MEd, 2022, Liberty University.

Sean M. Harris

Admissions Counselor
BA, 2015, Arizona State University.

Nathan Sams

Pastor in Residence
AA, 2007, Desert Rose Christian College; BA, 2004, The Art Institute of Phoenix; Leadership Coach Certification, 2019, Center for Advanced Coaching.

Jamie H. Sanfilippo

Dean of Huntington University Arizona

BA, 2012, Greenville University; MA, 2015, Saint Louis University; PhD, 2023, Azusa Pacific University.

Tiffany R. Pevely Swartz

Admissions Outreach Specialist

BS, 2012, Arizona Christian University.

Rebekah Varghese

Cage and Equipment Manager

BA, 2014, Grand Canyon University.

Philip M. Wilson

Assistant Professor of Digital Media, Arizona Digital Media Program Director

BA, 2008, San Jose State University; MA, 2012, San Diego State University; MFA, 2022, Asbury University.

Huntington University Faculty and Staff

The Faculty and Administration 2022 - 2023

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-)

Associate 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.

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.

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.

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.

Heidi A. Carpenter (2021-)

Assistant Professor of Occupational Therapy

BS, 2009, Northern Arizona University; OTD, 2014, Creighton University.

Michelle L. Caulk (2021-)

Assistant Professor of Clinical and Mental Health Counseling and Director of Clinical Experiences

BA, 1997, Southern Illinois University; MLIS, 1998, University of Illinois; MA, 2012, Argosy University; PhD, 2021, Regent University.

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.

Keirsh A. Cochran (2022-)

Assistant Professor of Criminal Justice

BA, 2013, Huntington University; MPA, 2019, Indiana Wesleyan.

Ronald L. Coffey (1986-)

Vice President for Student Life

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

Kristen D. Council (2021-)

Assistant Professor of Nursing

BSN, 2005, Indiana Wesleyan University; MSN, 2018, St. Xavier University; DNP, 2022, University of Indianapolis.

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; 2019-2021)

Professor Emeritus of Counseling

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

Jayme 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.

Beth Ann Dubois (2022-)

Registrar

BS, 1992, Huntington University.

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. Feters (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.

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.

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.

Sarah J. Harvey (1981-2022)

Registrar Emerita

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-)

Associate 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-)

Associate 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.

Noelle C. Keller (2021-)

Associate Professor of Library Science, Director of Library Services

BA, 1993, and MEd, 1995, The George Washington University; MLS, 1991, Kent State 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.

Elijah Lee (2021-)

Assistant Professor, Program Director of Clinical Mental Health Counseling

BA, 2009, University of Maryland; MA, 2017, MidAmerica Nazarene University; PhD, 2020, Regent University.

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.

Jill R. Linder (2021-)

Assistant Professor of Occupational Therapy

BS, 1997, Eastern Michigan University; MHS, 2010 and OTD, 2020, University of Indianapolis.

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.

Chase C. McKinney (2022-)

Assistant Professor of Clinical Mental Health Counseling

BA, 2010, University of Michigan; MA, 2016, Dallas Theological Seminary; 2022, PhD, Regent University.

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; EdD, 2021, Capella 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 Haupt 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; OTD, 2020, Valparaiso University.

Emily J. Reilly (2021-)

Assistant Professor of OTD

BS, 2007 and MSOT, 2009, Russell Sage College; DHSc, 2017, Southeastern 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.

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-)

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.

Cynthia N. Sisson (2022-)

Interim Vice President for Enrollment Management and Marketing

BA, 1977, Grace College; MA, 1981, Western Michigan 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.

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-)

Associate Professor

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; DSW, 2021, University of St. Thomas.

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; MFA, 2021, Asbury University.

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.

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; MFA, 2022, Asbury University.

Curtis Wood (2021-)
Instructor of Digital Media Arts
BS, 2011, Huntington University.

Caitlyn E. Wright (2019-)
Visiting Instructor of Nursing
BS, 2008, Saint Mary's College, Notre Dame; MSNED, 2018, Indiana 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

2022 – 2023

Timothy O. Smith

Edwina Patton Chair in the Arts and Sciences

Thomas E. Bergler

Luke J. Peters Chair in the Arts and Sciences

Special Appointments 2022 – 2023

Aaron W. Crump, MA
Tyler R. Herber, MA
Molly J. Rose, MA, MFA
Tedla G. Woldeyohannes, PhD

Visiting Instructor of Philosophy
Visiting Instructor of History
Visiting Assistant Professor of English
Visiting Assistant Professor of Philosophy

Undergraduate Adjunct Faculty - Huntington 2022 – 2023

Bryan L. Ballinger, MFA	<i>digital media arts</i>
Isaac S. Barber, MDiv	<i>history</i>
Christopher J. Burton, BS	<i>exercise science</i>
Shannen D. Callow, MFA	<i>digital media arts</i>
Bronwen E. Carlisle, MA, MLS	<i>English</i>
Deborah K. Cherry, MS	<i>mathematics</i>
Thomas J. Clounie, BS	<i>digital media arts</i>
James E. Decker, BFA	<i>digital media arts</i>
Andria K. Detweiler, MA	<i>Spanish</i>
Patrick O. Duff, MDiv	<i>digital media arts</i>
Andrew J. Edmonds, BA	<i>theatre</i>
Lynette D. Fager, BS	<i>communication</i>
Peter N. Fairchild, MA	<i>Bible and theology</i>
Brian P. Farrell, BS	<i>digital media arts</i>
William E. Field, PhD	<i>agriculture</i>
Mary E. Frank, BA	<i>theatre</i>
Matthew T. Gerlach, BS	<i>honors program</i>
Doris M. Goble, MA	<i>education</i>
Timothy M. Hallman, DMin	<i>ministry/missions</i>
Desiree M. Jackson, BA	<i>theatre</i>
Laura E. Jacobs, MA	<i>psychology</i>
Allen M. Karst, AS	<i>agriculture</i>
Kristen D. Kennedy, BSN	<i>nursing</i>
Emily A. Longsworth, MA	<i>sociology</i>
Darby R. Maggard, MBA	<i>business</i>
Clifton P. Martin, MS	<i>physics</i>
Ryan C. Martin, BS	<i>business</i>
Paige N. Moses, BSN	<i>nursing</i>

Paul R. Nalliah, MA	<i>biology</i>
John W. Paff, MA	<i>business/communication</i>
Stephen C. Park, MA	<i>biology</i>
Joseph E. Perkins, BS	<i>chemistry</i>
John L. Platt, BFA	<i>art</i>
Ruthann W. Rust, MA	<i>English</i>
LeeAnn C. Shondell, DNP	<i>nursing</i>
Kayla E. Sprayue, MA	<i>digital media arts</i>
Kandra A. Tenuto, BS	<i>theatre</i>
Samuel J. Tenuto, BA	<i>theatre</i>
Angela N. Troyer, MSN	<i>nursing</i>
Matthew H. Wright, MS	<i>computer science</i>

**Undergraduate Adjunct Faculty in Music - Huntington
2022 – 2023**

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>
Michael R. Walter, MA	<i>guitar</i>
Todd D. Ward, MS	<i>trumpet</i>

**Undergraduate Adjunct Faculty - Peoria
2022 - 2023**

Justin H. Anderson, MA	<i>philosophy</i>
Scott A. Bauer, BS	<i>Bible and theology</i>
Antonia J. Berg, MA	<i>digital media arts</i>
Luis Bohorquez, II, BFA	<i>digital media arts</i>
Laura Gargiulo, MEd	<i>English</i>
Tiffany M. Glazier, MA	<i>biology</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 theology</i>
Jeffrey W. Parsons, BA	<i>digital media arts</i>
Brandi J. Read, MFA	<i>art</i>

Tina M. Riddle, BA	<i>digital media arts</i>
Daniel M. Sager, MEd	<i>history</i>
Daniel R. Sidler, BFA	<i>art</i>
Alexandru D. Simon, MS	<i>computer science</i>
Adam Sonstroem, MA	<i>communication</i>
Michael Walker, MA	<i>digital media arts</i>

**Online Programs Adjunct Faculty
2022 - 2023**

Amanda M. Burge, MBA	<i>business</i>
Callie D. Buschman, MSW	<i>social work</i>
Amy-Lynn Graf, MBA	<i>business</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>
Cara R. Lewis, MSW	<i>social work</i>
Debra M Meyer, MNM	<i>business</i>
Lissa M. Miller, MSW	<i>social work</i>
Brian C. Milton, MEd	<i>general education</i>
Vanessa Schoon, MEd	<i>business</i>
Jeffrey F. Sherlock, EdD	<i>business</i>
Steven G. Vance, MA	<i>TESOL</i>
Rachel L. Vinson, MBA	<i>business</i>
Michael Webb, PhD	<i>TESOL</i>
Ryan G. Woldman, MBA	<i>business</i>
Fei F. Yang, MA	<i>business</i>

