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The  
College Blue Book®

21st Edition

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Tabular  
Data



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## Tabular Data

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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*,<sup>®</sup> 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.

# TABULAR DATA

More than 3,000 educational institutions of the United States and Canada are presented in this volume. The information presented has been collected by questionnaires submitted to all institutions. In addition the most recent college catalogs were often consulted.

## Organization

All institutions are arranged in alpha-geographic order. Beginning with the state of Alabama, each institution is listed in alphabetical order within each state. The states are followed by schools of the U.S. Territories and Canada. Schools in Canada are listed by provinces.

For easier, more comprehensive use this volume is in a ready-reference format which will give the most accurate data available on each institution. Another use of this volume is for providing fast comparisons of schools as to enrollment, tuition and other data. Additional information may be obtained from consulting the individual school listing in the *Narrative Descriptions* volume.

## Use

Most of the data in this volume is self-explanatory. A few elements, however, need some clarification:

### COSTS PER YEAR

Tuition charges are constantly changing and information reported here is as correct as possible. It is recom-

mended that the institutions be contacted for the most current information on charges for tuition, room and board, and miscellaneous fees. Many schools will have several tuitions: in-district, in-state, nonresident. In such cases the lowest and highest are cited to give a complete range. See *Narrative Descriptions* volume for a more complete breakdown.

### PROFESSIONAL ACCREDITATIONS

Due to space and computer programing acronyms have been used. A list of abbreviations follows this section.

### CREDITS FOR DEGREE

There is only one figure given—which applies to the lowest degree offered by that school. For a two-year college the figure refers to an Associate degree. In the case of a university it will reflect the number of credit hours necessary for a Bachelor degree.

### ADMISSION PLANS

*Early admission:* Exceptionally able students are admitted before high school graduation. *Early decision:* The school accepts well-qualified students who apply early in fall or winter of senior year in high school. *Rolling admission:* An admission decision will be given as soon as possible after application is received and no deadline is specified. *Delayed admission:* A student who wants to work, travel, study abroad, etc., for one year, will be accepted for the following year. *Advanced placement:* Course credit or advanced course placement is given to students who have completed college-level studies in high school.



# ACRONYMS FOR PROFESSIONAL ACCREDITATIONS

AACSB	American Assembly of Collegiate Schools of Business
AALS	Association of American Law Schools
AARTS	Association of Advanced Rabbinical and Talmudic Schools
ABA	American Bar Association
ABET	Accreditation Board for Engineering and Technology
ABHES	Accrediting Bureau of Health Education Schools
ACCE	American Council for Construction Education
ACEHSA	Accrediting Commission on Education for Health Services Administration
ACEJMC	Accrediting Council on Education in Journalism and Mass Communication
ACPE	American Council on Pharmaceutical Education
ADA	American Dental Association
	American Dietetic Association
AHEA	American Home Economics Association
ALA	American Library Association
AOA	American Optometric Association
	American Osteopathic Association
APA	American Podiatry Association
APS	American Psychological Association
APTA	American Physical Therapy Association
ASLA	American Society of Landscape Architects
ASLHA	American Speech-Language-Hearing Association
ATS	Association of Theological Schools in the United States and Canada
AVMA	American Veterinary Medical Association
CAHEA	Committee on Allied Health Education and Accreditation
CCE	Council on Chiropractic Education
CEPH	Council on Education for Public Health
CRE	Council on Rehabilitation Education
CSWE	Council on Social Work Education
FIDER	Foundation for Interior Design Education Research
LCME	Liaison Committee on Medical Education
NAAB	National Architectural Accrediting Board
NAPNES	National Association for Practical Nurse Education and Service
NASAD	National Association of Schools of Art and Design
NASM	National Association of Schools of Music
NCATE	National Council for Accreditation of Teacher Education
NLN	National League for Nursing
SAF	Society of American Foresters

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# ALABAMA

## ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY

Normal, AL 35762  
(205) 859-7011  
President: Dr. Douglas Covington  
Admissions: James O. Heyward

