


Manchester College
2002-2003 Catalog



2002-2003 CATALOG

Manchester College is committed to non-discrimination in campus life. The College does not discriminate on the basis of such factors as national or ethnic origin, race, color, age, gender, sexual orientation, marital status, religion, disability, or veteran status in admissions or any area of campus life, including its educational programs, scholarships and loan awards, residence life programs, athletic programs, extracurricular programs, promotion and tenure policies and practice, and alumni affairs.

Manchester College is committed to carry out the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act which provide for accessibility of College programs to the physically disabled.

The Manchester College Catalog is printed by
Phillips Brothers Printers and Excell Color Graphics
Copy: Mindy Martynowicz and Lila Hammer
Cover Design: Brenda Carver
Desktop Composition: Brenda Carver
Director of Publications: Joy L. Groninger

Photo credits: Tom Galliher

North Manchester, Indiana 46962

Phone (260) 982-5000

Fax (260) 982-5043



Printed on recycled paper

Directory

Mail should be addressed to a specific office or person, Manchester College, North Manchester, IN 46962. The College telephone number is (260) 982-5000. World Wide Web address is www.Manchester.edu. Office hours are 8 a.m. to 5 p.m. EST, Monday through Friday. Some offices are closed from 12-1 p.m. during the lunch hour.

Academic Issues

Matters related to academics.

Office of Academic Affairs, Administration Building (260) 982-5051

Admissions

Information regarding admission to College.

Office of Admissions, Administration Building (260) 982-5055

Alumni Administration

Information about alumni programs.

Office of College Advancement, Administration Building (260) 982-5223

Campus Pastor

Manchester's religious program, chapels, Campus Ministry Board, counseling.

Campus Pastor, Petersime Chapel (260) 982-5243

Career Services

Educational programs regarding career planning, summer jobs, job assistance.

Office of Career Services, Calvin Ulrey Hall (260) 982-5242

Conferences, Public Events, and Camps

Summer conference planning and facilities utilization.

Director of Conferences and Public Events, College Union Building (260) 982-5247

The Development Program

Information about planned giving opportunities, gifts, bequests, the annual fund, and church relations.

Office of College Advancement, Administration Building (260) 982-5223.

Educational Program, Transcripts, Academic Reports

Information about courses, grades, graduation requirements, transfer credit, and transcripts.

Office of the Registrar, Administration Building (260) 982-5234

Financial Aid

Financial aid forms and requirements, college, state and federal aid programs, student loans, campus jobs.

Office of Financial Aid, Administration Building (260) 982-5066

The Graduate Program

Admission to the program, requirements.

Office of Academic Affairs, Administration Building (260) 982-5051

International Students

Advising, visa renewal

Office of Student Development, Administration Building (260) 982-5052

Media and Public Relations

Office of College Advancement, Administration Building (260) 982-5218

Off-Campus Programs

International and programs in the United States, Brethren Colleges Abroad Program.

Office of International Studies and Academic Enrichment, Otho Winger Building (260) 982-5327

Safety and Security

Parking, security.

Security Office, Calvin Ulrey Hall, days - (260) 982-5256, nights and weekends - (260) 982-5999

Student Services

Information about enrolled students, housing, counseling, student activities, and health services.

Office of Student Development, Administration Building (260) 982-5052

Tuition and Fees

Payments of tuition and College bills, room deposits, and student accounts.

Business Office, Administration Building (260) 982-5282

Table of Contents

The Institution	7	Charges	143
Origins and Traditions	7	Other Expenses	144
Statement of Mission	7	Payment of Charges	144
Accreditation	8	Refunds	145
Academic Program	10	Financial Aid	148
Degrees Offered	10	Financial Aid Application	148
Baccalaureate degree	10	Types of Financial Aid	148
Associate of Arts degree	12	General Information	151
Graduate degrees	13	Student Life	155
Special Learning Opportunities	13	Student Development	155
Interdisciplinary Programs	16	Career Services	155
Academic Policies,		Counseling	155
Procedures	17	Reconciliation service	156
General Education		Residential life	156
Requirements	26	Religious life	156
Major and Minor Fields of Study	31	Multicultural affairs	157
Campus and Facilities	132	Student health	157
Campus	132	College security	157
Academic buildings	132	Accident and medical insurance	158
Residence facilities	133	Campus Policies	158
Computer facilities	134	Co-Curricular Activities	159
Laboratories	134	Student Services	162
Other facilities	134	People of Manchester College	165
Admissions	138	Board of Trustees	165
First-Year Student Admission		President Emeritus	166
Requirements	138	Faculty Emeriti	166
Application Procedures	138	Faculty	168
Admission and Enrollment	139	Administrative Staff	173
Advanced Standing (Transfer)	139	Clinical Affiliations	174
Admission Classifications	139	Appendix	176
Special Admission	140	Enrollment Statistics	176
Readmission	140	Memorials	178
Financial Information	142	Endowed Scholarships	181
College Expenses	142	Index	204
Tuition, General Fees	142		
Room and Board	142		

This catalog is a description of the policies, academic programs, degree requirements and course offerings in effect for the 2002-2003 academic year. It is not a contract between the students and the College. Manchester College reserves the right to change any of the policies and procedures contained in this catalog and to apply these changes to any or all students. The College may also choose to add, change, or discontinue course offerings or degree programs at any time.

2002-2003 CALENDAR

FALL SEMESTER 2002

August	31	New Student Orientation
September	1-3	New Student Orientation
	4	Classes begin
	25	Mack Day (Classes resume - 6 p.m.)
October	5	Parents/Family Weekend
	14	Fall semester break—classes dismissed (Classes resume - 6 p.m. October 14)
	19	Homecoming
	22	End of first half semester
	23	Beginning of second half semester
November	23-12/1	Thanksgiving recess (Classes dismiss 6 p.m. November 22; resume 8 a.m. December 2)
December	16-19	Final examinations

JANUARY SESSION 2003

January	8	Classes begin
	28	Session ends

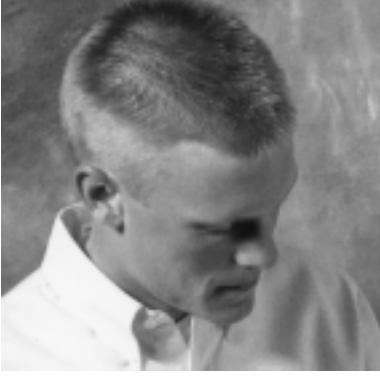
SPRING SEMESTER 2003

February	5	Classes begin
March	12	Discussion Day
	21	End of first half semester
	22-30	Spring Break (Classes dismiss 6 p.m. March 21 resume 8 a.m. March 31)
	31	Beginning of second half semester
April	18-21	Easter recess (classes dismiss 6 p.m. April 17, resume 8 a.m. April 22)
May	3	May Day
	19-22	Final examinations
	25	Baccalaureate and Commencement
	29-31	Alumni Days

SUMMER SESSIONS-2003

May	27	Session I begins
June	16	Session I ends
	17	Session II begins
July	4	Classes dismissed
	8	Session II ends
	9	Session III begins
	29	Session III ends

The Institution



Mark Heiden
Elementary Education Major

The Institution

Origin and Traditions

Manchester College traces its origin to the Roanoke Classical Seminary founded by the United Brethren Church in Roanoke, Ind., in 1860. The Seminary became Manchester College when, in 1889, it was moved to North Manchester, Ind. In 1895, the campus was purchased by representatives of the Church of the Brethren who deeded it to four State Districts of the Church in 1902. The number of supporting districts increased until, by 1932, Manchester served the five-state area of Indiana, Ohio, Michigan, Illinois, and Wisconsin.

Rapid growth of the public high school and increasing interest in higher education resulted in a gradual shift of emphasis from an academy and Bible school to a college of liberal arts. The academy was discontinued in 1923.

Mount Morris College in Mount Morris, Ill., merged with Manchester College in 1932. Founded as a Methodist Seminary in 1839, Mount Morris had been purchased by representatives of the Church of the Brethren in 1879 and operated under the name of the Rock River Seminary and College Institute until 1884 when the name was changed to Mount Morris College. The merger of Mount Morris College and Manchester College came about when the Church of the Brethren decided that its educational program would be strengthened by pooling its resources in a smaller number of colleges.

The relationship of Manchester College with the Church of the Brethren continues to this day. The College accents this relationship and welcomes students of all faiths to its campus.

Statement of Mission

Manchester College is an independent, co-educational college in the liberal arts tradition, affiliated with the Church of the Brethren. It is committed to being a community of faith and learning. Manchester affirms the relevance of values to the search for knowledge and has a dual commitment to intellectual integrity and Christian faith, believing that sound scholarship and learning can strengthen both.

The College welcomes students of diverse interests and ages, as well as those of different ethnic, religious, and racial backgrounds. Within the constraints of financial responsibility, the educational program combines liberal education, career preparation, and education for service, while fostering a desire to improve the quality of life. Manchester College seeks to graduate people who possess ability and conviction, and who understand truth as it is perceived from scientific, moral, philosophical, and historical perspectives.

Within a long tradition of concern for peace and justice, Manchester College intends to develop an international consciousness, a respect for ethnic and cultural pluralism, and an appreciation for the infinite worth of every person. A central goal of the College community is to create an environment which nurtures a sense of self-identity, a strong personal faith, a dedication to the service of others, and an acceptance of the demands of responsible citizenship.

Accreditation

Manchester College is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools (30 N. LaSalle, Suite 2400, Chicago, IL 60602, 800-621-7440, www.ncahigherlearningcommission.org) since 1932. The teacher education program is accredited by the Indiana Professional Standards Board and by the National Council for Accreditation of Teacher Education at the baccalaureate level. The baccalaureate level social work program is accredited by the Council on Social Work Education. The Athletic Training program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Manchester College holds membership in many organizations related to higher education.

Academic Program



Jaime Eller
Social Work Major

Academic Program

Manchester College seeks to develop in each student an appreciation for learning through a breadth of knowledge in the General Education program, in-depth studies available in more than 34 major fields of study, and increased insights through elective courses.

Degrees Offered

Manchester College offers courses of study leading to the Associate of Arts (A.A.), the Bachelor of Arts (B.A.), the Bachelor of Science (B.S.), the Master of Accountancy (M.Acct.), and the Master of Arts in Contemporary Leadership (MACL) degrees. Each program combines a core of General Education courses, a concentration in a specific major, and elective courses selected by the student in consultation with the academic advisor.

The College does not guarantee graduation to any student who does not complete requirements for a degree or a major.

The Baccalaureate Degree

Graduation Requirements

The baccalaureate degree requires the satisfactory completion of:

1. A minimum of 128 semester hours of credit to include:
 - a. General Education requirements for the degree sought.
 - b. A major field of study with a minimum average grade point of C (2.00) in those courses counted toward the major, excluding any courses taken Pass/Not Pass.
 - c. A minimum average grade point of C (2.00) in those courses counted toward a minor if a minor is completed.
2. A minimum cumulative grade point of C (2.00), excluding any courses taken Pass/Not Pass.
3. The residence requirement consists of either a minimum of 96 semester hours or the last 32 semester hours of credit toward the degree earned through Manchester College. Credits earned in the Brethren Colleges Abroad program are considered to be Manchester College credits.

Academic Major and Minor

A student's program must include a major. A minor is optional.

The Major

The major is a concentration of courses in one subject area, sometimes with the addition of related courses from other disciplines to provide depth in one academic area. Each candidate for the B.A. or the B.S. degree must complete at least one major. It is possible to complete more than one major providing all requirements for each major can be met.

Students must elect a major by the end of the sophomore year. Instructions for electing a major are available from the department chair of the intended major.

The Minor

The minor field of study is an option provided to complement study in a major field or to develop a special area of interest. A student's minor must include at least 12 hours of courses that are not included in the major.

Senior Comprehensive Evaluation (SCE)

Each academic major includes a senior comprehensive evaluation (SCE) which every student must pass in order to graduate. The comprehensive evaluation is a learning/assessment experience, consistent with the learning goals of the major. Each department will provide students with information about the structure of the SCE, how it will be evaluated, and procedures for remediation. The department will also provide the necessary resources to allow students who are initially unsuccessful an opportunity to achieve success through repeating all or part of the SCE.

First Year Colloquium (FYC)

First Year Colloquia (FYC) are courses designed to integrate new students into college life. Taught by specially selected faculty, these interdisciplinary courses focus on an exciting range of topics. All FYC students learn about a specific academic topic and, at the same time, learn many of the basic skills (computer use, information acquisition, writing, listening, speaking) that will help them succeed in their other classes. FYC classes are small and foster interaction among the students and faculty.

New first-time students matriculating in the fall semester are required to enroll in an FYC section that semester. Transfer students or new first-time students matriculating in the January session or spring semester are exempt from the FYC requirement if 12 semester hours have been accumulated by the fall semester of their enrollment. Students for whom the FYC requirement has been waived must complete an additional three semester hours from the General Education Connections list.

Students who do not successfully complete FYC (receive grades of F, W, WF, or UW) may either enroll in a different section of FYC the following fall and replace the original grade or complete an additional three semester hours from the General Education Connections list and keep the original grade. Other students who wish to repeat the course must petition the Academic Standards Committee for permission.

A student enrolled in a section of First Year Colloquium may withdraw from that section only by petition to the Academic Standards Committee.

Second Degree

While in most cases pursuing a second bachelor's degree is not advisable, earning a second degree is possible at Manchester. Requirements for earning a second degree are:

1. A minimum of 32 additional semester hours of credit earned at Manchester College.
2. A minimum cumulative grade point average of 2.00 excluding any courses taken Pass/Not Pass.
3. Completion of General Education requirements for the degree sought.
4. Completion of a major field of study, distinct from the major field in the first degree, with a minimum average grade point of 2.00 in those courses counted toward the major.
5. Conferral of the second degree at a commencement other than the one in which the first degree is conferred.

Fields of Study

For details of majors, minors, concentrations, and course descriptions, consult departmental listings.

Program Area

Accounting	History
Art (B.A. degree only)	Health and Physical Education
Athletic Training	Individualized Interdisciplinary Major
Biochemistry (concentration)	Information Systems (minor only)
Biology	Journalism (minor only)
Biology-Chemistry	Mathematics
Business Administration	Media Studies (concentration)
Chemistry	Medical Technology
Communication Studies	Music
Computer Science	Nonprofit Management
Criminal Justice (minor only)	Peace Studies
Economics	Philosophy
Education	Physics
Engineering Science	Political Science
English	Psychology
Environmental Studies	Religion
Exercise Science	Small Business Management
Finance	Social Work
French (B.A. degree only)	Sociology
Gender Studies (minor only)	Spanish (B.A. degree only)
Gerontology (minor only)	Teaching English to Speakers of Other Languages (minor only)
German (B.A. degree only)	Theatre Arts (concentration)

Pre-Professional Study

A Manchester student may plan a combined liberal arts/professional curriculum in preparation for graduate programs. Also, the student may complete four years of study in an appropriate major or earn a degree by combining three years of course work at Manchester with credit earned at a professional school.

Careers commonly approached through pre-professional curriculum include:

Dentistry	Ministry
Engineering	Nursing
Law	Physical Therapy
Medicine	Veterinary Medicine

The Associate of Arts Degree

The Associate of Arts degree is a program of study of at least two years duration which prepares students for a variety of employment opportunities. Areas of study in the A.A. program are those which are consistent with the basic mission of Manchester College.

Associate of Arts Degrees are available in the following areas:

Art	English-Literature
Church Ministry	English-Writing
Computer Applications	Gerontology
Criminal Justice	Health and Fitness Instruction
Early Childhood Education	Media Studies
English-Language	Religion

All course work in the program is of baccalaureate degree level and has a liberal arts orientation rather than a purely vocational base. All credits earned are applicable to a baccalaureate degree at Manchester College.

Admission requirements for the A.A. program are not substantially different from those of the baccalaureate degree.

Requirements for the Associate of Arts Degree

The Associate of Arts degree requires the satisfactory completion of:

1. A minimum of 64 semester hours of credit to include:
 - a. General Education requirements.
 - b. An approved major with a minimum average grade point of C (2.00) in those courses counted toward a major, excluding any courses taken Pass/Not Pass.
2. A minimum cumulative grade point average of C (2.00), excluding any courses taken Pass/Not Pass.
3. A minimum of 32 semester hours earned through Manchester College.

An A.A. degree cannot be received in the same commencement as a baccalaureate degree if the major of the A.A. program is available as a minor in the baccalaureate program. For a student to receive both an associate degree and a baccalaureate degree in similar majors, the associate degree must be received prior to the baccalaureate degree.

Graduate Degrees

Information about the Master of Accountancy and Master of Arts in Contemporary Leadership degrees is included in the *Graduate Bulletin*, which may be obtained from the director of graduate studies in the Office of Academic Affairs.

Special Learning Opportunities

January Session

January session is designed so that students concentrate on one course. This allows participation in one of the many classes offered on and off campus in this country or around the world. On-campus options include regular classes as well as specially designed classes. The normal January session student load is one academic and one physical education activity course, for a maximum load of four semester hours.

Manchester College does not pay tuition for students who enroll at another institution during January session, although information about colleges with which Manchester has formal tuition exchange programs is available in the Office of the Registrar.

Values, Ideas, and the Arts (VIA)

Three program series combine to bring to the General Education curriculum additional cultural exposure and intellectual enrichment.

The Convocation Series brings to the campus speakers, musical and dramatic performers, and gifted persons from within the College community. The Public Program Series brings evening performances of musical, dramatic, and lecture events. The Cinema Series consistently has internationally acclaimed films to increase appreciation of artistic expression and cultural experiences in other nations and our own.

Honors Study

The Honors Study Program recognizes academic excellence and provides special opportunities beyond those available in the regular curriculum. An honors diploma may be earned by students who have a cumulative grade point average of 3.50 or better and who complete prescribed courses including an honors thesis.

Selected beginning students and upperclass students with grade point averages of 3.50 or higher can apply to be honors students. Honors students are eligible to take special honors courses and special honors sections of regular courses. They may also, with the permission of their professors, take regular courses for honors credit. All academic work which is done in the Honors Program will be appropriately identified on the student's record. Details about the Honors Study Program are available in the Office of Academic Affairs.

Students not admitted to the Honors Program may petition to enroll in honors courses. Forms are available in the Office of the Registrar.

Peace Studies Institute

The Peace Studies Institute offers public programs, visiting speakers and performers, conferences, and workshops on peace and justice issues. A joint student-faculty-staff committee directs the institute's program, which is supported primarily by the Sam and Marla Ropchan Endowment for Peace Studies.

Practica, Field Experiences, and Internships

Since actual experience is a very good teacher, Manchester College provides a number of field experiences for its students. A **Practicum/Field Experience** is a unit of work that permits a student to observe a profession or provides practical application of previously studied theory. It allows a student to participate in activities typical of a profession but does not demand a high level of professional responsibility or professional judgment. An **Internship** is a unit of work performed in actual service for a public/private organization. This experience links classroom instruction to a career. Because an internship serves as a trial period in a career, it is available only to junior and senior students who demonstrate academic and personal maturity appropriate to the position.

Study Abroad Programs

Students may earn credit through **Brethren Colleges Abroad (BCA)**, a cooperative program with other Brethren colleges. Study through this program for one semester or a full year is possible in Dalian, China; Quito, Ecuador; Cheltenham, England; Nancy, France; Strasbourg, France; Marburg, Germany; Athens, Greece; Cochin, India; Sapporo, Japan; Xalapa, Mexico; and Barcelona, Spain. Credit may also be earned through participation with other colleges who make international study available to cooperating institutions with approval from the Office of Academic Affairs.

Students who desire to study abroad to improve language skills or expand international outlook can take advantage of several kinds of international study opportunities. During January session, students may receive credit through study abroad with a group under the leadership of a Manchester professor. Courses offered in recent years included travel to Africa, Costa Rica, England, Mexico, Morocco, Nicaragua, Spain, Russia, Eastern Europe, Ireland, Vietnam, and Germany.

Students planning to study away from campus should be familiar with both major and graduation requirements. If the courses taken abroad do not meet these requirements, additional work may be necessary for graduation. Therefore, students should seek advice from the major advisor, the registrar, or the study abroad coordinator.

Individualized Study

Credit may be earned through two methods of individualized study:

Tutorial

Professors may consent to tutor a catalog course for a student who is unable to take the course in the usual manner. In such cases, an additional fee is charged to the student. No fee is charged for courses taught as tutorials as a result of certain scheduling conflicts or small enrollments.

Special Problems

A student who has demonstrated ability to work independently may propose a course with a qualified and willing professor. The department chair and the vice president and dean for academic affairs must also approve the course, and a second qualified evaluator must be involved in the grading.

Academic Development and Program for Transition (ADAPT)

Students whose high school records indicate they might have difficulty performing college level work, may be admitted to the College with the condition that they participate in ADAPT. Students in ADAPT will work with specially assigned academic advisors to develop individual success plans that will include a series of strategies aimed at assisting students to meet their educational goals.

Graduation Pledge Alliance

The Graduation Pledge of Social and Environmental Responsibility, which many graduating seniors adopt each year, is officially recognized at commencement ceremonies. Manchester College is the national headquarters for the pledge, in which dozens of schools around the country participate.

“I pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organizations for which I work”

Special Programs Following Graduation

Manchester College Service Semester

Manchester College has a long tradition of commitment to service. In 1996, a new opportunity was developed for students wishing to offer service to the College or the local community following graduation. The Service Semester Awards allow recent graduates to enroll in up to 16 semester hours of credit (including a required six-hour service internship) with full tuition remission. Students are responsible for their room, board, health insurance, books, and other personal expenses.

Awardees must participate in a service internship that serves either Manchester College or a local, non-profit agency in the semester immediately following graduation. Additional information about eligibility requirements and the selection process are available in the Office of the President.

Manchester College Employment Guarantee

If at six months following graduation with a baccalaureate degree, a graduate of Manchester College has not secured employment after an appropriate effort to obtain it (or has not enrolled in a graduate program), he or she can return to the College for additional undergraduate courses and career preparation for one year without a charge for tuition.

To qualify for this guarantee, students will need to follow a prescribed program of preparation before graduation that supplements their course of study. Details on the program are available from the Office of Career Services.

Interdisciplinary Programs Environmental Studies

The identification and mitigation of environmental problems, including the conservation of natural resources, rank among the most important endeavors of the 21st century. There is, therefore, a growing need for professionals who have the skills needed to identify and develop proactive solutions for environmental problems.

The goal of the environmental studies (ES) program is to introduce students to the significance of environmental dilemmas, and to provide ES majors and minors with opportunities to learn and practice skills used by professionals working in this field such as critical thinking, problem solving, and technical writing. Cooperating in this interdisciplinary program are faculty from departments such as accounting and business, biology, chemistry, economics, history and political science, mathematics, and religion and philosophy.

Students desiring to major or minor in ES should consult with the director of the ES program early in their academic careers. ES majors are encouraged to take advantage of related internship, research, and work opportunities.

Gender Studies

The gender studies program analyzes gender as a social and cultural phenomenon. The program relies upon the insights of feminist scholars, both men and women, who have revised concepts of gender that were once thought universal but are now seen as culturally determined. Students study women and femininity, as well as men and masculinity, from a gendered perspective that critiques traditional points of view.

The interdivisional minor in gender studies complements a variety of majors. It prepares graduates to do the critical thinking required in business and the professions as well as to apply principles of gender analysis to graduate study in the humanities and the social sciences.

Gerontology

By the year 2030, older people will make up 25 percent of the U.S. population. Specialists in gerontology will be needed to meet multiple needs of older adults.

Students who elect a minor or associate degree in gerontology work closely with a program advisor to tailor their studies to complement career aspirations in health care and social work, politics, law, research, product design or program development, business, marketing, media, transportation and housing, education, arts and leisure, retirement planning, and many other occupations.

Students explore physical, psycho social, financial, environmental and spiritual aspects of aging, using classroom experiences, individualized research, field trips and practicums in various settings.

Individualized Interdisciplinary Major

In some situations a student may wish to design a major suited more to that individual than the major(s) offered by departments. Provisions have been made for this through the establishment of an individualized interdisciplinary major. A student presents a program proposal to the vice president and dean for academic affairs. Individualized interdisciplinary majors must be approved by the Academic Policies Committee. A student electing to complete an individualized interdisciplinary major cannot have another major. Procedures for planning this type of program can be obtained in the Office of Academic Affairs.

Peace Studies

Peace studies explores the frontiers of nonviolent alternatives to conflict, whether in our personal lives or international relations. The interdivisional peace studies major and minor consist of courses drawn from a number of disciplines that relate to the analysis and transformation of conflict. Formal concentrations within the major are interpersonal and intergroup conflict studies, religious and philosophical bases, and international and global studies. Students can also choose to design individualized concentrations within the peace studies major, such as communication, gender studies, social change, or environmental studies. Many peace studies students major in a second field as well, engage in study-travel during January session, and spend their junior year studying abroad. Practicum credit and internships are available with peace and justice organizations, and independent study through special problems credit is optionally available. The student's program of study is under the supervision of the director of the peace studies program and the peace studies council. A number of scholarships are designated for peace studies majors.

Academic Policies and Procedures

Responsibility of Students

The College makes every effort to assist students through the academic advising program, yet the final responsibility for meeting all academic and graduation requirements rests with each student. Assistance in interpreting the requirements is available from academic advisors and the registrar.

Registration

Students must complete the required steps in enrollment during the official registration period for each semester. Instructions and time schedules are announced in the Schedule of Classes published by the Office of the Registrar. A late charge is assessed for failure to meet announced deadlines. When conditions beyond the control of the student cause an unavoidable delay, notice should be given to the registrar immediately. Only under exceptional circumstances will students be enrolled after the first day classes are scheduled to meet. No students will be enrolled after the last Change of Course Day. The College accepts no responsibility for holding room reservations or classroom space if registration has not been completed according to schedule.

Change of Registration

Students can make adjustments to their schedules at no cost during the first three days of the fall or spring semester or on the first day of January or summer sessions designated as Change of Course Days. A \$10 fee will be assessed for each change made after Change of Course Days. Students are responsible for ensuring they are properly enrolled in courses.

Adjustments in tuition charges resulting from changes in registration after Change of Course Days are discussed under Changes in Enrollment in the Refund section.

Withdrawal from College

The College regards the registration of a student as a contractual agreement. For this reason, special procedures must be followed in the event a student withdraws from the College. Any student considering withdrawal after the beginning of classes initiates the process by having an interview in the Office of Student Development. A

form obtained from that office must be completed with signatures from the financial aid, residence life, business, registrar's and academic affairs offices before withdrawal is official.

Withdrawal from Courses

During the first two-thirds of a semester, a student may withdraw from a course and receive a grade of W. After that date, a student who withdraws will receive a grade of WF. A student who does not withdraw but stops attending class will receive a grade of UW. Both the WF and UW count as an F (0) in the student's grade point average. Forms for withdrawing from individual courses are available in the Office of the Registrar.

Enrollment Status

Students enrolled for 12 or more semester hours of credit in the fall or spring semesters are classified as full-time students. Full-time students are billed for one-half of the academic year costs prior to each of these semesters. January session tuition, general fee, and room and board costs are included in these one-half year costs.

Enrollment in either fall or spring semester for less than 12 semester hours of credit classifies a student as part-time with part-time rates assessed for tuition costs. January session tuition and room and board costs are not included in charges for part-time enrollment.

Audit/No-Credit Enrollment

Regular or special students may be permitted to enroll in classes on an audit or no-credit basis with the consent of the instructor.

While no official grade or academic credit is awarded for either experience, no-credit students must meet all class requirements. Auditors may, but are not required to, submit assigned papers, take tests, and complete papers and projects for evaluation.

Students may change their registration from credit to audit or no credit during the first two-thirds of a course. Students may not change their registration from audit or no-credit to credit.

Academic Load and Overload

Enrollment in 14-15 semester hours of credit is considered a normal academic load. A student may enroll for more than 16 semester hours (overload) during a regular semester if that student has a cumulative grade point average of B (3.00) or higher. No student will be permitted to enroll for more than 18 semester hours of credit in any semester without a special petition to the Academic Standards Committee. Overload fees will be assessed for enrollment over 16 hours.

Class Standing of Students

Students are classified on the basis of the number of semester hours they have successfully completed.

- first year 0-27.75 semester hours
- sophomore 28-59.75 semester hours
- junior 60-91.75 semester hours
- senior 92 or more semester hours

Class Attendance

Specific attendance policies and sanctions for excessive absences from class are the prerogative of the individual instructor. Students are expected to attend all officially scheduled lectures, discussions, laboratory exercises, and examinations. Instructors may excuse students for reasonable causes. Students are responsible for all work missed regardless of the reason.

The following are examples of reasonable causes for excused absences: sickness of student, death or serious illness in the student's immediate family, college activities (such as field trips, intercollegiate sports, or artistic performances), religious observances, circumstances beyond the student's control such as jury duty, bad weather, etc.

Sanctions for unexcused absences may include a failing grade on any work due on the date of an absence, a reduction of the final grade for the course, or a failure in the course.

Examinations

Final examinations are scheduled on the last four school days of each regular semester, and other tests are given during the semester at the discretion of the instructor. Changes to final exam times must be approved by the registrar.

Academic Advising

The academic advising program is under the direction of the registrar. Primary advisors for first-year students are assigned at the time of initial enrollment. Sophomores are assigned to advisors in their area of interest. After the first year, students may request a new advisor. Change of Advisor forms are available in the Office of the Registrar.

Students should consult with the academic advisor with questions about course selections, graduation requirements, and related matters. The student's advisor must sign enrollment forms before they are submitted to the Office of the Registrar each registration period.

These procedures provide each student contact with a faculty member who can assist in assuring that all requirements are completed in sequence and on schedule. Each student however, is responsible for understanding all requirements for her/his degree program.

Time Limitations for Completing Degree Requirements

A student may earn a degree by fulfilling requirements of any catalog in force while enrolled, provided these requirements are dated no more than seven years prior to the year the degree is to be awarded.

Preparation for Graduation and Participation in Commencement

Students expecting to complete all requirements by Sept. 1 of the year of graduation, must submit the Diploma Application to the Office of the Registrar by Dec. 1 of the final year of attendance. Students who participate in the May commencement with requirements to be completed during the following summer, must have the record of their credits submitted to the Office of the Registrar by Sept. 1 to be included in the graduating class of that year. Those who miss this deadline but complete graduation requirements will be included in the following year's graduating class. A certificate of completion, indicating fulfillment of requirements for a degree to be conferred later, will be supplied when needed for job, graduate study, or other purposes when all requirements are completed.

Advanced Placement and Credit by Examination

Students may earn college credit through the Advanced Placement Program (AP) of the College Entrance Examination Board or the College Level Examination Program (CLEP). Additional information is available at the Office of the Registrar.

Proficiency credit may be awarded for a grade of B or above on departmental proficiency examinations. No proficiency credit will be awarded for beginning modern language, re-entry mathematics, college algebra, precalculus, or applied music. Proficiency credit is not given to meet the Values, Ideas, and the Arts requirements. No more than one semester hour credit may be earned through proficiency examination in physical education.

Dean's List

At the end of each semester, the vice president and dean for academic affairs publishes a Dean's List with the names of students in the upper 10 percent of each class who have carried 12 semester hours with at least nine semester hours for grades. Students with incomplete (I) or not recorded (NR) grades at the end of the semester are not eligible for the Dean's List.

Graduation with Honors

To graduate with honors, students must have completed a minimum of 96 semester hours in residence at Manchester College, 64 of which must be taken during the junior and senior years. Students enrolled in approved programs of off-campus study during the senior year may also graduate with honors if they meet the residence requirement.

<i>Summa cum laude</i>	3.950-4.000
<i>Magna cum laude</i>	3.850-3.949
<i>Cum laude</i>	3.650-3.849

Graduation with honors is determined using the final cumulative grade point average.

Credits, Grades and Quality Points

Unit of Credit

The semester hour is the basic unit of credit. The number of semester hours generally corresponds to the number of class hours a course meets each week during the semester.

Grading System

Manchester College reports and records grades through the conventional letter system: A, B, C, D and F. In calculating grade point averages, the following point values are used:

Letter	Description	Point Value	Quality
A		4.00	Excellent
A-		3.70	
B+		3.30	
B		3.00	Good
B-		2.70	
C+		2.30	
C		2.00	Fair
C-		1.70	
D+		1.30	
D		1.00	Poor
D-		0.70	
F		0.00	Failing (no credit)

Letter symbols used for other purposes on grade sheets and records are listed below:

- AU** Course audited
- I** Incomplete (Temporary grade-students unable to complete work for reasons beyond their control.) Work must be completed by the mid-semester date of the next regular semester, otherwise a failure (0) is recorded.
- NC** Course taken for no credit
- NP** Not Pass*-Equal to D+ through F. Does not affect grade point average.
- NR** Grade not yet reported
- P** Pass*-Equal to A through C-. Does not affect grade point average.
- R** Registered - Course overlaps two semesters.
- UW** Unauthorized Withdrawal (Failure, 0)
- W** Withdrawn Passing
- WF** Withdrawn Failing (0)

* The instructor and registrar will only verify the P or NP grade to outside agencies, not the actual grade given in the course.

Grade Point Average (GPA)

The cumulative grade point average determines a student's rank in class, academic honors, and academic warning. The first step in ascertaining the GPA is to determine quality points. The quality points earned in any course are found by multiplying the number of semester hours assigned to that course by the point value of the grade earned. The cumulative GPA then is determined by dividing the total of such quality points earned by the sum of the semester hours attempted.

Mid-Semester Reports

All undergraduate students receive mid-semester evaluations and reports. Grades assigned at the mid-semester are not a part of the student's official transcript and do not affect the student's GPA.

Transcript of Record

The Office of the Registrar supplies an official transcript of academic record upon written request. A fee of \$5 is charged for each copy. Fees should accompany the transcript request. No official transcript is released if a student has outstanding financial obligations to the College.

Correspondence Courses

Manchester College will accept a limited amount of correspondence credit. No more than 6.0 semester hours of correspondence course work from accredited institutions may apply toward graduation requirements. Students are advised to check with the registrar before taking a correspondence course for which they expect credit toward graduation.

Pass/Not Pass Option

The Pass/Not Pass option is available to encourage maximum use of elective options and to foster the spirit of inquiry, especially in areas outside the student's major. Certain courses are offered solely on a P/NP basis, and all students enrolled in these are graded on a P/NP scale. Courses which are essentially experiential in nature may also be offered on a P/NP basis.