**Graduate School Adjunct Faculty
2022 - 2023**

Hope D. Brown, MA, LMHC	<i>counseling</i>
Rebecca Cline, MA, LMHCA	<i>counseling</i>
Tilija Drobnjakovic, EdDCES	<i>counseling</i>
Angela J. Grandlienard, MA, LHMC	<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>
Matthew Q. Lesser, MBA	<i>business administration</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</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>

Administrative Officers and Staff 2022 – 2023

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. Fetters
Vice President for Finance/Treasurer	Connie C. Bonner
Vice President for University Advancement	Stephen T. Weingart
Vice President for Student Life	Ronald L. Coffey
Interim Vice President for Enrollment Management and Marketing	Cynthia N. Sisson
Chief Operating Officer	Russell J. Degitz

Academic Services

Vice President for Academic Affairs/Dean of the Faculty	Luke S. Fetters
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 Online Programs	Wendy S. B. Speakman
Director of Arizona Operations	Jeffrey C. Berggren
Registrar	Beth A. Dubois
Associate Registrar	Alicia S. Ayoub

Assistant to the Registrar	Staci E. Rogers
Administrative Assistant to the Registrar	Jessica L. Riggars
Director of Library Services	Noelle C. Keller
Associate Director of Library Services	Randy L. Neuman
Library Access Services Assistant	Melissa J. Boothman
Library Assistant	Bethany A. Dubois
Director of the Center for Non-Western Studies	Tedla Woldeyohannes
Directors of Honors Program	Kevin L. S. Drury & Matthew T. Gerlach
Director of the Institute for TESOL Studies	Shoshannah L. Hernandez
Director of Academic Programs for the Haupt Institute for Agricultural Studies	Raymond A. Porter
Managing Director for the Haupt Institute for Agricultural Studies	Nathan J. Perry
Veterinary Nursing Advisor	Aimee Graves
Greenhouse and Lab Manager	Natalie W. Porter
Director of Occupational Therapy Assistant Program	Nicole R. Scheiman
Lab Manager, Occupational Therapy Assistant Program	Natisha L. Ball
Director of Undergraduate Teacher Education Program	Tyanne N. Bailey
Director of Clinical Experience	Kajsa K. Averill
Administrative Assistant to the Education Department	Cynthia M. Riemersma
Teacher Education Licensing Advisor	Kajsa K. Averill
Director of Social Work Education	Carla J. MacDonald
Director of Nursing Program	Jodi D. Eckert
Coordinator, Nursing Learning Lab/Simulation Center	Trionne Kiefer
Administrative Assistant, Nursing and Occupational Therapy Assistant Departments	Holly D. Tester
Digital Media Arts Assistant	Sherina Hewson
DMA Studio Supervisor	Brian P. Farrell
Music Secretary	Nancy J. Barnes
Costume Shop Supervisor	Kandra A. Tenuto
MCA Technical Coordinator/Technical Director for Theatre	Samuel J. Tenuto
Director of Robert E. Wilson Gallery	Julia M. Dungan
Faculty Marshal	Jeffrey L. Lehman
Assistant Faculty Marshal	Aaron J. Baker
Arizona Operations	
Director of Arizona Operations	Jeffrey C. Berggren
Student Support Services Assistant	Tiffany M. Glazier
Digital Media Arts Director	Philip M. Wilson
Administrative Assistant, Digital Media Arts Program	Alyssa N. Alley

Studio and Equipment Manager	Luis A Bohorquez
Senior Admissions Coordinator	Tiffany R Pevey Swartz
Admissions Counselor	Sean M. Harris
Pastor in Residence	Nathan G. Sams
Wright Gallery Director	Cara K. Wilson

Graduate and Online Programs

Director of Graduate and Online Programs	Wendy S. B. Speakman
Assistant Director and Assistant Registrar for Graduate and Online Programs	Tonya L. Horvath
Administrative Assistant for Graduate Programs	Julia G. Springer
Instructional Technologist	Pamela A. Johnson
Associate Dean of Health Sciences and OTD Director	Jeanne L. Sowers
Director of OTD Program - Arizona	Evelyn Andersson
Director of MBA Program	Brock A. Zehr
Director of Clinical Mental Health Counseling Program	Elijah Lee
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	Wade A. Finicle
Assistant Director of Admissions and Transfer Relationships	Roberta L. Bailey

Campus Ministries

Campus Pastor	Mark A. Vincenti
Sojourner Program Coordinator	Amanda J. Morris-Campbell
Administrative Assistant to the Center for Spiritual Formation	Faith V. Sprunger

Student Life

Vice President for Student Life	Ronald L. Coffey
Office Coordinator for Student Life	Sarah C. Rickard
Dean of Student Services	Martha J. Smith
Director of Career Development and Counseling	Martha J. Smith
Director of the Friesen Center for Service and Experiential Learning	Anita J. Watson
Director of Academic Center for Excellence	Erica A. Marshall
Assistant Coordinator of Academic Center for Excellence	Paige S. Winans
Administrative Assistant, Academic Center for Excellence	Melissa A. Gordon
ABLE Program Director	Makayla E. James

Forester Village Resident Director	Joshua Wilson
Wright/Miller Halls Resident Director/Student Housing Coordinator	Quintin K. Graves
Resident Director and Director of Student Activities	Julianne M. Miller
Resident Director	Paige S. Winans
Student Senate President	Isiah N. Huber
Director of Athletics	Lori L. Culler
Assistant Director of Athletics	Kory M. Alford
Director of Sports Facilities Director of Sports Facilities	Russell W. Lawson
Athletic Department Administrative Assistant	Sandra K. Marion
Sports Information Director	Joanne K. Green
Coordinator of Eligibility	Lori L. Culler
Chief of Campus Police and Safety	Keirsh A. Cochran
General Manager Sodexo Dining Services	April Slick

Admissions

Interim Vice President for Enrollment Management and Marketing	Cynthia N. Sisson
Director of Undergraduate Admissions	Susanne Watson
Admissions Office Manager	Karol S. Caley
Administrative Assistant for Undergraduate Admissions	Sarah A. Wright
Campus Visit Coordinator	Tina M. Alford
Senior Admissions Counselor	Adrianna L. Town
Admissions Counselor	Timothy S. LaRue
Admissions Counselor	Breanna L. Burkle
Admissions Counselor	Ethan M. Davis
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
Data Management Coordinator	Anita J. Hughes
Gift Accounting and Donor Relations Manager	Joye A. Ford
Director of Forester Fund	Marcy T. Hawkins

Director of Gift and Estate Planning	Stephen S. Thomas
Director of Alumni Relations and Engagement	Suzanne M. Nafziger
Director of Communications	Lynette D. Fager
Content Developer	Nicole L. Manges
Graphic Designer	Laura Flores
Website and Project Coordinator	Audrey N. Brooks

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
Staff Accountant for Student Accounts	Brett Boxell
Payroll Specialist	Rebecca J. Kersey
Director of Human Resources	Andrew L. McKee
Mailing Services Coordinator	Amy L. Johnson
Follett Bookstore Manager	Mikaela Retter
Director of the Merrillat Centre for the Arts/Conferences and Events	Stephen A. Pozezanac
Director of Academic Camping	Matthew T. Gerlach
National Management Resources Manager/Maintenance	Marcie Nofziger
Chief Information Officer	Adam L. Skiles
Technology Services Office Manager	Wendy L. Gower
Senior Data Analyst	Paul R. Nalliah
Data Analyst	Brad F. Clampitt
Network/Broadcast Engineer	Robert C. Landon
Web Developer/Programmer/Analyst	Jason D. Boothman
Director of Infrastructure Services	Timothy L. Bard
Senior Service Desk Technician	Sean A. Breen
Service Desk Technician	Justin M. Simmons

Athletics and Coaching Staff

Director of Athletics	Lori L. Culler
Assistant Director of Athletics	Kory M. Alford
Administrative Assistant for Athletic Department	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	Thad M. Frame
Basketball, Men	Kory M. Alford
Basketball, Women	Darby R. Maggard
Bowling, Men and Women	D. Michael Shockey
Cheerleading	Shawwna L. Esque
Cross Country and Track & Field	Austin Roark
Distance Running	Joshua D. Neideck
Golf, Men	M. Connor Dwyer
Golf, Women	Patrick W. Davis
Soccer, Men	Russell W. Lawson
Soccer, Women	David B. Lewis
Softball, Women	Erin L. Ehler
Tennis, Men	Ignacio J. Poncio
Tennis, Women	Roger D. Ferguson
Volleyball, Women	Kelsey G. Herber

