
The
College Blue Book®

21st Edition

Narrative
Descriptions

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The College Blue Book® 21st Edition

Narrative Descriptions

Over 3,000 colleges in the United States and Canada are fully described. Procedures are given for filing admission applications. Campus facilities and costs are discussed. A map of each state and province is included.

Tabular Data

Colleges are listed alphabetically by state or province. Information about costs, accreditation, enrollment figures, faculty, and names of the chief administrative officer or registrar are given for each school.

Degrees Offered by College and Subject

In Part I, under the name of each college listed alphabetically by state or province, appears a list of the subject areas for which degrees are offered. Part 2 includes an alphabetical listing of subject areas for which degrees are granted by one or more institutions of higher education.

PREFACE

The College Blue Book® has been a standard, professional reference on higher education since it was first published in 1923. New features have been added during the years since to keep pace with the changing needs for information about our educational facilities. The information, especially in the areas of tuition, room and board, enrollments, library holdings, is constantly changing. It is difficult to maintain up-to-date figures in these areas, especially since our data is gathered early in the year of publication. Many schools change tuition and related costs in May and later months when our books are already on the printing presses. We therefore urge our readers to check directly with the schools for the most current cost information.

The staff of *The College Blue Book*® wishes to express its thanks to the college and university officials for the assistance and cooperation necessary for collecting and preparing the data for this publication. These officials have requests for data from many sources and we sincerely appreciate the time and effort they put into completing our questionnaires. We are always open to suggestions and recommendations for improvement of *The College Blue Book*® from our readers and from the educational professions. Such comments would be welcomed and appreciated.

INTRODUCTION

The decision to continue education beyond the high school years, the selection of a collegiate institution, and the area of study to be pursued are some of the essential experiences necessary for students to determine their futures. Alternatives of choice institutions, work selection, job opportunities, professional training, or even discontinuing any further education are all selective decisions open to the students.

Nearly all students today have opportunities to continue education beyond high school. There are more schools accepting wider ranges of student ability and interest than ever before. This means more effort, more planning, and more personal study in making the college choice.

Self Appraisal

The best place to begin is with oneself. An appraisal with objective, honest answers is necessary. What are the personal potentials as a student? Where has the best performance been? What are the probabilities for improvement? What are the reasons for really wanting to go to college; is it for intellectual development, vocational preparation, or simply to satisfy a desire for status? What are the personal ideas of college? What is expected from the college experience? Have career plans been made? Where are the academic abilities? What subjects are preferred? What is the quality of performance in the preferred areas of study? What is the overall grade average? What is the class rank in high school? In what subject areas is there the greatest interest? What is the quality of work in these areas? Are interests and performance generally consistent? Are the expressed and recorded interests truly and accurately reflecting the inward wishes? What was liked best about the high school experience? Has the college preparatory program been followed in high school? What were the social and cultural experiences during high school years that were most meaningful? What was considered, if anything, to be lacking?

Well-thought-out answers to these and similar questions are helpful. Discussions of such topics with counselors, parents, and teachers increases the probability of success in college selection, attendance, and completion.

The counselor today is an extremely valued resource person available to assist the student. When an effective working team of counselor-student-parent actually exists, the probabilities for the student making selective choices that prove to be the "right" ones are unquestionably the greatest. The better the student and the counselor know one another, the more effective the guidance and counseling program will be. For this to occur, the opportunity for face-to-face student-counselor discussion needs to be begun in the latter elementary school years and continue through high school and college. As our high schools become larger, the student need for personal relationships with his counselor becomes more important.

College Appraisals

Research is continuing in the areas of college admissions and student success. The identification and understanding of causes of success and failure need professional study. However, one thing is apparent: the more careful the preparations and planning by the student, the better the chances of college admission and success.

Systematized planning should begin early. The better the student understands himself and the more knowledge he has about colleges available, the better he can plan with corresponding success. Certainly, early in the high school career, students should be reviewing detailed information on colleges and universities with the counselor, noting academic requirements such as scholastic performance, course requirements, specialization requirements, costs and other particular qualities of individual collegiate institutions. There is no single one-and-only college for the student. Colleges have personalities just as students do. There are always several colleges with academic and social climates compatible and acceptable to each student.

Entrance requirements, courses available, costs, size of student body, academic pressure, special programs, geographical location, and specialty schools are some of the considerations of every student in appraising available colleges.

The College Blue Book® is dedicated to providing detailed information regarding collegiate institutions throughout the United States. Students and counselors should browse through *The College Blue Book®* and become familiar with colleges of our country and neighboring Canada. As interest sharpens and narrows, more selective and in-depth study of institutions should be made.

Where feasible, students should plan visits to college campuses. Campus visiting may begin during the summer between the sophomore and junior years of high school. The best time to be on a college campus however is during the regular term with a carefully planned visit in the spring semester of the junior year. Preparatory plans should be made with the high school counselor, reviewing discussions of earlier personal conferences. Advance arrangements should be made with admission officers of the colleges the student expects to visit. The admission officer's name and telephone number will be found in most instances in *The College Blue Book®* volume entitled *Tabular Data*. The admissions officer in many cases will want to know whether the student has actually applied for admission. He probably will want to know the areas the student may plan to major in or other special interests the student has in the particular institution. The student should have prepared a summary of data on himself.

If possible, high school students should also talk to students of the colleges they wish to attend. Perhaps a recent graduate of their own high school is attending one of the colleges the student is interested in.