Juniors and seniors not on academic probation are permitted to complete up to 13 semester hours toward graduation for which the grade is P/NP. No more than two

courses may be taken P/NP in any one semester. Students in the Honors Study Program may take one honors course P/NP.

Courses in the General Education program, those prerequisite to or included in a major or minor, and all courses required for teacher certification may not be taken P/NP.

Eligible students may elect the P/NP option during the first two thirds of a course. P/NP request forms are available in the Office of the Registrar. This option is not reversible after the request has been approved.

Instructors assign letter grades to all students in a class. Those enrolled P/NP who earn grades of C- or higher receive P. The registrar will only record the P or NP grade. Full credit is given for the P grade, but the credit is not included in determining students' grade point averages. The NP grade does not affect students' grade point averages.

Repeating Courses

Students may retake any course subject to the following conditions: (1) students will receive credit for the course only once, except for courses which by catalog description may be repeated for credit; (2) final grades for each enrollment in the course will be recorded on the permanent record. Only the repeated course grade will be counted toward the cumulative and major GPAs for meeting graduation requirements. In the rare circumstance when students earn a passing grade the first but not the second time, both grades will be included in the GPA.

Credit for Prerequisites

A student who has completed a course for which a prerequisite(s) exists may not take the prerequisite(s) for credit.

Students may not enroll in a lower level course if an upper level course has been completed in that discipline.

Plagiarism and Academic Dishonesty

Plagiarism is the presentation of information (either written or oral) as one's own when in reality some or all of the information was derived from some other source. Specific types of plagiarism encountered in written and oral assignments include the following:

1. Sources have been properly identified, but excerpts have been quoted without proper use of quotation marks; or the material has been slightly modified or rephrased rather than restated in the student's own words.
2. Key ideas or items of information derived from specific sources and uncommon knowledge have been presented without proper identification of the source or sources.
3. Unidentified excerpts from other sources have been woven into the student's own presentation.
4. A paper or speech may be a mosaic of excerpts from several sources and presented as the student's own.
5. An entire paper or speech has been obtained from some other source and presented as the student's own.

Cheating consists of any unpermitted use of notes, texts or other sources so as to give an unfair advantage to a student in completing a class assignment or an examination. Intentionally aiding another student in cheating is also considered cheating. Submission of the same work (essay, speech, art piece, etc.) to fulfill assignments in separate classes requires the permission of both professors (if both courses are being taken in the same semester), or the permission of the second professor (if they are taken during different semesters).

Unintentional Plagiarism

In cases of plagiarism where no deception is intended (such as where the student is ignorant of the proper citation of sources), the student should expect a reduction of the paper's grade and the requirement to revise the paper to bring its form within normal academic standards.

Deliberate Plagiarism and Cheating

In cases of deliberate plagiarism, and in all cases of cheating and attempted cheating, the work assigned will be failed. At the instructor's discretion, the student may also be failed from the class (regardless of the grade-weight of the work assigned). A letter recording the deception will be sent to the student, with copies sent to the vice president and dean of academic affairs, the vice president and dean of student development, and the student's advisor. Given the incompatibility of deceptive behavior with the integrity of the community, students found cheating or plagiarizing a second time during the course of their academic career are liable to disciplinary probation, suspension, and possible expulsion. These actions will be initiated by the vice president and dean for academic affairs.

Appeal

The student has the right to appeal the charge and/or penalty through the Academic Grievance Procedure in the Spartan Cue.

Academic Good Standing

Academic good standing at Manchester College is determined by a student's success in achieving a minimum cumulative grade point average for a particular enrollment period. Students are not regarded to be in academic good standing if they are placed on academic probation as defined in the catalog under Academic Probation and Disqualification.

A student who is not in academic good standing will be declared ineligible for participation in intercollegiate athletics. Grade point average is also used to determine eligibility for serving as an officer in student government, resident hall assistant, editor of campus publications, or station manager for the campus radio station. In some cases the minimum grade point average for participation in extracurricular activities may be higher than those listed in the catalog.

Probationary status will be determined for all students at the end of fall and spring semesters. A student may petition for a reevaluation of their probationary status at the end of any grading period.

Academic Probation and Disqualification

The College has established minimum standards of academic performance, and reserves the right to evaluate a student's academic eligibility for continued enrollment. At the end of each semester, failure to meet the standards will result in academic probation or disqualification from continued enrollment. Standards are based upon the student's cumulative grade point average and the total semester hours attempted by the student at Manchester College. A cumulative grade point average of 2.00 is required for graduation.

Total Sem. Hrs. Attempted*	Academic Probation if Cumulative G.P.A. is below:	Academic Disqualification if Cumulative G.P.A. is below:
0-15.75	1.40	0.60
16-27.75	1.60	0.90
28-43.75	1.75	1.20
44-59.75	1.90	1.50
60-75.75	2.00	1.70
76-91.75	2.00	1.75
92 up	2.00	1.80

*Transfer credits accepted are never counted in total semester hours attempted; however, to determine where transfer students are in relationship to this chart, the semester hours of transfer credit accepted at the time of admission will be added to the semester hours attempted at Manchester College.

Any student whose grade point average is less than 1.40 for any given semester shall be placed on academic probation even if the student's cumulative grade point average is above the minimum for academic good standing.

Right to Appeal Academic Disqualification

Any student who is disqualified from continued enrollment has the right to appeal the disqualification to the Academic Standards Committee. Information on the appeal process is available in the Office of the Registrar.

Reinstatement

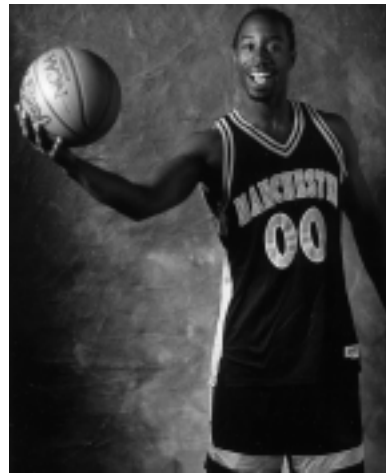
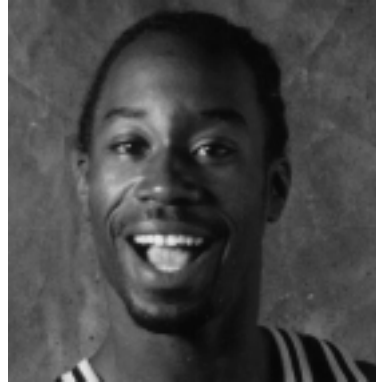
A student who has been disqualified from enrollment based upon academic performance, may apply to the Academic Standards Committee for reinstatement after sufficient time to allow for greater maturation and stronger motivation for educational achievement. Request for reinstatement is made on an Application for Readmission Form available from the Office of Admissions. The applicant must submit, with the application, a letter presenting convincing evidence that she/he is prepared to meet the minimum academic standards of the College.

Graduation and Transfer-Out Rates

Most students are able to complete their studies and graduate from Manchester College in four years without difficulty. Classes are readily available and advisors work closely with students to plan ahead. Some students take more than four years to graduate when they change majors, pursue multiple majors, study abroad, encounter academic difficulties, or simply stop out for a January or semester or more.

Approximately 10 percent of first time full-time students transfer from Manchester after one year. As reported to the U.S. Department of Education, the average five year graduation rate for first time full-time students entering in fall 1992 through fall 1996 was 48.9 percent.

General Education



Yul Lee
Elementary Education Major

General Education Requirements

Baccalaureate and Associate of Arts Degrees

General Education requirements may be met by any of the following, subject to the policies and limitations appropriate to each means:

1. Completion of appropriate courses from the General Education list with a passing grade.
2. Proficiency credit by examination for courses on the following General Education list.
3. Proficiency credit via General Examinations of the College Level Examination Program (CLEP) or CEEB Advanced Placement Program.
4. Transfer credit for courses evaluated as equivalent to courses on the General Education list or approved alternate courses.
5. Completion of courses specified as approved substitutes for General Education courses, with a passing grade.

	Semester Hours Required for:	Bachelor of Arts	Bachelor of Science	Associate of Arts
FOUNDATIONS		21	21	20
First Year Colloquium (GE-A) IDIV 121 First Year Colloquium		3	3	3
Written Communication (GE-B) ENG 110 Writing Through Literature		3	3	3
Oral Communication (GE-C) COMM 110 Foundations of Human Communication		3	3	3
Mathematics (GE-D) MATH 102 Math for Elementary Teachers II MATH 103 Survey of Mathematical Thought MATH 112 College Algebra MATH 120 Precalculus MATH 121 Calculus I MATH 130 Discrete Mathematics MATH 210 Introduction to Statistics (Early Childhood Education majors may substitute MATH 101 for MATH 102)		3	3	3
Western Civilization (GE-E) HIST 101 Development of Western Civilization (Early Childhood and Elementary Education majors may substitute HIST 100 World Civilization for Teachers)		4	4	4
Christian Tradition (GE-F) REL 101 Introduction to the Old Testament REL 102 Introduction to the New Testament REL 111 The Christian Faith REL 210 Judaism, Christianity, and Islam REL 228 The Brethren Heritage REL 241 Jesus and the Gospels REL 311 History and Thought of Christianity I REL 312 History and Thought of Christianity II		3	3	3
Wellness and Physical Education Activities (GE-G) PE 100 Introduction to Wellness PE 101 Choice of any three (one for AA) from the courses offered. A maximum of 1.5 credits count toward the baccalaureate degree. A maximum of 0.5 credits count toward the associate degree.		2	2	1

	Semester Hours Required for:	Bachelor of Arts 18	Bachelor of Science 18	Associate of Arts 6*
THE DISCIPLINES				
		*in two divisions outside the division of the student's major		

Humanities (GE-I) 6 6 0-3
Each student must take one course in each of the following areas:

Arts (GE-I1)
HUM 130 Experiencing the Arts

Philosophy (GE-I2)
PHIL 201 Introduction to Philosophy
PHIL 215 Ethical Decision Making
PHIL 330 Philosophy of Religion

Natural Sciences (GE-J) 6 6 0-3
Each student must take one course in any two of the following areas:

Biology (GE-J1)
BIOL 101 General Biology
BIOL 102 Human Biology-Stages of Life
BIOL 107 Principles of Biology I
BIOL 109 Principles of Biology II
BIOL 204 Fundamentals of Human Physiology
BIOL 212 Tropical Ecology

Chemistry (GE-J2)
CHEM 101 Chemical Science
CHEM 103 Introduction to Inorganic Chemistry
CHEM 104 Introduction to Organic Chemistry
CHEM 111 Fundamentals of Chemistry I

Earth/Space (GE-J3)
BIOL 130 Introduction to Environmental Studies
NASC 203 Descriptive Astronomy
NASC 207 Historical Geology
NASC 209 Physical Geology

Physics (GE-J4)
NASC 103 Physical Science
PHYS 111 College Physics I
PHYS 112 College Physics II
PHYS 210 General Physics I
PHYS 220 General Physics II

Social Sciences (GE-K) 6 6 0-3
Each student must take one course in any two of the following areas:

Economics (GE-K1)
ECON 115 Economic Concepts and Ideas
ECON 221 Principles of Microeconomics

Political Science (GE-K2)
POSC 121 American National Politics
POSC 122 State and Local Politics
POSC 140 International Politics
POSC 233 Comparative Politics

Psychology (GE-K3)
PSYC 101 Introduction to Psychology

Sociology (GE-K4)
SOC 101 Introduction to Sociology

Semester Hours Required for:		Bachelor of Arts	Bachelor of Science	Associate of Arts
CONNECTIONS		14	14	1
Critical Connections (GE-L)		3	3	0
BIOL 435	Biology and Society			
COMM 415	Rhetoric of War			
ECON 320	Economics of Race, Gender, and Class			
HUM 401	Arts and Ideas			
HUM 405	Life and Death			
IDIV 403	Environmental Law			
IDIV 420	Critical Connections			
PHIL 425	Environmental Philosophy			
PHIL 440	Philosophy of Civilization			
SOC 350	Health, Medical Care, and Society			
Cultural Connections* (GE-M)				
General (GE-M1)		6 ¹	6 ²	0
LANGUAGE	Courses may be selected from French, German, or Spanish.			
BIOL 230	Ethnobotany			
COMM 256	Intercultural Communication			
ENG 214	Classical and Medieval Literature			
ENG 238	World Literature			
ENG 242	African American Literature			
FREN110	Inside France			
HIST 206	Women in European History			
HIST 227	Race and Ethnicity in American History			
HIST 329	Women in American History			
HUM 125	Introduction to Gender Studies (also listed as SOSC 125)			
HUM 131	The Jewish Faith, Culture, and People			
HUM 210	Women in the Arts			
MODL 201	European Literature			
REL 201	Religions and War			
REL 225	Feminist and Womanist Theology			
REL 266	Religious Classics			
SOC 228	Racial, Ethnic, and Gender Group Relations			
SOSC 102	Human Conflict			
SOSC 210	Human Geography			
Non-European (GE-M2)		3	3	0
COMM 325	Intercultural Theatre			
ECON 328	Economic Development			
HIST 211	Civilization of South Asia			
HIST 212	Civilization of East Asia			
HIST 220	African History			
HIST 335	Russian History			
HUM 221	Pre-Columbian Civilization			
MUS 119	World Musics			
REL 222	The Confucian and Buddhist Worlds			
REL 223	Religions of India			
SOC 311	Cultural Anthropology			

*Students who complete one semester of study in a College-approved study abroad program may meet six hours of the Cultural Connection requirement in the general or non-European category depending on the location of their study.

¹ Must include six semester hours of language study at the 200 level or higher.

² May include up to three semester hours of language study at any level.

Semester Hours Required for:	Bachelor of Arts	Bachelor of Science	Associate of Arts
Values, Ideas, and Arts (GE-N)	2	2	1

The VIA credit requirement is met by attending an average of 10 VIA programs for each semester the student attends Manchester College full-time (at least 12 credit hours per semester). One-fourth (.25) semester hour of credit is earned for every 10 programs attended. Credit is cumulative. Attendance requirements will be waived for any semester in which the student is enrolled but studying off-campus, e.g., student teaching, internships, field instruction, or BCA. In extenuating circumstances, alternative ways of fulfilling this requirement can be sought from the Academic Standards Committee. Further information is available in the Office of the Registrar.

Writing

Each academic major in the bachelor's degree programs will designate "W" courses within the major requirements. Each student must successfully complete one "W" course in her/his major in addition to the writing requirement in foundations. These courses will be designated in the catalog with a (W) in the course title.

Fields of Study



Tiffany Ozbun
Communication Studies

Requirements for Major/Minor Fields of Study

Courses of Instruction

The detailed requirements for major and minor fields of study, as well as the descriptions of each course, are listed on the following pages. Divisional and departmental courses are arranged alphabetically by division or department.

Courses which are required, or can be used, to fulfill part of the General Education requirements are identified in the course descriptions using the following coding:

GE-A	First Year Colloquium
GE-B	Written Communication
GE-C	Oral Communication
GE-D	Mathematics
GE-E	Western Civilization
GE-F	Christian Tradition
GE-G	Wellness and Physical Education Activities
GE-I	Humanities
GE-J	Natural Sciences
GE-K	Social Sciences
GE-L	Critical Connections
GE-M	Cultural Connections
GE-N	Values, Ideas, and the Arts

The level of courses is indicated by the course number as follows:

Beginning Level Courses	100
Intermediate Level Courses	200
Advanced Level Courses	300
Advanced Level Courses	400

Only students with junior standing or above, or the instructor's permission, may take 400 level courses.

The semester and the year for the regular offering of the course are given with most course descriptions. The College reserves the right not to schedule nor to offer a course if suitable faculty are not available, or to cancel a course if enrollment is insufficient.

Courses listed in parentheses are prerequisites.

ACCOUNTING AND BUSINESS

William Day, Janis Fahs, Kathryn Carlson Heler, Jennifer Lutz, Timothy Ogden, Franklin Olive, Brad Pyrah, Heather Twomey

The Department of Accounting and Business builds upon the College's liberal arts tradition, combining academic preparation, technical training, and experiential learning to prepare students for graduate study and professional careers in accounting and business. Students will have the opportunity to explore financial and managerial accounting, corporate finance, investment management, small business management, and the not-for-profit sector. Internships may be arranged in many of these areas.

Baccalaureate Degrees

Departmental Core, 31-36 hours: ACCT, 221, 222; BUS 110, 231, 234, 313; FIN 333; ECON 221, 222; MATH 112, 210.

Major in Financial Accounting, 56-61 total hours: Core courses plus ACCT 311, 312, 321, 331, 335, 345, 411.

Major in Managerial Accounting, 56-61 total hours: Core courses plus ACCT 311, 312, 321, 331, 345, 422, 440.

Major in Business Administration, 54-59 total hours: Core courses plus BUS 337, 340, 447, 473; ACCT 331; FIN 450; COMM 341.

Major in Small Business Management, 55-60 total hours: Core courses plus ACCT 321, 331; BUS 340, 314, 447, 448, 474.

Major in Finance, 55-60 total hours:
Core courses plus ACCT 311, 331; FIN 335, 340, 450; ECON 310; one course selected from: ACCT 312, BUS 314, 473.

Major in Nonprofit Management, 55-60 total hours: Core courses plus NPM 201, 301, 320, 340, 473; BUS 340; 6 hours of electives (department chair approval).

Majors must successfully complete the senior comprehensive evaluation prior to graduation. Details are available from the department chair.

Minor in accounting and business, 24-26 hours: ACCT 221, 222; BUS 110, 231, 234, 313; FIN 333; 3 hours of electives (department chair approval).

Minor in nonprofit management, 23-25 hours: ACCT 221; BUS 110, 231, 234; NPM 201, 320, 340; 3 hours of electives (department chair approval).

Courses ACCT

221 PRINCIPLES OF ACCOUNTING I 4 hours

This course examines the basics of financial accounting, including an introduction to financial statements and the uses of accounting information. Topics include the primary aspects of the accounting cycle, inventories, cash, receivables, payables and fixed assets. Fall. Spring.

222 PRINCIPLES OF ACCOUNTING II 4 hours

This course completes the examination of financial accounting concepts and examines managerial accounting concepts in a manufacturing setting. Topics include financing a corporation, financial statement analysis, statement of cash flows, costing systems, and budgeting. Prerequisite: ACCT 221. Fall. Spring.

311 INTERMEDIATE ACCOUNTING I 4 hours

This course examines the theoretical framework and underlying concepts that govern the field of accounting. Analysis of the asset side of the balance sheet is emphasized. Prerequisite: ACCT 222. Fall.

312 INTERMEDIATE ACCOUNTING II 4 hours

This course continues the analysis begun in Intermediate Accounting I with emphasis on the liability and equity sections of the balance sheet. Special topics include leases, deferred taxes, cash flows, and pensions. Prerequisite: ACCT 311. Spring.

- 321 MANAGERIAL ACCOUNTING I** **4 hours**
 This course examines the role of accounting in the manufacturing concern with emphasis on the communication and decision making functions of accounting in reporting to management. Other topics include standard and process cost accounting, with a consideration of responsibility accounting and budgeting. Prerequisite: ACCT 222. Fall.
- 331 INTRODUCTION TO TAXATION** **4 hours**
 This course provides an introduction to federal taxation. Major emphasis is placed on individual taxation. Partnerships, corporations, and estates & trusts are also introduced. Fall. Spring.
- 335 GOVERNMENT AND NON-PROFIT ACCOUNTING** **3 hours**
 This course studies the financial accounting for state and local governments and nonprofit organizations that include: health care entities, colleges and universities, voluntary health and welfare organizations, and other nonprofit organizations. The use of funds as a means of maintaining accountability for provided resources is the primary focus of the course. In addition, current accounting and reporting requirements are examined. Prerequisite: ACCT 311. Fall. Spring.
- 345 ACCOUNTING INFORMATION SYSTEMS (W)** **3 hours**
 This course presents the general concepts of accounting information systems and then examines more closely system development through systems analysis, design and implementation. Topics include transaction cycles, information flows, systems documentation, internal controls, and relational database concepts. Prerequisite: ACCT 222. Fall. Spring.
- 401 ACCOUNTING FOR PARTNERSHIPS AND BUSINESS COMBINATIONS** **3 hours**
 This course examines problems of accounting for partnerships and consolidations. Problem solving techniques are emphasized. Prerequisite: ACCT 312.
- 411 AUDITING** **3 hours**
 This course examines the standards and procedures underlying the verification of financial statements by independent public accountants. Topics include internal control, evidence accumulation, and reporting. Prerequisite: ACCT 345.
- 422 MANAGERIAL ACCOUNTING II** **3 hours**
 This course continues the analysis begun in Managerial Accounting I. Topics include mathematical applications in accounting, use of cost data for decision making under uncertainty, and capital budgeting. Prerequisite: ACCT 321. Fall.
- 432 TAXATION OF CORPORATIONS, PARTNERSHIPS, ESTATES, AND TRUSTS** **3 hours**
 This course examines income taxes for corporations, partnerships, estates, and trust. Problems of tax research are also examined. Prerequisite: ACCT 331.
- 440 C.M.A. TOPICS** **3 hours**
 This course which assumes a background in managerial accounting, reviews the field of managerial accounting with emphasis on problem solving techniques. Topics include those necessary for preparation for professional exams in the field of managerial accounting, especially the Uniform Certified Management Accounting exam. Prerequisite: Senior standing. Spring.
- 475 INTERNSHIP** **1-8 hours**
 This course option grants academic credit for a supervised professional experience designed to give students experience in their fields of study. Evaluation of the experience is provided

by the student, the student's supervisor in the internship and a Manchester College supervising instructor. This course may be repeated for a maximum of 8 hours credit. Prerequisite: Approval of the Department's Internship Committee. Fall. January. Spring.

380 or 480 SPECIAL PROBLEMS **1-4 hours**

A student who has demonstrated ability to work independently may propose a course and pursue it with a qualified and willing professor. The department chair and the vice president and dean for academic affairs must also approve. A set of guidelines can be secured from the Office of the Registrar.

385 or 485 SEMINAR **1-4 hours**

An in-depth consideration of a significant scholarly problem or issue. Students pursue a supervised, independent inquiry on an aspect of the topic and exchange results through reports and discussion.

Courses BUS

110 COMPUTER APPLICATIONS FOR BUSINESS **3 hours**

This course introduces students to accounting applications used in the field of business. Applications include word processing, spreadsheets, presentation graphics, browsers, and accounting and business software. Fall. January. Spring.

231 PRINCIPLES OF MANAGEMENT **3 hours**

This course provides an introduction to the management process. Topics include the foundations of management thought and the theoretical constructs underlying the basic managerial functions: planning, organizing, staffing, directing, and controlling. Fall. Spring.

234 PRINCIPLES OF MARKETING **3 hours**

This course introduces the role and importance of marketing techniques to the success of modern organizations, focusing on the four basic elements of marketing: product, price, promotion, and distribution. Topics of investigation include the marketing concept, marketing research, consumer behavior, the product life cycle, channels of distribution, physical distribution, advertising, personal selling, public relations, market pricing structure, and social responsibilities of marketers. Prerequisite: ECON 221. Fall. January. Spring.

313 BUSINESS LAW I **3 hours**

This course examines the legal environment in which businesses operate. Topics include contracts, sales, and an introduction to commercial paper. Fall. January. Spring.

314 BUSINESS LAW II **3 hours**

This course builds upon the materials studied in Business Law I, exposing students to a wide range of business-related legal issues. Topics include business organizations, agency, debtor/creditor relations, secured transactions, environmental law, securities law, employment law, administrative law, and insurance issues. Prerequisite: BUS 313. Spring.

337 RETAILING **3 hours**

This course examines retail marketing. Topics include retailing management, inventory management and control, purchasing, promotion, advertising, and location. Prerequisite: BUS 234. Spring.

340 HUMAN RESOURCE MANAGEMENT **3 hours**

This course examines the process of managing the people associated with an organization. Topics include employee recruitment, retention, and separation, gender issues, employee safety and health issues, salary and benefits administration, volunteers, and unionization. Prerequisite: BUS 231. Fall.

435 INTERNSHIP **1-8 hours**

This course option grants academic credit for a supervised professional experience designed to give students experience in their fields of study. Evaluation of the experience is provided by the student, the student's supervisor in the internship and a Manchester College supervising instructor. This course may be repeated for a maximum of eight hours credit. Prerequisite: Approval of the Department's Internship Committee. Fall. January. Spring.

447 OPERATIONS MANAGEMENT **4 hours**

This course examines the processes by which land, labor, and capital are transformed into goods and services. Topics include forecasting, inventory management, quality management, design of work systems, location planning, facilities layout, and waiting lines. Prerequisite: BUS 110 and MATH 210. Fall.

448 ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT **3 hours**

This course examines issues unique to establishing and operating small businesses. Topics include starting or acquiring a small business, financing a new business, developing a business plan, and using strategic planning tools in a small business. Prerequisite: BUS 231, 234. Spring.

473 CASE STUDIES IN INTERNATIONAL BUSINESS **3 hours**

This course builds on the traditional business curriculum, exploring ways in which business practices must be tailored to the global environment. Topics include international institutions; international marketing, accounting, and finance; strategic management in a global environment; and cultural aspects of conducting business internationally. Prerequisite: BUS 231 and 234, FIN 333, and ECON 222. January.

474 CASE STUDIES IN BUSINESS (W) **3 hours**

Using the case method, this capstone course synthesizes the materials examined in the other courses required in the major. The class emphasizes critical thinking as well as oral and written presentation in the context of analyzing unstructured business problems. Prerequisite: BUS 231, 234, and FIN 333. Spring.

380 or 480 SPECIAL PROBLEMS **1-4 hours**

A student who has demonstrated ability to work independently may propose a course and pursue it with a qualified and willing professor. The department chair and the vice president and dean for academic affairs must also approve. A set of guidelines can be secured from the Office of the Registrar.

385 or 485 SEMINAR **1-4 hours**

An in-depth consideration of a significant scholarly problem or issue. Students pursue a supervised, independent inquiry on an aspect of the topic and exchange results through reports and discussion.

Courses FIN

333 PRINCIPLES OF FINANCE I **3 hours**

This course provides an introduction to corporate and personal financial management, fundamental concepts in financial management, and financial assets. Topics include financial management overview, financial statements, cash flows, taxes, financial statement analysis, financial markets, institutions, and interest rates, risk and rates of return, time value of money, bonds and stock valuation, mutual funds, and life insurance. Prerequisite: ACCT 222 or consent of instructor. Fall. January. Spring.

335 PRINCIPLES OF FINANCE II **3 hours**

This course examines investing in long-term assets (capital budgeting), capital structure and dividend policy, financial planning and working capital management. Topics include the cost

of capital, capital budgeting, capital structure, dividend policy, financial forecasting, and managing and financing current assets. Prerequisite: FIN 333. Spring, even years.

340 INVESTMENT MANAGEMENT **3 hours**

This course examines long and short-term objectives of investment strategies, focusing on wealth accumulation through tax-deferred or tax-free savings. Topics include investments in stocks, bonds, mutual funds, derivatives (such as options and futures contracts), collectibles, and hard assets (precious metals and real estate). Spring.

450 FINANCIAL ANALYSIS (W) **3 hours**

This course focuses on both external and internal financial analysis. Topics include analysis of all four of the major financial statements, comparison of these financial statements with prior year results for a given company, a company's budgets, and the financial statements of other companies within the same industry, as well as an internal comparison of departmental results with prior year results and the current year budget. Prerequisite: FIN 333. Fall.

475 INTERNSHIP **1-8 hours**

This course option grants academic credit for a supervised professional experience designed to give students experience in their fields of study. Evaluation of the experience is provided by the student, the student's supervisor in the internship and a Manchester College supervising instructor. This course may be repeated for a maximum of 8 hours credit. Prerequisite: Approval of the Department's Internship Committee. Fall. January. Spring.

380 or 480 SPECIAL PROBLEMS **1-4 hours**

A student who has demonstrated ability to work independently may propose a course and pursue it with a qualified and willing professor. The department chair and the vice president and dean for academic affairs must also approve. A set of guidelines can be secured from the Office of the Registrar.

385 or 485 SEMINAR **1-4 hours**

An in-depth consideration of a significant scholarly problem or issue. Students pursue a supervised, independent inquiry on an aspect of the topic and exchange results through reports and discussion.

Courses NPM

201 INTRODUCTION TO NONPROFITS **3 hours**

This course examines the world of nonprofit organizations, i.e., the historical and cultural traditions of nonprofit organizations in the United States and, from an interdisciplinary perspective, the third sector in relation to religion, law, public policy, social welfare, social change, business, literature, community activity, and the arts in our society. Topics include the scope, impact, methods, and varieties of third sector organizations, as well as the social values associated with the nonprofit sector. Fall.

301 LEADERSHIP IN NONPROFITS **3 hours**

This course examines leadership within the context of nonprofit organizations. Topics include an examination of the role of managers and the principles and factors that affect their actions in light of current research and practice, the nature of leadership, leadership knowledge, skills and ability, governing boards, community leadership, and entrepreneurship. Prerequisite: NPM 201. Fall, even years.

320 FUND DEVELOPMENT FOR NONPROFITS **3 hours**

This course examines the strategy for raising money to enable the nonprofit organization to carry out its mission without subordinating that mission to fund-raising. Topics include strategic planning and organization, development of the "Case" or statement of purpose,

grant writing, managing fund development processes, key methods for raising money, and writing the fund development plan. Prerequisite: NPM 201. Fall, odd years.

340 ACCOUNTING AND REGULATORY ISSUES IN NONPROFITS **3 hours**

This course examines accounting and regulatory issues that are important to the managers of nonprofit organizations. Topics include fund accounting, interpretation of financial statements, planning and budgeting, preparing pro forma statements, and exploring regulatory issues. Prerequisite: ACCT 221. Spring, odd years.

473 CASE STUDIES IN NONPROFITS (W) **3 hours**

This capstone course synthesizes all previous Nonprofit Management coursework through the use of case studies and the management of a simulated nonprofit organization. Prerequisite: NPM 201, 301, 320, and BUS 340. Spring, even years.

475 INTERNSHIP **1-8 hours**

This course option grants academic credit for a supervised professional experience designed to give students experience in their fields of study. Evaluation of the experience is provided by the student, the student's supervisor in the internship and a Manchester College supervising instructor. This course may be repeated for a maximum of 8 hours credit. Prerequisite: Approval of the Department's Internship Committee. Fall. January. Spring.

380 or 480 SPECIAL PROBLEMS **1-4 hours**

A student who has demonstrated ability to work independently may propose a course and pursue it with a qualified and willing professor. The department chair and the vice president and dean for academic affairs must also approve. A set of guidelines can be secured from the Office of the Registrar.

385 or 485 SEMINAR **1-4 hours**

An in-depth consideration of a significant scholarly problem or issue. Students pursue a supervised, independent inquiry on an aspect of the topic and exchange results through reports and discussion.

ART

James Adams, Stephen Batzka

The art department offerings provide studio and lecture courses designed to develop an understanding of the fundamentals of aesthetics and the development of the skills which enable a person to use art as a successful medium of communication. Courses are provided for students with a professional interest as well as for others seeking cultural enrichment. Students contemplating an art major must submit a portfolio for purposes of placement. Non-majors may have prerequisites waived.

Baccalaureate Degree

(Bachelor of Arts only)

Departmental major, 38 hours: ART 131, 201, 210, 213, 315, 431, 432; 15 hours of electives in art.

Seniors are expected to participate in a Senior Exhibition, and to successfully complete the senior comprehensive evaluation prior to graduation.

Departmental minor, 28 hours: ART 131, 201, 210, 213, 315, 431 or 432; nine hours of electives in art.

Requirements for teaching majors are available in the Office of Teacher Education.

Associate of Arts Degree

Departmental major, 24 hours: ART 131, 201, 213, 321; 12 hours of electives in art.

Courses ART

111 COLOR & DESIGN 3 hours

Experimentation in various media with the elements of design, including color theory, to achieve a basic understanding of the principles of design and their application to individuals and the life-spaces in which they live. Fall, even years.

131 BASIC DESIGN 3 hours

Introductory experiments and practice in various media with emphasis on understanding the principles of composition, color theory, and mechanical perspective.

201 ART AND LIFE 3 hours

Introduction to modern art in its broadest sense. Progression from those facets of art with which the student is already acquainted (industrial design, architecture, and advertising) to crafts, and finally to the fine arts.

205 ELEMENTARY ART EDUCATION TECHNIQUES 2 hours

A course to develop skills in handling various media for use in the elementary and junior high/middle schools. It combines a study of the art curriculum at these levels with a study of the general elementary curriculum and how the two are interrelated.

210 PAINTING I 3 hours

Introductory course in painting and drawing in various media. Prerequisite: ART 131 or consent of instructor.

211 TEXTILES 3 hours

A study of the interrelationships among fibers, yarns, fabric structures, finishes, and coloring agents. Laboratory included. Spring, odd years.

213 FIGURE DRAWING 3 hours

Figure and portrait drawing from live models. Prerequisite: ART 131 or consent of instructor.

216 ELEMENTARY ARTS AND CRAFTS 3 hours

A companion course to ART 205 with emphasis placed on the construction and application of various craft media to the elementary and junior high/middle schools. There is further study of the art curriculum and its relationship to the total curriculum of the elementary and junior high/middle schools.

221 CAMERA TECHNIQUES 3 hours

A non-laboratory course in the use of the camera as an artistic medium, in journalism, as an aid to teaching, and for pleasure. The course, which will help the beginning as well as the advanced amateur, deals with composition, lighting (natural and artificial), preparation of slides from books for use in class, macro-photography, slide-copying, and color correction.

223 ENAMELING 3 hours

The study of fusing ground glass on metal, generally copper or silver, using a special enameling kiln. The traditional techniques of wet inlay, sgraffito, basse-taille, and cloisonné will be explored as well as some contemporary design concepts using enamel. Generally offered in January. Lab fee.