Governance

Huntington University Board of Trustees 2022-2023

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

Monte J. Lightner	<i>Chair</i>
Rae A. Gonterman	<i>Vice Chair</i>
Thomas A. Feusse	<i>Secretary</i>

Term Expires 2023

Roger D. Cooley, <i>financial institutions consultant</i>	<i>Byron Center, Michigan</i>
Isiah N. Huber, <i>student</i>	<i>Piercetown, Indiana</i>
Brian W. Hughes, <i>chief executive officer/president</i>	<i>Rossford, Ohio</i>
Rex D. Schrader, <i>president</i>	<i>Columbia City, Indiana</i>
Herbert A. Schumm, <i>vice president medical education/physician engagement</i>	<i>Loveland, Ohio</i>
Joseph K. Wiley, <i>attorney/partner</i>	<i>Huntington, Indiana</i>

Term Expires 2024

Jody Bowser, <i>senior pastor</i>	<i>Chambersburg, Pennsylvania</i>
Brian G. Emerick, <i>chief executive officer</i>	<i>Columbia City, Indiana</i>
Thomas A. Feusse, <i>chief executive officer</i>	<i>Dublin, Ohio</i>
Ronald J. Freeman, <i>retired executive</i>	<i>Portland, Indiana</i>
Richard D. Merillat, <i>retired executive</i>	<i>Naples, Florida</i>

Sue E. Miller, <i>business owner</i>	Middlebury, Indiana
Jeanné Wickens, <i>chief financial officer</i>	Roanoke, Indiana
Matthew M. Wilcox*, <i>business owner</i>	Andrews, Indiana

Term Expires 2025

Lars P. Andersen, <i>physician</i>	Saint Johns, Michigan
Thomas A. Clounie, <i>business owner</i>	Huntington, Indiana
Brooks L. Fetters*, <i>chief marketing and development officer</i>	Huntington, Indiana
Todd H. Fetters*, <i>bishop</i>	Huntington, Indiana
Rae A. Gonterman, <i>retired executive</i>	Roanoke, Indiana
Adrian L. Halverstadt, <i>attorney</i>	Huntington, Indiana
Dalton M. Jenkins*, <i>senior pastor/controller</i>	Yonkers, New York
Nancy K. Lamport, <i>retired business person</i>	Peoria, Illinois
Monte J. Lightner, <i>principal</i>	Roanoke, Indiana
Kristi L. McConnell*, <i>project architect</i>	Caledonia, Michigan
Brian D. Nofzinger*, <i>shareholder, certified public accountant</i>	Blissfield, Michigan
Martin T. Pennington*, <i>lead pastor</i>	Northwood, Ohio
Ryan M. Warner, <i>retired executive</i>	Huntington, Indiana

Term Expires 2026

Robert L. Caley, <i>business owner/farmer</i>	Markle, Indiana
Candace E. Curie, <i>business owner</i>	Gaithersburg, Maryland
Dennis R. Miller, <i>senior pastor</i>	Fort Wayne, Indiana
C. Robin Wright, <i>senior vice president</i>	Columbia City, Indiana

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

Chairman Emeriti

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

Trustees Emeriti

Ronald P. Baker, <i>retired physician</i>	Berrien Springs, Michigan
Carol A. Clark, <i>retired physician</i>	Orange Beach, Alabama
Larry L. Lance, <i>retired executive</i>	Fort Wayne, Indiana
Paul E. Lehman, <i>retired executive</i>	Chambersburg, Pennsylvania
Emmett W. Lippe, <i>retired superintendent/chief executive officer</i>	Harrison, Michigan
David N. McGinnis, <i>business owner</i>	Ada, Michigan

Kenneth W. Savage, <i>accountant</i>	Grandville, Michigan
Nancy L. Stouffer, <i>business executive</i>	Moneta, Virginia
Thomas L. Tyler, <i>retired president</i>	Granger, Indiana
Howard A. Whaley, <i>retired executive</i>	Castle Rock, Colorado

Honorary Trustee

Phillip G. Howard, <i>retired business executive</i>	Franklin, Indiana
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President's Advisory Council on Excellence (PACE) 2022-2023

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

Nicholas Alwine, <i>vice president of operations</i>	Huntington, Indiana
Victoria L. Boyd-Devine, <i>president</i>	Huntertown, Indiana
Cynthia L. Brady, <i>educator</i>	Syracuse, Indiana
Sarah J. Earls, <i>chief financial officer</i>	Fort Wayne Indiana
Eric D. Fawcett, <i>president and chief executive officer</i>	Huntington, Indiana
Gary C. Furst, <i>corporate vice president</i>	Fort Wayne, Indiana
Jeremy N. Gayed, <i>general counsel</i>	Huntington, Indiana
Marj Hiner, <i>retired business owner</i>	Huntington, Indiana
Jeff Hoffman, <i>restaurant operator</i>	Fort Wayne, Indiana
Tyson B. Kalischuk, <i>vice president of finance</i>	Rochester, Indiana
Michael F. Magsig, <i>corporate executive</i>	Johns Island, South Carolina
Philip R. Menzie, <i>business manager</i>	Piercetown, Indiana
Adrian Miller, <i>managing director</i>	Indianapolis, Indiana
Brian D. More, <i>chief financial officer</i>	Columbia City, Indiana
Chad S. Pryor, <i>director of legal services</i>	Westfield, Indiana
Brandon M. Schall, <i>senior vice president</i>	McKinney, Texas
Jeffrey A. Shepherd, <i>corporate vice president</i>	Carmel, Indiana
Carol L. Shuttleworth, <i>retired business owner</i>	Fort Wayne, Indiana
Corey Smith, <i>educator</i>	Fort Wayne, Indiana
Darlene Stanley, <i>business owner</i>	Huntington, Indiana
J. Mark Tullis, <i>retired business executive</i>	Spencerville, Indiana
Mark A. Wickersham, <i>executive director</i>	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 is a Christ-centered liberal arts institution with a strong relationship with the Church of the United Brethren in Christ. Huntington University desires to be a community that honors Jesus Christ and that emphasizes that the Christian life is primarily positive rather than negative. Creative, loving service to others is more important than adherence to a list of detailed prohibitions. As Huntington University strives to become a more Christ-centered community, we agree together to accept the following community life standards.

Members of the university community are urged to follow the Bible's guidelines for Christian living. We should be relating to each other in a spirit of mutual dependence and accountability, loving others, sharing the Gospel throughout the world, demonstrating evidence of the Holy Spirit working through our lives, seeking justice, working for peace, working to reduce poverty, seeking reconciliation, being good stewards of our bodies as well as our talents and resources, reflecting Christ in our appearance and behavior, and taking care of the world God has created for us.

It is recognized that Huntington University expectations of behavior, based on Biblical teaching and community standards, may be different from behavioral expectations of societal laws and norms. The Bible clearly calls Christians to maintain high standards of sexual purity. Sexual relations are reserved for the institution of marriage between a man and a woman. Possession or use of sexually obscene or pornographic matter in all forms is prohibited. These guidelines apply both on-campus and off-campus. The Bible condemns drunkenness but does not categorically forbid the use of alcohol. The use of alcohol, the possession of alcohol, or being under the influence of alcohol is prohibited on-campus and at all university-sponsored events. Students in the traditional undergraduate program are prohibited from using, possessing, or being under the influence of alcohol off-campus. All other members of the campus community are urged to avoid the use of alcohol off-campus and are prohibited from the following: the abusive use of alcohol, the use of alcohol in the known presence of traditional undergraduate students, and the use of alcohol while representing the university.

The use of any tobacco products on-campus and at all university-sponsored events is prohibited. Members of the campus community are urged to abstain from the use of tobacco products off-campus. The use of tobacco products when representing the university is prohibited. Gambling on-campus and at all university-sponsored events is prohibited. When members of the university community are off-campus, they are urged to abstain from gambling. Members of the university community are urged to follow the Bible's injunction to encourage each other through conversation and to avoid lies, profanity, gossip, obscenity, and other negative uses of language.

Any activity that is prohibited by law, where the nature of the offense and circumstances pose unreasonable risks to Huntington University or its staff, faculty, or students, is also prohibited for members of the Huntington University community, whether on-campus or off-campus. This includes, but is not limited to, offenses against another person or his/her property and offenses involving the use or possession of illegal drugs, harassment, intimidation, and public health and decency. The name of Huntington University may not be used in connection with any activity or function involving a departure from the standards outlined in this agreement, nor may campus facilities be used in publicizing such activity or function.

Facilities

Huntington University Arizona is a three-story 30,000-square-foot building located in Peoria, Arizona. The Arizona location offers bachelor degrees in animation, film production, graphic design, sports management, and television production as well as an occupational therapy doctorate program.