*Type:* Liberal Arts  
*Sex:* Coed  
*Policies:* C Average  
*Admission Plans:* Early Admission, Early Decision, Midyear Admission, and Advanced Placement.  
*Units Required:* 20 Total, 4 English, 1 Math, 3 Soc. Sci., 2 Sci.  
*Affiliations:* State  
*Regional Accreditation:* Southern Association of Colleges and Schools  
*Professional Accreditation:* ABET, AIP, ALA, CSWE, ECPD, IFT, NCATE  
*Tuition:* \$980, Non-Resident \$1,872, Rm. - Bd. \$2,900, non-resident \$3,792  
*Scholarships:* 511  
*Calendar System:* Semester, Summer Session 1  
*Credit-Hours for Degree:* 126-147  
*Enrollment:* 3,928 *Faculty:* 264  
*Student/Faculty Ratio:* 14.9:1  
*Housing:* 1,800  
*Library Holdings:* 384,000  
*ROTC:* Army

## ALABAMA AVIATION AND TECHNICAL COLLEGE

231 Highway South  
P.O. Box 1279  
Ozark, AL 36361  
(205) 774-5113  
President: James G. Sasser  
Registrar: C. Floyd Johnston

*Type:* Vocational-Technical  
*Sex:* Coed  
*Policies:* Open Enrollment, C Average  
*Admission Plans:* Quarterly  
*Affiliations:* State  
*Regional Accreditation:* Southern Association of Colleges and Schools  
*Tuition:* \$800-Resident, \$1,400 non-resident; Rm. - bd. \$1,440  
*Calendar System:* Quarter, Summer Session 1  
*Enrollment:* 539 *Faculty:* 29  
*Student/Faculty Ratio:* 18:1  
*Housing:* 54  
*Library Holdings:* 3,896

## ALABAMA CHRISTIAN COLLEGE

See *Faulkner University*

## ALABAMA STATE UNIVERSITY

P.O. Box 271  
Montgomery, AL 36108  
(205) 262-3581  
President: Dr. Leon Howard  
Registrar: Ruby Wooding

*Type:* Liberal Arts  
*Sex:* Coed  
*Policies:* C Average  
*% Accepted:* 78  
*Admission Plans:* Early Admission, Early Decision, Delayed Admission, Advanced Placement  
*Units Required:* 16 Total, 4 English  
*Affiliations:* Public  
*Regional Accreditation:* Southern Association of Colleges and Schools  
*Professional Accreditation:* NASM, NCATE  
*Tuition:* \$969.00, Non-Resident \$1,969.00  
*Scholarships:* Available

*Calendar System:* Semester, Summer Session 1  
*Credit-Hours for Degree:* Varies  
*Enrollment:* 3,752 *Faculty:* 260  
*Student/Faculty Ratio:* 20:1  
*Housing:* Available  
*Library Holdings:* 207,654  
*ROTC:* Air Force

## ALEXANDER CITY STATE JUNIOR COLLEGE

Highway 63 South  
Alexander City, AL 35010  
(205) 234-6346  
President: W. Byron Causey  
Registrar: James R. Saxton

*Type:* Two Year  
*Sex:* Coed  
*Policies:* Open Enrollment, C Average  
*Admission Plans:* Early Admission, Rolling Admission, Delayed Admission  
*Units Required:* 19 Total, 4 English, 1 Math, 4 Soc. Sci., 1 Sci.  
*Affiliations:* Public  
*Regional Accreditation:* Southern Association of Colleges and Schools  
*Tuition:* \$600  
*Scholarships:* Athletic 20, Total 245  
*Calendar System:* Quarter, Summer Session 2  
*Credit-Hours for Degree:* Varies, 96  
*Enrollment:* 1,100 *Faculty:* 70  
*Student/Faculty Ratio:* 20:1  
*Housing:* None  
*Library Holdings:* 35,000  
*ROTC:* None