The growth of community colleges has opened up another avenue for students, especially those of limited finances or those who have not decided on their ultimate educational goals. Students will find many of these community colleges offer an excellent opportunity to gain solid college background, and then choose, if he or she desires, a four-year institution to complete their educational ambitions.

Any regular high school graduate can find a school that will accept him. In identifying the colleges, many students need to be encouraged to look to the smaller, private and public colleges of good standing.

Students entering professional training such as engineering or law might consider small schools that have cooperative programs with major universities. A knowledgeable student, through planning and guidance, can avoid unnecessary disappointment. A college career can be quite beneficial to the student who spends three or four years on a small campus and one, two, or three additional years of graduate work on another, larger campus.

Costs

Costs are continuing to rise. Tuition charges as listed herein should only be used as a guide. It would be wise to

check with the institution of interest to be sure of having the most up-to-date information available.

Should the need for financial aid be a factor in selecting a college, a college-bound student should be aware that the best single source of financial assistance and information is the financial aid officer or admissions director at the college. It is most important for the student to contact the finance office as early as possible during the student's senior year in high school. A principal source of financial assistance is the major federal undergraduate aid programs. Applications can be obtained from the college. Most colleges and universities also offer financial assistance in several forms including academic and general scholarships, grants-in-aid, student loans, and part-time work. For more information, see the companion volume to *The College Blue Book®: Scholarships, Fellowships, Grants, and Loans*.

Two-Year Colleges

Two-year colleges, referred to as junior colleges or community colleges, both public and private, offer programs which prepare students for technical and semi-professional careers in business and industrial fields, and for transfer to senior colleges. There are hundreds of two-year colleges providing comprehensive programs meeting the lower division requirements of virtually all four-year colleges and universities. Such programs would involve urban and rural institutes to rival the land-grant institutions of the last century, providing publicly supported two-year colleges geared to broad community service.

There are decided advantages for some students to enroll in the two-year college. Some of these are: less cost, home residence, availability of highly specialized programs, opportunity for the student to mature, a smaller student body, and generally a closer relationship to the faculty. The development of two-year colleges across the nation is one of the most vital forces in education today. The two-year college is neither an extension of high school, nor a little senior college. It has its own identity, sphere of service, and contribution to make to American education. The comprehensive community college is considered one of the best means of accommodating the demands of higher education, embracing the increasing variety of abilities of students graduating from high schools, preparing students in the technological and semi-professional occupations, and all in an economical manner.

One very important caution needs to be heeded by students enrolling in two-year colleges who are planning to continue their work through a bachelor's program. Students expecting to transfer should very carefully study the requirements of the institution they ultimately plan to attend. In conference with the junior college counselor, a

careful review of the planned program should be made to be sure the contemplated courses at the junior college will satisfy the requirements of the senior institution. Students who may depart from the prescribed courses stated by the senior institution or fail in any of these courses will experience interference with admission or normal progress toward the bachelor degree.

Liberal Arts Colleges

The liberal arts colleges offer four years of college beyond high school awarding the Bachelor of Arts and the Bachelor of Science degrees. Curriculum for the first two years is broad with emphasis in the humanities, natural sciences, and cultural history of our society. The last two years may provide a concentration of specific programs such as premedicine or prelaw leading to graduate professional training.

Students considering professional training at the graduate level should keep this in mind as they plan their work at the liberal arts college. Graduate schools in some cases have strict preparatory requirements. Familiarity with these requirements can greatly assist in making the transfer to graduate level without loss of credit or time.

Specialized Institutions

Four-year institutions of technology are examples of the more specialized schools where concentration in a specialty is intensively pursued throughout the college career. Most of these institutions are quite selective in admission practice and may require more high school mathematics and science than most other schools for entrance. These programs lead to engineering degrees in many fields emphasizing technology and science. Recently there has been a broadening program of the first two years, but in general, such a program is not nearly as comprehensive and varied as the liberal arts college. The demand for engineers and scientists with specially-developed skills creates great competition for entrance into schools of technology.

There are other specialized institutions such as conservatories of music, seminaries, medical and law schools, institutions specializing in teacher training, or the fine arts, most of which require specialized preparation for entrance.

Universities

The university generally is composed of a number of degree-granting colleges and schools where both bachelor and graduate degrees are grouped under one administra-

tive head. Bachelor degrees at the university may be earned in liberal arts or one of the professions such as engineering or the physical sciences. The university, to some extent, combines what is available at the liberal arts college with the specialized institution. Complete professional training in such areas as law, medicine, and science is available on the university campus.

As a rule, universities have much larger student bodies than do colleges. In order to meet the demand, most state universities have established several campuses to accommodate the ever-increasing enrollments. Many state universities are very selective in admitting students. This is particularly true for a student who may wish to enroll in a state university other than the one of his home state.

Entrance Examinations

There are more applicants than there is room for students on many campuses. As this demand increases, colleges and universities attempt to identify those applicants who are most likely to succeed on their campuses. A quality scholastic record has more influence on acceptance and admission than any other single factor. High school grades predict with better accuracy than any other single measurement what the college grades and success will be. The more selective colleges and universities may choose students who come out highest on quantitative criteria, that is, high school scholastic averages combined with test scores. Some institutions have far more applicants than they can accept whose scholastic records and test scores are of a maximum quality. In such cases, applicants are sometimes screened and accepted on the basis of categories according to residence in the state or region, special talents, minority groups, or relationship to alumni. Such procedures are used in an attempt to influence the makeup of the enrollment.