For students in the digital media arts program, the Arizona location features two RED camera systems; multiple Black Magic Pocket cinema 4K cameras; solid state audio recorders; an array of professional microphones; LED and tungsten lighting units; industry standard Grip and Electric equipment; 2 Film/TV studios (including a pre-staged set, white and green cyc walls); TV Control Room with Tricaster; multiple edit suites and stop-motion animation stations; 50-seat screening room; foley pit and recording studio; two computer labs with full Adobe Suite, Maya, ToonBoom Harmony, and other media creation software used by industry professionals; 24-inch Wacom Cintiq Pro tablets; and student collaboration spaces and lounges.

Co-Curricular Activities

Life at Huntington University provides a wide range of co-curricular opportunities for learning, recreation and fellowship. Students have the opportunity to be involved in student government, volunteer experiences, and other activities as outlined in the Student Handbook.

Intercollegiate Athletics

Sports participation, available at Huntington University in Indiana, may be in one or more of 18 intercollegiate sports, including baseball, basketball, bowling, cross country, golf, soccer, tennis, and track for men and basketball, bowling, competitive cheer, 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.

The Office of Career Development assists students and alumni with career decisions, goals, and directions by providing opportunities for self-assessment and learning decision-making skills. A multitude of services are offered, ranging from career counseling, online career information and assessments and graduate school information. Career services are available to alumni. Career coaching and resume assistance is free and can be conducted through various technology means.

The Office of Student Success desires to see students succeed in their college career. Resources are provided for students who are feeling overwhelmed academically, struggling with finances or friends, or are unsure on academic and educational policies. The Office of Student Success is an advocate for students to get connected to the people and resources needed to get the most out of their college experience.

The Academic Center for Excellence provides academic support to students in individual or small group settings through the following services: peer tutoring, academic counseling, the Writing Center, CLEP and DSST exams, and accommodations for students with disabilities. For additional information, see Academic Center for Excellence under Academic Information.

The Friesen Center for Service and Experiential Learning provides various learning opportunities to students through service and professional development experiences. For additional information, see Friesen Center for Service and Experiential Learning under Academic Information.

All offices are located on Huntington University's campus in Indiana, but services are available to all students.

Library Resources

RichLyn Library, located on Huntington University's campus in Indiana, 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 provides a myriad of online resources, including eBooks, audiobooks, streaming music, and streaming video. All materials are indexed in the library's internet accessible discovery tool. Over 110 research databases are provided to support the various major disciplines with hundreds of thousands full text scholarly journal articles and research documents. Students can access these resources at www.huntington.edu/library.

Huntington University Arizona also has a media resource room, located on the third floor of the digital media arts center, which is equipped with books and movies.

Spiritual Life

At Huntington University Arizona, a strong emphasis is placed on spiritual formation, considering it a collective opportunity and responsibility for all members of the community, including students, staff, and faculty. Fostering a life characterized by discipleship, students and administration encourage one another to wholeheartedly commit to Jesus Christ as our Savior and Lord. To assist in this transformative journey, students are encouraged to thoughtfully plan their participation in various activities to nurture their spiritual growth. Additionally, abundant resources are at their disposal to further enrich their spiritual understanding and development.

By endorsing the Community Life Agreement, students assume personal responsibility for their spiritual growth and conduct, contributing to a culture of mutual accountability and support within the community. Furthermore, the resident pastor is readily available to provide spiritual guidance and assistance, ensuring that students have easy access to the necessary resources for an enhanced and fulfilling spiritual journey.

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. For additional information about the application process you may visit the University Web site at www.huntington.edu/peoria, or you may send an e-mail to azadmissions@huntington.edu. You may also contact the Office of Admissions at [480-939-5074](tel:480-939-5074) or write to Huntington University Arizona, 8385 West Mariners Way, Peoria, AZ 85382.

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. To apply online, please visit www.huntington.edu/apply and choose the most relevant Peoria, Arizona application. You should also request that your high school guidance office send an official copy of **your high school transcript** to the Huntington University Arizona Office of Admissions. 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.

While Huntington University admissions is test-optional, applicants may submit standardized test scores of the College Board's Scholastic Aptitude Test (SAT), the American College Test (ACT), or Classical Learning Test (CLT). Students who do not wish to submit test scores will be required to complete an essay with the application for consideration for admission. Test results and/or essays 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 standardized tests is through the high school guidance counselor or through the standardized test websites, and scores are sent to Huntington University at the request of the applicant. Applicants who elect not to take a standardized test and whose high school GPA is below 3.0 may be considered for admission by the Admissions Committee based on their potential to be successful as evidenced by their application materials and other relevant information.

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.

Huntington University admits students on a rolling basis throughout the school year. 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 \$200 student deposit, refundable until June 1, confirms acceptance of admission and intention to enroll.

Graduation from high school with a **minimum GPA of 2.3 in a college preparatory program** and a minimum of 940 on the SAT or 18 on the ACT or a satisfactory writing sample 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 admitted with a requirement to register for the Bridge program. The Admissions Committee requires a writing sample when test scores are not submitted and recommends submitting academic references for students who do not meet regular admissions 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), International English Language Testing System (IELTS), or Duolingo English Test. International students who meet other academic requirements for admission to the University but score below 75 on the computer-based TOEFL iBT, 6.0 on the IELTS, or 100 on the Duolingo English Test may have their admission deferred until they can provide evidence of adequate English language skills.

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 based on 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 based on race, class, sex or age in the administration of its educational policies, admission policies, scholarship and loan policies and athletic and other administrative programs.

Bridge Program

Students who have been reviewed by the Admissions Committee and given provisional admittance are placed in the Bridge program. The Bridge program seeks to support incoming students to help them access and build tools that will help them find long-term success at Huntington University and beyond. Bridge students will be placed in one of three levels.

Bridge one students are required to take SS 101 Strategies for Success, which includes a pre-orientation class and weekly classroom meetings for one-on-one support. Bridge one students are also required to register for EN 121L Writing Skills Lab. A maximum of 15 hours may be taken during the first semester.

Bridge two students are required to take SS 101 Strategies for Success, pre-orientation class, and are welcome to continue in the weekly classroom meetings for one-on-one support. Students must receive approval from the course instructor to opt out of the weekly class sessions. Bridge two students are also required to register for EN 121L Writing Skills Lab. A maximum of 15 hours may be taken during the first semester.

Bridge three students are encouraged to take SS 101 Strategies for Success, which includes a pre-orientation class and weekly classroom meetings for one-on-one support. Bridge three students are also encouraged to register for EN 121L Writing Skills Lab. Bridge three students are advised to take 15 or fewer hours the first semester.

Early Entry

A successful high school student may be permitted to enroll in Huntington University Arizona residential classes as an Early Entry student. Students in the Early Entry program must be ages 16-18 to apply. Official high school transcripts that indicate potential for success at Huntington University are required for review by Huntington University admissions staff upon application to the Early Entry program. All admissions decisions for the Early Entry program will be reviewed once an application is received, age is confirmed, and high school transcripts are submitted. Early Entry students may not enroll in more than eight credits each semester of the senior year before high school graduation. Special tuition rates enable such students to earn college credits at Huntington for later enrollment or to transfer the credits to other colleges. A total of 24 credit hours may be taken at this special tuition rate. In addition to the special tuition rate, high school early entry students will be charged a technology fee per semester (\$125 for four credit hours or less and \$250 for five credit hours or more).

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 azadmissions@huntington.edu or [480-939-5074](tel:480-939-5074).

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.

Readmission

Students who interrupt their enrollment for one or more semesters must apply for readmission in the Office of Admissions. Students who interrupt their enrollment will graduate according to the Catalog under which they return.

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

Students who previously attended Huntington University and are readmitted and in good Satisfactory Academic Progress (SAP) standing will be eligible to receive their academic scholarship for the same amount as their initial award. See Readmit Policy in the Financial Aid section of the catalog for further information.

Alumni LIFE Program

Graduates who have completed their baccalaureate degrees at Huntington University are encouraged to enroll in undergraduate courses (online courses excluded for LIFE at a special rate to enhance their undergraduate education in the Lifetime Investment for Education program. A three-year waiting period from the date of graduation is required to enroll in the LIFE courses. A total of 30 credit hours is the limit for alumni in the LIFE program. 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 to offer a course, 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 Online 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.

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

Math placements are determined using high school transcripts, college transcripts, and standardized testing (e.g., SAT, ACT). The following table lists courses that have math placement requirements.

Courses	Placement Level
MA 111, 112, CS 111	A
MA 150, 151, 165	B
CH 141, 161, PH 211, 212	C
MA 171	D

Level D is the highest placement. Students may take all courses at their placement level or lower. Students that do not meet the required math placement(s) for courses in their major have three options.