## ATHENS STATE COLLEGE

Beaty Street  
Athens, AL 35611  
(205) 232-1802  
President: James R. Chasteen  
Registrar: John W. King

*Type:* College  
*Sex:* Coed  
*Admission Plans:* Early Admission, Rolling Admission  
*Affiliations:* State  
*Regional Accreditation:* Southern Association of Colleges and Schools  
*Tuition:* \$20 Quarter hour-State Resident, \$40 Quarter hour-Out of State, Room \$150 Quarter.  
*Scholarships:* Total 24  
*Calendar System:* Quarter, Summer Sessions 1  
*Credit-Hours for Degree:* 192 Quarter hours  
*Enrollment:* 1,027 *Faculty:* 67  
*Student/Faculty Ratio:* 15:1  
*Housing:* 82  
*Library Holdings:* 62,000

## AUBURN UNIVERSITY

203 Samford Hall  
Auburn University, AL 36849  
(205) 826-4000  
President: James E. Martin  
Registrar: Thomas Stallworth

*Type:* University  
*Sex:* Coed  
*Exams:* ACT or SAT accepted  
*Scores:* ACT 18 (Alabama residents)  
*Policies:* C Average  
*% Accepted:* 83  
*Admission Plans:* Early Admission, Early Decision, Advanced Placement, Delayed Admission, Midyear Admission  
*Units Required:* 16 Total  
*Affiliations:* State  
*Regional Accreditation:* Southern Association of Colleges



and Schools

*Professional Accreditation:* NCATE, AACSB, ACS, ACPE, AHEA, ASHA, AVMA, ABET, NAAB, APA, CSWE, NASAD, NLN, SAF, ACCE, FIDER, ASLA, NASM, CORE, ADA  
*Tuition:* \$1,323, Rm. - Bd. \$2,800, Misc. \$1,050

*Scholarships:* Available

*Calendar System:* Quarter, Summer Session 1

*Credit-Hours for Degree:* 196 minimum

*Enrollment:* 19,363 *Faculty:* 1,141

*Student/Faculty Ratio:* 16:1

*Housing:* 4,123

*Library Holdings:* 1,383,165 volumes; 13,105 periodicals; 1,614,347 microforms

*ROTC:* Army, Navy, Marine, Air Force

### BIRMINGHAM SCHOOL OF LAW

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

*Type:* Law

*Sex:* Coed

*Admission Plans:* Mid Year Admission

*Affiliations:* Private

*Tuition:* \$820

*Calendar System:* Semester

*Enrollment:* 280 *Faculty:* 27

### BIRMINGHAM-SOUTHERN COLLEGE

800 Eighth Avenue, West  
 Birmingham, AL 35254  
 (205) 328-5250  
 President: Neal R. Berte  
 Robert D. Dortch

*Type:* College

*Sex:* Coed

*Exams:* SAT, ACT

*Scores:* SAT-Math 400, SAT-Verbal 400, ACT-19

*Policies:* C Average

*Admission Plans:* Early Admission, Early Decision, Midyear Admission, Rolling Admission

*Units Required:* 15 Total, 4 English

*Affiliations:* Methodist

*Regional Accreditation:* Southern Association of Colleges and Schools

*Professional Accreditation:* NC, ACSATE, ACS

*Tuition:* \$6,200, Rm. - Bd. \$2,745

*Scholarships:* Available

*Calendar System:* 4-1-4, Summer Session 1

*Credit-Hours for Degree:* 144

*Enrollment:* 1,722 *Faculty:* 92

*Student/Faculty Ratio:* 15-1

*Housing:* 836

*Library Holdings:* 149,600

*ROTC:* Army & Air Force

### BREWER STATE JUNIOR COLLEGE

2631 Temple Ave. North  
 Fayette, AL 35555  
 (205) 932-3221  
 President: Dr. Tommy M. Boothe  
 Registrar: Nelda Oswalt

*Type:* Two Year

*Sex:* Coed

*Exams:* Entrance

*Policies:* Open Enrollment, C Average

*Admission Plans:* Early Admission, Midyear Admission

*Units Required:* Units 22; 7 English; 3 Math; 2 Sci.; 7 Soc. Sci.; 2 Physical Education, 1 Foreign Language

*Affiliations:* State

*Regional Accreditation:* Southern Association of Colleges and Schools

*Tuition:* \$450 resident; \$900 non-resident

*Scholarships:* Athletic 25, others 27, Total 52.