When investigating several schools, one of the most accurate ways for evaluation of an institution is to consider test scores and the high school rank order of the students actually on campus. In many instances this is more informative than the announced admission policies.

College testing is required by many colleges and universities for entering students; some have developed their own tests and over the years have established norms for such tests. Most institutions requiring tests for entrance, however, now use either the test of the American College Testing Program (ACT) or the examinations of the College Entrance Examination Board. The College Entrance Examination Board offers the Preliminary Scholastic Aptitude Test (PSAT), the Scholastic Aptitude Test (SAT), and specialized Achievement Tests. These examinations have valid, established norms. The abilities measured have been developed over a long period of time.

Coaching, tutoring, drill, and memorization of facts can do little to improve the scores of the standardized examinations. It is recommended that students not invest time and money in cramming in hopes of improving their test scores. Students can do their best preparation in general reading, completing their school assignments well, and arriving on the proper day of the test rested and refreshed.

American College Testing Program (ACT)

The ACT Assessment provided by the American College Testing Program, a three and one-half hour assessment examination, covers four subject areas. These are English usage, mathematics usage, social studies usage, and natural sciences reading. The ACT is administered in October, December, February, either March or April, and June for college-bound juniors and seniors in secondary schools. Many colleges and universities recommend prospective students take the examination early in the senior year. At present, the ACT examination is required or requested at more than 2700 institutions of higher education.

The tests provide estimates of the students' current level of educational development in knowledge skill areas often required in college course work. The ACT college testing program was founded in 1959. It is a non-profit educational service offering programs in testing and financial need analysis. There are currently more than 3500 test centers where the examination is administered in the United States and foreign countries.

Besides the test, ACT also offers another major service for college-bound secondary students. It is the Student Need Analysis Service, which was designed to help students needing financial aid. This service was initiated because of ACT's interest in past experience with high schools, students, colleges, and by requests from colleges and other agencies. The ACT test of the American College Testing Program is scored on a range of 1 to 36.

Scholastic Aptitude Tests (SAT)

The Scholastic Aptitude Test of the College Board is a three-hour examination to measure the verbal and mathematical abilities students have developed over many years, both in and out of school. The questions are divided into four 30-minute sections: two verbal and two mathematical. The rest of the total three-hour testing time is occupied by the 30-minute Test of Standard Written English (TSWE), given with the SAT, and a 30-minute experimental section, which does not count toward your score.

The Achievement Tests, which some colleges require for admissions or placement purposes, are one-hour multiple-choice tests in 14 specific subjects.

Unlike the SAT, which measures more general abilities, Achievement Tests measure the students' knowledge of a particular subject and their ability to apply that knowledge. Because of this, students should try to take an Achievement Test as soon as possible after completion of their last course in that subject.

These College Board tests are given on certain Saturday mornings in November, December, January, March, April, May, and June in more than 3500 test centers in the United States and foreign countries. Approximately 2000 colleges use the tests. The combination of the student's academic record and the SAT scores, along with other pertinent secondary information enables admissions officers to estimate how well the student will perform on a particular college campus. The Scholastic Aptitude Test is scored on a scale of 200 minimum to 800 maximum.

Admission Policies

Counselors can provide students with freshman profiles on many of the institutions. Studying the *College Blue Book*,[®] particularly the volume *Tabular Data*, provides a great amount of information on the kind of student bodies found on the campuses of American institutions. There are four general classifications of admission policies. An understanding of these provides valuable guidelines in identifying colleges for consideration.

Most Selective: One hundred or so institutions probably fall within this classification. Many more students apply who meet the announced admission requirements than the college could possibly accept. In addition to requiring outstanding academic records, personal recommendations are required from the high school, and identification of any certain special qualities of the student should be made known. In this regard, the high school recommendation made to the collegiate institution requires special attention. Many times, particularly at selective institutions, the high school recommendation actually provides the necessary edge for admission. The recommendation should be on time, carefully providing all information called for, and, finally, be precise and detailed in citing personal qualities of the applicant.

All these qualities, however, do not guarantee acceptance. It is strongly recommended that qualified students apply to more than one institution of this type, and that not all applications should be made to the same type of institution.

Very Selective: There are more than 400 colleges and universities in this classification. Colleges having a very selective procedure in accepting students require ACT scores of 23 or over, or a SAT score of 600 or more. Stu-

dents should rank in the top 10 to 12 percent of their high school graduating classes. In addition, strong recommendations stressing particular talents and achievements are necessary. Applications should be made to several institutions of this type.

Selective: An ACT of 20 or over, or a SAT score of 550 or more is generally necessary. Applications for admission to selective colleges and universities are usually called for in the spring prior to fall entry. In many situations, applications may be submitted in the fall of the senior year with final confirmation to be made after all grades are recorded and confirmed upon graduation from high school.

One of the most important considerations in planning is to note when colleges and universities request applications, and to be sure that the applications are complete and forwarded during the appropriate periods. Failure in any way in this procedure will usually automatically disqualify student acceptance.

Least Selective: The fourth classification represents those institutions who will accept students with a C average on their high school work. In certain unusual instances, and under special situations, even the selective institutions may accept students who are in this category, particularly if the scores on the ACT are in the mid 20s or are in excess of 500 on the SAT. Generally, for acceptance in the less selective schools, students should have an ACT composite score of 17 or a SAT score of 450.