1. Students may take the ALEKS math placement exam. Students pay a registration fee to take the exam. The price includes one year of access to the ALEKS online learning platform. Students may use this access to build or refresh required skills and re-take the placement exam up to four times as needed to achieve their desired math placement.
2. Students may take one of the four options of MA 100 Mathematic Foundations. The course uses the ALEKS online platform to build the mathematical skills required for future coursework. Students will meet weekly with an instructor for group instruction, mini-lectures, and individual help sessions. A student will achieve their math placement after passing the course.

Successful Completion of:	Results in Placement Into:
MA 100A Mathematical Foundations	Level A: MA 111, 112, CS 111
MA 100B Mathematical Foundations	Level B: MA 150, 151, 165
MA 100C Mathematical Foundations	Level C: CH 141, 161, PH 211, 212
MA 100D Mathematical Foundations	Level D: MA 171

3. Students may take MA 115 Mathematics for Society and the Liberal Arts. MA 115 does not require math placement and meets the core math requirement. After passing MA 115, a student can register for MA 111, 112, 150, 151, 165; or CS 111 as needed for their major. This option is unavailable to students requiring PH 211, 212; CH 141, 161; or MA 171.

Students are encouraged to meet the math placement requirement as first-year students to ensure the successful completion of their degrees. Students who have completed 26 hours (sophomore status or above) and have not met the required math placement for their major must submit a plan each semester for meeting this requirement with the registrar before being approved to register for courses. Ordinarily, students will be advised to register for MA 100 or if applicable MA 115.

New Student Programs

New students are encouraged to complete registration during our new student registration events. For the fall semester, registration events happen in late spring or in early summer. For the spring semester, registration events happen late fall. New student registration events allow incoming, new students to become more familiar with university life by visiting Huntington University Arizona and meeting university faculty and administrators. During this time, new students talk with an academic advisor and register for classes. Special arrangements can be made for students unable to visit during this event to register for classes prior to new student orientation.

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

Small groups meet for discussion and mutual support with an advising team of a faculty member and an upper-level class student during orientation. The emphasis for the course is the integration of faith and learning.

For Parents and Guardians of New Students

Huntington University Arizona encourages parents/guardians to attend their students' new student registration event. This allows the parents to assist their students in the enrollment process, connect with key university offices, and become part of the Forester Family with their students.

Academic Information

The Calendar Year

The 4-4 Calendar

Huntington University operates on a 4-4 calendar. This calendar consists of two 15-week semesters - fall and spring. The fall semester ends before Christmas, and the spring semester ends in late April or early May. Prior to the Fall 2022 semester, the University operated on the 4-1-4 calendar (since 1969), which consisted of two 15-week semesters and a three-week January Term.

Students are required to complete a minimum of 120 credit hours for bachelor programs or 64 credit hours for associate programs. Some bachelor programs or combinations of programs may require more than 120, 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, most students can complete course requirements for graduation within the four-year period.

Summer Sessions

Face-to-face and online courses are offered each summer in sessions that begin the end of April or the beginning of May. Since some courses end by mid May, 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 double major, accelerate their programs, take lighter loads during the semesters, or pursue additional coursework in areas other than their major fields. Students 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 fine arts, bachelor of music, bachelor of science, bachelor of science in nursing, bachelor of science in occupational therapy assistant, or bachelor of social work degree. Students completing a designated two-year program are awarded the associate of science degree. Certificates are available in specific fields of study. Concentrations are also available within some majors to allow students to specialize in an area of interest.

Students with a bachelor's degree in a non-nursing field, completing the accelerated BSN program, are awarded the bachelor of science in nursing degree.

Students completing a designated graduate program are awarded the appropriate master of arts, master of business administration, master of education, or doctor of occupational therapy degree. Certificates are available in specific fields of study.

Undergraduate Programs in Peoria, Arizona

Certificates

- Animation
- Film/TV

Bachelor of Arts Degrees

- Television Production

Bachelor of Science Degrees

- Animation
- Film Production
- Graphic Design
- Marketing
- Sport Management (*Media*)
- Television Production

Graduate Program in Peoria, Arizona

Doctor of Occupational Therapy Degree

- Occupational Therapy

Undergraduate Programs in Huntington, Indiana

Certificates

- Animation
- Entrepreneurship
- Film/TV
- TESOL

Bachelor of Arts Degrees

- Bible and Theology
- Biology
- Chemistry
- Christian Ministries
- Communication Studies
- Criminal Justice
- Customized Academic Program
- English-Literature
- English-Writing
- Fine Arts
- History
- International and Development Studies
- Journalism
- Music
- Philosophy
- Political Science

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

Bachelor of Fine Arts Degree

- Performing Arts

Bachelor of Music Degrees

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

Bachelor of Science Degrees

- 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 Health (*with AAS degree in Veterinary Nursing from Purdue University*)
- Animal Science
- Animation
- Biology (*Professional Major, Pre-Veterinary Emphasis*)
- Biology Education
- Chemistry (*Professional Major, Biochemistry*)
- Chemistry Education
- Children's Ministry
- Computer Science
- Crop Science and Agronomy
- Customized Academic Program
- Economics and Finance
- Electrical Engineering/Mathematical Modeling - Dual Degree
(*Electrical Engineering Degree Earned through the University of North Dakota*)
- Electrical Engineering/Mathematics - Dual Degree
(*Electrical Engineering Degree Earned through the University of North Dakota*)
- Elementary Education (*Fine Arts*)
- 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
- Exercise Science and Nutrition
- Film Production Capstone
- Game Development (*Animation, Computer Science*)
- Graphic Design
- History Education
- Management

- Marketing
- Mathematical Modeling
- Mathematics
- Mathematics Education
- Missions
- Music Business
- Pre-Athletic Training
- Special Needs Ministry
- Sport Management (*Corporate, Media*)
- Studio Art
- Television Production
- Visual Arts All-Grade Education
- Worship Leadership
- Youth Ministries

Bachelor of Science in Nursing Degree

- Nursing

Bachelor of Science in Occupational Therapy Assistant

- Occupational Therapy Assistant

Bachelor of Social Work Degree

- Social Work

Graduate and Online Programs in Huntington, Indiana

Accelerated Bachelor of Science in Nursing Program

Students with a bachelor's degree in a non-nursing field, completing the accelerated BSN program, are awarded a bachelor of science in nursing degree.

Bachelor of Science in Nursing

- Nursing

Online Programs

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

Certificates

- Animation
- Film/TV
- TESOL

Associate of Science

- Organizational Management

Bachelor of Science

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

Bachelor of Social Work

- Social Work

Graduate Programs

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

Certificates

- Executive Coaching and Leadership
- TESOL

Credential Programs

- Counseling

Master of Arts

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

Master of Business Administration

- Business Administration

Master of Education

- TESOL Education

Doctor of Occupational Therapy

- Occupational Therapy

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 120 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.

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 fine arts, bachelor of music, bachelor of science, bachelor of science in nursing, bachelor of science in occupational therapy assistant, and bachelor of social work 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 at the end of April or beginning of 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 April 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 144 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 144 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 the spring 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. 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 Online 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."

Academic Center for Excellence

The Academic Center for Excellence (ACE), located on the Huntington University campus in Indiana, provides academic support consulting services to students at the Arizona site. In coordination with the Arizona coordinator of student services, the ACE staff coordinate peer tutoring, by appointment, with trained peer tutors in a wide variety of courses.

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](tel: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 maintains affiliation with the AuSable Institute, Chicago Semester, International Studies Abroad, NYC Semester Program, Semester in Spain, and Veritas Christian Study Abroad. These programs are described in the section under Affiliated Off-Campus Programs.

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 undergraduates 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 and affiliated programs is available at [CCCU GlobalEd - Adventure Awaits](#).

Students should contact the Office of the Registrar, located in Becker Hall, on the Huntington University campus in Indiana for further information on these programs. The application deadline is March 1 to study off campus for the upcoming academic year.

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 some 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.

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. 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.

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.

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.

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 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, 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.

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.

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 benefited from these academically rigorous, Christ-centered experiential education programs for the past 40 year.

Contemporary Music Center

The Contemporary Music Center is a program of the Experience Institute-Nashville, LLC in Nashville, Tennessee, and 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.

Los Angeles Film Studies Center

The Los Angeles Film Studies Center (LAFSC) is a partnership between Olivet Nazarene University and the CCCU. The robust, faith-based program is designed to train students to serve in various aspects of the film and television industry with both professional skill and Christian integrity. Students will live in the Hollywood area, be introduced to the people and culture of the film and television industry, and develop a community with like-minded peers, mentors, and alumni. Students may earn 16 semester hours of credit during a semester, which includes a three-day-a-week internship.

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.