- 225 FABRIC DECORATION** **3 hours**
 A study of surface design on fabrics, using dyes and inks. The student will explore discharge, tie dye, batik, and silk screen methods of application of design principles to the fabric surface. Various finishing techniques will also be explored. Generally offered in January. Lab fee.
- 241 CERAMICS** **3 hours**
 Practice in wheel throwing, slab construction, glaze formulation, and various decorative techniques. Lab fee.
- 271 THREE DIMENSIONAL CONSTRUCTION** **3 hours**
 Problems in three-dimensional design, using paper, metal, wood, plaster, and clay.
 Prerequisite: ART 131. Spring, alternate years.
- 302 FIGURE PAINTING** **3 hours**
 Figure and portrait painting from live models. Prerequisite: ART 210.
- 310 PAINTING II** **3 hours**
 Advanced studies in pictorial composition in various media, emphasizing experimentation and individual development. Prerequisites: ART 131 and 210. Spring, alternate years.
- 315 CRAFTS** **3 hours**
 Designing for and working with various craft media including paper, wood, metal, metal enamel, clay and other ceramic materials, plastic, and weaving materials. Technical skill to be developed in two- and four-harness weaving, in the use of the potter's wheel, and in the compounding of ceramic glazes. Prerequisite: ART 131.
- 321 ADVERTISING ART** **3 hours**
 Practical experience in designing layouts for various advertising media. Development of skill in lettering with brush and pen. Prerequisite: ART 131. Fall, alternate years.
- 336 OUTDOOR SKETCHING AND PAINTING** **3 hours**
 Drawing and painting of outdoor subjects with major emphasis on watercolor technique.
 Prerequisites: ART 131 and 210. Spring, odd years.
- 366 HISTORIC DESIGN** **3 hours**
 Analysis of the designs of various periods of historical and cultural interest, with problems in composition and construction based on the fundamental elements of the art of each division, with emphasis on non-Western art. Spring, alternate years.
- 431 HISTORY OF ART I (W)** **4 hours**
 An introductory study of the historic and aesthetic developments in architecture, sculpture, and painting, from prehistoric times to the Renaissance. Fall, alternate years.
- 432 HISTORY OF ART II (W)** **4 hours**
 A continuation of ART 431--from the Renaissance to the present day. Spring, alternate years.
- 475 INTERNSHIP** **3 hours**
 Students will work with professionals in institutions related to their goals. They might act as research assistants, as helpers in photo labs, as catalogers, as text-panel writers, or even as packers-unpackers for art exhibits. This experience links classroom instruction to actual career responsibilities. The student is supervised by a professional employed by the specific agency. Prerequisite: Approval of the department chair.
- 380 or 480 SPECIAL PROBLEMS** **1-4 hours**
 A student who has demonstrated ability to work independently may propose a course and pursue it with a qualified and willing professor. The department chair and the vice president

and dean for academic affairs must also approve. A set of guidelines can be secured from the Office of the Registrar.

385 or 485 SEMINAR

1-4 hours

An in-depth consideration of a significant scholarly problem or issue. Students pursue a supervised, independent inquiry on an aspect of the topic and exchange results through reports and discussions.

ATHLETIC TRAINING

See Health and Physical Education.

BIOLOGY

Barbara Ehrhardt, David Hicks, Alan Holyoak, David Kreps, Albert Williams

The courses in this department are designed to (a) give students a knowledge and appreciation of living things; (b) assist students to an understanding of their own physical organization as an aid to healthful living; (c) provide training for entering professional schools in medicine, dentistry and related fields; (d) provide preparation for graduate work; and (e) prepare students for teaching.

Baccalaureate Degree

Departmental major, 49-51 hours:

BIOL 107, 109, 221, 330, 360, 332 or 365, 395, 363 or 420, 311 or 412; one course selected from: BIOL 240, 242, 324; 475 or 495 and 496; four hours of electives in biology; one year of chemistry with lab selected from: CHEM 103 and 104 or 111/111L and 211/211L.

All biology majors must successfully complete a senior comprehensive evaluation before graduating. This will consist of a comprehensive examination in the spring of the senior year and completion of BIOL 395; and BIOL 495 and 496, or BIOL 475.

No more than four hours of combined internship and practicum credit can count toward the major.

Departmental minor, 24 hours:

BIOL 107, 109, 16 hours of departmental electives.

Requirements for the teaching major are available in the Office of Teacher Education.

Courses BIOL

101 GENERAL BIOLOGY

3 hours

An introduction to the principles of biology for the non-major. Topics may include cell biology, evolution, anatomy and physiology of major organ systems, human biology, heredity, and ecology. GE-J1.

102 HUMAN BIOLOGY - STAGES OF LIFE

3 hours

An introduction to the basic principles related to human life history, from fertilization through death. These will serve as the vehicle for considering how scientific methodology illuminates issues in both the personal and public arenas. Both personal decisions and public policy

issues are impacted by our understanding of underlying biological/scientific principles. Topics such as the mechanisms of fertilization, development, homeostatic system integration, systemic physiology of selected systems (e.g. cardiovascular, nervous, endocrine, reproductive), and the continued changes associated with aging will be addressed. Not recommended for majors. GE-J1.

107 PRINCIPLES OF BIOLOGY I **4 hours**

Introduction to the nature of science, biodiversity, and ecology. Laboratory work includes investigative studies. Fall. GE-J1.

109 PRINCIPLES OF BIOLOGY II **4 hours**

Integrating principles of biology, stressing the common responses of life to the problems of existence. Major topics include cellular organization of organisms, genetics, evolution, and organismic processes that maintain life. Examples drawn primarily from vertebrates and vascular plants. Laboratory work emphasizes genetics, and the anatomy and physiology of selected animals and plants. Spring. GE-J1.

110 FIELD BIOLOGY **3 hours**

Identification of flora and fauna of this region. Laboratory work at Koinonia Environmental Center includes collecting, observing, and identifying common plants and animals. Course is designed especially for students in elementary education and environmental studies. Fall. Spring.

130 INTRODUCTION TO ENVIRONMENTAL STUDIES **3 hours**

Basic concepts of ecosystem theory, culture and environment, and application of the scientific method in examining global processes and problems, and their proposed solutions. Spring. January, alternate years. GE-J3.

202 FUNDAMENTALS OF HUMAN ANATOMY **3 hours**

An introduction to the basic principles of human anatomy, including a study of regional human structure. Emphasis is on the basic structural organization of the human body, underlying anatomical principles, and the anatomical details appropriate for a health professional. Laboratory work supplements the investigation of each region. Cannot be taken for credit within the biology major. Prerequisite: BIOL 204 and 204L. Spring.

204 FUNDAMENTALS OF HUMAN PHYSIOLOGY **3 hours**

An introduction to the basic principles of human physiology. Emphasis is on the basic functional mechanisms operating at the cellular, organ and system levels as well as the integrative control process that regulate each system. Cannot be taken for credit within the major following BIOL 420. Fall. GE-J1.

204L FUNDAMENTALS OF HUMAN PHYSIOLOGY LAB **1 hour**

Laboratory work supplements the investigation of the systems covered in BIOL 204. Prerequisite: Concurrent or prior enrollment in BIOL 204. Fall.

210 BIOLOGICAL ILLUSTRATION **2 hours**

An introduction to the field of biological illustration and to methods used by biological illustrators. Students learn and apply the basics of pen and ink, carbon dust, colored pencil, and watercolor media as they produce their own biological illustrations. There is an additional fee for this course. Spring, alternate years.

212 TROPICAL ECOLOGY **3 hours**

Ecology of Neotropical plants and animals, including behavior, population biology, interactions, community structure, environmental factors and biogeography. Agriculture and conservation in the tropics will be considered. An individual project of the student's choice is required. Previous coursework in biology and geology is desirable. GE-J1.

221 BIOMOLECULES **3 hours**

Introduction to the major classes of biological molecules. Structure and function of carbohydrates, lipids, proteins, and nucleic acids along with the use of laboratory techniques to isolate, identify, and manipulate these molecules will be covered. Prerequisites: one year of biology and one year of chemistry. Spring.

223 CONSERVATION BIOLOGY **3 hours**

Definitions and origin of biodiversity, threats to its maintenance, value of preserving variety, ecological and genetic principles relating to preservation, and practical strategies for preservation. Laboratories involve observational and evaluative field trips to nature reserves. Spring, alternate years.

228 FIELD BIOLOGY TECHNIQUES **1 hour**

Guided research experience in field biology, including collection, analysis and reporting of data. May be repeated for credit. Spring.

230 ETHNOBOTANY **3 hours**

Use of plants by indigenous peoples for food, construction material, medicines, drugs, and other purposes; examples from a variety of world cultures. Conservation and use of biodiversity. Origins of agriculture. Lab work and a field trip included. GE-M1.

233 INTRODUCTION TO HISTOLOGY **4 hours**

For students interested in the cellular components of tissues from vertebrate animals. Emphasis is placed on the appearance of primary tissues and the major organ systems. Tissue sections will be examined stressing function as well as structure. Prerequisites: BIOL 107 and 109, or consent of instructor. January, alternate years.

240 TAXONOMY OF VASCULAR PLANTS **4 hours**

Evolution and classification of ferns, fern allies and seed plants; characteristics of major plant families; plant geography. Collection of local flora, identification through use of technical keys, and preparation of herbarium specimens. Prerequisites: BIOL 107, 109 or consent of instructor. Fall, alternate years.

242 INTRODUCTION TO ALGAE, FUNGI, AND PLANTS **3 hours**

Biology of algae, fungi, bryophytes, and vascular plants. Life cycles, ecology, interactions with humans, and evolution of major groups. Laboratory involves experimental work as well as the study of morphology. Prerequisites: BIOL 107 and 109, or consent of instructor. Spring, alternate years.

275 PRACTICUM IN BIOLOGY **1-4 hours**

Observation of and participation in the activities of a professional in biology or an applied field that makes significant use of biological principles. Examples of appropriate mentors include, but are not limited to, genetic counsellors, research scientists, and industrial scientists. May be repeated once for credit. Prerequisite: Appropriate course work in biology and related fields.

310 MICROBIOLOGY **4 hours**

Taxonomy, morphology, physiology, and ecology of bacteria, viruses, and other microorganisms. Relationships with the environment and other living organisms. Techniques in culturing and identification of microorganisms are stressed in the laboratory. Prerequisite: BIOL 221 or consent of the instructor. Fall.

311 ECOLOGY **4 hours**

Relationships of individual organisms to the environment; structure and dynamics of single-species populations; interactions between and among populations; and the structure, dynamics and function of biotic communities. Prerequisites: BIOL 107 and BIOL 109. Fall, alternate years.

312 MARINE BIOLOGY **3 hours**

The ocean as an environment, a survey of marine communities, and adaptive strategies of organisms that live there. Emphasis on the biology, ecology, and life histories of marine organisms. Prerequisites: BIOL 107 and 109. Spring, alternate years.

314 MARINE ECOLOGY **4 hours**

This off-campus field course provides an introduction to the biodiversity and ecology of intertidal and nearshore marine habitats. Students participate in lectures and field trips, develop and carry out research projects, develop a research notebook, and present written and oral reports of their research. This course is taught at a marine biological laboratory and requires an additional fee to cover transportation, room and board, and lab fees. January, alternate years. Prerequisite: BIOL 107 or permission of instructor.

324 PLANT PHYSIOLOGY **4 hours**

Fundamental principles of physiology as related to higher plants. Includes water relations, soils and mineral nutrition, metabolism with emphasis on photosynthesis, plant growth, regulation, and development. Prerequisite: BIOL 221. Spring, alternate years.

330 INVERTEBRATE ZOOLOGY **4 hours**

Biology, ecology, and evolutionary relationships of invertebrate animals with laboratory study of selected types. Students also participate in related group projects. Prerequisites: BIOL 107 and 109. Fall, alternate years.

332 DNA SCIENCE **3 hours**

A laboratory course that will introduce the student to DNA and how it can be analyzed through restriction digestion, transformation, and recombination. Topics will include the isolation of bacterial DNA, the use of restriction nucleases, restriction fragment analysis, recombination of restriction fragments into antibiotic-resistant plasmids, and the transfer of antibiotic resistance by transformation. Prerequisite: BIOL 221. January.

360 GENETICS **4 hours**

Development of the theory of the gene from Mendel to modern times. Inheritance patterns, chromosomal genetics, and storage and readout of genetic information at the molecular level. Prerequisite: BIOL 221 or consent of instructor. Fall.

363 COMPARATIVE VERTEBRATE ANATOMY **4 hours**

An evolutionary and comparative morphological study of the organ systems in the phylum Chordata. Emphasis of the course is on the functional significance of specific vertebrate structural adaptations and their inclusion in the basic vertebrate body plan. Laboratory study includes dissection of the shark and cat with frequent reference to other chordates. Prerequisites: BIOL 107 and 109. Fall.

365 CELL BIOLOGY **3 hours**

Structural and physiological aspects of the cell; its molecular subcellular and cellular organizations with emphasis on various microscopic and cytological techniques; its function as related to its organization including permeability, metabolism, reproduction, differentiation, and certain other specialized functions. Prerequisite: BIOL 221. Fall.

375 INTERNSHIP IN BIOLOGY **3-6 hours**

Student interns will function as applied professionals in biology or a related field. Internships involve significantly more independence and decision-making responsibility than do practice. May not be repeated for credit. Prerequisite: Junior standing or above, appropriate course work in Biology and related disciplines.

395 ORIENTATION TO RESEARCH (W) **1 hour**

An introduction to searching and interpreting scientific literature, and to posing and developing research questions in the field of biology. Students develop a viable research

proposal under the direction of a faculty mentor. Prerequisites: BIOL 107/109 or consent of instructor. Spring.

412 FRESHWATER BIOLOGY **4 hours**

The study of life in freshwater systems, emphasizing the ecology of freshwater animals, plants, and algae. Laboratory work will include the collection and identification of freshwater organisms, the use of basic methods of aquatic sampling and statistics to collect data and test ecological hypotheses, and an examination of the physical and chemical nature of freshwater systems. Prerequisites: BIOL 107, 109, and a college chemistry course with a laboratory, or consent of instructor. Fall, alternate years.

420 VERTEBRATE PHYSIOLOGY **4 hours**

A survey of organ system function in vertebrates. Emphasis is on mammalian systems, their specific processes, and the nervous and hormonal processes integrating the activity of the various systems. Topics include cellular metabolism, blood, nerve and muscle function, circulation, respiration, digestion, water and electrolyte balance, and the nervous and endocrine systems. Prerequisites: BIOL 107 and 109, and one year of chemistry (Health and Physical Education majors with an exercise science concentration may substitute BIOL 204, 204L and HPE 325 for BIOL 107). Lab fee. Fall.

430 HOST-PARASITE INTERACTIONS **4 hours**

Interactions between man and the vast numbers of potentially pathogenic organisms found in nature will be studied. Emphasis is given to the nature of virulence factors and the occurrence of drug resistance in microorganisms and the natural immune systems of the human. Prerequisite: BIOL 310. Spring.

435 BIOLOGY AND SOCIETY **3 hours**

An examination of the societal impact and responsibilities of the scientific community. Emphasis will be on the changing public awareness of complex situations associated with rapidly emerging biological technologies. Legal, ethical, economic, political, and scientific issues will be analyzed through discussions, panels, and directed essays. Prerequisite: Entry in the honors program or permission of the honors program director. Fall, alternate years. GE-L.

475 SENIOR INTERNSHIP IN BIOLOGY **3 hours**

Student interns work in a professional environment as a part of their Senior Comprehensive Experience. Students design the internship with the help of a faculty member from the Biology Department and a person who serves as the student's mentor during the internship. Only students with senior standing will be permitted to enroll and senior internships may not be repeated for credit. Prerequisite: BIOL 395.

495 SENIOR RESEARCH I **2 hours**

Senior research in biology conducted under the guidance of a faculty mentor. Prerequisite: BIOL 395.

496 SENIOR RESEARCH II **1 hour**

Preparation and presentation of senior research in biology, under the direction of a faculty mentor. Students are required to prepare and present the results of their senior research in both written and oral formats. Prerequisite: BIOL 395 and 495.

380 or 480 SPECIAL PROBLEMS **1-4 hours**

A student who has demonstrated ability to work independently may propose a course and pursue it with a qualified and willing professor. The department chair and the vice president and dean for academic affairs must also approve. A set of guidelines can be secured from the Office of the Registrar.

385 or 485 SEMINAR**1-4 hours**

An in-depth consideration of a significant scholarly problem or issue. Students pursue a supervised, independent inquiry on an aspect of the topic and exchange results through reports and discussions.

BIOLOGY-CHEMISTRY (Pre-Medicine)

Susan Klein, director

The biology-chemistry major is a joint major involving the biology and chemistry departments at Manchester College. It provides a strong, broad-based, interdisciplinary background in science that prepares students for a variety of career paths including the professional areas of medicine, optometry, pharmacy, dentistry, and veterinary science, as well as graduate programs leading to the M.S. or Ph.D. in chemistry, biochemistry, molecular and cell biology, and organismic biology. Additional options include entry level employment in the fields of biology, chemistry, or biochemistry.

Baccalaureate Degree

Major in biology-chemistry (pre-med), 55-61 hours:

BIOL 107 Principles of Biology I

BIOL 109 Principles of Biology II

BIOL 221 Biomolecules

BIOL 310 Microbiology

BIOL 363 Comparative Vertebrate Anatomy

BIOL 420 Vertebrate Physiology

CHEM 111, 111L Fundamentals of Chemistry I and Lab

CHEM 211, 211L Fundamentals of Chemistry I and Lab

CHEM 233 Analytical Chemistry

CHEM 311, 311L Organic Chemistry and Lab

CHEM 312, 312L Organic Chemistry and Lab

CHEM 405 Biochemistry I

CHEM 405L Biochemistry I Lab or CHEM 406 Biochemistry II

One year of physics selected from

PHYS 111 College Physics I and PHYS 112 College Physics II

OR

PHYS 210 General Physics I and PHYS 220 General Physics II

Majors must successfully complete the senior comprehensive evaluation prior to graduation. Details are available from the program director.

BUSINESS ADMINISTRATION

See Accounting and Business.

CHEMISTRY

Mark A. Bryant, James R. Gaier, Susan J. Klein, Terese Salupo-Bryant

The courses are designed for students who desire (a) a knowledge of chemistry to understand the technological society in which they live and to supplement other sciences; (b) to prepare for graduate work in the university; (c) to secure training toward professions in medicine, medical technology, nursing, dentistry, engineering, etc.; (d) to be chemistry teachers in the secondary schools.

Baccalaureate Degrees

Major in chemistry, 50 hours:

CHEM 111, 111L, 211, 211L, 233, 311, 311L, 312, 312L, (MATH 122, PHYS 210, PHYS 220) CHEM 341, 341L, 342, 342L; two hours of research selected from: CHEM 380/480, 475; eight hours of electives selected from: CHEM 405, 405L, 406, 406L, 410, 415, 420.

Major in chemistry with concentration in biochemistry, 61 hours:

CHEM 111, 111L, 211, 211L, 233, 311, 311L, 312, 312L, (MATH 122, PHYS 210, PHYS 220) CHEM 341, 341L, 342, 342L, 405, 405L, 406, 406L; fourteen hours selected from BIOL 107, 109, 221, 332, 360, 365.

Minor in chemistry, 23 hours:

CHEM 111, 111L, 211, 211L, 233, 311, 311L, and seven hours of electives chosen from CHEM 200-400 level courses with no more than four hours chosen from CHEM 380, 385, 475, 480, 485.

Majors must successfully complete the senior comprehensive evaluation prior to graduation. Details are available from the department chair.

Requirements for the teaching major are available in the Office of Teacher Education.

Courses CHEM

101 CHEMICAL SCIENCE

3 hours

Applications of chemistry in society. Topics covered include an introduction to chemical bonding, chemical energy, and organic chemistry. These concepts are applied to fossil fuels, the food system, nutrition, drugs, plastics, and current topics of pollution. Does not apply to a chemistry major. Fall. Spring. GE-J2.

103 INTRODUCTION TO INORGANIC CHEMISTRY

4 hours

A broad overview of the basic theory and principles of general and inorganic chemistry. Applications of chemical principles to life sciences, industry, and the home are major themes. Includes two hours of laboratory per week. The sequence of CHEM 103 and 104 is recommended for students needing only one year of chemistry. Does not count toward a chemistry or biology-chemistry major. Lab fee. Fall. GE-J2.

104 INTRODUCTION TO ORGANIC CHEMISTRY

4 hours

Emphasizes organic and biological aspects of chemistry. Lectures cover bonding, structure, reactions, and naming of organic and biologically important molecules. Applications of organic chemistry to life sciences, industry, and the home are stressed. Includes two hours of laboratory per week. The sequence of CHEM 103 and 104 is recommended for students

needing only one year of chemistry. Does not count toward a chemistry or biology-chemistry major. Lab fee. Prerequisite: CHEM 103 or consent of instructor. Spring. GE-J2.

111 FUNDAMENTALS OF CHEMISTRY I **3 hours**

Basis for all higher level chemistry courses. Topics covered include atomic and molecular structure, stoichiometry, energy relationships, bonding, and solid, liquid, and gaseous states. Fall. GE-J2.

111L FUNDAMENTALS OF CHEMISTRY I LAB **1 hour**

Laboratory experience in stoichiometry and introductory quantitative analysis supplement the classroom material. Lab fee. Fall.

112LH HONORS FUNDAMENTALS OF CHEMISTRY I LAB **2 hours**

An introduction to processes used to do chemical research including accessing the chemical literature, designing experiments, independently carrying out the experiments, and presenting the experimental results. Lab fee. Prerequisite: Entry into the honors program or permission from the honors program director.

211 FUNDAMENTALS OF CHEMISTRY II **3 hours**

Thermodynamics as it relates to chemical equilibrium, acid-base systems, and slightly soluble salts. The theory and application of kinetics to chemical systems is covered. Appropriate descriptive chemistry is included at all phases of the course. Prerequisite: CHEM 111. Spring.

211L FUNDAMENTALS OF CHEMISTRY II LAB **1 hour**

Includes work in kinetics, colligative properties, and ionic equilibria. Spring.

233 ANALYTICAL CHEMISTRY **4 hours**

An introduction to volumetric, photometric, chromatographic, potentiometric, and gravimetric analytical techniques. Laboratory work requires the use of spreadsheets for data analysis and computer searching of the Chemical Abstracts database. Includes three hours of laboratory per week. Lab fee. Prerequisite: CHEM 211. Fall.

236 CRIMINAL INVESTIGATION—FORENSIC ANALYSIS **3 hours**

Various aspects of analysis in the crime laboratory. Finger printing, drug analysis, fiber identification, document examination, forensic photography, and a variety of other topics will be studied. Laboratory work will be emphasized. Several field trips will be included. Prerequisites: six hours of natural science.

311 ORGANIC CHEMISTRY I **3 hours**

Fundamental concepts of organic chemistry including bonding, nomenclature, isomerism, stereochemistry, and the relation of structure to chemical and physical properties are covered. Descriptive chemistry and reaction mechanisms related to hydrocarbons, alkyl halides, and alcohols are included. Prerequisite: CHEM 211. Fall.

311L ORGANIC CHEMISTRY I LAB **1 hour**

Experience in techniques of purification, separation, and identification. Reactions illustrative of topics covered in lecture are included. Lab fee. Fall.

312 ORGANIC CHEMISTRY II **3 hours**

Concepts covered in CHEM 311 as applied to the chemistry of aromatics, carbonyl compounds, amines, carbohydrates, etc. Continues to use reaction mechanisms and reactive intermediates in understanding the reactions of these compounds. Applications to related fields are made. Prerequisite: CHEM 311. Spring.

- 312L ORGANIC CHEMISTRY II LAB** **1 hour**
 Experience in functional group transformation, synthetic sequences, and laboratory techniques. Lab fee. Spring.
- 341 PHYSICAL CHEMISTRY I** **3 hours**
 Principles of quantum mechanics, chemical thermodynamics, and statistical thermodynamics with application to pure substances including phase equilibria will be explored. Prerequisites: CHEM 211, MATH 122, PHYS 210 and PHYS 220. Fall.
- 341L PHYSICAL CHEMISTRY I LAB** **1 hour**
 Laboratory to accompany CHEM 341. Fall.
- 342 PHYSICAL CHEMISTRY II** **3 hours**
 Principles of chemical kinetics and dynamic equilibrium as well as application of equilibrium and non-equilibrium theory to a variety of chemical applications including electrochemistry and spectroscopy will be explored. Prerequisites: CHEM 341 or PHYS 340. Spring.
- 342L PHYSICAL CHEMISTRY II LAB** **1 hour**
 Laboratory to accompany CHEM 342. Spring.
- 405 BIOCHEMISTRY I (W)** **3 hours**
 The chemical aspects of living organisms with an emphasis on structure-function relationships. Topics include biomonomers, protein structure and function, and degradative and synthetic biochemical cycles. Prerequisite: CHEM 312. Fall.
- 405L BIOCHEMISTRY I LAB** **1 hour**
 Experience in the isolation, purification, and characterization of proteins. Lab fee. Prerequisites: CHEM 312L, 405 concurrent, or consent of instructor. Fall.
- 406 BIOCHEMISTRY II** **3 hours**
 Advanced topics on the chemical aspects of living organism with an emphasis on biopolymer interactions. Topics include protein-nucleic acid interactions, genetic information processing, and molecular physiology. Prerequisite: CHEM 405. Spring.
- 406L BIOCHEMISTRY II LAB** **1 hour**
 Experience in the isolation, purification, and characterization of genetic material. Lab fee. Prerequisites: CHEM 405L, 406 concurrent, or consent of instructor.
- 410 ADVANCED ANALYTICAL CHEMISTRY** **4 hours**
 The use and theory of instruments in the analysis of chemical systems. Includes six hours of laboratory per week. Prerequisite: CHEM 233. Spring, even years.
- 415 ADVANCED ORGANIC CHEMISTRY** **4 hours**
 A physical organic approach to structure and reactions. The use of the chemical literature and electronic searching with STN are practiced. Laboratory projects may be included. Prerequisites: CHEM 312 and 342 or consent of instructor. Spring, odd years.
- 420 ADVANCED INORGANIC CHEMISTRY** **4 hours**
 Electronic structures and properties of atoms. Includes bonding theories currently invoked for covalent, electron deficient, metallic, and ionic compounds; application of thermodynamic principles and descriptive chemistry of many families of elements in terms of the periodic table; acid-base theories and non-aqueous systems; and complex ions of transition metals. Laboratory projects may be included. Prerequisite: CHEM 342 or consent of instructor. Spring, even years.

475 INTERNSHIP (W)**2-4 hours**

Students with junior or senior status work in a professional setting related to chemistry: industrial, governmental, or private research facilities. The students are supervised and evaluated by professionals who submit reports to the students and the chemistry faculty supervisor. May be repeated once with consent of the department. Prerequisite: Consent of Department.

380 or 480 SPECIAL PROBLEMS (W)**1-4 hours**

A student who has demonstrated ability to work independently may propose a course and pursue it with a qualified and willing professor. The department chair and the vice president and dean for academic affairs must also approve. A set of guidelines can be secured from the Office of the Registrar.

385 or 485 SEMINAR**1-4 hours**

An in-depth consideration of a significant scholarly problem or issue. Students pursue a supervised, independent inquiry on an aspect of the topic and exchange results through reports and discussions.

COMMUNICATION STUDIES

Marcia L. Benjamin, Sandra G. Carter, Lee Krähenbühl, Mary P. Lahman, Scott K. Strode, Jo Young Switzer

Communication is among the oldest fields of study, yet modern communication must also incorporate the latest developments in science and technology. Effective communication is basic to a well-functioning society, from influencing positive individual development and interpersonal relationships, to operations of political, economic, cultural and social institutions. The Department of Communication Studies provides in-depth exploration of the theories and practices in: interpersonal and organizational communication, public relations, mass media production and analysis, and theatre art. The Department of Communication Studies emphasizes the following goals: 1) students will learn the basic variables involved in communication; 2) students will be prepared as effective public speakers; 3) students will learn responsible decision-making and cooperative work skills; and 4) students will be prepared to apply effective communication practices in their fields of employment or higher education.

Studying communication helps students develop their abilities to create, transmit, and analyze communication in professional, personal, and liberal arts contexts. Further, a degree in communication studies at Manchester College builds self-awareness, sensitivity to others, self-expression, and critical thinking.

Baccalaureate Degrees

Departmental major Core Courses (required of all majors): COMM 130, 201, 210, 256, 324, 360, 477.

Departmental major with interpersonal/organizational concentration, 39 hours: Core courses plus COMM 212, 314, 341, 350; six hours in electives selected in consultation with advisor and with the approval of the department.

Departmental major with media studies concentration, 39 hours: Core courses plus COMM 253, 320, 363, 365; six hours in electives selected in consultation with advisor and with the approval of the department.

Departmental major with theatre arts concentration, 39 hours:

Core courses plus COMM 273, 315, 330 and one course selected from: COMM 140, 308, or 325; six hours of electives selected in consultation with advisor and with approval of the department.

Departmental major with general communication concentration, 39 hours: Core courses plus courses in each of the three areas of concentration in consultation with advisor and with the approval of the department; six hours of electives selected in consultation with advisor and with the approval of the department.

Communication studies majors must successfully complete COMM 477 Senior Internship in Communication Studies to meet the senior comprehensive evaluation requirement prior to graduation. Details are available from the department chair.

Minor in communication studies, 24 hours: COMM 130, 201, 210, 256, 324, 360; six hours of electives required of all minors taken in consultation with advisor and with approval of the department.

Requirements for the teaching major are available in the Office of Teacher Education.

Associate of Arts Degree

Major in media studies, 28 hours:

COMM 130, 253, 315, 320, 324, 360, 363, 365, 375; and one hour in COMM 304.

Courses COMM

110 FOUNDATIONS OF HUMAN COMMUNICATION 3 hours

Examines a broad variety of communication contexts focusing both on the theoretical foundations and the development of communication skills. The course covers the definition and models of communication, including basic concepts such as the speaker, the listener, and the message. The course also addresses mediating variables that affect communication across contexts, such as gender and culture. Finally, the course demonstrates how to communicate effectively in various settings, including interpersonal, group, public, and mediated communication. Fall. Spring. GE-C.

130 MASS MEDIA & SOCIETY 3 hours

A study of the history, organization, and mechanics of the mass media. Various media will be examined to discover their roles in society, their artistic aspects, and their relationships to individuals. Fall.

140 TOURING CHILDREN'S THEATRE 3 hours

The principles and practices of organizing, performing, and directing a touring theatre company for child audiences. Particular emphasis is on participatory plays, and a significant proportion of the course is devoted to touring. January.

201 THEATRE & SOCIETY 3 hours

A study of the complex relationship between theatre and Western culture. Designed to increase the student's awareness of theatre as a fine art, the course will study significant playwrights, plays, performances, and productions that illustrate the continuing development of theatre as a social force and as an artistic form. Spring.

210 INTERPERSONAL COMMUNICATION 3 hours

A study of the factors involved in sending and receiving messages in interpersonal relationships. The student is encouraged to develop increased awareness of the effect one's

communicating has on others and on the self. Both theoretical and applied aspects are stressed in the course. Fall. Spring.

212 SMALL GROUP COMMUNICATION **3 hours**

An introduction to small group communication theory and practice. Lectures and assignments will provide the opportunity to examine the impact of the following on communication in a small group setting: group roles, leadership, group interaction patterns, and group formation and development. Fall.

221 DISCOURSE IN POLITICAL CAMPAIGNS & SOCIAL MOVEMENTS **3 hours**

An examination of campaign and social movement discourse and development theory. Using historical and contemporary campaigns and movements, students will analyze messages. This course will incorporate a study of discourse in current political campaigns. Fall, even years.

253 RADIO PRODUCTION AND PRACTICES **3 hours**

Training and experiences in radio production including practice in the organization and utilization of various program formats, microphone techniques, and use of equipment. The facilities of the campus radio station will be used as a laboratory. Spring, even years.

256 INTERCULTURAL COMMUNICATION **3 hours**

An examination of similarities and differences in the communication patterns of cultures. Study will be made of the way these reveal themselves in values, beliefs, assumptions and ways of perceiving. Emphasis is given to improving communication between members of different cultures. Fall. GE-M1.

260 INTRODUCTION TO PUBLIC RELATIONS **3 hours**

An introduction to the ethical management of relationships between organizations and the publics that can affect their success. Students will learn the Public Relations process of research, planning, communication, and evaluation; prepare and present to groups; and collect practical exercises in writing and communication into a portfolio for future use.

273 ACTING **3 hours**

Basic techniques of acting including work in play analysis, pantomime, and improvisation. Presentation of selected scenes. Included in the course will be a workshop/laboratory. Fall, odd years.

302 APPLIED THEATRE ARTS* **0.5 hour**

Credit for supervised participation in main-stage dramatic productions as a crew member, staff member, or actor. Prerequisite: consent of instructor.

303 APPLIED FORENSICS* **0.5 hour**

Credit for supervised participation (research and/or travel) in intercollegiate debate competition or related forensic activities of the department such as mock trial, etc. Prerequisite: consent of instructor.

304 APPLIED BROADCAST MEDIA* **0.5 hour**

Credit for supervised participation in radio or video activities including serving as radio staff, producers, editors, and/or camerapersons for the period of production. Prerequisite: consent of instructor.

*Note: Students may enroll for a maximum of four hours in these courses.

308 CREATIVE DRAMATICS **2-3 hours**

How one draws out and channels creativity in children and adults by using such methods as pantomime, play-acting and improvisations, storytelling, and movement-to-music. The course is for elementary and secondary teachers, camp counselors, and park or playground supervisors. Fall, odd years. Spring.

314 LANGUAGE AND THOUGHT **3 hours**

Examination of some of the connections between the structure of language and the structure of thinking. Types of misevaluation are analyzed in terms of the language habits from which they spring. The effort is made to help the student be more aware of the interpersonal problems created by unexamined attitudes toward language.

315 STAGECRAFT AND DESIGN **3 hours**

The relationship between the scenic designer and the stage technician, and between the design idea and the realization of that idea. The materials and techniques for constructing stage scenery and the principles and elements of scenic design will be discussed. Projects and practical experience are a part of the course. Fall, even years.

320 VIDEO PRODUCTION AND PRACTICES **3 hours**

Training and experience in the fundamental principles and practices of video production and performance. Laboratory experience will focus on the use of the equipment, camera techniques, and program editing and formatting. Fall.