Entrance examinations may or may not be required. Occasionally, if examinations are required, the results are used for student placement rather than admission. Most high school graduates can meet the requirements for entry and will be accepted. It should be pointed out, however, that in some cases an institution may be liberal in acceptance but carefully screens candidates for graduation. In such an institution, a high attrition rate may occur.

Open Enrollment Policy: This is becoming more common, particularly with the public junior colleges. Many students will find this privilege most helpful in continuing their formal education beyond high school. Such a policy enables those students to have a second chance who have failed to perform up to their ability during the high school years. Enrollment and attendance may enable the student to complete a most rewarding vocational program or to later transfer and complete the Bachelor degree, which otherwise might not have been possible because of the deficiency in the high school scholastic record.

A number of colleges and universities, particularly the

publicly supported ones, have adopted the open enrollment policy. In response to a feeling of community responsibility, they accept any student who has a diploma (or G.E.D. equivalency certificate) from an accredited high school. This procedure allows students from disadvantaged and minority backgrounds, who might otherwise be denied such an opportunity, to acquire a college education and prepare for a meaningful occupation. These institutions have not lowered their graduation requirements; they have, instead, created the opportunities for more students to satisfy these requirements.

Do not assume the erroneous generality that the tougher it is to get into an institution, the better the quality; or the easier to enter, the poorer the school. In fact, there is research evidence available indicating that it may be wise to re-examine some of our traditional notions and attitudes regarding admissions. Not all degree programs on any particular campus are equally outstanding. Every institution has its particular strengths in programs available. Certain institutions are excellent places for some kinds of students in some kinds of programs, but no institution is the one most suited for everyone.

Summary

Perhaps a summary of some of the major reasons students continue to drop from college attendance may offer assistance in college selection and more particularly in successfully completing the work for Bachelor degrees once admitted. Some of the major dropout causes are (1) lack of maturity—unable to organize and manage their own lives; simply cannot do work on their own; (2) inability to read—referring both to speed and comprehension; (3) do not know how to study or to take meaningful notes and properly use the library; (4) lack of motivation—no clear-cut personal objective or reason for being in college; and (5) poor college selection—too large or too small, too hard or too easy, too confusing or too dull.

College is designed to provide average occupation preparation to be accomplished during the normal four years, accomplished by students of average college ability and preparation. Above-average students should expect to get better than average occupation preparation or reduce the time required to graduate, or both. Below-average students must achieve at least average occupation preparation which usually requires extra effort and/or extra time.

NARRATIVE DESCRIPTIONS

More than 3,000 institutions of higher education, in the United States and Canada, are described in this volume of *The College Blue Book*®, including universities, senior colleges, two-year colleges, and specialized institutions. The data has been gathered by direct contact with all institutions as well as by inspection of the most current college catalogues available. The arrangement of information is alphabetical by state and by college within each state.

No judgments or evaluations have been made in these entries, but many applicable facts have been presented to assist the reader in making his own.

This edition includes state or regional maps, placing the appropriate map at the beginning of each state section; each college title has the map coordinates listed in parenthesis beside it.

To assist the user of this volume in making a valid evaluation and comparison of schools, information on each school has been standardized as follows: privately or publicly supported or church-related; level: university, college, graduate school; for whom: men, women, co-educational, church-related; field: liberal arts, technological, theological, teacher education, professional; names of degrees granted; majors, fields of specialization, schools, or departments; term system: semester, quarter, trimester; enrollment; size of faculty and faculty-student ratio; regional accreditation and professional accreditation; number of volumes in library; cooperative education (work-study) program availability; existence of a ROTC program; entrance requirements; admission procedure; costs per year; collegiate environment; community environment.

Within the narrative descriptions are listed the degrees granted, and abbreviations designated by a school. To clarify their meaning there follows an explanation of some of the more widely used degree abbreviations:

A.A.	Associate of Arts
A.S.	Associate of Science
A.A.A.	Associate of Applied Arts
A.A.S.	Associate of Applied Science
A.B.	Bachelor of Arts
B.A.	Bachelor of Arts
B.D.	Bachelor of Divinity

B.S.	Bachelor of Science
B.Ed.	Bachelor of Education
B.F.A.	Bachelor of Fine Arts
B.Mus.	Bachelor of Music
B.Th.	Bachelor of Theology
B.B.A.	Bachelor of Business Administration
B.Arch.	Bachelor of Architecture
LL.B.	Bachelor of Laws
M.A.	Master of Arts
M.S.	Master of Science
M.Th.	Master of Theology
M.F.A.	Master of Fine Arts
M.S.Ed.	Master of Science in Education
M.Mus.	Master of Music
M.B.A.	Master of Business Administration
M.P.A.	Master of Public Administration
M.S.Eng.	Master of Science in Engineering
M.L.S.	Master of Library Science
M.Ed.	Master of Education
Sp.Ed.	Specialist in Education
J.D.	Doctor of Jurisprudence (Law)
Ed.D.	Doctor of Education
D.Ed.	Doctor of Education
D.B.A.	Doctor of Business Administration
D.Mus.	Doctor of Music
D.Th.	Doctor of Theology
M.D.	Doctor of Medicine
D.Vet.M.	Doctor of Veterinary Medicine
Ph.D.	Doctor of Philosophy

There are six regional accrediting commissions covering the United States. They evaluate colleges and schools within their geographical area and have formed together into the Council on Postsecondary Accreditation. In its 1984 publication *The Balance Wheel for Accreditation*, the Council defines accreditation as "a system for recognizing educational institutions and professional programs affiliated with those institutions for a level of performance, integrity, and quality which entitles them to the confidence of the educational community and the public they serve." Generally, these regional agencies grant accreditation to an entire institution of higher learning. They are as follows:

Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges.