*Calendar System:* Quarter, Summer Sessions 2

*Credit-Hours for Degree:* 96

*Enrollment:* 676 *Faculty:* 44

*Library Holdings:* 27,694

### COMMUNITY COLLEGE OF THE AIR FORCE

Maxwell Air Force Base, AL 36112-6655  
 (205) 293-6683  
 Rodney V. Cox, Jr., Col. USAF  
 Registrar: CMSgt. Richard J. Tinneney

*Type:* Technical

*Sex:* Coed

*Policies:* Open Enrollment

*Affiliations:* Federal Government

*Calendar System:* Semester

*Enrollment:* 290,000

### CONCORDIA COLLEGE

1804 Green Street  
 Selma, AL 36701  
 (205) 875-1551  
 President: Dr. Julius Jenkins  
 Registrar: Gregory Miller

*Type:* Two Year

*Sex:* Coed

*Exams:* ACT

*Policies:* Open Enrollment, C Average

*Admission Plans:* Rolling Admission

*Units Required:* 20 Total, 4 English, 2 Math, 3 Soc. Sci., 1 Sci.

*Affiliations:* Lutheran Church Missouri-Synod

*Regional Accreditation:* Southern Association of Colleges and Schools

*Tuition:* \$2,726, Rm. - Bd. \$2,796, Misc. \$248

*Scholarships:* Academic, Athletic, Music

*Calendar System:* Semester, Summer Session 1

*Credit-Hours for Degree:* 64

*Enrollment:* 410 *Faculty:* 21

*Student/Faculty Ratio:* 22:1

*Housing:* 1 men's dorm, 2 women's dorm

*Library Holdings:* 40,000

### ENTERPRISE STATE JUNIOR COLLEGE

U.S. 84 East  
 P.O. Box 1300  
 Enterprise, AL 36331  
 (205) 347-2623  
 President: Joseph D. Talmadge  
 Registrar: C. David Chalker

*Type:* Two Year

*Sex:* Coed

*Policies:* Open Enrollment

*Units Required:* None

*Affiliations:* Public

*Regional Accreditation:* Southern Association of Colleges and Schools

*Tuition:* \$200

*Scholarships:* Athletic 51 Total 162

*Calendar System:* Quarter, Summer Sessions 2

*Enrollment:* 2,076 *Faculty:* 56

*Student/Faculty Ratio:* 25-1

*Library Holdings:* 34,226

### FAULKNER UNIVERSITY

5245 Atlanta Highway  
 Montgomery, AL 36109  
 (205) 272-5820  
 President: Ernest Cleavenger  
 Registrar: Billy D. Hilyer

*Type:* University

*Sex:* Coed

*Exams:* ACT

*Policies:* Open Enrollment, C Average

*Admission Plans:* Rolling Admission, Early Admission, Early Decision, Delayed Admission, Advanced Placement, Midyear Admission

*Units Required:* 15 Total, 3 English

*Affiliations:* Private

*Regional Accreditation:* Southern Association of Colleges and Schools

*Tuition:* \$105 sem. hr., Rm. - Bd. \$1,250 sem.