322 COMMUNICATION FOR INSTRUCTORS **3 hours**

The application of principles of communication in the classroom and other instructional settings. This course is designed primarily for prospective teachers and emphasizes the importance of good communication for good teaching.

324 PERSUASION, ARGUMENTATION AND PROPAGANDA **3 hours**

A study of the messages that move humans to act. Emphasis on the persuasive, argumentative, and propagandistic appeals used in debate to secure or resist social change. Selected public debates will be studied and students will discover and apply persuasion and argumentation theories for analyzing such efforts. Spring.

325 INTERCULTURAL THEATRE **3 hours**

Characteristic theatre forms of non-Western cultures and their development will be surveyed from their beginning to the present day. Special attention will be paid to the aesthetics of these theatre forms and the impact that social and political factors have had on their development. The course will be offered during alternating January sessions and, when feasible, will be off-campus. GE-M2.

330 DIRECTING (W) **3 hours**

The principles and practices of play production including play selection and rehearsal procedures. Each student will be responsible for the analysis and interpretation of at least six different full-length plays. Practical experience will be gained in a laboratory period. Spring, even years.

332 SPEECH WRITING (W) **3 hours**

Examination of the principles of speech construction and delivery with emphasis on the study of significant model speeches. Students will learn the techniques for constructing professional speeches. Students will have extensive public speaking practice. Spring, odd years.

341 COMMUNICATION IN ORGANIZATIONS (W) **3 hours**

An examination of approaches to the study of communication channels in complex organizations. Units cover organizational theories, communication climate, message flow, communication audit, and communication with the public. Spring.

- 350 INTERVIEWING PRINCIPLES AND PRACTICES** **3 hours**
Examination of the communication principles that characterize formal interviews. The influence of roles, verbal and nonverbal communication, strategies, and ethics will be considered for interviews in a variety of settings: employment, medical, journalism, and counseling. Spring.
- 360 COMMUNICATION ETHICS AND FREE SPEECH** **3 hours**
Examination of the tensions between free and responsible communication in society. Using selected case studies of communication (taken from a variety of contexts and forums: interpersonal, organizational, and public), this course examines the moral implications of human communication. Spring.
- 363 WRITING FOR MASS MEDIA** **3 hours**
Writing for all phases of mass media. Students learn formats and requirements for writing reviews, grants, proposals, and press releases as well as radio and television scripting, including PSAs, commercials, news, and drama. Students learn the function of writing in mass media, and develop individual writing skills. Spring.
- 365 MEDIA THEORY & CRITICISM (W)** **3 hours**
An examination of film and television theory. Students will engage in critical analysis of how film and video construct meaning and how the viewer interprets meaning. Using various theories and critical approaches, students will examine how these media reflect, shape and interact with culture. Spring, odd years.
- 375 INTERNSHIP IN COMMUNICATION STUDIES** **3 hours**
Students will function as applied professionals in communication fields appropriate to their interests and training, including radio and television stations, theatres, public relations firms, etc. May not be repeated for credit. Application forms are available in the department office. Prerequisite: Juniors or seniors majoring or minoring in communication studies or students completing the AA in communication studies.
- 415 RHETORIC OF WAR** **3 hours**
An exploration of war rhetoric found in current and historical artifacts. Students will utilize classical and contemporary methods of rhetorical criticism and reflect upon the ethical nature of persuasive appeals. Course content will include a survey of historical, political, philosophical, and religious documents, in addition to an investigation of site specific commemorative rhetoric such as the Vietnam Veterans Memorial and the Korean War Veterans Memorial. GE-L.
- 440 SPEECH PATHOLOGY AND CORRECTION** **3 hours**
Analysis of English phonemic production, the International Phonetic Alphabet (I.P.A.), the physiology of the speech mechanism, and the etiology and therapy of speech defects. Some consideration is given to hearing impairments and audiometric techniques which are significant in speech correction.
- 477 SENIOR INTERNSHIP IN COMMUNICATION STUDIES** **3 hours**
Students will work in a professional environment as a part of their senior comprehensive evaluation. Students design the internship with the help of the communication studies faculty member in charge of internships. Senior internships may not be repeated for credit. Application forms are available in the department office. Prerequisite: Senior standing.
- 380 or 480 SPECIAL PROBLEMS** **1-4 hours**
A student who has demonstrated ability to work independently may propose a course and pursue it with a qualified and willing professor. The department chair and the vice president and dean for academic affairs must also approve. A set of guidelines can be secured from the Office of the Registrar.

385 or 485 SEMINAR

1-4 hours

An in-depth consideration of a significant scholarly problem or issue. Students pursue a supervised, independent inquiry on an aspect of the topic and exchange results through reports and discussions.

COMPUTER SCIENCE

See Mathematics and Computer Science.

CRIMINAL JUSTICE

See Sociology and Social Work.

EARLY CHILDHOOD EDUCATION

See Education.

ECONOMICS

Diane Monaco, Brian Peterson

The goal of this department is to provide a theoretical base in which the economist and others can understand the economic forces in society. This major will prepare students for graduate study in economics, for law school, for business, or for government service.

Baccalaureate Degree

Major in economics, 41-47 hours:

ECON 221, 222, 331, 332, 350, 499; MATH 120, MATH 210; 15 hours of electives chosen from the following: ECON 303, 310, 324, 328, 341, 375, 411, 416, 380 or 480, 499; (POSC 121 or 122) POSC 225, (POSC 140) POSC 365.

Majors must successfully complete the senior comprehensive evaluation prior to graduation. Details are available from the department chair.

Minor in economics, 24-28 hours:

ECON 221, 222, 331, 332; MATH 120; nine hours of electives selected from 300-400 level economics courses.

Requirements for teaching majors are available in the Office of Teacher Education.

Courses ECON

115 ECONOMIC CONCEPTS AND IDEAS

3 hours

An introduction to economics focusing on the economic way of thinking about both private and public issues with some attention given to the evolution of economic thought in its interdisciplinary context. Will not count toward majors in economics. Spring. GE-K1.

221 PRINCIPLES OF MICROECONOMICS

3 hours

The principles of economics with emphasis on methodology of economic analysis, supply and demand theory, market theory, resource allocation, public provision of goods, and the economic discussion of environmental quality and resource use. Fall. Spring. GE-K1.

222 PRINCIPLES OF MACROECONOMICS **3 hours**

Continued study in the principles of economics with emphasis on national income analysis, national problems of unemployment and inflation, banking, fiscal and monetary policies, and international economics. This course will discuss the choices society must make within the economic framework. Fall. Spring.

303 ENVIRONMENTAL ECONOMICS **3 hours**

The microeconomic foundations of environmental issues. Natural resource economics will be covered first, focusing on sustainability of renewable and non-renewable resources, recyclable resources, and energy. The focus will then turn to analysis of environmental policy, including pollution regulation and greenhouse gas emission restrictions. Prerequisite: ECON 221 or consent of instructor. Fall, odd years.

310 MONEY AND BANKING **3 hours**

Analyzes money and financial institutions and their roles in the economic system. Discusses the Federal Reserve System and the commercial banking system, the historical role of money in a society, and the vital relationship between money, interest rates, price and output. Prerequisite: ECON 222 or consent of instructor. Fall.

320 ECONOMICS OF RACE, GENDER, AND CLASS **3 hours**

An introduction to differences in economic outcomes as a result of group (race/gender/class) membership. Economic inequality from an environment of unequal power, participation rules, and access to resources is explored. Topics include premarket discrimination; leisure-labor and household decisions; market discrimination; forms of oppression; race/gender/class bias (past and present); social change and public policy. Prerequisite: junior or senior class standing. January. GE-L.

324 INTERNATIONAL ECONOMICS **3 hours**

Economic interrelationships of nations, including theories of international trade and finance, and the international commercial and trade policy of the United States in relationship to the rest of the world. Also discussed various world organizations, including the United Nations, World Bank, International Monetary Fund, and World Trade Organization. Prerequisite: ECON 221, or consent of instructor. Fall, even years.

328 ECONOMIC DEVELOPMENT **3 hours**

An introduction to the economic experiences of the developing countries of Asia, Africa, and Latin America. Topics include theories of development and the issues of population growth, poverty, income inequality, external dependence and debt, governmental inefficiencies, environmental erosion, the agricultural sector, trade policy. GE-M2.

331 INTERMEDIATE MICROECONOMIC THEORY **3 hours**

An in-depth study of the price-output allocations in the market economy. Topics include consumer theory, market structures and pricing theory, allocation models and related topics. Prerequisite: ECON 221 and MATH 120, or consent of instructor. Fall, even years.

332 INTERMEDIATE MACROECONOMIC THEORY **3 hours**

A study of theory of income determination for an economy. National income analysis, consumption, and investment theory, and related topics are included. Prerequisite: ECON 222 and MATH 120, or consent of instructor. Spring, even years.

341 ECONOMIC HISTORY (W) **3 hours**

This course focuses on the development of economic systems throughout history from the perspective of significant historical events and figures. Fall, even years.

350 ECONOMETRICS (W) **3 hours**

Research project design in economics using regression techniques to analyze data in light of economic theory. Concepts covered include simple and multiple linear regression, problems

in regression, including heteroskedasticity, multicollinearity and autocorrelation, as well as more advanced regression techniques such as maximum likelihood and simultaneous equation estimation. Prerequisite: ECON 221, MATH 120 and 210 or MATH 240, or consent of instructor. Spring.

375 INTERNSHIP IN ECONOMICS

1-3 hours

Provides academic credit for a supervised professional experience in a field related to economics. The student, faculty advisor and professional supervisor provide evaluation. See the department chair for information and an application. Prerequisite: Junior or senior standing in the department and written approval from the department chair.

411 LABOR ECONOMICS

3 hours

A study of the labor resource, its allocation and resulting impact on the economy. Market pricing and allocation of the labor resource, labor unions and their role in the economy, the government's role in the labor market, and related topics are included. Prerequisite: ECON 221, or consent of the instructor. Fall, odd years.

416 PUBLIC FINANCE

3 hours

Analyzes federal, state, and local tax policies and their implications on consumers. Discusses government spending, and the role the debt and deficit play in the economy. Topics include welfare and other government spending programs, and analysis of public choice in decision-making. Prerequisite: ECON 221, or consent of instructor. Spring, odd years.

422 QUANTITATIVE ANALYSIS IN BUSINESS AND ECONOMICS

3 hours

Builds on basic statistical theory with the study of the use of mathematical tools in economics and business decision theory. Topics include linear programming, probability theory and probability decision models, simple and multiple regression analysis, forecasting and related topics. Prerequisite: MATH 120 and MATH 210, or consent of instructor.

499 SENIOR RESEARCH SEMINAR

3 hours

Conduct an extensive research project grounded in economic theory and utilizing econometric methodologies. The student will work under the close supervision of a faculty member. Prerequisite: ECON 350 and senior standing in the department, or consent of instructor.

380 or 480 SPECIAL PROBLEMS

1-4 hours

A student who has demonstrated ability to work independently may propose a course and pursue it with a qualified and willing professor. The department chair and the vice president and dean for academic affairs must also approve. A set of guidelines can be secured from the Office of the Registrar.

385 or 485 SEMINAR

1-4 hours

An in-depth consideration of a significant scholarly problem or issue. Students pursue a supervised, independent inquiry on an aspect of the topic and exchange results through reports and discussions.

EDUCATION

Peter Gitau, Korrine Gust, Lindan Hill, Denise Howe, Renee McFadden, Stanley Pittman, Richard Robison

The education department prepares teachers of ability and conviction at the elementary, junior high/middle and secondary school levels. These programs are developed in accordance with the regulations promulgated by the Indiana Professional Standards Board under Rules 46-47 and Rules 2002.

Manchester College is accredited by the Indiana Professional Standards Board, the National Council for Accreditation of Teacher Education (NCATE), and the North Central Association of Colleges and Secondary Schools.

Admission to Teacher Education

Students should plan to complete admission requirements in order to be formally admitted to the teacher education program by the end of the sophomore year. The following criteria must be met:

1. Satisfactory completion of ENG 110, or the equivalent, demonstrating written communication skills.
2. Satisfactory completion of COMM 110, or the equivalent, demonstrating oral communication skills.
3. Satisfactory completion of a personalized Teaching Credo.
4. Satisfactory completion of Praxis I according to standards established by the Teacher Education Committee of Manchester College. Present standards require scores at or above the following for applicants after Aug. 1, 1999:
R176
M175
W172
5. A cumulative grade point average of 2.35.
6. A positive recommendation from the Office of Student Development indicating no record of inappropriate behavior.
7. A positive recommendation of suitability for teaching from the education department faculty (for elementary education students) or from the departmental faculty of the secondary/all grade education students.
8. An interview with the director of teacher education during January session or spring semester, sophomore year.
9. Praxis I tests need to be taken by end of fall semester of sophomore year.

Admission to Student Teaching

During fall semester of the student's junior year, the application for student teaching must be completed. The criteria for approval of the student teaching request are:

1. Completion of the application process, including a student teaching interview with the director of teacher education.
2. Completion of all requirements for admission to teacher education.
3. Attendance at a Celebrating Diversity Workshop with a satisfactory paper based on the experience submitted to the Education Office.
4. A cumulative grade point average of 2.50 for all courses taken at Manchester College.
5. An index (ITM) of 2.50 in each teaching field (major/minor/primary/supporting/endorsement) in which the student wishes to be licensed.
6. Passing Praxis I scores must be on file in the Office of Education 30 days prior to the first day of student teaching.
7. Satisfactory references from a minimum of three faculty members as specified in the Teacher Education Program Student Handbook.
8. Approval from the Office of Student Development.

Students must have met all the criteria listed above (except #7 and #8) by the completion of January session of the year prior to student teaching in order to be considered for a student teaching placement. All applications for student teaching are acted upon by the Teacher Education Committee during spring semester of the year prior to student teaching and final approval for student teaching is granted by this committee. After approval for student teaching is granted, GPA and ITM requirements must be maintained or the approval will be withdrawn. Students who are denied permission to student teach may appeal in writing to the Teacher Education Committee.

Teacher Licensing

Applications for an Indiana teaching license are available in the Teacher Education Office. The application will be processed when the candidate has met the following criteria, which are subject to change by action of the Teacher Education Committee of Manchester College:

1. A cumulative grade point average of 2.50, including a C+ or better in student teaching.
2. An index of 2.50 in each teaching field in which the candidate wishes to be licensed.
3. For elementary education majors, a grade point average of 2.00 in each of the components (language arts, science, social studies, mathematics, and fine arts) on the teaching pattern with no grade lower than a C-.
4. Approval from the Office of Student Development.
5. Completion of the baccalaureate degree and an approved Manchester College teacher licensing program.
6. Satisfactory completion of Praxis II Specialty Area Test and Praxis I Reading (176), Math (175), and Writing (172) subtests. Elementary graduates must also pass a state-mandated test on reading instruction, including phonics and phonemic awareness.
7. Satisfactory completion of the professional portfolio, demonstrating proficiency in all program objectives, as determined by an exit interview.

Elementary Education Major: Early and Middle Childhood Generalist, Early and Middle Childhood Generalist and Mild Interventions.

All Grade Teaching Majors: adapted physical education, health and physical education, music (choral or instrumental), physical education, visual arts.

Secondary Teaching Majors: English/language arts, French, German, life science, mathematics, physical science, social studies, Spanish.

Detailed information regarding course requirements for all teaching certifications is available in the Teacher Education Office or in the department of the major area.

Elementary Education Methods Block

The elementary education methods block includes EDUC 251, 301, 319, 331, 360, and MATH 303.

Professional Semester in Elementary Education

The courses EDUC 410 and 473, 474, 477 and/or 478, are included in the professional semester. The student teaching experience will be a full semester and students will return to campus once a week for evaluation, analysis, and problem solving in EDUC 410.

Professional Semester in Secondary Education, and All Grade

The courses EDUC 410 and 475, and possibly 477 or 479 are included in the professional semester. The student teaching experience will be a full semester and students will return to campus once a week for evaluation, analysis, and problem solving in EDUC 410.

Senior Comprehensive Evaluation

The senior comprehensive evaluation for all students seeking licensing through Manchester College consists of the following components: successful completion of student teaching, the demonstration of program objectives through the student's professional portfolio, and passage of relevant Praxis II exam(s). Elementary education majors must also pass the Reading Specialist Test. For those students not seeking licensing through Manchester College, the senior comprehensive evaluation consists of the assessment of the student's professional portfolio demonstrating proficiency in program objectives.

Baccalaureate Degree

Non-teaching major in elementary education, 42-45 hours:

EDUC 111, 113, 206, 235, 300, 301, 317, 319; (MATH 101, 102) MATH 303; 12 hours selected from: EDUC 130, 223, 270, 310, (130) 331, 380; HPE 111, 200, 235, 237, 301, 303, 333; COMM 308; (PSYC 101) PSYC 215.

Associate of Arts Degree

Major in early childhood education, 27-30 hours:

COMM 308 or HPE 301; EDUC 130, 206, 223, 235, 251, 313, 331, 473; HPE 111, 208; six hours of electives selected from: ART 205; EDUC 300; MUS 211; (PSYC 101) PSYC 215; COMM 210, 308; HPE 301, 303, 333.

Courses EDUC

111 INTRODUCTION TO TEACHING

3 hours

Introduction to the role of the teacher as a professional. Content includes: professional development, decision-making, effective teaching, family involvement, culture of and in schools, professional standards, collaboration, and teachers as lifelong learners. Field experience required. Fall. January. Spring.

113 FIELD EXPERIENCE

1 hour

An introduction of the prospective teacher to the public school environment. Students will be placed in a public school classroom for observation and participation. Concurrent enrollment with EDUC 111. May be repeated once at a different licensure level, without repeating EDUC 111, with permission of department chair. Fall. January. Spring.

130 INTRODUCTION TO EARLY CHILDHOOD

2 hours

An introduction to early childhood education by studying the history, theory, and characteristics of various programs for young children. Also examines the parent-teacher-child relationship. Field experience is required. Spring.

206 FOUNDATIONS OF EXCEPTIONAL LEARNERS

3 hours

An introduction to ten areas of exceptionality with concentration on characteristics, etiology, treatment, and implication for educational programming. Fall.

223 CHILD DEVELOPMENT

3 hours

A study of the physiological, intellectual, sociological, and psychological factors influencing the child from the time of conception to puberty. A weekly two hour field experience in a local early childhood program is included. Spring.

- 235 EDUCATIONAL PSYCHOLOGY (W)** **2 hours**
 Application of theories of learning. Content develops an awareness of the growth and development of learners from early childhood through adolescence. Fall. Spring.
- 251 CONFLICT RESOLUTION AND MEDIATION IN ELEMENTARY SCHOOLS** **1 hour**
 The study and practice of skills and processes for effective conflict resolution and mediation in elementary schools. Fall.
- 253 CONFLICT RESOLUTION AND MEDIATION IN SECONDARY SCHOOLS** **1 hour**
 The study and practice of skills and processes for effective conflict resolution and mediation in secondary schools. Fall.
- 263 LEARNERS WITH MILD DISABILITIES** **3 hours**
 An in-depth study of the characteristics and causes of mild disabilities, including psychological, environmental, and cultural factors. Prerequisite: EDUC 206. Spring.
- 270 PRACTICUM IN TEACHING LEARNERS WITH MILD DISABILITIES** **3 hours**
 An observation and participation experience in classrooms having learners with mild disabilities. The experience will be supplemented by outside readings. January, odd years.
- 300 DEVELOPMENTAL READING METHODS** **3 hours**
 The basic course in elementary reading instruction including emergent literacy; word recognition, comprehension, and study strategies; instructional materials and approaches; curriculum; and computer applications. Examines both basal and literature based reading instruction. Includes participation in classrooms. Spring.
- 301 CORRECTIVE READING** **3 hours**
 Study of the informal and formal assessment of children's reading disabilities, uses and interpretation of standardized and teacher constructed tests, and remedial techniques. Includes tutoring experience in diagnosis and correction. Taken as part of the Elementary Methods Block. Prerequisite: EDUC 300. Fall.
- 310 PRACTICUM IN ELEMENTARY EDUCATION** **3 hours**
 Practical experience in the public school classroom under the direction of a classroom teacher and College representative. The student will assume approximately one-half of the responsibilities of the classroom teacher. Outside readings related to the level of instruction will complement the daily experience in the classroom. Prerequisite: approval of the department chair.
- 311 PRACTICUM IN SECONDARY EDUCATION** **3 hours**
 Practical experience in the public school classroom under the direction of a classroom teacher and College representative. The student will assume approximately one-half of the responsibilities of the classroom teacher. Outside readings related to the level of instruction will complement the daily experience in the classroom. Prerequisite: approval of the department chair.
- 313 CHILDREN'S LITERATURE** **3 hours**
 A study of the various genres of children's literature, with guidelines for their evaluation. The use of literature across the curriculum will be emphasized and extensive reading of children's books will be done. Enrollment concurrent with EDUC 300 or with the consent of instructor. Spring.

- 315 MILD INTERVENTIONS: STRATEGIES FOR INSTRUCTION** **3 hours**
Examination of curriculum, effective teaching methods, and materials appropriate to teach learners with mild disabilities. Spring, odd years.
- 317 LANGUAGE ARTS METHODS** **3 hours**
The study of curriculum, methods, computer applications, materials, assessment for the elementary school language arts programs, with an emphasis on the whole language philosophy. Taken as part of the Elementary Methods Block, where field experiences are a required component. Spring.
- 319 NATURAL SCIENCE/SOCIAL SCIENCE METHODS** **3 hours**
The study of curriculum, methods, computer applications, materials, and assessment for the elementary school natural and social science programs. Taken as part of the Elementary Methods Block, where field experiences are a required component. Fall.
- 321 READING IN THE CONTENT AREAS** **3 hours**
Course for the teachers in the junior high/middle school and/or secondary school. Develops the ability to teach reading and study skills while also teaching subject matter. Includes methods, computer applications, materials, management, uses and interpretation of formal and informal assessment, and application in a tutoring experience. Prerequisite: junior standing. Fall.
- 331 EARLY CHILDHOOD CURRICULUM AND METHODS** **3 hours**
The study of the curriculum, methods, and materials used to teach young children. Field experience in preschool or kindergarten is required. Prerequisite: EDUC 130. Fall.
- 340 LITERACY BLOCK** **8 hours**
Integrated study of the language arts. Emergence and development of listening, speech, writing, and reading, including word recognition and comprehension strategies. Includes the evaluation and use of instructional and recreational reading materials, methods, curriculum, assessment, and computer applications. Requires participation in school classrooms and wide reading in children's literature. Spring.
- 348 JUNIOR HIGH/MIDDLE SCHOOL** **3 hours**
A study of the growth and development of students in grades 5-9 and the characteristics of a junior high/middle school program that meets their needs. Taken concurrently with junior high/middle school field experience, EDUC 113. Fall.
- 350 ASSESSMENT AND IMPLEMENTATION OF MILD INTERVENTIONS** **3 hours**
Informal and formal testing, individual educational programs, classroom management and organization to meet the educational needs of learners.
- 352 ADOLESCENT EXCEPTIONAL LEARNERS** **3 hours**
The study of adolescents with exceptionalities, and direct application of methods, materials, technology, management, and assessment of students who experience difficulties in literacy and learning in content areas. Tutoring experience required. Prerequisite: EDUC 230.
- 360 CLASSROOM BEHAVIORAL MANAGEMENT** **2 hours**
The study of current models of classroom discipline and techniques to manage individual and group behavior. Field experience required.
- 410 THE TEACHER IN TODAY'S SCHOOL** **2 hours**
An examination of critical issues facing teachers in today's schools. Topics are variable but will include classroom management, conflict resolution, and legal rights and responsibilities of teachers. Taken concurrently with student teaching. Spring.

420 SPECIAL METHODS FOR SECONDARY TEACHERS **3 hours**

Course to provide an examination of the curriculum, methods and materials, computer applications, and teacher assessment of student learning for grades 5 - 12. Includes 20 hours field experience. Must be taken prior to Student Teaching in secondary schools.

440 GENERAL METHODS FOR ADOLESCENT LEARNERS **3 hours**

The study of curriculum, methods and materials, computer applications, and teacher assessment of student learning for grades 5 through 12. Must be taken prior to student teaching. January, off campus.

473 EARLY CHILDHOOD STUDENT TEACHING **3-6 hours**

Supervised teaching experience in nursery schools, day care centers, Head Start programs, or kindergarten under college faculty and preschool personnel supervision. Prerequisites: EDUC 130, 231. January. Spring.

474 ELEMENTARY STUDENT TEACHING **7 or 13 hours**

Full-time teaching experiences in the public schools. Initial experiences include observing the classroom teacher and working with small groups. These experiences are gradually expanded until the student is in complete charge of the learning experiences of an elementary school classroom. Taken as a part of the Professional Term in elementary education. Prerequisites: EDUC 301, 317, 319; MATH 303. Spring.

475 SECONDARY STUDENT TEACHING **7 or 13 hours**

Full-time teaching experiences in the public schools. Following a brief observation experience, the student assumes the responsibilities of the regular classroom teacher under that teacher's direction. Students are expected to observe classes other than those of the cooperating teacher. Taken as a part of the Professional Term in secondary education. Prerequisite: EDUC 420. Spring.

477 JUNIOR HIGH/MIDDLE SCHOOL STUDENT TEACHING **3 or 6 hours**

Full-time teaching experiences in the public schools. Experiences are expanded until the student assumes the responsibilities of the regular classroom teacher. Must be complemented with a similar experience in EDUC 474 or EDUC 475. Prerequisites: EDUC 348 and either EDUC 420 or Methods Block.

478 SPECIAL EDUCATION STUDENT TEACHING **6 hours**

Full-time teaching experiences in the public school special education classroom. Involvement is increased until the student assumes the responsibilities of the regular classroom teacher. Must be complemented with a similar experience in EDUC 474. Prerequisites: EDUC 301, 315, 317, 319, MATH 303. Spring.

479 ALL GRADE STUDENT TEACHING **13 hours**

Full-time teaching experience in the public schools. Following a brief observation experience, the student assumes the responsibilities of the regular classroom teacher under the teacher's direction. All students will have experiences at two different grade levels. Taken as part of the professional term. Prerequisite: EDUC 420 or HPE 440.

380 or 480 SPECIAL PROBLEMS **1-4 hours**

A student who has demonstrated ability to work independently may propose a course and pursue it with a qualified and willing professor. The department chair and the vice president and dean for academic affairs must also approve. A set of guidelines can be secured from the Office of the Registrar.

385 or 485 SEMINAR **1-4 hours**

An in-depth consideration of a significant scholarly problem or issue. Students pursue a supervised, independent inquiry on an aspect of the topic and exchange results through reports and discussions.

ENGINEERING SCIENCE

Dwight Beery, director

Baccalaureate Degree

Major in engineering science, 50-54 hours:

MATH 121 Calculus I

MATH 122 Calculus II

MATH 245 Ordinary Differential Equations

(MATH 130 Discrete Mathematics)

MATH 231 Multivariable Calculus

MATH 251 Linear Algebra I

CPTR 105 Computer Programming I

CHEM 111 Fundamentals of Chemistry I

CHEM 111L Fundamentals of Chemistry I Lab

CHEM 211 Fundamentals of Chemistry II

CHEM 211L Fundamentals of Chemistry II Lab

PHYS 210 General Physics I

PHYS 220 General Physics II

Choose one of the following sequences:

CHEM 233 Analytical Chemistry

CHEM 311 Organic Chemistry I

CHEM 311L Organic Chemistry I Lab

CHEM 341 Physical Chemistry I

CHEM 341L Physical Chemistry I Lab

or

PHYS 301 Electricity and Magnetism

PHYS 301L Electricity and Magnetism Lab

PHYS 310 Modern Physics

PHYS 310L Modern Physics Lab

PHYS 320 Analytical Mechanics

PHYS 320L Analytical Mechanics Lab

The final year of the engineering science program is completed at another institution such as: Ohio State University, Purdue University, or Washington University in St. Louis. Manchester College is also affiliated with the Dual Degree Program of Washington University in St. Louis.

ENGLISH

Dagny Boebel, Beate Gilliar, Katharine Ings, Jonathan Watson

The English major is offered with a concentration in literature, writing, or language. Each concentration prepares students for continued study in graduate or professional school as well as for professional employment. Literature, because it is the recorded history of cultural and linguistic change, is an essential component of all concentrations. Students who concentrate in literature acquire understanding and appreciation of various literary forms, of specific literary works, and of the development of literature. Students who choose to concentrate in writing take, in

addition to courses in literature, journalism and expository and creative writing, a practicum that gives them experience working in a professional setting. Students who concentrate in language take courses in literature and linguistics, as well as an introductory course and a practicum in teaching English to speakers of other languages.

First-year students will be assigned either to ENG 109 or ENG 110 based on standardized test scores and high school preparation. Some students will be assigned to the Writing Center based on a diagnostic essay.

Baccalaureate Degree (Bachelor of Arts only)

Major in English, with a concentration in literature, 39 hours: ENG 115, 311, 321, 332, 333, 335, 340, 342, 344, 485; nine hours of electives from English courses (200 level and above) or MODL 201.

Major in English, with a concentration in language, 39 hours: ENG 115, 321, 350, 352, 485; 310 or 311; 332 or 333; two courses selected from 340, 342, 344; 12 hours of electives in English courses (200 level and above); MODL 201; Modern Language courses at the 300 level and above.

(Bachelor of Arts or Bachelor of Science)

Major in English, with a concentration in writing, 39 hours: ENG 115, 201, 317, 321, 475, 485; 310 or 311; 332 or 333; 363 or 364; one course selected from 340, 342, 344; nine hours of electives from English courses (200 level and above); MODL 201; COMM 363.

Majors must successfully complete the senior comprehensive evaluation prior to graduation. Details are available from the department chair.

Minor in English, 24 hours:

24 hours of electives selected from English courses (200 level and above) or MODL 201.

Minor in journalism, 23-25 hours:

ART 131 or 221; COMM 130 or 365; ENG 201, 317, 363, 364, 375; three hours selected from COMM 320, 350, or 363.

Minor in Teaching English to Speakers of Other Languages, 24 hours:

ENG/MODL 350, 352, 354; ENG 310 or 311; six hours intermediate French, German or Spanish; one 300 or 400-level course in French, German or Spanish*; one course chosen from COMM 256; ECON 320; ENG 238, 310, or 311 (not used to meet above requirements); HIST 227; SOC 228.

*International students will be exempt from the language courses if their native language is not English. Students who have completed one semester of study abroad may substitute (upon approval of the program coordinator) an appropriate course from their study abroad if their non-English academic experience is substantial.

Requirements for the teaching major are available in the Office of Teacher Education.

Associate of Arts Degree

Major in English, with a concentration in literature, 24 hours: ENG 115, 332 or 333; two courses selected from ENG 340, 342, 344; 12 hours of electives from English courses (200 level and above) or MODL 201.

Major in English, with a concentration in writing, 24 hours: ENG 201, 317, 475; 363 or 364; 12 hours of electives from English courses (200 level and above); MODL 201; COMM 363.

Major in English, with a concentration in language, 24-25 hours: ENG 350, 352; 310 or 311; one modern language course (3 or 4 hours); 12 hours of electives from English courses (200 level and above); MODL 201; modern language courses (300 level and above).

Courses ENG

010 ENGLISH AS A SECOND LANGUAGE **3 hours**

Instruction in English for non-native speakers. Development of reading and writing skills with major attention to listening comprehension, oral communication, and acculturation to academic expectations in the United States. Placement by TOEFL score or by recommendation of the English department. Does not count as graduation credit. Fall.

109 INTRODUCTION TO WRITING **3 hours**

Prepares students for ENG 110 by teaching the fundamentals of writing. Intensive instruction in grammar, mechanics, usage, and sentence structure. Emphasis on rhetorical structures that support critical reading and thinking. Admission by placement. Fall.

110 WRITING THROUGH LITERATURE **3 hours**

Selected readings from diverse literatures, representing different modes, genres, and cultural traditions, integrated with extensive practice in expository and analytical writings. Includes practice in research and documentation. Emphasis will be placed upon critical reading and thinking and clear, focused writing. Students may be assigned to the Writing Center upon recommendation of the English department. Fall. January. Spring. GE-B.

115 INTRODUCTION TO LITERARY STUDIES **3 hours**

A variety of literary and critical texts are used to introduce central concepts of analytical and interpretive reading. The course examines ideas of literature and the formation of literary canons along with the relationship of literature to criticism and of critical analysis to evaluation. Fall.

201 JOURNALISM I: REPORTING **3 hours**

Fundamentals of gathering, interpreting, and writing news, along with an introduction to feature writing and news analysis. Emphasis is placed upon learning to organize a news story and to write clearly and concisely. Attention is given to the conventions of newspaper style, the organization of newspapers, and the use of computers in writing and editing. Fall.

214 CLASSICAL AND MEDIEVAL LITERATURE **3 hours**

Major works of ancient and medieval Europe in translation. Works likely to be studied, in whole or in part, are Homer's *Iliad* and *Odyssey*, Aeschylus' *Agamemnon*, Plato's *Apology*, Ovid's *Metamorphoses*, the anonymous *Song of Roland*, and Dante's *Divine Comedy*. Spring, even years. GE-M1.

238 WORLD LITERATURE **3 hours**

Literature in English and in translation representing both a variety of genres and of cultural traditions. January, Spring. GE-M1.

242 AFRICAN AMERICAN LITERATURE **3 hours**

Explores African American literature from the folk tale through contemporary literature. Readings will include selections from early oral black vernacular traditions, slave narratives, the Harlem Renaissance, the Black Arts Movement, the Civil Rights Movement, and

contemporary writings. Prospective authors include Wheatley, Douglass, Du Bois, Hurston, Hughes, Baldwin, Ellison, Wright, Hansberry, Morrison, Dove, and Wideman. Spring, even years. GE-M1.

309 CONTEMPORARY LITERATURE **3 hours**

A study of literatures since 1965 representing various cultural traditions and critical perspectives. Selections from the literatures of Canada, the United States, the United Kingdom, Ireland, Africa, Australia, and New Zealand. Prose, poetry, and dramatic literature will be considered. Spring, odd years.

310 STRUCTURE OF THE ENGLISH LANGUAGE **3 hours**

Principles of phonology, grammar, and usage by which the English language functions. Traditional, structural, and generative-transformational models are examined and applied. Spring, even years.