There is another federation called the Assembly of Specialized Accrediting Bodies which recognizes certain professional accrediting agencies. These agencies generally accredit specific courses and programs within schools. *The College Blue Book*® includes these professional accreditations in the narrative description.

An important consideration should be mentioned again, one which *The College Blue Book*® stresses at several points: the “right” college for Student A may not be the “right” college for student B. A large enrollment, a small teacher-student ratio, an enormous library and exacting

entrance requirements do not necessarily mean that this is the best school. Consider all the factors available: is it in a small, rural college town or a huge, vibrating metropolis, does the student need readily available transportation; does this school have the specific program he’s interested in; if seeking a profession, does this school have professional accreditation; does it have on-campus dormitories or must the student seek other housing arrangements; do the expenses fall within the student’s budget; can the entrance requirements be met; if accepted, what are the chances of graduating; if the student is not sure just exactly what is wanted in the way of a career, will this school provide opportunities to find out? This revised edition of *The College Blue Book*® has been designed to assist in answering these questions and others which the college bound student may have.

CONTENTS

PREFACE

ix

INTRODUCTION

xi

NARRATIVE DESCRIPTIONS

xvii

U.S. Colleges

1

Alabama	3	Nebraska	387
Alaska	17	Nevada	397
Arizona	23	New Hampshire	401
Arkansas	29	New Jersey	409
California	37	New Mexico	427
Colorado	91	New York	433
Connecticut	101	North Carolina	489
Delaware	111	North Dakota	515
District of Columbia	115	Ohio	521
Florida	121	Oklahoma	553
Georgia	139	Oregon	565
Hawaii	155	Pennsylvania	577
Idaho	159	Puerto Rico	621
Illinois	163	Rhode Island	627
Indiana	197	South Carolina	631
Iowa	213	South Dakota	645
Kansas	229	Tennessee	651
Kentucky	243	Texas	669
Louisiana	257	Utah	703
Maine	267	Vermont	707
Maryland	275	Virginia	713
Massachusetts	289	Washington	731
Michigan	313	West Virginia	743
Minnesota	335	Wisconsin	751
Mississippi	351	Wyoming	769
Missouri	361	U.S. Territories	771
Montana	381		

Canadian Colleges

Alberta	775	Prince Edward Island	789
British Columbia	779	Ontario	793
Manitoba	783	Quebec	801
New Brunswick	787	Saskatchewan	805
Nova Scotia	787		