Scholarships: Athletic 2, Freshman 17, Total 19  
 Calendar System: Quarter, Summer Session 1  
 Credit-Hours for Degree: 101  
 Enrollment: 486 Faculty: 30  
 Student/Faculty Ratio: 11:1  
 Housing: 275  
 Library Holdings: 18,000

**GADSDEN STATE JUNIOR COLLEGE**

1000 George Wallace Drive  
 Gadsden, AL 35999  
 (205) 546-0484  
 President: Arthur W. Dennis  
 Registrar: Jack N. Little

Type: Two Year  
 Sex: Coed  
 Policies: Open Enrollment, C Average  
 Admission Plans: Early Admission, Early Decision, Advanced Placement, Rolling Admission  
 Affiliations: State  
 Regional Accreditation: Southern Association of Colleges and Schools  
 Professional Accreditation: AMA, NCATE, NSRA  
 Tuition: \$450, Rm. \$525, Bd. \$870  
 Scholarships: Athletic 69, Freshman 130, Total 199  
 Calendar System: Quarter, Summer Session 1  
 Credit-Hours for Degree: 96  
 Enrollment: 3,000 Faculty: 147  
 Housing: 220  
 Library Holdings: 72,000

**GEORGE CORLEY WALLACE STATE COMMUNITY COLLEGE**

Box 1049  
 Range Line Road at Highway 22  
 Selma, AL 36701  
 (205) 875-2634  
 President: Charles L. Byrd  
 Admissions: William D. Beaty

Type: Two Year  
 Sex: Coed  
 Exams: Entrance  
 Policies: Open Enrollment  
 Admission Plans: Early Admission, Early Decision, Delayed Admission, Rolling Admission  
 Units Required: 20 Total  
 Affiliations: Public  
 Regional Accreditation: Southern Association of Colleges and Schools  
 Professional Accreditation: NLN  
 Tuition: \$600, Non-Resident \$1,050  
 Scholarships: Academic, Athletic, Music  
 Calendar System: Quarter, Summer Sessions 2  
 Credit-Hours for Degree: 98  
 Enrollment: 1,368 Faculty: 50  
 Student/Faculty Ratio: 25-1  
 Housing: None  
 Library Holdings: 28,000  
 ROTC: None

**HOBSON STATE TECHNICAL COLLEGE**

Highway 43 South  
 Thomasville, AL 36784  
 (205) 636-9642  
 President: Hoyt Jones  
 Registrar: John D. Phillips, III

Type: Vocational-Technical  
 Sex: Coed  
 Exams: Entrance  
 Policies: Open Enrollment, C Average  
 Admission Plans: Rolling Admission, Midyear Admission  
 Affiliations: State  
 Regional Accreditation: Southern Association of Colleges and Schools  
 Tuition: \$200 per qt., Misc. \$16.00  
 Calendar System: Quarter, Summer Session 1  
 Enrollment: 414 Faculty: 24

Student/Faculty Ratio: 14:1  
 Library Holdings: 5,500

**HUNTINGDON COLLEGE**

1500 East Fairview Avenue  
 Montgomery, AL 36106  
 (205) 834-3300  
 President: Allen K. Jackson  
 Admission: J. Lipscomb

Type: Liberal Arts  
 Sex: Coed  
 Exams: SAT, ACT  
 Scores: SAT Verbal 400, Math 400; ACT 18  
 Admission Plans: Early Admission, Advanced Placement, Rolling Admission, Early Decision  
 Units Required: 4 English, 3 Math, 2 Soc. Sci., 2 Sci., 2 Humanities  
 Affiliations: United Methodist Church  
 Regional Accreditation: Southern Association of Colleges and Schools  
 Professional Accreditation: NASM  
 Tuition: \$4,190, Rm. - Bd. \$2,810, Misc. \$60  
 Scholarships: Available  
 Calendar System: Semester; 2 week January term, Summer Sessions 2  
 Credit-Hours for Degree: 124  
 Enrollment: 666 Faculty: 50  
 Student/Faculty Ratio: 13-1  
 Housing: 499  
 Library Holdings: 95,000  
 ROTC: Army, Air Force

**JACKSONVILLE STATE UNIVERSITY**

Jacksonville, AL 36265  
 (205) 435-9820  
 President: Dr. Harold J. McGee  
 Registrar: Dr. Jerry D. Smith