311 HISTORY OF THE ENGLISH LANGUAGE **3 hours**

Developments in English phonology, grammar, and vocabulary from Indo-European and Germanic beginnings through Old, Middle, and Early Modern English to Contemporary English. Emphasis is placed upon changing pronunciations, development of periphrases and dropping of inflections, growth of vocabulary, emerging standards for written and spoken dialects, and recent patterns of variation. Fall.

317 JOURNALISM II: EDITING **3 hours**

A study of news writing, news analysis, feature writing, and opinion writing from the editor's perspective, along with attention to basic principles of newspaper and magazine design, the role of the press in society, and fundamentals of media law. Students use computers in writing and copy editing. Prerequisite: ENG 201 or consent of instructor. Spring.

321 SHAKESPEARE (W) **3 hours**

The plays of Shakespeare as literary text and theatrical production. Examination of the historical, cultural, and formalistic issues that have created Shakespeare's unparalleled reputation in world literature. Within a context of contemporary literary theory, the plays will be studied from socio-political and theatrical perspectives. Includes opportunities to perform and to experience professional productions. Fall.

322 AMERICAN LITERATURE I: COLONIAL AND ANTEBELLUM AUTHORS **3 hours**

Surveys American literature from its beginnings through the Antebellum era. Readings will include the writings of early explorers, Puritans, and agrarian idealists, as well as the oral traditions of Native Americans, and will move through the American Renaissance, with attention to slave narratives, sentimental fiction, and transcendental philosophy. Prospective authors include Columbus, Crèvecoeur, Wheatley, Cooper, Emerson, Fuller, Poe, Stowe, Hawthorne, and Thoreau. Spring, odd years.

323 AMERICAN LITERATURE II: POSTBELLUM AUTHORS **3 hours**

Surveys American literature from the Civil War to the World War I era. Readings will include selections from the picaresque, naturalist, and realist traditions as well as early feminist writings. Prospective authors include Alcott, Melville, Twain, Whitman, Dickinson, Crane, James, Chopin, Gilman, and Wharton. Fall, odd years.

335 MODERN LITERATURE **3 hours**

The study of English-speaking writers from 1900 through 1965. The course follows the development of modernism as an international movement through the exploration of such authors as Waugh, Forster, Woolf, Fitzgerald, Conrad, Cather, Hemingway, H.D., and Kerouac. Fall, odd years.

- 338 CULTURE THROUGH LITERATURE** **3 hours**
Offers concentrated study of selected authors and issues. Students explore a specialized field of literacy and cultural studies in an effort to learn more fully the social, historical, and artistic dimensions of literature. Students learn both how culture shapes literature and how literature shapes culture. Topics will vary according to instructor and student interest, and will be indicated by different subtitles, such as Jane Austen in Literature and Popular Culture, The Harlem Renaissance, and Midwestern Authors. May be taken twice, under different subtitles. January. Spring.
- 340 BRITISH LITERATURE I: THE MIDDLE AGES AND RENAISSANCE** **3 hours**
British literature of the eighth through the sixteenth centuries. Selections from such works as *Beowulf*, *The Canterbury Tales*, *Everyman*, and *The Faerie Queen* introduce literary themes and techniques characteristic of the Middle Ages and the Renaissance. Other works likely to be included are those of Langland, Kemppe, Malory, More, Marlowe, and Sidney. Fall, odd years.
- 342 BRITISH LITERATURE II: THE SEVENTEENTH AND EIGHTEENTH CENTURIES** **3 hours**
British literature from the last quarter of the sixteenth century to the end of the eighteenth century. Poetry, prose, and drama selected to represent the varied perspectives of gender, race, and class and to illustrate evolving social, religious, and intellectual contexts. Spring, even years.
- 344 BRITISH LITERATURE III: THE ROMANTICS AND VICTORIANS** **3 hours**
British literature from the late eighteenth century to the end of the nineteenth century, from responses to the French Revolution to the death of Victoria. Surveys major Romantic and Victorian authors, with attention to the poetry of Wordsworth, Coleridge, Keats, and Tennyson; the fiction of Austen, Mary Shelley, the Brontës, Eliot, Dickens, and Hardy; and the essays of Mill, Arnold, and Ruskin. Spring, odd years.
- 350 TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES** **3 hours**
Instruction and practice in the theory, techniques, and skills of teaching English to speakers of other languages, Observing ESL and foreign language classes, tutoring international students, diagnosing language acquisition problems, planning lessons and curricula, evaluating ESL texts, and conducting related research. Prerequisite: ENG 310 or ENG 311 or a modern language course at the 300 level, or permission of instructor. Fall.
- 352 PRACTICUM IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES** **3 hours**
Supervised experience in teaching English to speakers of other languages. Students will apply the theories and techniques of second-language acquisition which were covered in the prerequisite course. Practicum may be done anywhere in the world. Prerequisite: ENG 350.
- 354 SECOND LANGUAGE ACQUISITION** **3 hours**
Course explores how people learn language and what methodologies respond to different linguistic needs and learning styles. Topics include: theories of language learning, diagnosis of language learning problems, assessment techniques, pedagogies appropriate to second language acquisition, relationship of culture to language development. Prerequisite: intermediate proficiency in a second language. Fall.
- 361 WOMEN IN LITERATURE** **3 hours**
A chronological and thematic study of poetry, fiction, drama, essays, and journals by women who represent a variety of cultural traditions. Emphasis will be upon works written in English, but translations may be used. Spring, even years.

363 CREATIVE WRITING

3 hours

The writing of poems, plays, and short stories. All students experiment with various genres, then concentrate, if they choose, on only one. Professional writing, as well as student writing, is analyzed and discussed in class. Success in the course may be achieved both through the student's own writing and through intelligent application of critical principles to the writing of others. Fall, odd years.

364 EXPOSITORY AND CRITICAL WRITING

3 hours

The theory and practice of clear, accurate exposition and of writing that evaluates as well as presents. Within this framework, the student is encouraged to follow personal interests and to develop a personal style. Fall. Spring.

375 PRACTICUM IN JOURNALISM

2-4 hours

On-the-job experience, for qualified students, in gathering, interpreting, writing, and editing news and feature material. The student works under the supervision of a newspaper or magazine staff. Frequent reports and evaluations are made by staff, faculty, and student. Prerequisite: ENG 201 or practical experience in journalism, and consent of instructor. May be taken only once. Fall. January. Spring.

410 LITERARY CRITICISM

3 hours

Critical writing from the fifth century B.C. to the present. Focuses on the perennial questions of literary interpretations formulated by ancient, modern and contemporary critics and theorists. Prerequisites: Two previous courses in literature. Spring, odd years.

475 PRACTICUM IN WRITING

3 hours

On-the-job experience, for qualified students, in researching, composing, and editing written material. The student works within a professional environment, such as a newspaper, magazine, or advertising agency, under the supervision of a staff. Fall. January. Spring. Prerequisites: ENG 201; 317; 363 or 364; or permission of instructor.

380 or 480 SPECIAL PROBLEMS

1-4 hours

A student who has demonstrated ability to work independently may propose a course and pursue it with a qualified and willing professor. The department chair and the vice president and dean for academic affairs must also approve. A set of guidelines can be secured from the Office of the Registrar.

385 or 485 SEMINAR

1-4 hours

An in-depth consideration of a significant scholarly problem or issue. Students pursue a supervised, independent inquiry on an aspect of the topic and exchange results through reports and discussions. Academic majors are required to take this course for at least three hours. Fall.

ENVIRONMENTAL STUDIES

Alan Holyoak, director

Baccalaureate Degree

Major in Environmental Studies, 54-56 hours.

Core courses, 29 hours:

BIOL 107 Principles of Biology I

BIOL 109 Principles of Biology II

BIOL 130 Introduction to Environmental Studies

ECON 221 Principles of Microeconomics

BIOL 223 Conservation Biology

IDIV 401 Environmental Science

PHIL 425 Environmental Philosophy
One course selected from:
POSC 121 American National Politics
POSC 122 State and Local Politics

Technical concentration, 27 hours.

Core courses plus the following:

BIOL 311 Ecology or BIOL 412 Freshwater Biology; CHEM 111/111L Fundamentals of Chemistry I, 211/211L Fundamentals of Chemistry II, 233 Analytical Chemistry, 104 Introduction to Organic Chemistry or 311/311L Organic Chemistry with lab; MATH 210 Introduction to Statistics; Three hours of elective credit to be approved by the director of environmental studies.

Natural history concentration, 25-26 hours.

Core courses plus the following:

BIOL 110 Field Biology, 330 Invertebrate Zoology, 240 Taxonomy of Vascular Plants or 242 Introduction to Algae, Fungi, and Plants, 311 Ecology or 412 Freshwater Biology; NASC 207 Historical Geology or 209 Physical Geology; one sequence selected from: CHEM 103 Introduction to Inorganic Chemistry and 104 Introduction to Organic Chemistry, or 111/111L Fundamentals of Chemistry I and 211/211L Fundamentals of Chemistry II.

Policy concentration, 27 hours.

Core courses plus the following:

One sequence selected from: CHEM 103 Introduction to Inorganic Chemistry and 104 Introduction to Organic Chemistry, or 111/111L Fundamentals of Chemistry I and 211/211L Fundamentals of Chemistry II; ECON 303 Environmental Economics; IDIV 403 Environmental Law; MATH 210 Introduction to Statistics; POSC 225 Public Policy, 253 Environmental Politics; one course selected from: POSC 222 Political Analysis, (ECON 221, MATH 120 and 210, or MATH 240) ECON 350 Econometrics (prerequisites: MATH 120, 210), SOC 222 Social Research Methods. Students in Policy concentration are advised to take ECON 303 prior to IDIV 403.

Majors must successfully complete the senior comprehensive evaluation prior to graduation. Details are available from the director of environmental studies.

Minor in environmental studies, 29 hours.

BIOL 107 Principles of Biology I, BIOL 130 Introduction to Environmental Studies; one course selected from: CHEM 103 Inorganic Chemistry, 104 Introduction to Organic Chemistry, 111/111L Fundamentals of Chemistry I; ECON 221 Principles of Microeconomics; IDIV 401 Environmental Science; PHIL 425 Environmental Philosophy; POSC 121 American National Politics or 122 State and Local Politics; three hours of elective credit to be approved by the director of environmental studies.

Specialized Environmental Courses

BIOL 130 INTRODUCTION TO ENVIRONMENTAL STUDIES **3 hours**
Basic concepts of ecosystem theory, culture and environment, and application of the scientific method in examining global processes and problems, and their proposed solutions. Spring. January, alternate years. GE-J3.

BIOL 223 CONSERVATION BIOLOGY**3 hours**

Definitions and origin of biodiversity, threats to its maintenance, value of preserving variety, ecological and genetic principles relating to preservation, and practical strategies for preservation. Laboratories involve observational and evaluative field trips to nature reserves. Spring, alternate years.

ECON 303 ENVIRONMENTAL ECONOMICS**3 hours**

The microeconomic foundations of environmental issues. Natural resource economics will be covered first, focusing on sustainability of renewable and non-renewable resources, recyclable resources, and energy. The focus will then turn to analysis of environmental policy, including pollution regulation and greenhouse gas emission restrictions. Prerequisite: ECON 221 or consent of instructor. Fall, odd years.

IDIV 278 PRACTICUM IN ENVIRONMENTAL STUDIES**1-4 hours**

Observation of and participation in the activities of a professional in an applied field that is related to the environment. Examples of appropriate mentors include, but are not limited to, foresters, environmental lobbyists, research scientists, environmental consultants, environmental chemists, and wildlife biologists. May be repeated once for credit. Prerequisite: Appropriate towards nature. Coursework in disciplines-varies with practicum.

IDIV 401 ENVIRONMENTAL SCIENCE (W)**3 hours**

A study of contemporary issues related to human populations and the ecology of survival. Analysis of the human population explosion, rates of population growth, and the distribution of population. The relation of human populations and the physical environment with a special concern for the effect of pollution on human health and survival and the demands for raw materials by our industrial activities, both in the developed and the developing segments of the world. An integrative senior level course for environmental studies majors and minors. Prerequisite: BIOL 130. Spring, alternate years.

IDIV 403 ENVIRONMENTAL LAW**3 hours**

This course examines the role of environmental regulations, and how they affect the conduct of individuals in modern American society. GE-L.

IDIV 475 INTERNSHIP IN ENVIRONMENTAL STUDIES**3-6 hours**

Student interns will function as environmental professionals. Internships involve significantly more independence and decision-making responsibility than do practica. Juniors and seniors majoring in environmental studies only. May not be repeated for credit. Prerequisite: Appropriate coursework in disciplines (will vary with internship).

PHIL 425 ENVIRONMENTAL PHILOSOPHY**3 hours**

A study of: 1) competing theories of distributive justice and their implications for various environmental issues (land use, famine relief, population control, pollution abatement, etc.), 2) animal liberation and animal rights, 3) the possibility of a *land ethic*, and 4) the relation between one's religious beliefs and one's attitudes towards nature. Spring, even years. GE-L.

POSC 253 ENVIRONMENTAL POLITICS**3 hours**

An examination of how political forces shape environmental choices and how political processes are used to address and manage environmental problems. The interplay of local, national and international environmental problems and policies will be examined. Fall, even years.

EXERCISE SCIENCE

See Health and Physical Education.

FINANCE

See Accounting and Business.

FITNESS SPECIALIST

See Health and Physical Education.

FRENCH

See Modern Languages.

GENDER STUDIES

Dagny Boebel, director

The interdisciplinary courses in the gender studies minor afford students the opportunity to study gender both as an analytical perspective and as a social and cultural phenomenon. The minor will complement most academic majors, preparing individuals to do the critical thinking required in business and the professions as well as in graduate study in the humanities and the social sciences.

Gender Studies Minor, 24 hours

HUM/SOSC 125 Introduction to Gender Studies; HUM/SOSC 319 Feminist Theory; eighteen hours of electives from the following courses and others approved by the Gender Studies Council.

ECON 320 ECONOMICS OF RACE, GENDER, AND CLASS **3 hours**

An introduction to differences in economic outcomes as a result of group (race/gender/class) membership. Economic inequality from an environment of unequal power, participation rules, and access to resources is explored. Topics include premarket discrimination; leisure-labor and household decisions; market discrimination; forms of oppression; race/gender/class bias (past and present); social change and public policy. Prerequisite: junior or senior class standing. January. GE-L.

ENG 361 WOMEN IN LITERATURE **3 hours**

A chronological and thematic study of poetry, fiction, drama, essays, and journals by women who represent a variety of cultural traditions. Emphasis will be upon works written in English, but translations may be used. Spring, even years.

HIST 206 WOMEN IN EUROPEAN HISTORY **3 hours**

A survey of women in European history during the medieval, early modern, and modern eras. This course will examine the participation of women in various aspects of European society, including economic, religious, and family life. Prerequisite: HIST 101. Spring, odd years. GE-M1.

HIST 329 WOMEN IN AMERICAN HISTORY **3 hours**

A survey of the experience of various groups of women in colonial, nineteenth, and twentieth-century America. The nature of family life and the technology and management of the household will be an ongoing theme. Specific topics of relevance will also be pursued, including women's roles in religious life of the colonial period, development of women's rights and suffrage in the nineteenth century, and the impact of women's increasing participation in the paid labor force. Spring, even years. GE-M1.

HUM 210 WOMEN IN THE ARTS**3 hours**

A study of the role of women in the fine arts. Material will be studied from the following areas: selected women composers and artists of the 18th through 20th centuries; the role of women in theatre, film and dance. Spring, odd years. GE-M1.

REL 225 FEMINIST AND WOMANIST THEOLOGIES**3 hours**

An exploration of the critique and vision brought to contemporary theology by women's perspectives represented in texts by feminist and womanist theologians and in women's fiction and essays. Prerequisite: One course in religion or permission of instructor. GE-M1.

SOC 305 SELF AND SOCIETY**3 hours**

Social psychology from a sociological perspective, examining the interaction between individual lives and social structure: how humans are created by their social order and how humans create social orders. Major topics include socialization and the development of the self, language and the social construction of reality, and the social construction of gender. Fall, odd years.

SOC 333 SEXUALITY AND GENDER IN SOCIETY**3 hours**

Human sexuality as social interaction and as social-cultural construction. Topics include sexuality in historical-cultural context, psychosexual development and socialization, love and sex, sexual attitudes and behaviors, contraception, sexual coercion, and commercial sex, with special emphases on sexual identity, sexual orientation, and gender. A focus on empirical knowledge with attention to ethical and affective concerns. Spring.

Specialized Gender Studies Courses**HUM/SOSC 125 INTRODUCTION TO GENDER STUDIES****3 hours**

A basic introduction to the field of gender studies. The course will examine gender as a category for analyzing culture and society. Fall, odd years. GE-M1.

HUM/SOSC 319 FEMINIST THEORY**3 hours**

Interdisciplinary examination of the theoretical and methodological questions that arise when women are placed at the center of study. Focus is on significant works and perspectives in feminist theory and on their contributions to understanding human experience. Spring, odd years.

GERMAN

See Modern Languages.

GERONTOLOGY

Connie Croyle, director

The interdisciplinary courses in the gerontology minor and associate degree provide students with preliminary skills and knowledge for work with older persons in a broad variety of settings and occupations. Core courses in biology, sociology, psychology and gerontology are complemented by elective choices which allow students to tailor their studies to best fit their individual career aspirations.

Baccalaureate Degree

Minor only, 24-26 hours:

BIOL 102 or 204; PSYC 101; 331; SOC 101, SOC/SOWK 220, 371; two guided electives (6-7 hours) chosen from ACCT 331; BUS 313; COMM 210, 308; FIN 340; HPE 263, 335, 343; NPM 201, 301; PSYC 320, 341, 475; SOC 222, 233; SOWK 110, 275, selected in consultation with advisor and approval of Gerontology Program Chair.

Associate of Arts Degree

Major in gerontology, 34 hours:

SOC 101, 220, 371; SOWK 110, 274, 275, 334; NASC 201; (PSYC 101) PSYC 331; three hours in electives in recreation or crafts selected in consultation with advisor.

HEALTH AND PHYSICAL EDUCATION

Brice Bedke, Kim Duchane, Michele Gill, Lana Groombridge, David Harms, Mark Huntington, Tom Jarman, Heidi Lombardo, Jeremy Markham, Jamie Matthews, Tyson Silveus, Scott Stan

PHYSICAL EDUCATION ACTIVITY COURSES

After a general introduction course which stresses the need for physical activity in our current society as it relates to the total person, students are encouraged to select areas of physical education in which they do not excel with the purpose of improving their physical condition and broadening their abilities to participate in lifelong activities. Intramural and intercollegiate sports participation is encouraged.

Courses PE

100 INTRODUCTION TO WELLNESS

0.5 hour

A combination of classroom lectures/discussions with physical activities, to enable students to understand their present physical condition in view of their potential, to understand how lifestyle can affect wellness levels, and to investigate acceptable physical activities for the present and the future. Required of first year students. Fall. GE-G.

101 PHYSICAL EDUCATION ACTIVITY

0.5 hour

Activity courses may include, but are not limited to: aerobic dance, archery, badminton, canoeing, country line dancing, jogging, karate, racquetball, square and social dancing, step aerobics, tai chi, tennis, walking, weight training, and yoga. Bowling, golf, lifeguarding, swimming, and hydroaerobics, have additional fees. Only swimming may be repeated. Lifeguarding has a prerequisite of a current Red Cross first aid certificate or concurrent enrollment in HPE 111. Maximum credit toward bachelor's degree is 1.5 hours. GE-G.

HEALTH AND PHYSICAL EDUCATION

The goal of the department is to develop knowledgeable and skillful leaders in various fields of health and physical education. Students will be cognizant of scientific principles underlying movement patterns and analysis, as well as physiological, psychological, and sociological perspectives of healthy lifestyles. The core curriculum includes health, fitness, and wellness principles, with additional course work specific to each major.

Formal application to the physical education or exercise science major is made by Dec. 1 of the sophomore year. Juniors who have transferred or changed majors must meet the same deadline. Athletic training students apply to the major in either the spring of the first year (deadline: April 15) or the fall of the sophomore year (deadline: Dec. 1). Application to the major forms are in the Health and Physical Education Student Handbook, available from the department chair.

Students may elect the following majors:

Athletic Training Major - Students are prepared for National Athletic Trainer's Association Board of Certification (NATABOC) certification eligibility and entry level athletic training positions in high schools, colleges and universities, and sports medicine clinics.

This is a four year program leading to the Bachelor of Science or Bachelor of Arts degree. This program is accredited by the Commission on Accreditation of Allied Health Educational Programs (CAAHEP). Technical standards for the major are published in the Athletic Training Major handbook.

Students successfully completing all clinical and didactic components of the athletic training major are eligible to take the NATABOC certification examination in athletic training.

Admission to Athletic Training Major

The number of admissions to the athletic training major is necessarily limited to the number of clinical spaces available. Application to the athletic training major typically occurs in the spring of the student's first year. To be eligible for admission to the major, the following requirements must be met:

- 1) Completion of HPE 113 and 150 with a minimum cumulative GPA of 2.50 in these courses;
- 2) Completion of at least 12 semester hours of college credit;
- 3) Completion of at least 75 hours of directed observation experience in the Manchester College athletic training room;
- 4) Successful completion of all clinical skills presented in HPE 113 and 150;
- 5) Attendance at one professional conference;
- 6) Completion of interview with the Athletic Training Admission Committee.

Successful completion of a designated set of examinations with at least 80 percent administered during HPE 411 will constitute the senior comprehensive evaluation for the athletic training major.

Exercise Science Major - This option prepares students for programs in one of the exercise sciences (e.g., Biomechanics, Exercise Physiology, Pre-Occupational Therapy, Pre-Physical Therapy). It is an appropriate preparation for graduate school. Completing and passing a senior research project OR completing a written and oral practical examination with at least 80 percent will constitute successful completion of the senior comprehensive evaluation for the exercise science major.

Physical Education Major - This focus is chosen by students who desire careers in Y's, fitness centers, camping facilities, worksite health promotion, continuing care retirement communities or other recreational service settings. The senior comprehensive evaluation for this major includes the organization and successful completion of a portfolio and passing an oral presentation.

Teacher Education Major in Physical Education - Students may elect to major in teacher education and earn any of the following teaching certifications:

- All-Grade Teaching Major in Physical Education (K-12)
- All-Grade Teaching Major in Adapted Physical Education (K-12)
- All-Grade Teaching Major in Health and Physical Education (K-12)

Baccalaureate Degrees

Athletic training major, 50 hours:

BIOL 204, 204L, 202; HPE 113, 150, 200, 235, 240, 243, 246, 270, 273, 311, 325, 330, 335, 345, 370, 373, 410, 411, 470, 473.

Exercise science major, 48-49 hours:

BIOL 204, 204L, 202, 420; CHEM 103 and 104 or 111, 111L and 211, 211L; HPE 103, 111, 145, 200, 243, 325, 345, 410, 414; HPE 476 or 499; MATH 210; two to three courses selected from: PE 101.

Physical education major, 42 hours:

BIOL 204, 204L; HPE 103, 111, 145, 205, 206, 243, 275 or 276 or 475 or 476, 325 or 345, 363, 410; directed electives selected in consultation with advisor and approval of department chair.

Majors must successfully complete the senior comprehensive evaluation prior to graduation. Details are available from the department chair.

Students majoring in other departments may elect the following minors:

Athletic Training Minor - Students gain knowledge in theoretical background of care and prevention of athletic injuries.

Coaching Minor - This option prepares students for coaching at various levels within a community. Scientific, psychological and administrative principles are presented which focus on appropriate coaching behaviors with young people.

Physical Education Minor - This focus is chosen by students in another discipline who want basic knowledge and skills of physical education for alternative career options.

Athletic training minor, 22-23 hours:

BIOL 204, 204L, 202; HPE 111, 150; 11 to 12 hours from: HPE 200, 240, 243, 246, 311, 325, 330, 335, 345.

Coaching minor, 21 hours:

HPE 111, 150, 209, 235, 325, 410; two to six hours selected from HPE 210, 211, 212, 214, 215, 218; Electives (two to six hours) chosen from BIOL 204 and 204L, HPE 145, 223, 243, 275 or 475, 345, 385, 414.

Physical education minor, 28 hours:

BIOL 204, 204L; HPE 103, 111, 145, 205, 206, 243, 250, 260, 325 or 345, 410, 414.

Associate of Arts Degree

Health and Fitness Instruction, 28-31 hours:

BIOL 204, 204L; BUS 231 or (ECON 221) 234; COMM 210 or 341; HPE 111, 200, 239, 243, 325, 410, 414; PE 101; one to two courses selected from: HPE 206 and 260, 276 or 476, 343, 363.

COURSES HPE

103 FOUNDATIONS OF PHYSICAL EDUCATION

2 hours

An introduction to the historical, philosophical, sociological and psychological foundations which provide the framework for diverse career opportunities in physical education. Fall.

111 FIRST AID **1 hour**

The principles and procedures of standard first aid and infant and child CPR are covered. Students will combine theoretical and practical work to gain Red Cross certifications. In addition, preventive injury concepts and introductory taping and wrapping techniques will be presented. Fall. Spring.

113 EMERGENCY CARE FOR THE PHYSICALLY ACTIVE **3 hours**

Emergency management of common injuries in the physically active population. Includes CPR for the professional rescuer, use of automatic external defibrillators, spine-boarding and fracture splinting techniques. Emphasis is on recognition, assessment, and immediate treatment of injuries and illnesses. Spring.

145 MOTOR DEVELOPMENT **3 hours**

A study of the progressive change in movement behavior throughout life from infancy through older adulthood. Emphasis is placed upon developing the ability to identify the stages in a variety of motor skills. Attention will also be given to the study of physical growth patterns and biological maturity and the relationship of each to motor performance. January. Spring.

150 INJURY AND ILLNESS PREVENTION FOR THE PHYSICALLY ACTIVE **3 hours**

A survey of strategies for the prevention of injury and illness in the physically active population. Topics include prophylactic taping, padding and bracing techniques, protective equipment, universal precautions and disease transmission, and environmental threats to safety. Fall.

200 BASIC PRINCIPLES OF NUTRITION **3 hours**

Basic nutrition with emphasis on the principles and theories of the function and interrelationships of the nutrients. The application of nutrition for the needs of the various life stages. Therapeutic diets are reviewed. Research paper is required. Fall.

205 TEACHING TEAM ACTIVITIES **3 hours**

Students will develop personal skills, learn basic rules, and focus on teaching progressions, analyzing skills, and selecting appropriate skill tests for specific team activities. Concurrent enrollment in HPE 250. Fall.

206 TEACHING INDIVIDUAL AND DUAL ACTIVITIES **3 hours**

Students will develop personal skills, learn basic rules, and focus on teaching progressions, analyzing skills, and selecting appropriate skill tests for specific individual and dual sports and noncompetitive lifetime activities. Concurrent enrollment in HPE 260. Prerequisite: HPE 205 and HPE 250. Spring.

208 READINGS IN NUTRITION **1 hour**

A review of recent publications in the area of nutrition and evaluation by the students. Spring, even years.

209 PRINCIPLES OF COACHING **2 hours**

An overview of basic techniques and procedures involved in coaching at the elementary through secondary level. Administrative, scientific and psychological concepts facing the coach are discussed. Spring.

210-218 COACHING

Coaching techniques, fundamental skills, conditioning and rules relating to participation and management of meets and games. Methods of coaching a specific system as it relates to the sport.

- 210 COACHING OF BASKETBALL** **2 hours**
Fall, even years.
- 211 COACHING OF BASEBALL/SOFTBALL** **2 hours**
Spring, even years.
- 212 COACHING OF FOOTBALL** **2 hours**
Fall, odd years.
- 214 COACHING OF TRACK AND FIELD** **2 hours**
Spring, odd years.
- 215 COACHING OF VOLLEYBALL** **2 hours**
Fall, odd years.
- 218 COACHING OF WRESTLING** **2 hours**
Fall, even years.
- 222 WATER SAFETY INSTRUCTION** **2 hours**
Material and skills to prepare and certify students to teach a number of water safety and swimming courses. Both classroom instruction and practical skills are offered. (This does not certify students to become lifeguards. See PE 101 Lifeguarding.) Prerequisite: ARC Emergency Water Safety or PE101 Lifeguarding. Students are encouraged to complete the ARC first aid and CPR courses. Spring, odd years.
- 223 OFFICIATING** **0.5 hour**
An in-depth study of the rules of selected sports which enables students to become certified by the IHSAA to officiate in sports of her/his choice. May be repeated with different sports for up to two hours credit. Certification includes: basketball, football, gymnastics, swimming, volleyball and wrestling–Fall; baseball, soccer, softball, and track–Spring.
- 235 DRUG AND ALCOHOL EDUCATION** **1 hour**
A course designed to identify current drug and alcohol use within communities and to develop strategies for effective educational programs at various levels. Fall.
- 237 SEXUALLY TRANSMITTED DISEASES/AIDS EDUCATION** **1 hour**
The course will investigate current information on Sexually Transmitted Diseases (STD) and Acquired Immune Deficiency Syndrome (AIDS) and formulate appropriate teaching methods to be used at various levels. Fall.
- 239 METHODS OF TEACHING STRESS REDUCTION** **1 hour**
The physiological and psychological foundations of stress on the human body are investigated. Students identify and practice teaching methods of stress reduction for various populations. Spring.
- 240 PSYCHOLOGY OF SPORT INJURY** **3 hours**
A study of current theories of behavioral change and their application in sport psychology. The emphasis is on the application of skills to help the injured and competing athlete cope with psychological aspects of injuries, rehabilitation, and participation. Discussion of coping skills includes: feedback, rewards, confidence training, goal setting, motivation, and visualization. January, even years.
- 243 PRINCIPLES OF FITNESS** **2 hours**
A lecture/laboratory course which investigates basic principles of safe and effective exercise prescription for all age levels. Students will identify strengths and weaknesses of existing fitness testing programs and will field test selected programs with appropriate age groups including self-testing. Students design suitable exercise programs based on test results. Spring.

**246 MEDICAL CONSIDERATIONS
FOR THE PHYSICALLY ACTIVE**

3 hours

A survey of non-orthopedic conditions and other factors which affect participation in physical activity. Topics included are diabetes, seizure disorders, the effects of various pharmacological agents, and the evaluation of systemic illness by athletic trainers. Spring, even years.

250 TEACHING LABORATORY 1

1 hour

An introductory practice teaching experience in physical education with school-aged children in an on-campus clinical teaching setting under the direct supervision of a physical educator. Concurrent enrollment in HPE 205. Fall.

260 TEACHING LABORATORY 2

1 hour

The second practical experience in teaching school-aged children in an on-campus clinical setting applies instructional strategies covered in HPE 206. Students are under the direct supervision of a physical educator. Concurrent enrollment in HPE 206. Prerequisite: HPE 250. Spring.

270 CLINICAL EXPERIENCE IN ATHLETIC TRAINING I

1 hour

In this first level of clinical experience in athletic training, students have the opportunity to apply clinical techniques addressed in HPE 113 and 150. Students are under the direct supervision of an athletic training clinical instructor in an athletic training setting. Prerequisite: Permission of a clinical instructor.

273 FIELD EXPERIENCE IN ATHLETIC TRAINING I

1 hour

First level of field experience in an athletic training setting under the supervision of a Certified Athletic Trainer. Students will be assigned to a particular patient population in a particular health care setting. Prerequisite: HPE 270.

275 PRACTICUM IN PHYSICAL EDUCATION

1-4 hours

Designed to give students supervised work in varsity or intramural sports, physical education classes at any level, recreational settings, or sports administration settings. The course focuses on administrative aspects of chosen placement and participation suitable to the student's expertise. May be repeated for a maximum of four hours. Prerequisite: Prior written approval by department chair.

276 PRACTICUM IN HEALTH/FITNESS/WELLNESS

1-3 hours

Observation of and participation in a health, fitness, or wellness setting. The focus is on allowing the student to observe and participate in the activities related to the particular setting. Practical application of previous learning is expected without a high level of professional responsibility. May be repeated for a maximum of three hours. Prerequisite: Prior written approval by department chair.

301 TEACHING FUNDAMENTAL MOVEMENT ACTIVITIES

3 hours

Methods for teaching fundamental motor skills and developmentally appropriate physical education activities based on the needs, interest, and characteristics of the elementary school child are stressed within an interdisciplinary content. Concurrent enrollment with HPE 350 (waived for elementary education majors). Prerequisite: HPE 206, 260, and successful completion of Praxis I (elementary education majors exempted from all prerequisites). Fall.

303 TEACHING GYMNASTICS AND RHYTHMIC ACTIVITIES

3 hours

Methods for teaching tumbling, apparatus, and rhythmic activities, including teaching progressions, analyzing skills, selecting appropriate skill tests, and designing interdisciplinary activities. Concurrent enrollment in HPE 360. Prerequisite: HPE 301 and 350. Spring.

311 ADVANCED ASSESSMENT OF MUSCULOSKELETAL INJURY 3 hours

Advanced physical assessment of injury and pathology of the musculoskeletal and nervous systems. Proper documentation of clinical findings is also addressed and practiced. Prerequisites: BIOL 204, 204L and HPE 113. Spring.

320 COMMUNITY HEALTH 3 hours

An overview of health issues relevant to school, community, and public health educators including athletic trainers, fitness personnel, teachers, and physical therapists. Attention will be given to topics such as health care delivery systems, drug testing and screening, environmental and consumer health, disease prevention, and health promotion. Fall, even years.

325 EXERCISE PHYSIOLOGY (W) 3 hours

A course investigating the various physiological adaptations which occur in the human body as a result of physical activity. The functions of various organs and systems involved in these adaptations will be reviewed. Commonly used physical training techniques and the physiological bases for their use are presented. A two hour lab is included in the course. Prerequisite: BIOL 204 and 204L, or consent of instructor. Fall.

330 THERAPEUTIC MODALITIES IN ATHLETIC TRAINING 3 hours

A survey of the therapeutic modalities commonly employed in athletic training and other rehabilitation settings. Theory, indications and contraindications for use, and practical application of ultrasound, electrical stimulation, intermittent compression and various heating and cooling modalities in the treatment of athletic injuries are addressed. Prerequisite: HPE 150. Spring.

333 HEALTH EDUCATION 3 hours

Course emphasizing current topics in health and total wellness, and exposing the student to creative procedures for teaching health in a student-centered classroom. Fall, odd years.