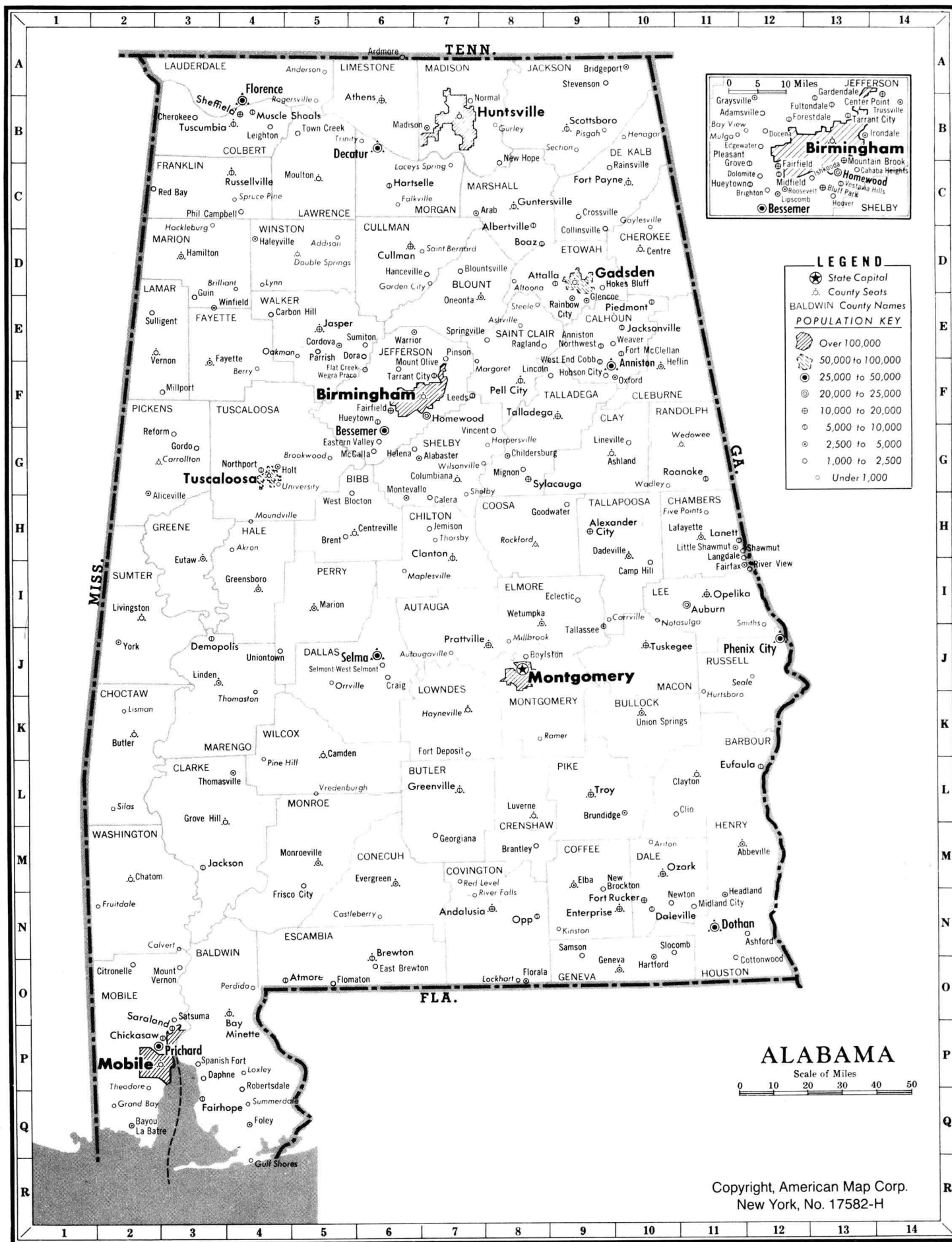
INDEX OF U.S. COLLEGES

807

INDEX OF CANADIAN COLLEGES

829

Narrative Descriptions



LEGEND	
	State Capital
	County Seats
BALDWIN County Names	
POPULATION KEY	
	Over 100,000
	50,000 to 100,000
	25,000 to 50,000
	20,000 to 25,000
	10,000 to 20,000
	5,000 to 10,000
	2,500 to 5,000
	1,000 to 2,500
	Under 1,000

ALABAMA

Scale of Miles
0 10 20 30 40 50

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ALABAMA

ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY (B-7)

Normal, Alabama 35762

(205) 859-7011

Description: This publicly supported coeducational land-grant university recently enrolled 1,973 men and 1,055 women with a full-time equivalent faculty of 264. It is accredited by the Southern Association of Colleges and Schools and operates on the semester system plus a summer term. The school opened in 1875 as the Huntsville Normal School with an enrollment of 61 pupils and 2 teachers. In 1919, the institution became a junior college and its name was changed to "The State Agricultural and Mechanical Institute for Negroes." By authority of the State Board of Education, the institution was permitted to offer work on the senior college level in 1939. On June 26, 1969, the Alabama State Board of Education, the governing body of the University, adopted a resolution changing the name of the institution to Alabama Agricultural and Mechanical University. The University grants a Bachelor, Masters, Educational Specialist, and Doctorate of Philosophy degree in its schools of: Agriculture, Arts and Sciences, Business, Education, and Engineering and Technology. Army R.O.T.C. is required for 2 years. Programs for certification in elementary and secondary teaching are offered.

Entrance Requirements: Accredited high school graduates with a C average accepted; ACT or SAT required; application fee \$10; advanced placement plan available.

Costs per Year: \$980 tuition; \$1,872 out-of-state tuition; board and room \$2,900, out-of-state \$3,792.

Collegiate Environment: The campus is comprised of 75 buildings located on 875 acres. The Learning Resources Center seats 1,000 students and contains over 375,000 volumes. Seventy percent of students applying for admission meet the requirements and 90% of these are accepted, including midyear students. Special financial aid is available for economically handicapped students.

Community Environment: Population 158,000. Located in the northern part of the state, within the city limits of Huntsville, on U.S. Highways 231 and 431, which pass through the business section of the city. Huntsville may be reached by the Trailways and Greyhound bus, and United, Northwest, American, Eastern, and Delta airlines. Taxi service is available to the community from all transportation centers. (See also University of Alabama - Huntsville).

ALABAMA AVIATION AND TECHNICAL COLLEGE (M-10)

231 Highway South

P.O. Box 1279

Ozark, Alabama 36361

(205) 774-5113

Description: The publicly supported coeducational technical college was founded in 1955. It was operated by the City School System until 1962 when it was absorbed into the State Vocational Education System. Recent enrollment was 539 students. A faculty of 33 gives a faculty-student ratio of 1-18. The quarter system is used and classes run 12 months. The institute is accredited by the Southern Association of Colleges and Schools and grants the Associate degree. Academic cooperative plans are available with Enterprise State Junior College, which also grants an Associate Degree.

Entrance Requirements: Open enrollment policy; non-high school graduates are considered; early admission, early decision, rolling admission, delayed admission plans available; \$10 application fee.

Costs per Year: \$800 tuition; \$1,440 room and board.

Collegiate Environment: The institute is located at Blackwell Airport and is designed specifically for training in aviation maintenance and technology. The college library contains 3,896 volumes and numerous audio-visual materials. Dormitory facilities accommodate 98 men. Approximately 98% of the students applying for admission are accepted. Financial aid is available, and 250 students receive some form of assistance. High school graduate/GED acceptable.

ALABAMA CHRISTIAN COLLEGE

See Faulkner University

ALABAMA STATE UNIVERSITY (J-8)

P.O. Box 271

Montgomery, Alabama 36108

(205) 262-3581

Description: The publicly supported university is accredited by the Southern Association of Colleges and Schools and employs the semester

system. For years, the college has been devoted to the training of public school teachers. Once called the Alabama Colored People's University, the college opened in 1887; graduate degrees were offered first in 1940. A recent enrollment included 1,370 men and 2,181 women full time and 14 men and 187 women part time. The school awards a Bachelor and a Masters degree.

Entrance Requirements: High school graduation with 16 units including 3 units of English, and the rest distributed among mathematics, foreign language, science and social science; under certain conditions non-high school graduates are considered for admission; ACT or SAT required; early admission, early decision, rolling admission, delayed admission and advanced placement plans available; also CLEP.