Uganda Studies Program

The Uganda Studies Program, sponsored by Uganda Christian University, invites students to participate in Ugandan life and engage in authentic cross-cultural relationships and professional development that will shape their understanding of the world. Students will study and live alongside Ugandans and other students from the continent of Africa. Through classes, internships, and living with Ugandan families or peers, the program provides opportunities for students to authentically engage people, culture, and contemporary realities in Uganda in ways that challenge them to be active participants in Christ's claim on all aspects of life. A total of 16 credits 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 56 hours earned
Junior	56 but fewer than 86 hours earned
Senior	86 or more hours earned

Full-time students in the undergraduate program 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.

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. Full-time 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
WF	Withdrawn Failing
WM	Withdrawn Medical
I	Incomplete
AU	Record of Audit
VI	Visitor

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 may be counted toward graduation. Courses counted toward Core Curriculum 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 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. Students may access their grades via the HU Portal at my.huntington.edu. **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 HU Portal 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 HU Portal 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. Internships in some departments are approved to be taken for two to 12 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 395/396/397 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.

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.

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 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, International Baccalaureate, 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.

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 Online 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.
 1. A written explanation of the basis for challenging the grade
 2. Copies of all relevant graded assignments and examinations
 3. 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 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 academic dean of the University. 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 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: <http://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 41 hours
1.90	41 but fewer than 56 hours
2.00	56 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 or 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. A record achieved in the summer session does not place students on or release students from probation; grades achieved in the summer session 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 vice president for academic affairs and dean of the faculty 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 or 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

New students are encouraged to complete registration for the fall semester at a registration event in late spring or in early summer. New Student Registration Weekends during April and June of each year allow new students and their parents to become more familiar with university life by visiting campus and meeting university faculty and administrators. During the weekend, students talk with an academic advisor and receive their class schedule for the fall semester. Students unable to visit campus to register for classes will be registered virtually prior to the first day of classes.

Current students advise and register for summer and fall classes in early spring and for 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 summer session except by special permission.

Dropping, Adding and Withdrawing from a Course

Traditional Undergraduate Courses

Students may drop a course or add a course through the fifth day of the fall or spring semester (prorated for courses that do not follow the regular semester schedule and for special terms). Through the tenth day of the semester (prorated for courses that do not follow the regular semester schedule and for special terms), students may petition to take selected courses with a grade of **S/U**. The official census date is the end of the twelfth class day of the semester or the third class day of summer sessions. 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 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.

Traditional Undergraduate 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.

Online Programs Courses

Students may add courses to their schedule throughout the semester in consultation with their academic advisor. A course cannot be added less than two weeks before the start date of the course.

Dropping an online course implies that the student has 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 their GPA.

Students who have attended at least one class session of an on-site course or who have participated in an online course may withdraw from the course. Students who withdraw during the first week of class receive a grade of **W** on their transcripts, but there is no impact on their GPA. Students who withdraw after the start of the second week of class receive a grade of **WF** on their transcripts, and their GPA will be impacted. Students who do not officially withdraw from a class by the stated deadlines will receive an **F** for the class. Students who fail to participate in the first two class weeks will be dropped from the course and a grade of **W** will be given. The date of withdrawal shall be the date on which the student completes and submits the appropriate form to the coordinator of student services at the Arizona Center for Digital Media Arts and not the date of last attendance.

**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 their semester schedules via the HU Portal at my.huntington.edu on the first day of classes. Schedules accessed before that date may not include updates in class meeting times and rooms.

Student Hour Load and Overloads

Students should ordinarily carry a full load of 15 to 16 hours each semester. 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.

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**.

Medical Withdrawal

Students needing to withdraw from Huntington University for a medical reason after the start of the semester must submit a medical withdrawal form to the dean of student services and receive approval from the Office of Student Life. Written medical documentation from a licensed physician, psychiatrist, or other health care professional must be included with the medical withdrawal form, and the documentation must be approved by the director of the academic center for excellence. This information is taken into consideration along with other factors or information in evaluating the requested withdrawal.

Medical withdrawals are recorded as **WM** on the official academic record. These grades do not impact the GPA.

Students are responsible for tuition and other appropriate charges up to the day of official withdrawal as outlined in the Refund Policies in the academic catalog.

Students granted medical withdrawal must withdraw from all courses and may not resume study in a subsequent term until a licensed physician, psychiatrist, or other health care professional provides written documentation that they are healthy enough to resume university study. Students must reapply in accordance with the University's Readmission Policy as outlined in the academic catalog.

Appeals related to any decision of the Office of Student Life with regard to medical withdrawal requests must be submitted to the vice president for academic affairs and dean of the faculty and the Academic Concerns Committee.

Financial Information

Typical Yearly Investment

Tuition, fees, housing, and food rates are established annually in the fall for the succeeding year. Prices are moderated through the generosity of friends and alumni of the University and the United Brethren in Christ 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.

Most full-time students are provided with financial assistance in meeting the price of attending the University in the form of grants, scholarships, and loans.

2023 - 2024 Typical Investment – Peoria

GENERAL INVESTMENT	FALL 2023	SPRING 2024	TOTAL YEAR
Tuition	\$5,280	\$5,280	\$10,560
Housing and Food (<i>off campus</i>)	\$4,721	\$4,721	\$9,442
Fees	\$250	\$250	\$500
TOTALS	\$10,251	\$10,251	\$20,502

The above prices are estimates based on typical students taking 12 credit hours each semester. In addition, special laboratory or course fees may be included for some students.

Financial Details

Peoria Traditional Undergraduate Tuition and Fees

Tuition per Credit Hour	\$440
Audit Charge per Hour	\$387
Tutorial Charge per Credit Hour (plus tuition)	\$387
Visitor Charge per Course (no record, lecture courses only)	\$220
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

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
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Other Student Fees

General Student Deposit (Traditional Undergraduate)	\$200
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Receipt of the advance deposit in U.S. funds represents the students' acceptance of admission and is not refundable to new students after June 1. 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.

Graduation Fee (All Programs Except for OTD)	\$120
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/arizona/financial-aid/tuition-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 coming year from their earnings during the spring and summer months. Funds are held in trust until classes begin and may be withdrawn or transferred by the 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, December 20 for the spring semester, and April 20 for the summer semester. Students are not allowed to begin the semester unless full payment has been received.

Full-time students may make prior arrangements for installment payments through 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 November 1st for the spring semester. The Nelnet Campus Commerce plan enables students 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. 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® Chapter 31 and Chapter 33 Delayed Payment Policy and Overpayment Policy

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.

Students who make changes in their schedules or withdraw from classes that result in an overpayment by the VA will be responsible for any balance owed to the University.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

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 schedules shown below. Before the official beginning of classes, full tuition is refunded. (Students in online classes must have not entered the course web site.) For withdrawal after the beginning of classes, the date for any refund calculation is the official date of withdrawal based on whether that official date falls within the specified week or day below. Disbursement of funds for traditional undergraduate and graduate students are 10 days prior to the term start date. Refund disbursements are issued within 14 days of when an excess balance occurs on the student account.

Refund for Face-to-Face Classes

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

**including at least second class session in a regular semester*

Refund Policies for Online Classes

Online Class	Tuition Refund
Participation in any manner on the course web site and withdraw within the first week of class	40%
After the start of the second week of class	0%

No refund of fees is made after the first week of classes. For online classes, regardless of participation, no technology fees will be refunded after the start of a class. 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.

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, grants are prorated to the tuition charged. University 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.

Length of Enrollment - The University must establish a date of withdrawal or determine the date on which the student has unofficially withdrawn (last day of attendance as documented by the University). This date is communicated to key offices on campus by the director of the Office of Student Success. This date will be used in conjunction with the official payment period start date (the first day of classes of the term) to determine how long the student was enrolled. For federal aid, the percentage of the period that the student remained enrolled is calculated by dividing the number of days the student attended by the number of days in the enrollment period. Calendar days are used, but breaks of at least five days are excluded from both the numerator and the denominator.

Earned Aid Verses Unearned Aid - During the first 60% of the semester, a student “earns” Title IV (federal) funds in direct proportion to the length of time he or she remains enrolled. The percentage of the semester for which the student is enrolled is the same percentage of Title IV aid that the student earned. A student who remains enrolled beyond the 60% point earns all aid for the semester.

Unearned aid is the amount of disbursed financial aid that exceeds the amount of earned aid. Unearned Title IV funds, other than Federal Work-Study, must be returned.

During the first six weeks of the semester, a student “earns” institutional aid in proportion to the length of time he or she remains enrolled. The student will earn the same percentage of institutional aid as he or she is charged for tuition. If a student withdraws after the sixth week, he or she will receive no refund of tuition charges and thus will have “earned” all institutional aid for that semester.