335 THERAPEUTIC EXERCISE 3 hours

Theory and techniques of restoration of muscular flexibility, strength, endurance, and functional ability following injury. Topics included are joint mobilization, proprioceptive neuromuscular facilitation, and other selected rehabilitation strategies and modalities. Prerequisites: BIOL 204 and 204L. Fall.

343 AGING: HEALTH AND WELLNESS 3 hours

Students will study problems and concerns related to health, fitness, and wellness in the aging population. Special emphasis will be given to exercise and strength training. Practical experience with older adults is required. January, odd years.

345 BIOMECHANICS OF PHYSICAL ACTIVITY 3 hours

A course which qualitatively investigates the principles of mechanics as they relate to the performance of motor skills. Special emphasis is placed on skill analysis through visual observation and video taping. Prerequisite: BIOL 204 and 204L, or consent of instructor. Spring.

350 TEACHING LABORATORY 3 1 hour

The third practical experience in teaching elementary-aged children physical education in an on-campus clinical setting applies instructional strategies covered in HPE 301. Students are under the direct supervision of a physical educator. Concurrent enrollment in HPE 301. Prerequisite: HPE 260 (waived for elementary education majors). Fall.

360 TEACHING LABORATORY 4 1 hour

The fourth practical experience in teaching elementary-aged children physical education in an on-campus clinical setting applies instructional strategies covered in HPE 303. Students are under the direct supervision of a physical educator. Concurrent enrollment in HPE 303. Prerequisite: HPE 350. Spring.

363 ADAPTED PHYSICAL ACTIVITY **3 hours**

A study of general characteristics of individuals with various disabilities and their capabilities in movement performance. Consideration is given to the means of assessing the performance of people of varying abilities, the process for referral and placement in the least restrictive environment, and ways of modifying environment and physical activity to meet the needs of individuals across the lifespan. Field experience required. Spring.

370 CLINICAL EXPERIENCE IN ATHLETIC TRAINING II **1 hour**

The second level of clinical experiences for athletic training students. Opportunities are provided for students to apply the clinical techniques covered in HPE 243, 311, 330, and BIOL 202. Students are under the direct supervision of an athletic training clinical instructor in an athletic training setting. Prerequisites: HPE 243, 270, 311, 330; BIOL 202, and permission of a clinical instructor.

373 FIELD EXPERIENCE IN ATHLETIC TRAINING II **1 hour**

Second level of field experience in an athletic training setting under the supervision of a Certified Athletic Trainer. Students will be assigned to a specific patient population in a particular health care setting. Prerequisite: HPE 370

410 ORGANIZATION AND ADMINISTRATION IN HEALTH AND PHYSICAL EDUCATION (W) **3 hours**

Management and leadership techniques for diverse careers in health and physical education are presented. Topics include: budgeting, legal issues, fundraising, marketing, tournament structures, public relations, staff development and other pertinent issues. Fall.

411 TOPICS IN ATHLETIC TRAINING **1 hour**

Provides an integration of prior coursework and expertise in athletic training, preparation for the NATABOC Certification Exam, and forum for discussion of athletic training issues of current concern. Prerequisite: HPE 311. Fall. Spring.

414 ADVANCED PRINCIPLES OF EXERCISE PRESCRIPTION **2 hours**

A study of advanced fitness principles of assessment and exercise prescription. Exploration of current research including applications of exercise physiology, exercise adherence, motivation theory, and prescription for special populations. Students will complete supervised hours in the Brown Fitness Center. Prerequisite: BIOL 204 and 204L; HPE 243. Fall or Spring.

440 TEACHING METHODS OF HEALTH AND PHYSICAL EDUCATION **3 hours**

An examination of K-12 health and physical education curricula, effective teaching methods, classroom materials and assessment of student learning. Students will participate in 20 hours of observation and teaching experience in a public school classroom. Must be taken the semester prior to student teaching. Prerequisite: Formal approval to student teach. Fall.

470 CLINICAL EXPERIENCE IN ATHLETIC TRAINING III **1 hour**

This course is the third level of clinical experiences for athletic training students. Opportunities are provided for students to apply the clinical techniques covered in HPE 325 and 335. Students are under the direct supervision of an athletic training clinical instructor in an athletic training setting. Prerequisites: HPE 246, 325, 335, 370 and permission of a clinical instructor.

473 FIELD EXPERIENCE IN ATHLETIC TRAINING III **1 hour**

Third level of field experience in an athletic training setting under the supervision of a Certified Athletic Trainer. Students will be assigned to a particular patient population in a particular health care setting. Prerequisite: HPE 470

475 INTERNSHIP IN PHYSICAL EDUCATION **1-4 hours**

Work experience in the area of coaching, physical education, or sports administration. This experience links classroom instruction to actual career responsibilities. The student is supervised by a professional employed by the specific agency. Open only to juniors and seniors. May be repeated for a maximum of four hours. Prerequisite: Prior written approval by department chair.

476 INTERNSHIP IN HEALTH/FITNESS/WELLNESS **1-4 hours**

Work experience in the area of health, fitness, or wellness. This experience links classroom instruction to actual career responsibilities. The student is supervised by a professional employed by the specific agency. Open only to juniors and seniors. May be repeated for a maximum of four hours. Prerequisite: Prior written approval by department chair.

477 INTERNSHIP IN ATHLETIC TRAINING **1-6 hours**

Application of classroom theory to actual athletic training practice. Includes supervised injury evaluation, immediate care, and long-term rehabilitation of athletic injuries, as well as experience in the administrative aspects of athletic training services. May be repeated for a maximum of six hours. Prerequisite: Prior written approval by department chair.

499 SENIOR RESEARCH PROJECT **3 hours**

Supervised research into a physical education topic of interest. Prerequisite: Second semester junior or senior status as an exercise science major.

380 or 480 SPECIAL PROBLEMS **1-4 hours**

A student who has demonstrated ability to work independently may propose a course and pursue it with a qualified and willing professor. The department chair and the vice president for academic affairs must also approve. A set of guidelines can be secured from the Office of the Registrar.

385 or 485 SEMINAR **1-4 hours**

An in-depth consideration of a significant scholarly problem or issue. Students pursue a supervised, independent inquiry on an aspect of the topic and exchange results through reports and discussions.

HISTORY AND POLITICAL SCIENCE

Mark Angelos, Manu Bhagavan, Timothy McElwee, David McFadden, Benson Onyeji, Katherine Tinsley, Leonard Williams

The Department of History and Political Science encourages all students to explore the historical roots and contemporary forms of the various cultural and political institutions and practices found in the world. Our programs are rooted in such liberal arts traditions as intellectual integrity, multi-disciplinary interests, and civic education. Our alumni are well-prepared for graduate or professional studies in a number of fields, as well as for careers in education, government, law, or business. The department is especially proud of its long-standing commitment to developing an international awareness and an appreciation for cultural diversity.

History is the study and interpretation of the human past in light of the present. It emphasizes the interrelation of culture, social structure, economic conditions, and political institutions. Through the study of history, students gain an understanding and appreciation of diverse points of view, as well as an insight into ways of life and perspectives different from one's own. Students taking courses in the field will come to understand fundamental historical events and trends, and will learn the analytical and research skills necessary for historical interpretation.

Political science is the systematic study of politics, that is, of collective decision-making and the interactions between power and interest. It seeks to explain human behavior by focusing on people's preferences, resources, and interests; on institutional rules and norms; and on socioeconomic conditions. All students taking courses in the field explore such common topics as the bases of political behavior; the world's major political philosophies; the ethical dimensions of politics and policy; the cultures, institutions, and processes of contemporary political systems; and the relations between and among nations.

HISTORY

Baccalaureate Degree

Major in history, 35-41 hours: HIST 214, 215, nine hours selected from: HIST 201, 202, 203, 204; two courses selected from: HIST 211, 212, 220, (101) 335; 12-14 hours of history electives.

Majors must successfully complete the senior comprehensive evaluation prior to graduation. Details are available from the department chair.

Minor in history, 23-27 hours: HIST 214 or 215; two courses selected from: HIST 201, 202, 203, 204; one course selected from: HIST 211, 212, 220, (101) 335; 10 hours of history electives.

Requirements for teaching majors are available in the Office of Teacher Education.

Courses HIST

100 WORLD CIVILIZATION FOR TEACHERS 4 hours

A survey designed to study the development of the Western heritage and to study the interaction of the West and non-Western cultures. The course begins with the rise and impact of civilization in the ancient Middle East and continues into the 20th century. The course is designed specifically for those who intend to teach at the elementary and junior high/middle school levels. Fall. GE-E.

101 DEVELOPMENT OF WESTERN CIVILIZATION 4 hours

A one semester survey of Western civilization from the birth of Europe to the 20th century. The purpose of the course is to acquaint students with the most significant social, political, and cultural forces which have shaped Western humankind. Fall. Spring. GE-E.

201 THE MIDDLE AGES 3 hours

A survey of the development of the culture and institutions of Western Europe from the fall of Rome to the Renaissance. Fall, even years.

202 RENAISSANCE AND REFORMATION 3 hours

A survey of the causes and achievements of the Renaissance and the Reformation as distinctive movements within the context of European history from 1300 to 1648. Spring, odd years.

203 EUROPEAN HISTORY: 1648-1848 3 hours

European history from the Peace of Westphalia to the revolutionary movements of the mid-19th century. Fall, odd years.

204 EUROPEAN HISTORY: 1848-PRESENT 3 hours

An analysis of European development from the uprisings of 1848 to the post World War II era. Spring, even years.

- 206 WOMEN IN EUROPEAN HISTORY** **3 hours**
 A survey of women in European history during the medieval, early modern, and modern eras. This course will examine the participation of women in various aspects of European society, including economic, religious, and family life. Prerequisite: HIST 101. Spring, odd years. GE-M1.
- 211 CIVILIZATION OF SOUTH ASIA** **3 hours**
 A survey of the history of the Indian subcontinent from early times to the present. Focus centers on the emergence of traditional India, the coming of the West, the development of British Imperialism and the age of Gandhi. Fall. GE-M2.
- 212 CIVILIZATION OF EAST ASIA** **3 hours**
 A survey of Chinese and Japanese civilizations from their origin to maturation coupled with an examination of the impact of the West on the Chinese and Japanese peoples and governments since 1840. Spring. GE-M2.
- 214 AMERICAN HISTORY: COLONIAL PERIOD TO 1865** **4 hours**
 The evolution of American social and political institutions, the development of government under the constitution and the political, social, and economic movements which culminated in the Civil War. Fall.
- 215 AMERICAN HISTORY: 1865 TO THE PRESENT** **4 hours**
 A continuation of HIST 214. The rise of the industrial state, the emergence of the United States as a world power, and social trends and reform movements. Spring.
- 220 AFRICAN HISTORY** **3 hours**
 A survey of the history and cultures of Africa south of Sahara including an examination of the European impact and the emergence of contemporary African states. Fall, Spring. GE-M2.
- 227 RACE AND ETHNICITY IN AMERICAN HISTORY** **4 hours**
 A survey of the experience of various racial and ethnic groups in colonial, nineteenth, and twentieth century America. It will offer the opportunity to explore the ways in which American society has reacted to "outside" groups, and to explore how these groups have seen themselves and shaped their own interaction with American society and culture. Spring, odd years. GE-M1.
- 240 ORAL HISTORY TECHNIQUES** **1-3 hours**
 A survey of the methodological issues, techniques, and applications of oral history. Students will learn the steps necessary to prepare an oral history project including background research, interviewing techniques, and transcription. They also will learn about preservation, cataloging procedures, and the legal and ethical issues involved in doing oral history.
- 315 BRITISH HISTORY** **3 hours**
 A broad survey of the political, social, and constitutional history of the British Isles. Particular emphasis will be placed on relations between England, Wales, Scotland, and Ireland. Prerequisite: HIST 101. Fall, even years.
- 318 ITALIAN HISTORY** **3 hours**
 An examination of historical developments on the Italian peninsula. This course will examine a wide variety of social, political, economic, and cultural developments demonstrating the significance of Italy to western society. Prerequisite: HIST 101. Spring, even years.
- 320 COMPARATIVE CIVILIZATION** **3 hours**
 An examination of the history of various civilizations of the globe through visits, readings, and discussions which focus on areas under study. The course is always an off-campus offering. May be repeated on different topics. Normally offered in January.

321 ANCIENT GREECE AND ROME **3 hours**

A survey of ancient Greek and Roman history from the rise of Bronze Age Aegean civilizations through the Late Roman Empire. Prerequisite: HIST 101. Fall, odd years.

325 ASPECTS OF AMERICAN SOCIAL HISTORY **3 hours**

The study of a particular aspect of American social history. The chosen topic will focus on a specific aspect of the lives of ordinary Americans at various time periods. This course will usually be offered in January and may include field trips or off-campus study as appropriate. Course may be repeated once for credit on a different topic.

329 WOMEN IN AMERICAN HISTORY **3 hours**

A survey of the experience of various groups of women in colonial, nineteenth and twentieth century America. The nature of family life and the technology and management of the household will be ongoing themes. Specific topics of relevance will also be pursued including women's roles in religious life of the colonial period, development of women's rights and suffrage in the nineteenth century, and the impact of women's increasing participation in the paid labor force. Spring, even years. GE-M1.

335 RUSSIAN HISTORY **3 hours**

An examination of the history of the Russian people from the "Time of Troubles" to the 20th century with specific focus on the Russian Revolution and the development of Soviet government. Fall. GE-M2.

360 RECENT AMERICAN HISTORY **3 hours**

An examination of social, political, economic, and intellectual forces that have shaped American thought and policy in the 20th century. Fall, even years.

444 HISTORIOGRAPHY AND RESEARCH METHODOLOGY (W) **3 hours**

This course will focus on the techniques and methods used in the historical profession. Students will also learn to research and write a paper based on primary sources which demonstrates their command of the appropriate methodology for historical research. Prerequisite: Junior or senior history majors or permission of instructor.

475 INTERNSHIP **3-6 hours**

Student interns will work in the historical field under the supervision of a professional historian. Internships will generally involve work in public history. No more than three hours may be used to meet requirements in the major. Prerequisite: Permission of the instructor and department chair.

380 or 480 SPECIAL PROBLEMS **1-4 hours**

A student who has demonstrated ability to work independently may propose a course and pursue it with a qualified and willing professor. The department chair and the vice president and dean for academic affairs must also approve. A set of guidelines can be secured from the Office of the Registrar.

385 or 485 SEMINAR **1-4 hours**

An in-depth consideration of a significant scholarly problem or issue. Students pursue a supervised, independent inquiry on an aspect of the topic and exchange results through reports and discussions.

POLITICAL SCIENCE

Baccalaureate Degree

Major in political science, 40 hours: POSC 121, 140, 222, 233, 321, 322, 344, 365, 367, 499; nine hours of political science electives.

Majors must successfully complete the senior comprehensive evaluation prior to graduation. Details are available from the department chair.

Minor in political science, 24 hours: POSC 121, 140, 222, 233, 321 or 322, 344, 365, 367.

Requirements for teaching majors are available in the Office of Teacher Education.

Courses POSC

121 AMERICAN NATIONAL POLITICS **3 hours**
An introductory study of national government, emphasizing contemporary structures and processes and their influence on public policy. Fall. Spring, even years. GE-K2.

122 STATE AND LOCAL POLITICS **3 hours**
An introductory study of state and local government, emphasizing contemporary structures and processes and their influence on public policy. Spring. GE-K2.

140 INTERNATIONAL POLITICS **3 hours**
An introductory survey of theories of state behavior and analysis of political and related forces that operate in the international system, including nationalism, ideology, and economic interest. Fall. GE-K2.

222 POLITICAL ANALYSIS **3 hours**
Examination of the fundamental approaches and research methods used to explain political phenomena. Fall, odd years.

225 PUBLIC POLICY **3 hours**
An overview of the policy-making process, the methods and theories of policy analysis, and contemporary policy issues and controversies. Prerequisite: POSC 121 or POSC 122. Spring, even years.

230 CONTEMPORARY POLITICS **3 hours**
A study of structures and processes in various political systems. The course is often an off-campus offering, incorporating readings, discussions, and other field research. January.

233 COMPARATIVE POLITICS **3 hours**
Comparative analysis of selected national political and economic systems, emphasizing distinctive political cultures, institutions, practices, organizations, and decision-making processes. Spring. GE-K2.

253 ENVIRONMENTAL POLITICS **3 hours**
An examination of how political forces shape environmental choices and how political processes are used to address and manage environmental problems. The interplay of local, national and international environmental problems and policies will be examined. Fall, even years.

272 AMERICAN FOREIGN POLICY **3 hours**
An analysis of the foreign relations of the United States, the process of foreign policy-making and the role of the United States as a world power since World War II. Fall, odd years.

311 CONSTITUTIONAL LAW **4 hours**
The fundamental doctrines and principles of the U.S. Constitution are examined through Supreme Court decisions in such areas as the distribution and extent of governmental powers, economic regulation, criminal procedure, civil rights, and civil liberties. Prerequisite: POSC 121. Fall, odd years.

- 321 POLITICAL THEORY I** **3 hours**
 Analysis of the political thought of significant ancient and medieval theorists. Exploration of such topics as human nature, justice, the state, obligation, freedom, equality, the common good, and the nature of political thinking. Fall, even years.
- 322 POLITICAL THEORY II** **3 hours**
 Analysis of the political thought of significant modern and contemporary theorists. Exploration of such topics as human nature, justice, the state, obligation, freedom, equality, the common good, and the nature of political thinking. Spring, odd years.
- 331 POLITICAL BEHAVIOR** **3 hours**
 Empirical theory and research related to public opinion, voting behavior, political socialization, and political psychology. Prerequisite: POSC 121 or 122. Fall, even years.
- 344 AMERICAN POLITICAL INSTITUTIONS** **3 hours**
 An advanced study of American politics through an examination of political processes within and among the congress, the presidency, and the courts. Prerequisite: POSC 121. Spring, even years.
- 360 INTERNATIONAL LAW** **3 hours**
 A survey of the development of the rules and principles of international law, and their present applications in world politics. Emphasis upon the contributions of international institutions in fostering political and economic change, managing social conflicts, and strengthening states and the state system. Prerequisite: POSC 140. Spring, even years.
- 365 INTERNATIONAL POLITICAL ECONOMY** **3 hours**
 Examination of the basic concepts, mechanisms, and concerns of international political economy. Particular attention is given to how the state and market systems operate and interact. Prerequisite: POSC 140. Spring, odd years.
- 367 INTERNATIONAL ORGANIZATION** **3 hours**
 A study of international organizations. Emphasis upon the United Nations and its peace-making, peace-keeping, and peace-enforcing roles, as well as its contributions to world order. Prerequisite: POSC 140. Fall, even years.
- 378 FIELD PROJECTS** **0.5-3 hours**
 Credit for supervised participation in non-classroom activities of educational value. Eligible activities include, but are not limited to, internships with governmental or non-governmental organizations, partisan and non-partisan political work, and intercollegiate mock trial or model United Nations competitions. May be repeated to a maximum of three hours. Prerequisite: consent of instructor.
- 475 INTERNSHIP** **3-6 hours**
 Long-term or extensive participation in formal internships with governmental or non-governmental organizations. No more than three hours may be used to meet requirements in the major. Prerequisite: Permission of the instructor and department chair.
- 499 SENIOR RESEARCH PROJECT (W)** **4 hours**
 Supervised research into a political science topic of interest. Prerequisite: POSC 222 and senior status as political science major.
- 380 or 480 SPECIAL PROBLEMS** **1-4 hours**
 A student who has demonstrated ability to work independently may propose a course and pursue it with a qualified and willing professor. The department chair and the vice president and dean for academic affairs must also approve. A set of the guidelines can be secured from the Office of the Registrar.

385 or 485 SEMINAR**1-4 hours**

An in-depth consideration of a significant scholarly problem or issue. Students pursue a supervised, independent inquiry on an aspect of the topic and exchange results through reports and discussions.

HUMANITIES DIVISION

Debora DeWitt, acting chair

Courses HUM

120 CURRENT ISSUES IN PEACE AND JUSTICE **2 hours**

Study and application of conflict theory to current problems of peace and justice. The topics and materials for this course will change each term and the course, therefore, may be repeated once. A student may enroll twice for credit; thereafter without credit.

125 INTRODUCTION TO GENDER STUDIES **3 hours**

A basic introduction to the field of gender studies, the course will examine gender as a category for analyzing culture and society. GE-M1.

130 EXPERIENCING THE ARTS **3 hours**

An introduction to various artistic experiences not primarily dependent on words—including art, cinema, music, and theatre. The course emphasizes the interrelatedness of the arts and examines art works of various periods, genres, and styles. Includes lab for viewing and listening. GE-I1.

131 THE JEWISH FAITH, CULTURE, AND PEOPLE **3 hours**

A broad introduction to Jewish religious beliefs, festivals, calendar, art, music, and literature. GE-M1.

210 WOMEN IN THE ARTS **3 hours**

A study of the role of women in the fine arts. Material will be studied from the following areas: selected women composers and artists of the 18th through 20th centuries, the role of women in theatre, film and dance. Prerequisite: HUM 130. Spring, odd years. GE-M1.

221 PRE-COLUMBIAN CIVILIZATION **3 hours**

Study of the history of Pre-Columbian America, including a trip to archeological sites of the Maya, Inca, or other early civilizations. Course will also focus on the interaction between indigenous populations and the European culture now dominant in those countries. Normally offered in January, alternate years. GE-M2.

235 LITERATURE OF NONVIOLENCE **3 hours**

Study of the lives and writings of modern theorists and practitioners of nonviolence, including Thoreau, Tolstoy, Mahatma Gandhi, and Martin L. King. Spring, odd years.

319 FEMINIST THEORY **3 hours**

Interdisciplinary examination of the theoretical and methodological questions that arise when women are placed at the center of study. Focus is on significant works and perspectives in feminist theory and on their contributions to understanding human experience.

401 ARTS AND IDEAS **3 hours**

Integration of fine arts within the larger context of the humanities. This course surveys cultural developments from ancient Greece to the twentieth century. Prerequisites: HUM 130 and HIST 101. GE-L.

405 LIFE AND DEATH

3 hours

Exploration of how knowledge of our finitude inspires us to create, to contemplate, to give life meaning, and how we respond to life's uncertainties. Course content will include many areas of the humanities, especially literature, philosophy, and music. Assumes basic introduction to the arts, philosophy, and literature. GE-L.

INFORMATION SYSTEMS

See Mathematics and Computer Science.

INTERDIVISIONAL COURSES

Courses IDIV

100 COLLEGE STUDY SKILLS

1 hour

A course presenting college level study skills with opportunities for students to apply these skills in their current course texts. Specific topics include time management, note taking, vocabulary, text study techniques, test-taking, and memory strategies.

121 FIRST YEAR COLLOQUIUM

3 hours

An orientation to the learning culture of Manchester College through the academic study of an interdisciplinary topic. This course is open only to first-year students. GE-A.

275 PRACTICUM IN PEACE STUDIES

1-6 hours

Student participation in off-campus projects that are related to the major. Students, in consultation with teaching faculty in the program, plan readings, reports, and/or other means of evaluation.

278 PRACTICUM IN ENVIRONMENTAL STUDIES

1-4 hours

Observation of and participation in the activities of a professional in an applied field that is related to the environment. Examples of appropriate mentors include, but are not limited to, foresters, environmental lobbyists, research scientists, environmental consultants, environmental chemists, and wildlife biologists. May be repeated once for credit. Prerequisite: Appropriate coursework in disciplines - varies with practicum.

333 PEACE ISSUES

3 hours

Summary study of moral, political, and religious perspectives on such problems as violent and nonviolent social and political change, racial justice, human rights, the population explosion, militarism, and pacifism. Historical analysis and philosophical insight on major problems which threaten peace and the development of civilization.

401 ENVIRONMENTAL SCIENCE (W)

3 hours

A study of contemporary issues related to human populations and the ecology of survival. Analysis of the population explosion, rates of population growth, and the distribution of population in the United States as well as in the rest of the world. The relation of human populations and the physical environment with a special concern for the effect of pollution on human health and survival and the demands for raw materials by our industrial activities, both in the developed and the developing segments of the world. An integrative senior level course for environmental studies majors and minors. Prerequisite: BIOL 130. Spring, alternate years.

403 ENVIRONMENTAL LAW

3 hours

This course examines the role of environmental regulations, and how they affect the conduct of individuals in modern American society. GE-L.

405 INTERNSHIP IN PEACE AND CONFLICT STUDIES **3-9 hours**

Work performed in service for a public or private organization concerned with peace and/or justice issues. Open to junior and senior students who demonstrate academic and personal qualifications appropriate to the position. Prerequisite: Consent of instructor.

420 CRITICAL CONNECTIONS **3 hours**

This variable topic course provides an opportunity for students to apply advanced critical thinking skills (analysis, synthesis, assessment, logic, comparative judgment, and ethical reflection) to an examination of an interdisciplinary topic. Prerequisite: junior or senior status. GE-L.

475 INTERNSHIP IN ENVIRONMENTAL STUDIES **3-6 hours**

Student interns will function as environmental professionals. Internships involve significantly more independence and decision-making responsibility than do practica. Juniors and seniors majoring in environmental studies only. May not be repeated for credit. Prerequisite: Appropriate coursework in disciplines (will vary with internship).

495 HONORS THESIS **1-6 hours**

An opportunity for students eligible for the Honors Program to prepare an honors thesis, either for its own sake or as partial fulfillment of the requirements for an honors diploma. The honors thesis treats a topic in the student's major but must also be interdivisional in scope and approach. The Honors Committee will approve topics for each honors thesis. Prerequisite: eligibility for the Honors Program and approval from the Honors Program director. May be repeated twice for credit up to a maximum of six semester hours.

380 or 480 SPECIAL PROBLEMS **1-4 hours**

A student who has demonstrated ability to work independently may propose a course and pursue it with a qualified and willing professor. The department chair and the vice president and dean for academic affairs must also approve. A set of guidelines can be secured from the Office of the Registrar.

385 or 485 SEMINAR **1-4 hours**

An in-depth consideration of a significant scholarly problem or issue. Students pursue a supervised, independent inquiry on an aspect of the topic and exchange results through reports and discussions.

JOURNALISM

See English.

MATHEMATICS AND COMPUTER SCIENCE

Stanley Beery, James Brumbaugh-Smith, Young Lee, Andrew Rich, Charles Stanton

The courses in mathematics offered by the department are designed for students who want (a) a cultural knowledge of mathematics and its applications; (b) to prepare for graduate studies in mathematics or disciplines requiring mathematics; (c) to apply mathematical principles of analysis and modeling in both the natural sciences and the social sciences; (d) to become teachers of mathematics at both precollege and college levels.

Entering students take a placement test in mathematics as part of the new student orientation program. The test results in conjunction with other criteria are used to

place students in an appropriate beginning mathematics course. Advanced placement credit in calculus is possible for students who have an especially strong background in mathematics.

The courses in computer science offered by the department are designed for students who want (a) a conceptual foundation for understanding the uses of computers in the modern world; (b) to prepare for careers in computing in business and industry; (c) to prepare for further study in computer science or information systems.

MATHEMATICS

Baccalaureate Degree

Major in mathematics, 42-44 hours: MATH 121, 122, 130, 231, 251, 333, 402, 421, 499; Nine hours of approved electives, selected from: (CPTR 105) MATH 233, 240, 245, 306, 330, 380 or 480, 385 or 485; (PHYS 210, 220) PHYS 301 or (CHEM 211 and PHYS 210, 220) CHEM 341; (ECON 221) ECON 350; (CPTR 205) CPTR 310.

Majors must successfully complete the senior comprehensive evaluation prior to graduation. Details are available from the department chair.

Minor in mathematics, 25 hours: MATH 121, 130; 17 hours of electives selected from: MATH 122, 231, (CPTR 105) 233, MATH 240, 245, 251, 306, 330, 333, 402, 421, 380 or 480, 385 or 485; (PHYS 210, 220) PHYS 301 or (CHEM 211 and PHYS 210, 112) CHEM 341; (CPTR 205) CPTR 310; (ECON 221) ECON 350.

Requirements for teaching majors are available in the Teacher Education Office.

Courses MATH

100 RE-ENTRY MATHEMATICS

2 hours

A re-examination of topics in arithmetic from both a conceptual and computational viewpoint. Efforts will be made to tailor the speed and depth of the content to the backgrounds and needs of the students. Included will be topics from fractions, decimals, ratios, proportions, and percent. Fall.

101 MATH FOR ELEMENTARY TEACHERS I

3 hours

A course designed especially for the teacher of elementary school mathematics. It includes a careful development of concepts related to numeration, operations on numbers together with computational algorithms, elements of number theory, and logic. Laboratory sessions will make use of manipulatives and embodiments which are used in elementary schools. Fall.

102 MATH FOR ELEMENTARY TEACHERS II

3 hours

Continuation of MATH 101. It includes a study of intuitive geometry, metric geometry, rational and irrational numbers together with operational algorithms, probability, and statistics. Laboratory sessions will make use of physical embodiments such as geoboards, attribute blocks, tessellation blocks, and cuisenaire rods among others. Prerequisite: MATH 101 or consent of department chair. Spring. GE-D.

103 SURVEY OF MATHEMATICAL THOUGHT

3 hours

A course designed to help students learn more about the contribution of mathematics to human culture. This course develops the capacity to engage in logical thinking and to analyze and communicate technical information. Fall. Spring. GE-D.

112 COLLEGE ALGEBRA

3 hours

Brief review of elementary algebra: exponents and radicals; quadratic equations: factoring, completing the square, quadratic formula, factoring by grouping and substitution, synthetic

division, remainder and factor theorems; irrational equations; linear and quadratic inequalities; absolute values: equalities, inequalities; relations and functions. Fall. January. Spring. GE-D.

120 PRECALCULUS

3 hours

A course designed primarily for those students who plan to take Calculus I, but lack sufficient background. Topics include: coordinate geometry; linear, quadratic, polynomial, rational, trigonometric, and other functions; the Fundamental Theorem of Algebra; linear approximation, function composition and inverse functions. Applications will be incorporated with each topic. Prerequisite: MATH 112 or consent of department chair. Fall. January. Spring. GE-D.

121 CALCULUS I

4 hours

An introduction to calculus including limits, continuity, derivatives and their applications, curve sketching, integrals, and the Fundamental Theorem of Calculus. Graphing calculators will be used. Fall. Spring. GE-D.

122 CALCULUS II

4 hours

Topics include: techniques of integration; numerical integration; logarithmic, exponential, inverse trigonometric and hyperbolic functions; an introduction to differential equations; improper integrals; sequences and series; and Taylor's Theorem. A computer-algebra system will be used. Prerequisite: MATH 121. Fall. Spring.

130 DISCRETE MATHEMATICS

4 hours

An introduction to discrete methods used in mathematics and computer science. Principal topics covered are: logic, sets, algorithms, number theory, reasoning and proof, recursion, combinatorics, relations and graph theory. Prerequisite: MATH 120 or consent of the department chair. Spring. GE-D

210 INTRODUCTION TO STATISTICS

4 hours

An introduction to common statistical techniques used in business, social sciences, and natural sciences. Course includes: graphic representation of data; sampling design; elementary probability; discrete and continuous random variables; binomial, uniform, normal, Student's t , and chi-squared distributions; linear regression; techniques for estimating and testing population means and proportions; and introduction to non-parametric tests. Students are introduced to a statistical software package during weekly lab sessions. As significant computer work is required, students are expected to possess computer skills comparable to CPTR 101 (i.e., familiarity with the campus network, the Web, Windows, and Windows applications.) Students are encouraged to take college algebra or have equivalent skills prior to enrolling. GE-D.

231 MULTIVARIABLE CALCULUS

4 hours

Topics include vector analysis in two and three dimensional spaces, solid analytic geometry, partial derivatives, multiple integrals, line integrals, applications of multiple integrals, Green's Theorem, and Stokes' Theorem. Prerequisite: MATH 122 and 251. Spring.

233 NUMERICAL ANALYSIS

3 hours

A study of computational issues and methods used in applied mathematics and scientific computing. Topics include: computation errors; interpolation; convergence of numerical methods; approximate integration; numerical solution of ordinary differential equations; and numerical solution to systems of linear and non-linear equations. The course is oriented toward machine computation and involves programming of various solution techniques. Prerequisite: CPTR 105 and MATH 121. Spring, odd years.

240 MATHEMATICAL STATISTICS

4 hours

Basic concepts of probability; expectation; variance, covariance, distribution functions; bivariate, marginal and conditional distribution. Treatment of experimental data; normal sampling theory; confidence intervals and test of hypotheses; introduction to regression and to analysis of variance. Prerequisite: MATH 122. Fall, odd years.

245 ORDINARY DIFFERENTIAL EQUATIONS **3 hours**

Techniques of solution for differential equations of order one, linear differential equations and systems of linear differential equations. Some attention is given to solution by power series and to applications. Prerequisite: MATH 122 or consent of department chair. Spring, even years.

251 LINEAR ALGEBRA I **4 hours**

Solution of linear systems; matrices and determinants; eigenvalues and eigenvectors; vector algebra; representation of lines and planes in \mathbb{R}^n ; linear transformations; and mathematical models using matrix algebra. Prerequisites MATH 121 and 130, or consent of the department chair. Fall.

303 MATH FOR ELEMENTARY TEACHERS III **3 hours**

A continuation MATH 101 and 102 including a study of metric and coordinate geometry, elementary function concepts, problem solving, and proof. Methods of teaching concepts to children will be presented and developed. An effort will be made to acquaint students with learning theories and philosophies of persons such as Bruner, Piaget, Gagne, Skinner, et al. and relate them to teaching mathematics in the primary and intermediate grades. Prerequisites: MATH 101 and 102. Fall.

306 GEOMETRY **3 hours**

A study of the logical structure and content of both Euclidean and non-Euclidean geometries. The approach to Euclidean geometry is via Hilbert's axioms. Prerequisite: MATH 251. Fall, even years.

330 OPERATIONS RESEARCH MODELS **3 hours**

Introduction to mathematical modeling processes; allocation models involving linear programming; simplex algorithm; dynamic programming; transportation models; network models; graph theory; Markov chain models; queuing theory and game theory. Prerequisite: MATH 130 or 251 or consent of instructor. January or spring, even years.