Costs per Year: \$969 state resident tuition; non-resident tuition \$1,929; room and board available.

Collegiate Environment: The campus is situated on a 40-acre site. There are 44 buildings, including comfortable dormitory facilities for 540 men and 784 women. All residences off campus must be approved to determine the adequacy of the physical conditions and wholesomeness of surroundings. The air-conditioned library houses 168,619 volumes, 23,345 periodicals, and 15,680 microforms. 75% of the applicants are accepted. Financial aid is available for economically handicapped students.

Community Environment: Population approximately 150,000. Capital of Alabama. A city known for its stately homes, many of which belong to the antebellum days. The city is also known for its magnolia trees, its southern traditions and culture, and its southern hospitality. Excellent rail, air and highway connections. Montgomery is the home of the Alabama State Capitol Building, the first capital of the Confederacy, the Department of Archives and History, the new Montgomery Public Library, Maxwell Air Force Base and Gunter Field, the Air University, and the very large Garrett Coliseum. The South Alabama State Fair, Southern Horse Show, an annual rodeo, Auburn-Alabama basketball games, and the Southeastern Conference, an annual indoor track tournament, and other similar functions are held in the Garrett Coliseum. Located here is the First White House of the Confederacy, the home of the Jefferson Davis when Montgomery was the Confederate Capital.

ALEXANDER CITY STATE JUNIOR COLLEGE (H-9)

Highway 63 South

Alexander City, Alabama 35010

(205) 234-6346

Description: The publicly supported junior college is coeducational and employs the quarter system. It is accredited by the Southern Association of Colleges and Schools. The first classes were held in 1965. The college moved to its permanent location in 1966. The college awards an Associate degree and offers occupational and university parallel programs.

Entrance Requirements: High school graduation or certificate of high school equivalency; applicants who do not possess a diploma or its equivalent certificate may be admitted with 19 units from an accredited high school, early admission, rolling admission, delayed admission and advanced placement plans available; application fee \$10.

Costs per Year: \$600 tuition.

Collegiate Environment: The 7 buildings are located on a 90-acre campus overlooking a three-acre lake. The library is a three-story building with approximately 34,000 square feet of floor space and contains 35,000 volumes. There are no dormitories. The college awards Associate degrees and certificates for completion of non-degree programs. Financial aid is available.

Community Environment: Population 13,145. Mild climate year-round. Located in heart of the South's principal industrial area. The city provides a full-time recreation director and staff to serve two recreation centers, seven playgrounds, and five swimming pools. Alexander City is 3 miles from Lake Martin and 6 miles from Wind Creek Park, where outdoor recreation and water sports may be enjoyed. Downtown shopping facilities serve a trade area of more than 30,000 people. A pivotal point for transportation, 78 miles southeast of Birmingham; 55 miles east of Montgomery; 123 miles southwest of Atlanta; 70 miles northwest of Columbus, Georgia.

ATHENS STATE COLLEGE (B-6)

Beaty Street

Athens, Alabama 35611

(205) 232-1802

Description: Athens State College is a two year Upper Division Institution accredited by the Southern Association of Colleges and Schools.

It was transferred to the State of Alabama by the Methodist Church in late 1975. The college currently has an enrollment of 1,027 students and 67 faculty members. The college is on the quarter calendar with credits given in quarter hours. The college is intended primarily as the Upper Division Institution for support of Junior Colleges and Technical Junior College Graduates. Three degree programs are offered including the Bachelor of Science, Bachelor of Arts and Bachelor of Science in Education.

Entrance Requirements: The graduates of junior colleges are admitted as Juniors with no loss of credit. Other students are admitted with accrued credits of 96 Quarter Hours.

Costs per Year: Tuition-\$20 per quarter hour; room and board approximately \$1,050.

Collegiate Environment: The campus lies in the foothills of the Cumberland Mountains. The college is located off I-65, convenient to Air transportation (Huntsville) and approximately two hours by car from Nashville and from Birmingham. Being an Upper Division College, provides the transfer student an opportunity for the total campus life as a last two years for those who may have gone to community colleges. The college has fraternities, sororities and an intercollegiate program for men.

Community Environment: Population 17,000. Average temperature 60 degrees. Located in the Tennessee Valley, Limestone County Seat. Louisville and Nashville Railroad serves the area. State Parks at Wheeler, Wilson Lakes, and Guntersville Reservoir for swimming, boating, fishing, and camping. Noted for fine ante-bellum homes, including the large Founders Hall which was built in 1843. This area is a rich rapidly growing area for Farm and Industry.

AUBURN UNIVERSITY (I-11)

203 Samford Hall
Auburn University, Alabama 36849 (205) 826-4000

Description: The publicly supported university is accredited by the Southern Association of Colleges and Schools and operates on the quarter system. The university grants Bachelor, Master and Doctorate degrees in over 160 fields of study. Cooperative education programs are offered in some of the schools of the university. The university was chartered in 1856 by the Methodist Church, and became part of the State University System in 1872. Recent enrollment included 11,155 men and 8,208 women full time. A faculty of 1,141 gives a faculty-student ratio of 1:16.

Entrance Requirements: Accredited high school graduation or equivalent with minimum C average and 16 units including English, mathematics, social studies, sciences, and foreign languages; non-high school graduates considered; score of 18 or over on ACT required for state residents higher scores required of out-of-state residents. Comparable SAT scores accepted in lieu of ACT. Application fee \$15; early admission, delayed admission and advanced placement plans available.