Type: University  
 Sex: Coed  
 Exams: ACT or SAT  
 Policies: Open Enrollment, C Average  
 Admission Plans: Advanced Placement, Rolling Admission, Early Admission  
 Affiliations: Public  
 Regional Accreditation: Southern Association of Colleges and Schools  
 Professional Accreditation: NCATE, NLN, NASM  
 Tuition: \$950-resident, \$1,350 non-resident - Rm. - Bd. \$1,300-\$1,700  
 Scholarships: Available  
 Calendar System: Semester, Summer Sessions 3  
 Credit-Hours for Degree: 128 average  
 Enrollment: 6,563 Faculty: 359  
 Student/Faculty Ratio: 18-1  
 Housing: 2,524  
 Library Holdings: 406,409  
 ROTC: 29 commissions awarded in 1986

**JAMES H. FAULKNER STATE JUNIOR COLLEGE**

Hammond Circle  
 Bay Minette, AL 36507  
 (205) 937-9581  
 President: Gary L. Branch  
 Registrar: Patricia Brown

Type: Two Year  
 Sex: Coed  
 Policies: Open Enrollment, C Average  
 Admission Plans: Early Admission, Early Decision, Advanced Placement, Delayed Admission, Rolling Admission, Midyear Admission  
 Units Required: 20 Total  
 Affiliations: Public  
 Regional Accreditation: Southern Association of Colleges and Schools  
 Professional Accreditation: ADA  
 Tuition: \$600, Rm. - Bd. \$1,725  
 Scholarships: Available

*Calendar System:* Quarter, Summer Session 1  
*Credit-Hours for Degree:* 96  
*Enrollment:* 2,050 *Faculty:* 98  
*Student/Faculty Ratio:* 25:1  
*Housing:* 275  
*Library Holdings:* 39,700

**JEFFERSON DAVIS STATE JUNIOR COLLEGE**

Brewton, AL 36247  
 (205) 867-4832  
 President: Dr. G. R. McCormick  
 Admission: McLane Byrd

*Type:* Two Year  
*Sex:* Coed  
*Policies:* Open Enrollment, C Average  
*Admission Plans:* Early Admission, Midyear Admission, Rolling Admission  
*Affiliations:* State  
*Regional Accreditation:* Southern Association of Colleges and Schools  
*Tuition:* \$375 in-state; \$750 out-of-state  
*Scholarships:* Athletic 48, Total 108  
*Calendar System:* Quarter System, Summer Session 1  
*Credit-Hours for Degree:* 96  
*Enrollment:* 925 *Faculty:* 33  
*Student/Faculty Ratio:* 28:1  
*Library Holdings:* 27,649

**JEFFERSON STATE JUNIOR COLLEGE**

2601 Carson Road  
 Birmingham, AL 35215  
 (205) 853-1200  
 President: Judy M. Merritt  
 Registrar: Rosann Duke

*Type:* Two Year  
*Sex:* Coed  
*Exams:* Admission Exams Not Required  
*Policies:* Open Enrollment, C Average  
*% Accepted:* All  
*Admission Plans:* Rolling Admission, Advanced Placement  
*Affiliations:* State  
*Regional Accreditation:* Southern Association of Colleges and Schools  
*Professional Accreditation:* NLN, ABET, AMA/CAHEA, ABFSE  
*Tuition:* \$900, Non-Resident \$1,050  
*Scholarships:* Available  
*Calendar System:* Quarter, Summer Sessions 1  
*Credit-Hours for Degree:* 96–110 quarter hours  
*Enrollment:* 6,095  
*Student/Faculty Ratio:* 22:1  
*Library Holdings:* 56,240  
 ROTC: Army, Air Force available through agreements with local four-year colleges

**JOHN C. CALHOUN STATE COMMUNITY COLLEGE**

Box 2216  
 (State Highway 31 N.)  
 Decatur, AL 35602  
 (205) 353-3102  
 President: James R. Chasteen  
 Registrar: Carl M. Evans