333 ALGEBRAIC STRUCTURES **4 hours**

Basic properties of groups, rings, factor groups, ideals, quotient rings, integral domains, fields, polynomials, and elementary number theory. Prerequisite: MATH 251. Fall, odd years.

402 LINEAR ALGEBRA II **3 hours**

Numerical methods for solving linear systems, the four fundamental subspaces and applications, orthogonality and approximation, eigenvectors, eigenvalues, and diagonalization of matrices and applications. Prerequisite: MATH 251. Spring, odd years.

421 ADVANCED CALCULUS **3 hours**

A course designed to develop a deeper and more precise understanding of some of the more important concepts of calculus such as functions, limits, continuity, uniform continuity, differentiation, and integration. Prerequisites: MATH 130 and 231. Fall, even years.

475 INTERNSHIP IN MATHEMATICS **1-3 hours**

Students work in business, industry, government or other agencies applying mathematical tools (e.g., probability, statistics, optimization) to real-world problems. Students are supervised by a professional with significant experience in such applications and also a faculty member. A written report describing the overall project and the student's contribution will complete the course. Students must formally enroll in this course prior to beginning their work experience. Course may be repeated once for a maximum of 4 hours credit. Prerequisite: MATH 130 and 122.

499 SENIOR PROJECT (W)**1-3 hours**

An in-depth study of some area of mathematics under the guidance of a primary and secondary faculty advisor. Students will write a thesis and give an oral presentation based on the thesis. Students will enroll either once or twice for a total of 3 hours credit.

Prerequisite: Permission of the department chair.

380 or 480 SPECIAL PROBLEMS**1-4 hours**

A student who has demonstrated ability to work independently may propose a course and pursue it with a qualified and willing professor. The department chair and the vice president and dean for academic affairs must also approve. A set of guidelines can be secured from the Office of the Registrar.

385 or 485 SEMINAR**1-4 hours**

An in-depth consideration of a significant scholarly problem or issue. Students pursue a supervised, independent inquiry on an aspect of the topic and exchange results through reports and discussions.

COMPUTER SCIENCE**Baccalaureate Degree**

Major in computer science, 42-44 hours:

CPTR 105, 205, 221, 308, 310, 314, 415, 475 or 499; MATH 121, 130, 251; one course selected from: CPTR 208, 209, 217, 312, 410, MATH 233.

Majors must successfully complete the senior comprehensive evaluation prior to graduation. Details are available from the department chair.

Minor in computer science, 23-26 hours:

CPTR 105, 205; MATH 121, 130; three courses selected from: CPTR 308, 310, 312, 314, 380, 410, 415, MATH 233.

Minor in information systems, 30-35 hours:

ACCT 221, 222, 345; BUS 110; CPTR 105, 205, 208 or 209; (MATH 120) MATH 130; one course selected from: CPTR 308, 312, 314.

Associate of Arts Degree

Major, computer applications, 24-26 hours:

CPTR 105, 205; MATH 130; either MATH 112 and 120, or 121; one course selected from MATH 210 or 240; one course selected from CPTR 208, 209; one course selected from MATH 233, CPTR 308, BUS 231.

Courses CPTR**101 INTRODUCTION TO COMPUTERS****1 hour**

A course which introduces the student to the major hardware and software components of computer systems and provides practical experience in the use of a command language and interactive software in a laboratory setting. The student will become familiar with standard computer terminology, the organizational structure of storage commands, and other concepts required for the elementary operation of programs such as word processors, spread sheets, and databases. Fall. Spring.

105 COMPUTER PROGRAMMING I**3 hours**

A first course in programming, including machine components and their functions, and the use of a text editor. The representation of data and the development and expression of

algorithms using the C family of languages. The techniques of good programming style. Laboratory work will be required. Fall. Spring. January.

205 COMPUTER PROGRAMMING II **3 hours**

Use of the C/C++ languages to implement sorting and searching algorithms, and to introduce simple data structures including records, files, strings, linked lists, and trees. Elementary algorithmic analysis will be introduced. The student will write several large programs. Prerequisite: CPTR 105. Fall.

208 PROGRAMMING IN AS/400 RPG **4 hours**

Study of high-level language RPG. A comprehensive study of the language with actual programming done on the IBM AS/400. IBM utilities will be used to teach entering of source code, data files, and screen menus. The AS/400 operating system will be used to teach an introduction to CL programming. Programming is oriented to commercial applications such as payroll systems, banking systems, report programs, etc. Prerequisite: CPTR 105. Spring, even years.

209 PROGRAMMING IN AS/400 COBOL **3 hours**

Study of the high-level language COBOL. A comprehensive study of the language with actual programming done on the IBM AS/400. IBM utilities will be used to teach entering source code, data files, and screen menus. Prerequisite: CPTR 105. Spring, odd years.

221 SOFTWARE DEVELOPMENT **4 hours**

Development of software projects through the phases of requirements, design, coding, testing and user documentation. Emphasis will be placed on careful planning and written documentation at each phase and working effectively in project teams. Additional issues to be covered include software portability, maintenance, and integration of software into existing systems. Prerequisite: CPTR 205. Spring, odd years.

308 MACHINE STRUCTURE AND COMPUTER ORGANIZATION **3 hours**

A study of the machine instruction set, registers, and address space of the MIPS RISC architecture; number systems; assembly language programming, addressing techniques, macros, program segmentation, and linkage; I/O and device handlers; and use of the operating system. Prerequisite: CPTR 205 and MATH 130. Fall. Even years.

310 DATA STRUCTURES **3 hours**

A study of the representation, organization, and management of information in computer systems. Topics include: height balanced trees, B-trees, depth-first and breadth-first searches, threading, graphs and graph algorithms, "garbage collection," and memory management schemes. Several programming projects will be required. Prerequisite: CPTR 205 and MATH 130. Fall, odd years.

312 DATABASE MANAGEMENT SYSTEMS **4 hours**

An introduction to database design (development and use of efficient date base structures) and user interfaces (characteristics of effective graphical interfaces and programming in a windowing environment). Additional topics may be included at the discretion of the instructor. Prerequisite: CPTR 205 and MATH 130. Fall, even years.

314 OPERATING SYSTEMS AND NETWORKS **4 hours**

An overview of the key components and functions of computer operating systems and local-area networks. Topics include: file systems, system processes (including issues of concurrency, synchronization and deadlock), scheduling, memory management, data communications and networks. Prerequisite: CPTR 205 and MATH 130. Fall, odd years.

410 TOPICS IN COMPUTER SCIENCE **3 or 4 hours**

This course will be offered based on sufficient interest of students and faculty in particular areas of computer science. Possible topics include: artificial intelligence, numerical

computation, computer graphics, expert systems, real-time systems, simulation, telecommunications, resource utilization, coding theory, UNIX and compiler design. This course requires significant independent work including a major research or programming project. Prerequisite: Varies depending on topic.

415 PRINCIPLES OF PROGRAMMING LANGUAGES

4 hours

A course on the design and implementation of programming languages. Major areas are: language syntax (lexical properties, Backus-Naur form, parsing), language representations (data structures, control structures, binding, execution environment, formal semantic models) and language styles (procedural, functional and object-oriented languages). Prerequisites: CPTR 205 and CPTR 310. Spring, even years.

475 INTERNSHIP IN COMPUTER SCIENCE (W)

1-3 hours

Students work in the computer field in the development of software or hardware algorithms or applications. Students are supervised by a computer science professional and a faculty member. A written report describing the overall project and the student's contribution will complete the course. Students must formally enroll in this course prior to beginning their work experience. Students may enroll twice for up to four hours credit. Prerequisites: Two courses beyond CPTR 205.

499 SENIOR PROJECT (W)

1-3 hours

Students will conduct a significant research project to consist of the development, analysis and/or implementation of an algorithm or software system, or an in-depth study in some area of computer science. A formal paper as well as an oral presentation will be required. Course may be repeated once for a maximum of three hours credit. Prerequisite: Permission of the department chair.

380 or 480 SPECIAL PROBLEMS

1-4 hours

A student who has demonstrated ability to work independently may propose a course and pursue it with a qualified and willing professor. The department chair and the vice president and dean for academic affairs must also approve. A set of guidelines can be secured from the Office of the Registrar.

385 or 485 SEMINAR

1-4 hours

An in-depth consideration of a significant scholarly problem or issue. Students pursue a supervised, independent inquiry on an aspect of the topic and exchange results through reports and discussions.

MEDIA STUDIES

See Communication Studies.

MEDICAL TECHNOLOGY

David Kreps, director

Baccalaureate Degree

Major in medical technology, 49-60 hours:

CHEM 111, 111L Fundamentals of Chemistry I and Lab

CHEM 211, 211 L Fundamentals of Chemistry II and Lab

CHEM 233 Analytical Chemistry

CHEM 311, 311L Organic Chemistry I and Lab

CHEM 312, 312L Organic Chemistry II and Lab

BIOL 109 Principles of Biology II

BIOL 221 Biomolecules

BIOL 310 Microbiology
BIOL 360 Principles of Genetics
BIOL 395 Orientation to Research
BIOL 430 Host-Parasite Interactions

One of the following selections:

MATH 210 Introduction to Statistics, (MATH 122 Calculus II) MATH 240
Mathematical Statistics

One course selected from: PHYS 111 College Physics I, PHYS 112 College Physics
II, (MATH 121) PHYS 210 General Physics I, (MATH 122) PHYS 220 General
Physics II

Senior year off campus in clinic.

All medical technology majors must successfully complete a senior comprehensive
evaluation before graduating. This will consist of a comprehensive examination and a
clinical project.

MODERN LANGUAGES

Dawn Cornelio, Lynne Margolies, Ingrid Rogers, Janina Traxler

The modern languages department aims to enable the student to (a) communicate
effectively in the target language, (b) appreciate the literature and culture of
countries in which the target language is spoken, and (c) successfully undertake
graduate study or employment in the target language.

Students who wish to major in a modern language are strongly encouraged to
participate in the Brethren Colleges Abroad program, usually in the junior year. All
language majors must complete a senior comprehensive evaluation which verifies that
majors have sufficient written and oral proficiency as well as basic familiarity with
pertinent cultural groups. For full information, contact the department chair.

Students who have had two or more years of a language in high school must (1) take
the department's placement examination during the new-student orientation period or
(2) submit scores from a national standardized test such as the Educational Testing
Service's Advanced Placement (AP) or the College Level Examination Program
(CLEP) examination. The student will then be placed at the appropriate level.

Students who place into the intermediate level of a language will not receive credit
for the elementary level. Only students who successfully complete the 101/102 course
sequence will receive eight s.h. for this work.

Students can receive credit for the intermediate level (six s.h.)

- a) by completing the 201/202 sequence at Manchester College,
- b) by placing into the advanced level (300) of a language and receiving a grade of C
or higher in this coursework,
- c) by passing a proficiency examination in addition to the summer placement test, or
- d) by forwarding Advanced Placement scores to Manchester College. Students who
receive a score of three on the AP test will receive six s.h. of credit for
intermediate-level language study; scores of four or five will be awarded 12 s.h.
for intermediate and advanced courses.

FRENCH

Baccalaureate Degree (Bachelor of Arts only)

Departmental major, 36 hours:

FREN 201, 202; nine hours selected from FREN 301, 302, electives in French culture and civilization approved by the modern languages department; nine hours in French literature; 12 hours in electives in French culture and civilization, French literature, or advanced French language skills. These courses must be listed in this catalog or must be approved by the modern languages department.

Departmental minor, 24 hours:

FREN 201, 202; nine hours selected from FREN 301, 302, electives in French culture and civilization approved by the modern languages department; six hours in French literature; three hours in electives in French culture and civilization, French literature, or advanced French language skills. These courses must be listed in this catalog or must be approved by the modern languages department.

Requirements for teaching majors and minors are available in the Office of Teacher Education.

Manchester College is the headquarters for the Brethren Colleges Abroad (BCA) program, which offers a unique opportunity to study for a semester or a year in France at the Université de Strasbourg or the Université de Nancy. The BCA program is open to juniors and seniors who have had two years of college French or the equivalent. Manchester College grants credit for satisfactory work done abroad through this program. The department strongly encourages students to participate. Study abroad is highly recommended for those wishing to complete a major in French. Interested students should discuss the possibility of foreign study with the department as soon as possible.

Courses FREN

101, 102 ELEMENTARY FRENCH I, II

8 hours

An introduction to French, with emphasis on listening and speaking skills. Conversation, graded reading selections, and simple composition are supplemented by language laboratory practice. Class is conducted in French as much as possible. Fall (101). Spring (102). GE-M1.

110 INSIDE FRANCE

3 hours

Introduction to the history, culture, and daily life of France (off campus - France). Background reading, slide presentations, and lectures will give students a basic sense of the major periods of French history, the outstanding intellectual and artistic movements which shape formal French culture, and the distinctive features of French daily life. Much of the time in France will be devoted to activities which illustrate, extend, and synthesize the background material. Assignments designed to develop understanding of daily life will require some elementary French. Prerequisite: FREN 101 or equivalent proficiency. January. GE-M1.

201, 202 INTERMEDIATE FRENCH I, II

6 hours

A comprehensive review of basic structures, study of reading selections in literature and culture, guided conversation practice, composition, and language laboratory work. Class is conducted primarily in French. Prerequisite: FREN 102 or placement via examination in French. Fall (201). Spring (202). GE-M1.

301, 302 ADVANCED FRENCH I, II**3 hours**

Introduction to more complex linguistic structures and to French culture and civilization. Increased proficiency in oral and written communication is emphasized. Class is conducted exclusively in French. Prerequisite: FREN 202 or placement via examination. GE-M1.

305 ADVANCED COMPOSITION IN FRENCH (W)**1 or 2 hours**

Advanced instruction in the drafting and revising of expository and documented papers on topics appropriate to the content of advanced courses in French. Students are advised to enroll for this course concurrently with another language course at the 300 or 400 level. All writing will be done in French. Upon approval of the department chair, this course may be used to help satisfy the hours required in literature for the major, minor, or endorsement in elementary education. Prerequisite: ENG 110 and FREN 301, or permission of instructor. GE-M1.

315 INTRODUCTION TO FRENCH LITERATURE**3 hours**

Introduction to the critical study of literature. Readings will include selections from a variety of French authors. Increased proficiency in oral and written communication is emphasized. Prerequisite: FREN 202 or placement via examination. GE-M1.

401 FRENCH DRAMA**3 hours**

Selected plays by French dramatists from the seventeenth through the twentieth centuries, including works by such playwrights as Racine, Moliere, Marivaux, Beaumarchais, Hugo, Musset, Sartre, Ionesco, and Beckett. Activities include lectures, class discussion, critical composition, and oral and written explication de texte. Prerequisite: FREN 301 or consent of instructor. GE-M1.

413 FRENCH FICTION**3 hours**

Selected narrative verse, novels, and short stories by French and/or Francophone authors from the Middle Ages to the present. Because the content changes from year to year, the course may be repeated once. Activities include lectures, class discussion, critical composition, and oral and written explication de texte. Prerequisite: FREN 301 or consent of instructor. GE-M1.

423 MODERN FRENCH POETRY (W)**3 hours**

Important French poets and poetic movements of the nineteenth and twentieth centuries, including such writers as Hugo, Baudelaire, Verlaine, Mallarmé, Valéry, Apollinaire, Prévert, Ponge and selected Francophone poets. Activities include lectures, class discussion, versification and scansion, critical composition, and oral and written explication de texte. Prerequisite: FREN 301 or consent of instructor. GE-M1.

380 or 480 SPECIAL PROBLEMS**1-4 hours**

A student who has demonstrated ability to work independently may propose a course and pursue it with a qualified and willing professor. The department chair and the vice president and dean for academic affairs must also approve. A set of guidelines can be secured from the Office of the Registrar.

385 or 485 SEMINAR**1-4 hours**

An in-depth consideration of a significant scholarly problem or issue. Students pursue a supervised, independent inquiry on an aspect of the topic and exchange results through reports and discussions.

GERMAN**Baccalaureate Degree (Bachelor of Arts only)**

Departmental major, 36 hours:

GER 201, 202; nine hours selected from: GER 301, 302, electives in German culture and civilization approved by the modern languages department; nine hours of German literature; 12 hours in German culture and civilization, German literature, or

advanced German language skills. These courses must be listed in this catalog or must be approved by the modern languages department.

Departmental minor, 24 hours:

GER 201, 202; nine hours selected from: GER 301, 302, electives in German culture and civilization approved by the modern languages department; six hours of German literature; three hours in electives in German culture and civilization, German literature, or advanced German language skills. These courses must be listed in this catalog or must be approved by the modern languages department.

Requirements for teaching majors and minors are available in the Office of Teacher Education.

Manchester College is the headquarters for the Brethren Colleges Abroad (BCA) program, which offers a unique opportunity to study for a semester or a year in Germany at Marburg University. The BCA program is open to juniors and seniors who have had two years of college German or the equivalent. Manchester College grants credit for satisfactory work done abroad through this program. The department strongly encourages students to participate. Study abroad is highly recommended for those wishing to complete a major in German. Interested students should discuss the possibility of foreign study with the department as soon as possible.

Courses GER

101, 102 ELEMENTARY GERMAN I, II **8 hours**

An introduction to German, with emphasis on listening and speaking skills. Conversation, graded reading selections, and simple composition are supplemented by language laboratory practice. Class is conducted in German as much as possible. Fall (101). Spring (102). GE-M1.

201, 202 INTERMEDIATE GERMAN I, II **6 hours**

A comprehensive review of basic structures, study of reading selections in literature and culture, guided conversation practice, composition, and language laboratory work. Class is conducted primarily in German. Prerequisite: GER 102 or placement via examination in German. Fall (201). Spring (202). GE-M1.

301, 302 ADVANCED GERMAN I, II **3 hours**

Introduction to more complex linguistic structures and to German culture and civilization. Increased proficiency in oral and written communication is emphasized. Class is conducted exclusively in German. Prerequisite: GER 202 or placement via examination. GE-M1.

305 ADVANCED COMPOSITION IN GERMAN (W) **1 or 2 hours**

Advanced instruction in the drafting and revising of expository and documented papers on topics appropriate to the content of advanced courses in German. Students are advised to enroll for this course concurrently with another language course at the 300 or 400 level. All writing will be done in German. Upon approval of the department chair, this course may be used to help satisfy the hours required in literature for the major, minor, or endorsement in elementary education. Prerequisite: ENG 110 and GERM 301, or permission of instructor. GE-M1.

315 INTRODUCTION TO GERMAN LITERATURE **3 hours**

Introduction to the critical study of literature. Readings will include selections from a variety of German authors. Increased proficiency in oral and written communication is emphasized. Prerequisite: GER 202 or placement via examination. GE-M1.

413 STUDIES IN GERMAN LITERATURE FROM 1750 TO 1888 **3 hours**

A survey of German literature from the Age of Goethe up to the dawn of modern times. Among the writings included are those of Lessing, Goethe, Schiller, the Romantics, and Büchner. Activities include lectures, class discussion, and a term paper. Prerequisite: GER 301 or consent of instructor. GE-M1.

423 GERMAN LITERATURE OF THE TWENTIETH CENTURY (W) **3 hours**

A study of select German writers and literary movements from 1889 to 1945. Because the content changes from year to year, the course may be repeated once. Prerequisite: GER 301 or consent of instructor. GE-M1.

436 POST-WWII GERMAN LITERATURE **3 hours**

Authors and themes characteristic of German literature after World War II, with a focus on East or West Germany; new developments in the German novel, drama, and lyrics to the present day. Because the content changes from year to year, the course may be repeated once. Prerequisite: GER 301 or consent of instructor. GE-M1.

380 or 480 SPECIAL PROBLEMS **1-4 hours**

A student who has demonstrated ability to work independently may propose a course and pursue it with a qualified and willing professor. The department chair and the vice president and dean for academic affairs must also approve. A set of guidelines can be secured from the Office of the Registrar.

385 or 485 SEMINAR **1-4 hours**

An in-depth consideration of a significant scholarly problem or issue. Students pursue a supervised, independent inquiry on an aspect of the topic and exchange results through reports and discussions.

SPANISH

Baccalaureate Degree (Bachelor of Arts only)

Departmental major, 36 hours:

SPAN 201, 202; nine hours of courses selected from SPAN 301, 302, electives in Spanish culture and civilization approved by the modern languages department; nine hours in Spanish literature (at least one Latin American literature course must be taken by all students for a major); 12 hours in electives in Spanish culture and civilization, Spanish literature, or advanced Spanish language skills. These courses must be listed in this catalog or must be approved by the Department of Modern Languages.

Departmental minor, 24 hours:

SPAN 201, 202; nine hours of courses selected from SPAN 301, 302, or electives in Spanish culture and civilization approved by the modern languages department; six hours in Spanish literature (at least one Latin American literature course must be taken by all students for a minor); three hours in electives in Spanish culture and civilization, Spanish literature, or advanced Spanish language skills. These courses must be listed in this catalog or must be approved by the Department of Modern Languages.

Requirements for teaching majors and minors are available in the Office of Teacher Education.

The Brethren Colleges Abroad (BCA) program offers a unique opportunity to study for a semester or a year in Spain at Barcelona University, in Quito, Ecuador, at the University of San Francisco, or at the University Veracruzana in Xalapa,

Mexico. The BCA program is open to juniors and seniors who have had two years of college Spanish or the equivalent. Manchester College grants credit for satisfactory work done abroad through this program. The department strongly encourages students to participate. Study abroad is highly recommended for those wishing to complete a major in Spanish. Interested students should discuss the possibility of foreign study with the department as soon as possible.

Courses SPAN

101, 102 ELEMENTARY SPANISH I, II **8 hours**

An introduction to Spanish, with emphasis on listening and speaking skills. Conversation, graded reading selections, and simple composition are supplemented by language laboratory practice. Class is conducted in Spanish as much as possible. Fall, (101). Spring, (102). GE-M1.

201, 202 INTERMEDIATE SPANISH I, II **6 hours**

A comprehensive review of basic structures, study of reading selections in literature and culture, guided conversation practice, composition, and language laboratory work. Class is conducted primarily in Spanish. Prerequisite: SPAN 102 or placement via examination in Spanish. Fall, (201). Spring, (202). GE-M1.

301 ADVANCED GRAMMAR, SPEAKING, AND WRITING **3 hours**

Introduction to more complex linguistic structures, with particular emphasis on increased written proficiency. Students read and discuss various topics pertinent to the cultures and civilizations of the Spanish-speaking world. Prerequisite: SPAN 202 or placement via examination. GE-M1.

302 ADVANCED READING, SPEAKING, AND WRITING **3 hours**

Emphasis on increased control of complex linguistics structures and mature vocabulary, and increased expertise in written and oral communication. Students will gain a familiarity with cultures of the Spanish-speaking world. Prerequisite: SPAN 202 or placement. GE-M1.

315 INTRODUCTION TO SPANISH LITERATURE **3 hours**

Introduction to the critical study of literature. Readings will include selections from a variety of Spanish and Latin American authors. Increased proficiency in oral and written communication is emphasized. Prerequisite: SPAN 302 or consent of instructor. GE-M1.

403 SURVEY OF LATIN AMERICAN LITERATURE **3 hours**

A chronological study of the poetry, drama, and fiction of Latin America from the Discovery (1492) to the boom of the 60s and 70s. Activities include lectures, oral reports, class discussions, and a term paper. Prerequisite: SPAN 315 or consent of instructor. GE-M1.

413 SURVEY OF SPANISH LITERATURE **3 hours**

A chronological study of the poetry, drama, and fiction of Spain from the Medieval Period (1140) to the post war period (1970). Activities include lectures, oral reports, class discussions, and a term paper. Prerequisite: SPAN 315 or consent of instructor. GE-M1.

435 TWENTIETH-CENTURY LATIN AMERICAN LITERATURE (W) **3 hours**

Literary, political, and social issues of Hispanic America studied through several contemporary literary masterpieces of poetry, drama, and fiction. Authors likely to be included are Asturias, Neruda, García Márquez, Borges, and Carpentier. Activities include oral reports, class discussions, and a term paper. Prerequisite: SPAN 315 or consent of instructor. GE-M1.

441 THE LITERATURE OF THE SPANISH CIVIL WAR AND THE POST-WAR ERA **3 hours**

An in-depth study of the Spanish Civil War (1936-1939) and the drama, poetry, and fiction it has produced. Historical and social developments are studied along with the literary works of the period. Literary censorship is also analyzed under the dictatorship of Generalissimo Francisco Franco. Activities include oral reports, class discussions, lectures, and a term paper. Prerequisite: SPAN 315 or consent of instructor. GE-M1.

380 or 480 SPECIAL PROBLEMS **1-4 hours**

A student who has demonstrated ability to work independently may propose a course and pursue it with a qualified and willing professor. The department chair and the vice president and dean for academic affairs must also approve. A set of guidelines can be secured from the Office of the Registrar.

385 or 485 SEMINAR **1-4 hours**

An in-depth consideration of a significant scholarly problem or issue. Students pursue a supervised, independent inquiry on an aspect of the topic and exchange results through reports and discussions.

Courses MODL

201 EUROPEAN LITERATURE **3 hours**

Study and comparison of works of European literature within the framework of a period in literary history, of a literary genre, or of dominant themes and motifs. GE-MI.

310 STRUCTURE OF THE ENGLISH LANGUAGE **3 hours**

Principles of phonology, grammar, and usage by which the English language functions. Traditional, structural, and generative-transformational models are examined and applied. Fall, odd years.

350 TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES **3 hours**

Instruction and practice in the theory, techniques, and skills of teaching English to speakers of other languages, Observing ESL and foreign language classes, tutoring international students, diagnosing language acquisition problems, planning lessons and curricula, evaluating ESL texts, and doing related research. Fall. Prerequisite: ENG 310 or ENG 311 or a modern language course at the 300 level, or permission of instructor.

352 PRACTICUM IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES **3 hours**

Supervised experience in teaching English to speakers of other languages. Students will apply the theories and techniques of second-language acquisition which were covered in the prerequisite course. Practicum may be done anywhere in the world. Prerequisite: ENG 350.

354 SECOND LANGUAGE ACQUISITION **3 hours**

Course explores how people learn language and what methodologies respond to different linguistic needs and learning styles. Topics include: theories of language learning, diagnosis of language learning problems, assessment techniques, pedagogies appropriate to second language acquisition, relationship of culture to language development. Prerequisite: intermediate proficiency in a second language.

MUSIC

Debora DeWitt, Robert Jones, Debra Lynn, John Planer, Scott Tomlison

The curriculum of the music department is designed (a) to provide a course of study for majors and minors in the department which will prepare them for careers in

music; (b) to provide background for graduate study; (c) to provide study and performance of music for their cultural values; (d) to enrich the cultural climate of the College and surrounding communities; (e) to provide music for campus worship and assist area and constituent churches; (f) to foster a lifelong desire to perform and listen to music.

Entrance into the degree programs in music for music majors presupposes: (a) musical sensitivity, a sense of rhythm and a capacity for accurate aural perception; (b) familiarity with the rudiments of music, such as scales, keys, signs, and musical terms; and (c) at least college level entrance ability in piano, voice, or some band or orchestra instrument. Students who are deficient shall study without credit until such proficiency is obtained. Students who wish to study music but who wish no degree are classified as special students. They may elect subjects for which they are prepared without reference to College requirements.

Baccalaureate Degrees

Music education offers majors which lead to all-grade certification in choral music and instrumental music. Requirements for teaching majors are available in the Office of Teacher Education.

Major in music with church music concentration, 44-46 hours:

MUS 110, 113, 114, (106) 125, 208, 213, 225, 235, 245, 265, 315, 341, 380, 470, 480; seven hours of applied concentration lessons (organ or voice); four hours of applied alternate area lessons (organ or voice), four hours of choral ensembles*.

*Four years of enrollment are required, but only four hours of credit need be earned. At least two semesters must be in A Capella Choir.

Major in music with applied music concentration, 44-46 hours:

MUS 110, 113, 114, (106) 125, 213, 225, 226, 235, 245, 265, 370, 420, 470; eight hours of ensembles; six hours of applied concentration lessons; four hours of piano or alternate area lessons.

Voice, wind, and string majors are required to participate each semester in the primary ensemble of the applied major. Keyboard majors may fulfill this requirement in ensembles of their choice.

Majors must successfully complete the senior comprehensive evaluation prior to graduation. Details are available from the department chair.

Minor in music, 27-29 hours:

MUS 110, 113, 114, (106) 125, 245, 265; four hours of ensembles; two hours of keyboard; six hours of lessons in the applied concentration. Students fulfilling the applied concentration in piano must pass the requirements for MUS 301 Piano.

Courses MUS

106 MUSIC FUNDAMENTALS

2 hours

The study of the vocabulary of music with emphasis on an approach suitable for non-majors. Topics covered include notation of pitch and rhythm, scales, chords, intervals, popular chord symbols, roman numeral analysis, and phrase analysis. Emphasis is placed on the study and imitation of popular music. Fall.

110 COMPUTER APPLICATIONS IN MUSIC **3 hours**

Study of computer applications in music including music notation software for sequencing, music education, and digital recording. Course culminates with a student project in one of these areas. Prerequisite: any MUS course.

111 INTRODUCTION TO MUSIC **3 hours**

Instrumental and vocal music of the West through the study of representative compositions, styles, important composers, and significant works.

113 AURAL SKILLS I **1 hour**

Development of skill in sight-singing and aural perception. Dictation material includes scales, intervals, triads, cadences, as well as diatonic melodies and simple harmonic patterns. Fall.

114 AURAL SKILLS II **1 hour**

Continued development of sight-singing and aural perception. Emphasis is placed on recognition of harmonic function, non-harmonic tones, and seventh chords. To be taken concurrently with MUS 125. Spring.

119 WORLD MUSICS **3 hours**

A survey of the folk and traditional musics of the world, emphasizing non-Western countries. Also studied are the art musics of China, Japan, Southeast Asia, and the Near East. GE-M2.

125 MUSIC THEORY I **3 hours**

The study of the diatonic vocabulary and selected compositional techniques of Western composers of the 18th and 19th centuries. Emphasis is placed on voice leading, harmonization and analysis. To be taken concurrently with MUS 114. Prerequisite: MUS 106 or placement. Spring.

211 ESSENTIAL SKILLS IN MUSIC **2 hours**

Basic instruction in music fundamentals including symbols, terms, and notation. Skill is developed in reading and performing melodies typical of those found in elementary level music textbooks. Students will learn methods of teaching basic music concepts and rote songs through demonstration teaching in the College classroom. This course is for elementary education majors and is not open to music majors. Includes a one-hour lab for directed practice on instruments.

213 AURAL SKILLS III **1 hour**

Advanced work in aural perception and sight singing. Materials covered include chromatic harmony, modulation, two-voiced contrapuntal exercises, and four-voiced homophonic exercises. To be taken concurrently with MUS 225. Fall.

225 MUSIC THEORY II **3 hours**

Continuation of the study of 18th and 19th century harmony with emphasis on chromatic harmony and selected compositional techniques of Western composers. Emphasis is placed on modulation, an expanded chromatic vocabulary, 4-part chorale harmonization and analysis of functional and non-functional harmonies. To be taken concurrently with MUS 213. Prerequisites: MUS 125 or advanced placement. Fall.

226 CONTEMPORARY TECHNIQUES **3 hours**

Study of contemporary compositional techniques through examination of works by 20th century composers. Emphasis on creative work by the student. Spring, odd years.

235 MUSIC HISTORY AND ANALYSIS I **2 hours**

Study of the history of Western music from ancient Greece through the renaissance, including analysis and listening. Music is placed in its historical and cultural context. Prerequisite: MUS 125. Fall, odd years.

- 240 BEGINNING COMPOSITION** **3 hours**
Private study in music composition. Students will compose original compositions based on contemporary models. Emphasis will be placed on techniques of melodic, rhythmic, and harmonic organization and development.
- 245 MUSIC HISTORY AND ANALYSIS II** **2 hours**
Study of the history of Western music of the baroque and classical periods, based primarily upon listening and analysis of style and form. Music is placed in its historical and cultural context. Prerequisite: MUS 225. Spring, even years.
- 254 VOCAL PEDAGOGY, DICTION, AND REPERTOIRE** **3 hours**
The study of vocal and respiratory physiology and strategies for teaching healthy tone production. Included is singer's diction in varying languages and the International Phonetic Alphabet. Students will explore solo vocal repertoire appropriate for various skill levels. Includes a practice teaching component. Prerequisite: MUS 102.
- 255 BRASS PEDAGOGY AND REPERTOIRE** **1.5 hours**
Principles of performance and pedagogy of various instruments. Students are expected to acquire basic technical facility on the instruments studied. Fall, even years.
- 256 WOODWIND PEDAGOGY AND REPERTOIRE** **1.5 hours**
Principles of performance and pedagogy of various instruments. Students are expected to acquire basic technical facility on the instruments studied. Fall, odd years.
- 257 STRING PEDAGOGY AND REPERTOIRE** **1.5 hours**
Principles of performance and pedagogy of various instruments. Students are expected to acquire basic technical facility on the instruments studied. Spring, even years.
- 258 PERCUSSION PEDAGOGY AND REPERTOIRE** **1.5 hours**
Principles of performance and pedagogy of various instruments. Students are expected to acquire basic technical facility on the instruments studied. Spring, odd years.
- 265 MUSIC HISTORY AND ANALYSIS III** **3 hours**
Study of the history of Western music from romanticism through the late twentieth century, based upon listening and extensive analysis of style and form. Music is placed in its historical, and cultural context. Prerequisites: MUS 225 and MUS 245, or consent of instructor. Fall.
- 310 ELEMENTARY MUSIC METHODS** **3 hours**
A study of the teaching and supervision of music in the elementary school with special emphasis on methods, materials, techniques, and skills. The relationship of music curriculum to the general elementary curriculum will be studied. Also covered are problems of administration, the history of public school music, curriculum planning, and classroom management. Spring, even years.
- 313 ORCHESTRATION** **2 hours**
Examination of the capabilities of band and orchestral instruments; arrangement of music scores for various instrumental ensembles; analysis of representative scores. Spring, even years.
- 315 CHURCH MUSIC** **3 hours**
Comparative liturgy; working with a music and/or worship committee; financing music in the church; selection and uses of hymns; fostering congregational singing; adult, child, and handbell choirs; bibliography for church musicians; selection of keyboard music; observation of different types of worship services.