Costs per Year: \$1,323 tuition for state residents; \$3,969 non-residents tuition; \$2,800 room and board; \$1,050 additional expenses.

Collegiate Environment: The campus includes 73 major buildings on 1,871 acres. There are 19 women's dormitories (capacity 2,278 students), 4 men's dormitories (capacity 610 students) and 668 apartments for married students and upper level single students. The library contains over 1,383,165 volumes and numerous periodicals and microforms. 83% of the applicants are accepted, and students may enroll at mid-year as well as in September. The average SAT scores of the current freshman class were 503 verbal and 568 math; average composite ACT, 23.5. Financial aid is available, and 25% of the current student body receive some form of aid. The university also granted 90 Doctor of Veterinary Medicine degrees and 4 Doctor of Pharmacy degrees.

Community Environment: Auburn (population 28,000) is located on U.S. 29 and Interstate 85, 55 miles east of Montgomery, 120 miles southeast of Birmingham, and 120 miles southwest of Atlanta, Georgia. Auburn University is the pride of the city. With the many churches in the area there is a cultural atmosphere which makes for pleasant living. Chewacla State Park is nearby for swimming and picnicking. The city has two well-equipped parks, a country club for golf, a stadium for athletic games and tennis courts. Azaleas and camellias may be seen on the grounds of the university and many of the beautiful homes.

BIRMINGHAM SCHOOL OF LAW (F-7)

923 Frank Nelson Building
Birmingham, Alabama 35203 (205) 251-1177

Description: The private, coeducational evening law school was originated by Hugh A. Locke in 1915. The Birmingham School of Law was intended to serve the needs of those students who cannot devote full-time to the study of law. The faculty is from Birmingham legal professionals.

The semester system is employed and a recent enrollment included 280 students, with a full-time faculty of 27.

Entrance Requirements: Three years of college credit in a standard university or college; applicants who are candidates for admission to the Alabama bar must file with the Secretary of the Board of Commissioners of the State Bar. A sworn statement in handwriting of applicant, stating name, age, residence, sex, prelegal education qualifications and affidavit attesting good moral character executed by attorneys at law qualified to practice in state where applicant resides must be submitted with the application. There is no application fee. Proof that the applicant possesses three years of previous college work if filed with the Secretary. Midyear students are accepted. Candidates for Juris Doctorate must have a college degree.

Costs per Year: \$820 tuition.

Collegiate Environment: Classes are held on the fifth floor of the County Courthouse. Students have access to the complete Law Library of the Birmingham Bar Association (28,000 books) located in the County Courthouse.

Community Environment: See University of Alabama - Birmingham

BIRMINGHAM-SOUTHERN COLLEGE (F-7)

800 Eighth Avenue, West
Birmingham, Alabama 35254 (205) 328-5250

Description: The privately supported liberal arts college recently enrolled 928 female and 794 male graduate and undergraduate students (91 male and female combined are graduate students). It operates under the auspices of the Alabama-West Florida and North Alabama Conferences of the United Methodist Church. The college is accredited by the Southern Association of Colleges and Schools. The 4-1-4 system is employed with one summer session. The college awards a Baccalaureate degree. This institution was opened with an enrollment of 50 students in October 1859. The campus was almost destroyed during the war between the states. Then called Southern University, it was later merged with Birmingham College in 1918 and given its present name. Continuing education courses offered; special programs include: Contract Learning Internships, Interdisciplinary Majors, Individualized Majors, Masters in Public and Private Management. 2 yrs of work must be completed at BSC for degree.

Entrance Requirements: Satisfactory grades on SAT verbal 400, math 400 or ACT 19; high school GPA of C and 15 units, including 4 English, 2 foreign language and eight units chosen from science, mathematics, foreign language, and social science; application fee \$25; early admission, advanced placement, early decision, and rolling admission plan available.

Costs per Year: \$6,200 tuition; room and board \$2,745.

Collegiate Environment: The campus occupies 185 acres of rolling and wooded property. The Robert R. Meyer Planetarium was completed in 1964 and the College Theater in 1968. The total dormitory capacity is 438 men and 542 women. Fraternity housing for 87, 31 married students. The Franklin W. Olin Computer Science/Mathematics Facility was opened in October, 1985, at a cost of \$2.7 million. The Center contains a Hewlett Packard 9000 and a Digital Equipment Company AX11/750. Also, 36 AT&T 6300 Personal Computers are available for use by faculty and students. Software capabilities include six new computer languages and programs. The Center is open 24 hours a day. In early 1987, the College will begin construction on a new academic building, three times as large as any academic building on the campus and completely computerized, at a cost of over \$5 million. The College will complete a new entrance to the campus in the Summer of 1987 at a cost of \$1.7 million dollars. The library houses 149,600 volumes. There are 6 national fraternities and 6 sororities found on campus. Ecumenical and denominational services are held at various times during the week. About 85% of the applicants are accepted. Financial aid is available.

Community Environment: See University of Alabama - Birmingham.

BREWER STATE JUNIOR COLLEGE (F-3)

2631 Temple Ave. North
Fayette, Alabama 35555 (205) 932-3221

Description: The publicly supported junior college opened in September 1969. The quarter system is employed and attendance recently was 676 students. The college offers university parallel studies, occupational training, and continuing education programs leading to an Associate degree or a Certificate of completion. There is a faculty of 44 professionals.

Entrance Requirements: Accredited high school graduation or equivalent; open enrollment policy; school-administered entrance exam required; non-high school graduates considered; early admission avail-