*Type:* Two Year  
*Sex:* Coed  
*Policies:* Open Enrollment, C Average  
*Admission Plans:* Early Admission, Early Decision, Rolling Admission, Delayed Admission, Midyear Admission  
*Units Required:* 20 Total, 4 English, 1 Math, 3 Soc. Sci., 1 Sci.  
*Affiliations:* State  
*Regional Accreditation:* Southern Association of Colleges and Schools  
*Professional Accreditation:* NLN, ADA  
*Tuition:* \$600, Non-Resident \$1,200  
*Scholarships:* Athletic 61, Total 161  
*Calendar System:* Quarter, Summer Sessions 1  
*Credit-Hours for Degree:* 96  
*Enrollment:* 5,482 *Faculty:* 266

*Student/Faculty Ratio:* 20–1  
*Library Holdings:* 41,194

**JUDSON COLLEGE**

Bibb Street  
 Marion, AL 36756  
 (205) 683-2011  
 President: N. H. McCrummen  
 Registrar: Martha Williams

*Type:* College  
*Sex:* Women  
*Exams:* ACT, SAT  
*Policies:* C Average  
*Admission Plans:* Early Admission, Early Decision, Midyear Admission, Advanced Placement, Rolling Admission  
*Units Required:* 15 Total, 3 English, 1 Math, 2 Sci., 1 Soc. Studies  
*Affiliations:* Private  
*Regional Accreditation:* Southern Association of Colleges and Schools  
*Professional Accreditation:* NASM  
*Tuition:* \$3,175, Rm. - Bd. \$3,010, Misc. \$80  
*Scholarships:* Athletic 13, Freshman 37, Total 128  
*Calendar System:* Semester  
*Credit-Hours for Degree:* 128  
*Enrollment:* 511 *Faculty:* 41  
*Student/Faculty Ratio:* 12:1  
*Housing:* 325  
*Library Holdings:* 60,000

**LAWSON STATE COMMUNITY COLLEGE**

3060 Wilson Road  
 Birmingham, AL 35221  
 (205) 925-1666  
 President: Jesse J. Lewis  
 Admissions: James E. Edwards

*Type:* Two Year, College  
*Sex:* Coed  
*Exams:* Entrance  
*Policies:* Open Enrollment, C Average  
*Admission Plans:* Early Decision, Rolling Admission, Delayed Admission  
*Units Required:* 16 Total, 4 English, 1 Math, 3 Soc. Sci., 1 Sci.  
*Affiliations:* Public  
*Regional Accreditation:* Southern Association of Colleges and Schools  
*Tuition:* \$600 resident, \$1,200 non-resident  
*Scholarships:* Available  
*Calendar System:* Quarter, Summer Session 1  
*Credit-Hours for Degree:* 96  
*Enrollment:* 1,552 *Faculty:* 58  
*Student/Faculty Ratio:* 26–1  
*Library Holdings:* 15,750

**LIVINGSTON UNIVERSITY**

Livingston, AL 35470  
 (205) 652-9661  
 President: Asa N. Green  
 Registrar: Clarence W. Egbert

*Type:* University  
*Sex:* Coed  
*Exams:* SAT, ACT, GRE  
*Policies:* C Average  
*Admission Plans:* Early Admission, Early Decision, Rolling Admission, Advanced Placement, Midyear Admission  
*Units Required:* 15 Total, 4 English, 1 Math, 1 Soc. Sci., 1 Sci.  
*Affiliations:* State  
*Regional Accreditation:* Southern Association of Colleges and Schools  
*Professional Accreditation:* NCATE, NLN  
*Tuition:* \$1,020, Rm. - Bd. \$1,575, Fees \$195  
*Scholarships:* Athletic 86, Freshman unlimited, Total 186  
*Calendar System:* Quarter, Summer Session 1  
*Credit-Hours for Degree:* 192  
*Enrollment:* 1,500 *Faculty:* 85