Late Disbursements – Title IV Aid - A student who earned more aid than was disbursed prior to withdrawal is owed a late disbursement. Late disbursements must be made from available grants before loans. The institution may credit late disbursement towards unpaid institutional charges. Authorizations for current year charges remain valid for late disbursements; authorizations for prior year charges become invalid. Any portion of a late disbursement not credited to the student’s account must be offered as a cash disbursement to the student (or parent in the case of a PLUS Loan).

Repayment of Unearned Aid – Title IV Aid - The responsibility to repay unearned aid is shared by the institution and the student in proportion to the aid each is assumed to possess. The institution’s share is the lesser of the total amount of unearned aid or the institutional charges multiplied by the percentage of aid that was unearned. The student’s share is the difference between the total unearned amount and the institution’s share. The institution’s share is allocated among the Title IV programs, in an order specified by statute, before the student’s share. Title IV funds are returned in this order: Unsubsidized Federal Direct Loan, Subsidized Federal Direct Loan, Federal Perkins Loan, PLUS Loan, Federal Pell Grant, Federal Academic Competitiveness Grant (ACG), Federal SMART Grant, FSEOG.

Timeframe for Returning Funds – Title IV Aid - The institution must return its share of unearned Title IV funds no later than 45 days after it determines that the student withdrew. Students return their share of unearned aid attributable to a loan under the terms and conditions of the promissory note. The institution may allow the student to repay unearned aid under a payment arrangement satisfactory to the institution.

Students with questions regarding these policies should contact the Office of Financial Aid.

Three-Day Cancellation

An applicant who provides written notice of cancellation within three days (excluding Saturday, Sunday and federal and state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid. The 100% refund will be issued no later than 30 days after receipt of the notice of cancellation.

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 (my.huntington.edu) 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), 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 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.

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 University Arizona 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 student loan funds.

To be considered for Federal Pell Grant and Federal Direct Loans, students must be admitted to Huntington and must have completed the Free Application for Federal Student Aid (FAFSA), which can be filed by going online at studentaid.gov/fafsa. 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 in order to be eligible for federal aid. 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.

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.

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 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 spring semester 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:

Cumulative Credit Hours

Minimum Cumulative GPA

56 or more	2.0
41 but fewer than 56	1.9
26 but fewer than 41	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 - 120 hours	150%	180
Graduate - 60 hours	150%	90
Occupational Therapy - 106 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.

Failure to Meet the Standards of Academic Progress

If a student fails at the end of the academic year to meet cumulative qualitative/cumulative quantitative standards, they 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 and/or a committee. 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 be 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 student aid and will remain ineligible until they are again in compliance with SAP standards. These students may continue to attend college at their own expense or may utilize a private student loan. A student who is suspended from financial aid and achieves SAP standards without the assistance of 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).

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 coursework 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.

Readmit Policy

Students, who previously attended Huntington University and are readmitted and in good SAP standing, will be eligible to receive federal financial aid.

Readmit students are encouraged to file a FAFSA to determine federal financial aid during the current academic year.

Huntington University Office of Financial Aid will make every effort to notify a student of any potential concerns with remaining federal aid eligibility for the foreseeable length of their intended program. However, students must ultimately take responsibility for ensuring they fully understand the limitations of available aid.

Pell grant is available for 12 semesters. Federal direct loan programs have aggregate lifetime limits. Please contact the Office of Financial Aid with any questions regarding eligibility and to determine the best financial and academic plan as a readmit student.

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.

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 veteran's 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.

Tuition Remission Employees who meet the criteria outlined in the employee handbook qualify for tuition remission for themselves, their spouse, and their dependents. Please view the handbook for criteria and contact Human Resources with questions on eligibility.

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.

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

2023-2024 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

2023-2024 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

2023-2024 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

2023-2024 Chair: Lance Clark

The Division of School of the Arts includes the Departments of Art and 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 eight 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 fine arts, bachelor of music, bachelor of science, bachelor of science in nursing, bachelor of science in occupational therapy assistant, and 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
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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
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(Students must enroll in EN121 every semester until they have earned credit for EN121)

CO 215 Public Speaking	3 hours
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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
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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	3 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
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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.

AR 101 Drawing for Non-Majors	3 hours
AR 107 Photography for Non-Majors	3 hours
AR 276 Ceramics I	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 Principles of Acting I	3 hours
TH 221 Stage Construction	3 hours
TH 222 Stage Lighting	3 hours
TH 223 Costume Construction	3 hours
TH 224 Theatrical and Special Effects Makeup	3 hours
TH 231 Scene Painting	2 hours
TH 331MT Musical Theatre Dance	3 hours
TH 336 Christianity 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.
- 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
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. 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
EB 421 Population Studies	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 318 African-American History	3 hours
HS 322 European Reformations and Revolutions	3 hours
HS 346 Cambodia: Revolution and Genocide	3 hours
HS 373 Art and Archaeology of Angkor	3 hours
HS 376 Hindu Maharajas and Buddhist Kings	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 318 African-American History	3 hours
PS 322 European Reformations and Revolutions	3 hours
PS 346 Cambodia: Revolution and Genocide	3 hours
PS 373 Art and Archaeology of Angkor	3 hours
PS 376 Hindu Maharajas and Buddhist Kings	3 hours
PS 456 America and Vietnam	3 hours
SE 111 American Sign Language	3 hours
SO 141 Cultural Anthropology	3 hours
SO 171 Development and Sustainability	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.

IDJ 395 Cross-Cultural Practicum	1-2 hours
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Department of Art and Design

The Department of Art and 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 and design curriculum provides direction and stimulation to student artists as they pursue individualized programs. Students in the art and design program may **major in graphic design**. A **minor** is also available in **graphic design**.

All students in the art and 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 and design majors 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 and design majors complete a faculty review process to determine whether they are progressing sufficiently and have permission to continue in the major.

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

In addition to completing a common core of studio courses, students pursuing a **bachelor of science** degree in **graphic design** in Peoria will complete DM 150; AR 241I, 241ID, 241P, 265, 271, 311, 341, 365, 371, 381, 395, 441, 471, 485, 486, 495 (2-4 hours) and five to seven hours from DM 170, 178, and 315, to total 62-64 hours.

A **minor in graphic design** requires AR 111, 141, 241I, 241ID, 241P, 271, 441, and one course from AR 265, 341, 471 to complete 18 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 projects.

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 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 Creative Cloud: Illustrator

(1 credit - Fall)

A seven-week course designed to introduce the student to Illustrator 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 Creative Cloud: InDesign

(1 credit - Fall)

A semester-long 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 versus digital publication. Basics of typography will be introduced along with approaches to book, brochure and poster layout.

AR 241P Introduction to Adobe Creative Cloud: Photoshop

(1 credit - Fall)

A seven-week course designed to introduce the student to Photoshop 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. *See the department website for required camera specifications.*

Prerequisites: AR 241P or DM 155 or DM 150; art and 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 formulas, 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 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 and 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, 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 individually and 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, 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, studio art, and art education majors are expected to produce work within a particular studio focus for both semesters.

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

AR 486 Senior Project II

(3 credits - Fall, Spring)

In this culminating experience in the visual arts program, 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, studio art, and art education majors are expected to produce work within a particular studio focus for both semesters.

Prerequisite: Graphic design, fine arts, studio art, or art education 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 and design major 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 and design major 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

Department of Biology

The Biology Department offers bachelor's degree programs 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 or optometry; (b) entrance into graduate school in biological fields; (c) teaching careers in middle and secondary schools; and (d) research and application of biology in industry positions.

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.

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 Online 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 **marketing** or **sport management**.

The **major** in **marketing** requires the completion of AC 241 and 242; BA 213, 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 150 or 171 (calculus recommended for those anticipating graduate school) and one course from CO 331, BA 341, 384, 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 the media track. 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.*

The **minor** in **marketing** requires BA 252, 281, 311, 312, and six hours from BA 213, 326, 473, or other approved courses.

The **minor** in **sport management** requires SM 111, 316, 411; BA 252; and six hours from SM 224, 461, BA 213, 281, or other approved courses.

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

Courses in Business

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 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 organizational and strategic roles. Marketing mix variables, target market analysis, and marketing plans are examined during the course.

BA 311 Professional Selling

(3 credits - Fall Odd Years)

This course is designed to present selling as a basic human activity. Emphasis is given to the sales process, presentations, and professional behaviors. Professional selling includes the personal and organizational aspects of promotion and sales activities. Various prospecting, qualifying, selling, closing, and referral methods are examined throughout the course.

Prerequisite: BA 252

BA 312 Advertising and Promotion

(3 credits - Spring)

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. Students will be introduced to consumer research study activities.

Prerequisite: BA 281

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 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 Even Years)

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 written business plan, and an initial investor presentation deck.

Prerequisite: BA 232 or AC 241

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 BA 232, BA 252, MA 150 or MA 151, 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 150 or 151

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 495 Internship

(2 to 12 credits - Fall, Spring, Summer)

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

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

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, 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 12 credits - Fall, Spring, Summer)

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

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.

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 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 100C or placement, and one year of h.s. college-prep chemistry or a college-level chemistry course; agribusiness, agricultural education, exercise science and nutrition, middle school science education, nursing, or pre-athletic training major, or nutrition minor.

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.

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.

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 2026

BT 311HIS Historical Literature

(3 credits - Spring Every Three Years)

A study of the historical books of the Hebrew Bible.

Next offering: Spring 2025

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 Bible and theology, exercise and movement science, exercise science and nutrition, 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 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

Courses in Ministry and Missions

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.

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.

Courses in 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 331 Principles of Public Relations

(3 credits - Spring Odd 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

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, Game Development, 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 in Peoria offers three majors. A **bachelor of science** degree is offered in **animation, film production, and television production**. A **bachelor of arts** degree is offered in **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** will complete 59 credit hours in the major. This includes: DM 115, 155, 160, 205, 250, 255, 281, 330, 338, 360, 376, 386POST, 395FILM (4 hours), 405, 425, 445FP and 451. An additional four credit hours will be completed from the following electives: AR 107, 271; BA 252, 281; DM 363, 386AUD, 386CIN, 386DRPR, 386SCR, 495; MU 115; TH 115, 212, 221, 223. Students pursuing a major in film production 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 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 231, 271, 338, 425, 495; MU 265, 322; 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 completed 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; EN 362 or 391; and six additional hours from any 300- or 400- level English course.

Certificates in Animation or Film/TV

The digital media arts department offers two online certificates in animation and film/tv. Students seeking a **certificate in animation** or **film/tv** must complete 12 credit hours of designated courses in digital media arts. A **certificate in animation** requires the completion of DM 105, 170, 178, 203, and 1 hour chosen from courses in the animation curriculum. A **certificate in film/tv** requires the completion of DM 155, 160, 205, and three hours chosen from 200+ level courses in the film and tv production curriculum.

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)

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 local area high schools. May be counted as an elective in the television production major.

DM 196MTVI Media Overview: TV I

(2 credits)

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 local area high schools. May be counted as an elective in the television production major.

DM 196RADIOI Radio Practicum I

(2 credits)

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 local area high schools. May be counted as an elective in the television production major.

DM 196RADIOII Radio Practicum II

(2 credits)

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 local area high schools. May be counted as an elective in the television production major.

DM 196TVI Television Practicum I

(2 credits)

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 local area high schools. May be counted as an elective in the television production major.

DM 196TVII Television Practicum II

(2 credits)

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 local area high schools. 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 Introduction to Radio and Voiceover

(3 credits - Fall Even Years)

This course provides an introduction to the principles of radio broadcasting and commercial voiceover, with emphasis given to technique and style for broadcast radio. Students will practice creative and technical skills in digital multi-track audio production by producing audio voiceover projects, including programming for WQHU-LP 105.5 FM.

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: Production Design in Film

(4 credits - Fall)

This course is the intersection of craft and story where the professional emphasis on production design is front and center using the fundamentals of sight, sound, and motion. Theoretical "real world" experiences are explored through a production process. The class moves from basics to fundamentals in significant ways with an in-depth investigation into the visual components of space, line and shape, color, tone, movement, and rhythm.

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 271 Television Performance

(3 credits - Spring Even Years)

Students will learn basic principles of on-camera presentation and creating an authentic character/personality. Emphasis is on commercial/industrial work, news presentation, and self-taping.

Identical with TH 271.

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 TV 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)

Understanding Cinema provides students with a solid foundation for reading film as a powerful narrative storytelling medium through the lens of film history. 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 by studying the evolution of film form. 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 from the last 120 years of filmmaking.

Prerequisite: DM 115

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 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 361 TV News Production

(3 credits - Spring)

The dynamics of television news are covered, including news gathering, writing for television news, editing, on-camera delivery, producing, multi-camera broadcasting, and online distribution. This course will be run like a local television newsroom in which students will work as a team to pitch and produce local stories that are compiled into multi-camera newscasts suitable for broadcasting on 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 373 Acting for Film

(3 credits - Spring Odd Years)

Students will learn and apply character and text analysis skills to create in-depth characters and perform them in narrative scenes. Special emphasis is given to multi-person and multi-camera scene work.

Identical with TH 373.

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 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 386PD Production Design

(2 credits - Spring)

Great scenes in film and television are the result of creative design. This course provides an advanced look at the role of the production designer on feature films and/or television productions. Through hands-on training, the fundamental skills and concepts required to really sell a scene's visual potential on screen will be explored.

Prerequisite: DM445FP

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 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 Voiceover Production

(3 credits - Spring Odd Years)

An advanced voiceover course providing students with theory and production practice. Special emphasis is given to voiceover for animation, video games, audiobooks, and video narration.

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 - Fall)

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

(4 to 12 credits - Spring)

This 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 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.

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 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 395CLI Practicum in English: The Client

(0 to 1 credits - Fall)

Students will practice professional editing and interpersonal skills by working with on-campus clients to revise content. The practicum will pay particular attention to the role of comprehensive editing in improving the reader experience and will focus on ways editors can help writers revise their work in meaningful ways. May be repeated for zero credit.

Prerequisite: EN 121

EN 395PBL Practicum in English: Publishing

(0 to 1 credits - Spring)

Students will gain practical experience with content creation and management across professional writing genres. Each week, students will meet to work on writing and editing projects that they may add to their professional portfolio, culminating in the successful publication of *Ictus*, Huntington University's literary magazine. May be repeated for zero credit.

Prerequisites: EN 121 and 151

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 populations 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. Question of identity include issues of gender, race, ethnicity, and encompasses 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 the 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.

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

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

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.

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

Courses in Political Science

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.

Department of Kinesiology

Courses in Exercise Science

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.

Department of Mathematics and Computer Science

The Department of Mathematics and Computer Science provides instruction in mathematics, statistics and computer science. 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.

Courses in Computer Science

CS 111 Introduction to Computer Science

(3 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, 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 100A or MA 115 or placement

Courses in Mathematics

MA 100A Mathematical Foundations

(2 credits - Fall, Spring)

This course utilizes the ALEKS online platform to provide the mathematical skills required for MA 111, 112; CS 111. These skills include gaining fluency with numeric representations, completing number operations, and interpreting data visualizations. Students meet with the instructor for two hours weekly for group instruction, mini-lectures, and individual help sessions. Students will achieve their math placement after passing the course.

MA 100B Mathematical Foundations

(2 credits - Fall, Spring)

This course utilizes the ALEKS online platform to provide the mathematical skills required for MA 150, 151, 165. These skills include gaining fluency with numeric representations, understanding linear equations, and calculating descriptive statistics. Students meet with the instructor for two hours weekly for group instruction, mini-lectures, and individual help sessions. Students will achieve their math placement after passing the course.

MA 100C Mathematical Foundations

(2 credits - Fall, Spring)

This course utilizes the ALEKS online platform to provide the mathematical skills required for CH 141, 161; PH 211, 212. These skills include using ratios and proportions, solving algebraic equations, and using functional thinking. Students meet with the instructor for two hours weekly for group instruction, mini-lectures, and individual help sessions. Students will achieve their math placement after passing the course.

MA 100D Mathematical Foundations

(2 credits - Fall, Spring)

This course utilizes the ALEKS online platform to provide the mathematical skills required for MA 171. These skills include using rational functions, transforming graphs, and understanding trigonometric functions. Students meet with the instructor for two hours weekly for group instruction, mini-lectures, and individual help sessions. Students will achieve their math placement after passing the course.

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.

MA 150 Introduction to Data Analytics

(3 credits - Spring)

This course is an introduction to data analytics using real-world contexts. Students will be introduced to data management, data visualization, and regression analysis through case studies, simulations, and various software. The instructor will present concepts within contexts such as digital marketing or customer research.

Prerequisite: MA 100B or MA 115 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 100B or MA 115 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 100D or placement

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.

Courses in Music

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 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 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

Courses in Applied Music

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.

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.

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 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.

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.

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.

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. Goals for the program are to (a) create an appreciation for and understanding of the discipline of psychology and the complexity of human behavior and (b) foster critical thinking about the integration of the Christian faith with the discipline of psychology.

Courses in Psychology

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.

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.

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.

Student Services

Courses in Student Services

SS 101 Strategies for Success

(1 credit - Fall, Spring)

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

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.

Courses in Theatre Arts

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 212 Principles of Acting I

(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 - Spring Even Years)

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.

Online Programs Courses

Students may take courses online through Online Programs to fulfill requirements in the Core Curriculum and their majors with permission of their academic advisor. See the Graduate and Online Programs Academic Catalog for course descriptions.