341 CONDUCTING I

2 hours

An investigation of the role and responsibility of the conductor, with experiences for the development of conducting skills. Emphasis is on gesture, score study, and the mechanics of rehearsing vocal and instrumental ensembles in various settings. Prerequisite: MUS 125 or consent of instructor. Fall, even years.

342 CONDUCTING II

2 hours

Continued application of the skills of MUS 341 with further emphasis upon study of scores using more complex techniques. Prerequisite: MUS 341. Spring, odd years.

350 COMPOSITION

3 hours

Private study in music composition. Students will compose original works determined on an individual basis. May be repeated once. Prerequisite: MUS 225 or consent of instructor.

355 CHORAL ARRANGING

2 hours

An examination of the capabilities of various voices and ensembles. Students will arrange music for various vocal ensembles and analyze representative scores. Prerequisites: MUS 110 and 225. Fall, odd years.

360 SECONDARY MUSIC METHODS

4 hours

The study of teaching strategies for middle and high school music educators, including techniques of classroom behavioral management and rehearsal skills specific to choral or instrumental ensembles according to state certification requirements. Includes observation/practicum experience and participation in the state music educator's conference. Must be taken prior to student teaching. Prerequisite: MUS 341. January, odd years.

420 ADVANCED ANALYSIS

3 hours

Comprehensive analysis of selected works in various styles. Elements of harmony, rhythm, melody, texture, and form are examined in detail. Study of different systems of analysis. Prerequisites: MUS 225, 235, 245, and 265. Spring.

APPLIED MUSIC

Private lessons and ensembles are available to the general College student either with or without credit. Students studying for credit must meet standards of performance established by the music faculty. The teaching aims in private lessons are the development of performance skills and the presentation of representative literature. Each course is adapted to the ability and background of the individual student, subject to minimum standards of progress for each year of study. All students studying for credit are tested for achievement at the end of each semester by an examining board from the music faculty. All students majoring in music are required to take four years of private instruction in one performance area, and present a graduation recital.

Music majors must pass the second-year examination in keyboard. The student must either pass the examination during first year student orientation or immediately enroll for keyboard lessons. One year of voice lessons is required, except for the teaching major with instrumental concentration and the emphasis in applied music. More than one year is strongly recommended. Recitals are given throughout the year. Music majors and minors are expected to attend a designated percentage of the recitals. Students taking private lessons are expected to consult with their instructors before public performances on or off campus. Each lesson in applied music is to be supported by a minimum of five hours of practice. Practice expectations will be higher for applied music majors and for students preparing a full or half recital. All private lessons are normally given at the rate of one half-hour lesson per week. Lessons in applied music missed by the student will not be rescheduled unless arrangements are made with the instructor prior to the scheduled time of the lesson.

Courses MUS

100 BEGINNING PIANO

1 hour

For non-majors who have little or no previous experience in piano. Requirements: selected major and minor scales, one octave, hands together; selected major and minor arpeggios, two octaves, hands alone; triads and their inversions; cadences using the I, IV and V chords; sight-reading; and standard repertoire for adult beginners.

101 PIANO

1 hour

For music majors and minors who have at least moderate ability in piano. Requirements: all major and minor scales, one octave, hands together, all major and minor arpeggios, two octaves, hands alone; triads and their inversions; harmonization of melodies using the I, IV and V chords; cadences involving primary and secondary triads, secondary dominants and leading tone chords; and representative repertoire from different periods of music.

200 BEGINNING PIANO

1 hour

For non-majors who have at least moderate ability in piano. Can be repeated. Requirements: selected major and minor scales, two octaves, hands together; selected major and minor arpeggios, two octaves, hands together; prepared instrumental or song accompaniment; sight-reading; easier repertoire chosen from different periods of music. Prerequisite: MUS 100 or equivalent background.

201 PIANO

1 hour

For music majors and minors. Requirements: greater facility of scales and arpeggios; playing of dominant seventh chords in all positions and keys; cadences involving chromatic harmony; free accompaniment of songs; sight-reading; a variety of more difficult repertoire including such materials as Bach Inventions, classical sonatas or sonatas, and romantic and contemporary compositions. Prerequisite: MUS 101.

301 PIANO

1 hour

For music majors and minors. Requirements: diminished seventh arpeggios; advanced repertoire, such as preludes and fugues from the "Well-Tempered Clavier" by Bach, classical sonatas, romantic, and impressionist or contemporary compositions. Prerequisite: MUS 201.

401 PIANO

1 hour

For music majors and minors. Requirements: advanced technical material and literature; graduation recital. Prerequisite: MUS 301.

102 VOICE

1 hour

Study of basic concepts of breathing, resonance and diction with emphasis on singing in English. Students who have studied voice before will enroll in voice class or private lessons at the discretion of the instructor. In the second semester, voice majors will begin study of the Italian song literature in the original language.

202 VOICE

1 hour

Continuation of Voice 102. Voice majors will begin study of either French or German song literature in the original language. Prerequisite: MUS 102.

302 VOICE

1 hour

Continuation of Voice 202. Voice majors will study French or German song literature, whichever language was not studied the previous year. Prerequisite: MUS 202.

402 VOICE

1 hour

Continuation of Voice 302. Voice majors will study music for a graduation recital to be given second semester. Prerequisite: MUS 302.

- 103 STRING INSTRUMENTS** **1 hour**
 Basic principles for tone production and technical development, including scales and arpeggios in two and three octaves. The standard etudes, sonatas, and concertos studied to provide a balanced repertoire.
- 203 STRING INSTRUMENTS** **1 hour**
 Continued emphasis on scales and arpeggios with various bowing styles and progressively more difficult etudes and concertos in the standard repertoire. Prerequisite: MUS 103.
- 303 STRING INSTRUMENTS** **1 hour**
 Continued technical emphasis in the study of advanced etudes, sonatas, and concertos representative of the literature for the instrument. Prerequisite: MUS 203.
- 403 STRING INSTRUMENTS** **1 hour**
 Further development of acquired techniques to complete the undergraduate requirements in literature for the instrument. Includes a graduation recital. Prerequisite: MUS 303.
- 104A BEGINNING WIND, STRING, AND PERCUSSION INSTRUMENTS** **1 hour**
 For those students who have little or no previous experience with the instruments to be studied. As a minimum requirement, the student will be expected to complete one of the standard beginning method books, and to play the major and minor scales and easy solo material.
- 104 WIND AND PERCUSSION INSTRUMENTS** **1 hour**
 For those students who have the instrumental ability expected of a person entering the special music course. Work in one of the standard music books with supplementary etudes and solos. Emphasis on tone and development through proper use of the breath and embouchure or mallets and sticks, and on training in basic musicianship. Prerequisite: third-grade ability.
- 204A INTERMEDIATE WIND, STRING AND PERCUSSION INSTRUMENTS** **1 hour**
 Continuation of 104A at the intermediate level of study. Prerequisite: MUS 104A.
- 204 WIND AND PERCUSSION INSTRUMENTS** **1 hour**
 Continuation of MUS 104 with emphasis on further technical development and study of the standard repertoire. Prerequisite: MUS 104.
- 304 WIND AND PERCUSSION INSTRUMENTS** **1 hour**
 Continuation of 204 with more advanced etudes and solos. Prerequisite: MUS 204.
- 404 WIND AND PERCUSSION INSTRUMENTS** **1 hour**
 Continued study of etudes and representative concertos. Graduation recital required. Prerequisite: MUS 304.
- 105 ORGAN** **1 hour**
 Emphasis on development of manual and pedal technique. Repertoire includes the easier works of Bach and compositions by contemporary composers. Attention given to the study of hymn playing. Prerequisite: demonstrated keyboard facility satisfactory to the instructor.
- 205 ORGAN** **1 hour**
 Continued development of technical skills. Emphasis on development of the ability to transpose hymns at sight. Repertoire includes chorale preludes from the Orgelbuchlein of Bach and pieces of comparable difficulty by composers from the Romantic and Contemporary Periods. Prerequisite: MUS 105. Music education students studying to meet keyboard requirements must have proficiencies listed in MUS 201A.

- 305 ORGAN** **1 hour**
Emphasis on the development of repertoire. More difficult works by composers from all periods are selected. Prerequisite: MUS 205.
- 405 ORGAN** **1 hour**
Devoted to expanding the student's repertoire and preparing a graduation recital. Prerequisite: MUS 305.
- 370 JUNIOR RECITAL** **1 hour**
For music majors and minors. Applied lessons in student's major concentration emphasizing advanced technical material and literature. Course culminates with a public performance of literature appropriate for student's major. Prerequisite: completion of 200-level applied lessons.
- 470 SENIOR RECITAL** **1 hour**
For music majors and minors. Applied lessons in student's major concentration emphasizing advanced technical material and literature. Course culminates with a public performance of literature appropriate for student's major. Prerequisite: completion of 300-level applied lessons, or MUS 370.
- 130 A CAPPELLA CHOIR** **1 hour**
An ensemble of mixed voices open to students by audition. Standard accompanied and unaccompanied choral repertoire is prepared and performed for tours and other concert programs on and off campus. Fee required.
- 131 CHAMBER SINGERS** **0.5 hour**
Vocal ensemble specializing in madrigals, vocal jazz, and chamber choir repertoire. Open to A Cappella Choir members by audition. Fee required.
- 133 SMALL VOCAL ENSEMBLES** **0.5 hour**
Chosen from the more advanced singers at the College. Repertoire is selected based on the various interests of the students enrolled. Regular rehearsals emphasize the growth of auditory and interpretive sensitivity. Prerequisite: consent of instructor. Fee required.
- 135 MANCHESTER CHORAL SOCIETY** **0.5 hour**
A mixed vocal ensemble open to College students, faculty, staff and area residents without audition. Standard choral repertoire is explored, including extended works with orchestra. Fee required.
- 140 SYMPHONY ORCHESTRA** **0.5 or 1 hour**
Opportunity for the study and public performance of orchestral literature. Membership selected by auditions open to all students and community musicians. 1 hour—strings; 0.5 hour—winds and percussion.
- 143 STRING ENSEMBLES** **0.5 hour**
Chosen from the more advanced string students in the College. Regular rehearsals emphasize the growth of auditory and interpretive sensitivity. Performances given at campus concerts and recitals as well as in churches and clubs in the area served by the College.
- 144 WIND AND PERCUSSION ENSEMBLES** **0.5 hour**
Chosen according to the talent and interest present. Regular rehearsals emphasize the growth of auditory and interpretive sensitivity. Performances given at campus concerts and recitals as well as in churches and clubs in the area served by the College. Fee required.
- 146 SYMPHONIC BAND** **1 hour**
Open to any instrumentalist who meets the audition standard. Entire year utilized for rehearsing concert literature representative of many styles and composers. Local concerts and an annual tour. Fee required.

147 JAZZ ENSEMBLE**0.5 hour**

Open to any instrumentalist who meets the audition standard. Rehearsals consist of developing improvisational ability, studying characteristic literature, and preparing for performances. Fee required.

306 KEYBOARD ACCOMPANIMENT**1 hour**

For third and fourth year students who accompany senior recitals, A Cappella Choir or a major musical production presented by the College. Prerequisites: MUS 201 or 205 and consent of instructor.

380 or 480 SPECIAL PROBLEMS**1-4 hours**

A student who has demonstrated ability to work independently may propose a course and pursue it with a qualified and willing professor. The department chair and the vice president and dean for academic affairs must also approve. A set of guidelines can be secured from the Office of the Registrar.

385 or 485 SEMINAR**1-4 hours**

An in-depth consideration of a significant scholarly problem or issue. Students pursue a supervised, independent inquiry on an aspect of the topic and exchange results through reports and discussions.

NATURAL SCIENCE DIVISION

Albert A. Williams, chair

Courses NASC

103 PHYSICAL SCIENCE**3 hours**

A survey of elements of physical science with attention to the historical development of physics and astronomy. Topics include elementary aspects of astronomy, Newtonian mechanics, energy conservation, electricity and magnetism, and modern physics. Laboratory activities are a required part of this course. This course is NOT intended for students majoring in mathematics or the natural sciences. GE-J4.

203 DESCRIPTIVE ASTRONOMY**3 hours**

A study of the science of the universe. The physical characteristics of members of our solar system, the stars, nebulae, and galaxies are studied. Visual, telescopic, and photographic observations are performed at the Charles S. Morris Observatory. Recent developments on the frontiers of astronomy are included in topics such as neutron stars, black holes, and the lifecycle of the stars. GE-J3.

207 HISTORICAL GEOLOGY**3 hours**

A study of the earth, with special emphasis on the order in which changes occur and the evidences upon which such order is based. Hypotheses of the earth's origin are considered, along with changes of the continents, ocean basins, and climates, and the fossil evidence of such changes. The course includes laboratory study and identification of fossil remains of plants and animals. Spring. GE-J3.

209 PHYSICAL GEOLOGY**3 hours**

A study of the earth and the changes that it undergoes. Topics include minerals, rocks, weathering, volcanism, glaciation, mountain-building, and earthquakes discussed in the context of the theory of plate tectonics. The course has a laboratory component and includes one required field trip. Lab fee. GE-J3.

310 MEDICAL PRACTICUM

3 hours

An opportunity for students to experience the culture of a rural third world area and to learn the needs and problems in health care delivery systems in a work/study program. Prerequisite: Consent of instructor. Normally offered in January. P/NP.

375 HEALTH SCIENCES PRACTICUM

2-3 hours

A course designed to provide qualified students on-the-job experience in a professional setting. Students will be placed in a selected clinic or office, under the supervision of a licensed professional, and will observe a full complement of diagnostic and therapeutic regimens, familiarize themselves with the theory and practice of the selected discipline, and, when possible, participate in the program. Prerequisite: Consent of instructor.

NONPROFIT MANAGEMENT

See Accounting and Business.

NURSING

Manchester College participates in an articulation agreement with Goshen College. Contact the Department of Biology for specific information.

PEACE STUDIES

Kenneth Brown, director

Baccalaureate Degree

Major in Peace Studies

Core sequence (28-34 hours):

ECON 115 Economic Concepts

OR

ECON 222 Principals of Macro-Economics

HUM 235 Literature of Nonviolence

(one course in philosophy or permission of instructor)

PHIL 425 Environmental Philosophy

PHIL 440 Philosophy of Civilization

POSC 140 International Politics

REL 201 Religions and War

(SOC101 Introduction to Sociology or permission of instructor)

SOC 328 Social Movements

SOSC 320 Conflict Resolution

SOSC 321 Analysis of War and Peace

Concentration in interpersonal/intergroup conflict studies, 46-52 hours:

Peace studies core plus:

COMM 210 Interpersonal Communication

PSYC 218 Mediation and Reconciliation

(PSYC 101 Introduction to Psychology)

PSYC 420 Counseling Theory and Practice

Six hours of electives selected from:

COMM 256 Intercultural Communication

IDIV 275 Practicum in Peace Studies

PSYC 350 Cross-Cultural Psychology

SOC 228 Race, Ethnic and Gender Group Relations

Concentration in religious and philosophical bases, 43-49 hours:

Peace studies core plus:

PHIL 201 Introduction to Philosophy

POSC 321 Political Theory I or POSC 322 Political Theory II

PHIL/REL 385 Seminar

PHIL 330 Philosophy of Religion or REL 228 The Brethren Heritage

One course selected from:

REL 210 Judaism, Christianity, and Islam

REL 222 Confucian and Buddhist Worlds

REL 223 Religions of India

Concentration in international and global studies, 43-49 hours:

Peace studies core plus:

ECON 324 International Economics

POSC 365 International Political Economy

POSC 367 International Organization

One course selected from:

POSC 233 Comparative Politics

POSC 272 American Foreign Policy

POSC 360 International Law

One course selected from:

COMM 256 Intercultural Communication

HIST 211 Civilization of South Asia

HIST 212 Civilization of East Asia

HIST 220 African History

HIST 335 Russian History

SOC 311 Cultural Anthropology

Individualized concentration, 43-49 hours:

Peace studies core plus the following:

15 hours of electives designed by the student, and submitted with rationale for approval by the Peace Studies Council.

All peace studies majors are required to complete satisfactorily a portfolio containing their relevant work in peace studies as the senior comprehensive evaluation.

Minor in peace studies, 24 hours:

HUM 235 Literature of Nonviolence

SOSC 320 Conflict Resolution

SOSC 321 Analysis of War and Peace

REL 201 Religions and War

Nine hours of electives which demonstrate coherence in the program approved by the Peace Studies Council.

Specialized Peace Studies Courses

HUM 120 CURRENT ISSUES IN PEACE AND JUSTICE

2 hours

Study and application of conflict theory to current problems of peace and justice. The topics and materials for this course will change each term and the course, therefore, may be repeated once. (A student may enroll twice for credit, thereafter without credit.)

HUM 235 LITERATURE OF NONVIOLENCE**3 hours**

Study of the lives and writings of modern theorists and practitioners of nonviolence, including Thoreau, Tolstoy, Mahatma Gandhi, and Martin L. King. Spring, odd years.

IDIV 275 PRACTICUM IN PEACE STUDIES**1-6 hours**

Student participation in off-campus projects that are related to the major. Students, in consultation with teaching faculty in the program, plan readings, reports, and/or other means of evaluation.

IDIV 333 PEACE ISSUES**3 hours**

Summary study of moral, political, and religious perspectives on such problems as violent and nonviolent social and political change, racial justice, human rights, the population explosion, militarism, and pacifism. Historical analysis and philosophical insight on major problems which threaten peace and the development of civilization.

IDIV 405 INTERNSHIP IN PEACE AND CONFLICT STUDIES**3-9 hours**

Work performed in service for a public or private organization concerned with peace and/or justice issues. Open to junior and senior students who demonstrate academic and personal qualifications appropriate to the position. Prerequisite: Consent of instructor.

SOSC 321 ANALYSIS OF WAR AND PEACE**3 hours**

Analysis of the causes and nature of war, influences that determine the conduct of wars and the impact of wars on participants and civilians. Prerequisite: POSC 140. Spring, odd years.

PHILOSOPHY

See Religion and Philosophy.

PHYSICAL EDUCATION

See Health and Physical Education.

PHYSICS

Dwight Beery, Gregory Clark

The physics department offers (a) cultural knowledge of physics for students not specializing in the sciences; (b) supporting courses for students specializing in the sciences; (c) pre-professional training for students expecting to enter medical or engineering schools; (d) preparation for high school science teaching or for a science-related occupation in industry or in government; (e) preparation for graduate study in physics or related sciences.

Two levels of introductory physics courses are offered by the department. The college physics sequence is algebra-based; the general physics sequence is calculus-based and intended primarily for majors in the sciences and mathematics.

Baccalaureate Degree

Departmental major, 36 hours:

PHYS 210, 220, 301, 310, 320; two courses selected from: PHYS 410, 420, 430; two hours of laboratory courses from: PHYS 301L, 310L, 320L, 330L, 420L; 11 hours of electives in physics.

Majors must successfully complete the senior comprehensive evaluation prior to graduation. Details are available from the department chair.

Departmental minor, 22 hours:

PHYS 210, 220, 301, 310, 320; one laboratory course selected from: PHYS 301L, 310L, 320L, 330L, 420L.

Requirements for teaching majors are available in the Teacher Education Office.

Courses PHYS

111 COLLEGE PHYSICS I

4 hours

Primarily for students with no high school physics background. The main topics include classical mechanics and thermal physics. Instruction is by lecture, demonstration, discussion, problem solving, and laboratory experiences. Includes three lecture periods and a three-hour laboratory per week. This course is not intended for majors in the physical sciences and does not count toward a physics or engineering science major. Course is first of a two-semester sequence although it may be taken as a stand-alone course. Prerequisite: MATH 112 or consent of instructor. Enrollment in MATH 112 may be concurrent. Fall. GE-J4.

112 COLLEGE PHYSICS II

4 hours

This course is a continuation of PHYS 111. The main topics include electricity and magnetism, optical physics, and modern physics. Instruction is by lecture, demonstration, discussion, problem solving, and laboratory experiences. Includes three lecture periods and a three-hour laboratory per week. This course is not intended for majors in the physical sciences and does not count toward a physics or engineering science major. This course is the second of a two-semester sequence. Prerequisite: PHYS 111. Spring. GE-J4

210 GENERAL PHYSICS I

4 hours

This course is the first of a two-semester sequence in calculus-based physics. Topics include an introduction to derivatives, integrals, and vectors, motion in one and two dimensions, rotational motion, energy, gravitation, sound, and thermal physics. This course is intended for physics, chemistry, engineering science, mathematics, and other science majors. Includes three class meetings and a three-hour laboratory per week. Prerequisites: MATH 121. Enrollment in MATH 121 may be concurrent. Fall. GE-J4.

220 GENERAL PHYSICS II

4 hours

This course is the second of a two-semester sequence in calculus-based physics. Topics include electrostatics, basic LCR circuits, magnetism, optics, electromagnetic waves, and modern physics. This course is intended for physics, chemistry, engineering science, mathematics, and other science majors. Includes three class meetings and a three-hour laboratory per week. Prerequisites: PHYS 210 and MATH 122. Enrollment in MATH 122 may be concurrent. Spring. GE-J4.

231 FUNDAMENTALS OF ELECTRONICS

3 hours

An introduction to analog and digital electronics. Main topics include semiconductor principles, power supplies, amplifier circuits, application of linear and digital integrated circuits, and the principles and applications of electronic instruments. Circuit design problems and laboratory experience are major components of the course. Prerequisite: PHYS 112, 210, or consent of instructor. January.

- 301 ELECTRICITY AND MAGNETISM** **3 hours**
 A review of the mathematics of vector fields and an in-depth study of Maxwell's equations as applied to electrostatic fields in vacuum and dielectrics, magnetostatic fields, and magnetic fields in matter. Prerequisites: PHYS 220 and MATH 122. Fall, odd years.
- 301L ELECTRICITY AND MAGNETISM LABORATORY** **1 hour**
 Laboratory to accompany PHYS 301.
- 310 MODERN PHYSICS** **3 hours**
 Applications of two outstandingly successful 20th century physics theories—special relativity and the quantum idea. These applications include atomic spectra and structure, the solid state of matter, X-rays, radioactivity, nuclear structure, and nuclear reactions. Prerequisites: PHYS 112 or consent of instructor. Fall, odd years.
- 310L MODERN PHYSICS LABORATORY** **1 hour**
 Laboratory to accompany PHYS 310.
- 320 ANALYTICAL MECHANICS (W)** **3 hours**
 Applications of vector methods to statics, kinematics, and dynamics of a particle; use of momentum and energy methods; oscillating systems; central force fields. Prerequisites: PHYS 220 and MATH 122. Fall, even years.
- 320L MECHANICS LABORATORY** **1 hour**
 Laboratory to accompany PHYS 320.
- 330 OPTICAL PHYSICS** **3 hours**
 Principles of geometrical, physical, and quantum optics, including image formation by lenses and mirrors, polarization, interference, diffraction, and laser principles. Prerequisites: PHYS 112 or consent of instructor. Spring, odd years.
- 330L OPTICAL PHYSICS LABORATORY** **1 hour**
 Laboratory to accompany PHYS 330.
- 340 THERMAL PHYSICS** **3 hours**
 Theories and applications of thermodynamics, kinetic theory, statistical physics and properties of matter, including temperature, entropy, diffusion, thermal conductivity, thermal radiation, and thermionic emission of electrons. Prerequisites: PHYS 220 and MATH 122. Fall, even years.
- 410 QUANTUM PHYSICS** **3 hours**
 Physical and mathematical aspects of the quantum theory; solutions of the Schrodinger wave equation, including approximation methods; and applications to atomic, molecular, and nuclear structure. Prerequisites: PHYS 310 and MATH 122. Spring, even years.
- 420 ADVANCED ELECTRICITY AND MAGNETISM** **3 hours**
 Intensive application of vector methods to electric and magnetic field theory. Maxwell's equations are studied in detail and applied to electromagnetic wave propagation, and some attention is given to the properties of dielectrics and magnetic materials. Prerequisites: PHYS 301 and MATH 122. Spring, even years.
- 420L ADVANCED ELECTRICITY AND MAGNETISM LABORATORY** **1 hour**
 Laboratory to accompany PHYS 420.
- 430 ADVANCED TOPICS IN MECHANICS** **3 hours**
 Study of motion relative to moving coordinate systems, rotation of rigid bodies, motions of systems of particles, coupled oscillators, elasticity, generalized coordinates, and use of Lagrangian and Hamiltonian methods. Prerequisites: PHYS 320 and MATH 122. Spring, odd years.

380 or 480 SPECIAL PROBLEMS**1-4 hours**

A student who has demonstrated ability to work independently may propose a course and pursue it with a qualified and willing professor. The department chair and the vice president and dean for academic affairs must also approve. A set of guidelines can be secured from the Office of the Registrar.

385 or 485 SEMINAR**1-4 hours**

An in-depth consideration of a significant scholarly problem or issue. Students pursue a supervised, independent inquiry on an aspect of the topic and exchange results through reports and discussions.

POLITICAL SCIENCE

See History and Political Science.

PRE-LAW

Consult with History and Political Science Department.

PSYCHOLOGY

Marcie Coulter-Kern, Russell Coulter-Kern, Gary Zimmerman

The goals of the department are to assist students in (a) understanding the basic concepts and methods used in psychology; (b) appreciating the relation of psychology to other disciplines, particularly those in the behavioral sciences; (c) preparing for graduate work in psychology; (d) preparing for professional training in such fields as social work, medicine, and education; (e) preparing for work in such fields as business, education, and mental health.

Baccalaureate Degree

Departmental major, 36 hours:

PSYC 101, 215, 320, 341, 337 or 348, 441; MATH 210; CPTR 101; 12 hours of electives selected in consultation with department.

Majors must successfully complete the senior comprehensive evaluation prior to graduation. Details are available from the department chair.

Departmental minor, 18 hours:

PSYC 101; 15 hours of electives selected in consultation with department.

Courses PSYC**101 INTRODUCTION TO PSYCHOLOGY****3 hours**

Study of the basic processes of the human mind, behavior, cognition, and emotion. Fall. January. Spring. GE-K3.

215 CHILD AND ADOLESCENT PSYCHOLOGY**3 hours**

This course focuses on the study and application of theory, practice, and research in child and adolescent psychology. Emphasis is placed on the interaction of physical, cognitive,

and social aspects of development from conception through adolescence. Prerequisite: PSYC 101.

218 MEDIATION AND CONCILIATION **3 hours**
Study and practice of the psychological components and skills inherent to mediation and conciliation. Fall. Spring.

301 SOCIAL PSYCHOLOGY **3 hours**
Theories and methods of investigating interpersonal behavior. Topics include such areas as group behavior, aggression, attitude change, attraction, social cognition, and helping behavior. Prerequisite: PSYC 101. Spring.

320 PSYCHOLOGY OF ABNORMAL BEHAVIOR **3 hours**
The causes, nature, and methods of treatment of abnormal behavior. Prerequisite: PSYC 101. Fall.

330 PSYCHOLOGY OF LEARNING **3 hours**
Investigation of the principle factors involved in learning. Special emphasis on human learning. Prerequisite: PSYC 101. Fall.

331 PSYCHOLOGY OF AGING **3 hours**
Coverage of the major behavioral changes in adulthood and old age. Special emphasis on: changes in biological functioning; sensation and perception; cognitive processes such as learning, memory, and problem solving; and personality and social adjustment. Prerequisite: PSYC 101. Spring, even years.

337 COGNITIVE PSYCHOLOGY **3 hours**
An introduction to cognitive psychology, including attention, perceptual processing, neurocognition, memory, knowledge representation, reasoning, decision-making, problem-solving, language, imagery, and artificial intelligence. Prerequisite: 12 semester hours in psychology or permission of instructor. Spring.

341 RESEARCH DESIGN I (W) **4 hours**
Experimental and non-experimental methods of collecting, analyzing, and evaluating behavioral data. Laboratory work involving research design, conducting a study, and statistical analysis. Prerequisites: PSYC 101 and MATH 210. Fall.

342 RESEARCH DESIGN II **3 hours**
A continuation of PSYC 341 with emphasis upon individualized research projects. Prerequisites: PSYC 101, MATH 210, and either PSYC 341 or consent of instructor. Spring.

348 PHYSIOLOGICAL PSYCHOLOGY **3 hours**
A survey of neurological/biochemical correlates of sensation and perception, emotion, motivation, learning and memory, and cognition. Prerequisite: PSYC 101.

350 CROSS-CULTURAL PSYCHOLOGY **3 hours**
Study of psychological theories and cultural systems, cultural similarities and differences in interpersonal relations, psychological and cultural perception of conflict and cooperation. This is an off-campus course which combines reading, lecture, discussion, and on-site visits with a wide variety of community leaders and professionals. Prerequisite: PSYC 101. January.

420 COUNSELING THEORY AND PRACTICE **3 hours**
Theories and techniques of counseling and psychotherapy. Prerequisites: PSYC 101. Fall. Spring.

441 SYSTEMS, THEORIES, AND ISSUES IN PSYCHOLOGY **3 hours**

Evolution of major contemporary theoretical concepts and issues in psychology from their historical origins in philosophy and the natural sciences. Representative schools of thought and systems analyzed to illustrate theoretical and methodological issues. Prerequisite: 12 semester hours in psychology or consent of instructor. Fall.

475 FIELD PLACEMENT IN PSYCHOLOGY **3 hours**

Supervised internship in clinic, hospital, school, or laboratory. May be repeated to a total of nine semester hours, three of which may be used to meet major requirements. Prerequisites: PSYC 101 and consent of instructor. Spring.

380 or 480 SPECIAL PROBLEMS **1-4 hours**

A student who has demonstrated ability to work independently may propose a course and pursue it with a qualified and willing professor. The department chair and the vice president and dean for academic affairs must also approve. A set of guidelines can be secured from the Office of the Registrar.

385 or 485 SEMINAR **1-4 hours**

An in-depth consideration of a significant scholarly problem or issue. Students pursue a supervised, independent inquiry on an aspect of the topic and exchange results through reports and discussions.

RELIGION AND PHILOSOPHY

Robert Bowman, Kenneth Brown, Steve Naragon, Kendall Rogers

RELIGION

The academic study of religion is a scholarly discipline involving historical, critical, analytic, and constructive methodologies to understand religious phenomena—for example, texts, beliefs, doctrines, practices, and world views. It provides excellent background and thinking skills for various academic pursuits, career goals, and community leadership. The discipline is important to students preparing for church-related vocations.

The aims of this department are to help students: (a) acquire a sympathetic understanding of the Bible, the Christian faith, and other world religions; (b) articulate and reflect upon the core claims that distinguish the Christian tradition; (c) become acquainted with the major methodologies and issues in the study of religion; (d) prepare for graduate study; and (e) understand a world in which compassion reveals the divine.

Baccalaureate Degree

Departmental major, 36-40 hours:

REL 101, 102, 111, 311, 312, 430, 385 or 485; PHIL 215, 311; HUM 131 or REL 210; REL 222 or 223; three hours selected in consultation with the student's academic advisor from those courses offered in the department.

Majors must successfully complete the senior comprehensive evaluation. Details are available from the department chair.

Departmental minor, 22 hours:

REL 101, 102, 430, REL 111 or 228, REL 311 or 312; six hours of electives in religion.

Associate of Arts Degree in Religion

Departmental major, 25-26 hours:

REL 101, 102, 111, 201, 311 or 312; PHIL 201 or 311, PHIL 215 or 330; three hours selected in consultation with the student's advisor from courses offered in the department.

Associate of Arts Degree in Church Ministry

Departmental major, 47-50 hours:

COMM 210; PSYC 101, 420; PHIL 215, 411; REL 101, 201, 311, 312, 430, 475, 385 or 485, 102 or 241, 111 or 228; three hours of electives with the nonprofit (NPM) prefix, chosen in consultation with the student's academic advisor. This degree can also be completed through the Ministry Training Institute (MTI) program of the Church of the Brethren in Indiana.

Courses REL

101 INTRODUCTION TO THE OLD TESTAMENT 3 hours

A survey of the literature, history, and religion of ancient Israel using selected portions of the historical and prophetic books of the Old Testament as primary sources. Introduction to the methods and results of modern biblical scholarship. Fall. GE-F.

102 INTRODUCTION TO THE NEW TESTAMENT 3 hours

A survey of the literature, history, and religious faith of first century Christianity using the New Testament as a primary source. Introduction to the methods and results of modern biblical scholarship. Spring. GE-F.

111 THE CHRISTIAN FAITH 3 hours

An introductory study of the central affirmations of the Christian faith including both traditional and modern points of view. GE-F.

201 RELIGIONS AND WAR 4 hours

Examination of the religious traditions of East and West and of modern ideological pseudo-religions, such as Communism and nationalism. Centers upon the contribution of religion to the understanding of the causes and limitation of war. GE-M1.

210 JUDAISM, CHRISTIANITY, & ISLAM 3 hours

Study of the origins, development, and interaction of Judaism, Christianity, and Islam, including contemporary relationships among these faiths. GE-F.

222 THE CONFUCIAN & BUDDHIST WORLDS 3 hours

Key historical developments in the civilizations of East and Southeast Asia, stressing broad cultural and religious themes, along with political and philosophical perspectives including the variations in forms of Buddhist life, the pluralistic and non-disjunctive thought patterns of Taoist naturalism, and the new divergent social and religious movements of nationalism. GE-M2.

223 RELIGIONS OF INDIA 3 hours

A study of the ancient roots and contemporary forms of the religions and philosophies native to India such as Vedanta, Hinduism, early Buddhism, Jainism, and Sikhism, including their interactions with religions of foreign origin such as Islam and Christianity. GE-M2.

225 FEMINIST AND WOMANIST THEOLOGIES 3 hours

An exploration of the critique and vision brought to contemporary theology by women's perspectives represented in texts by feminist and womanist theologians and in women's fiction and essays. Prerequisite: One course in religion or permission of instructor. GE-M1.

228 THE BRETHERN HERITAGE **3 hours**

A critical study of the history, practice, and teaching of the Brethren in relationship to major social and intellectual currents and to other religious movements, including both those Christian groups which profess a creed and those which identify themselves primarily in a non-creedal fashion. GE-F.

241 JESUS AND THE GOSPELS **3 hours**

A study of the ministry and significance of Jesus as portrayed in the New Testament gospels. Some or all of the gospels will be examined and compared. GE-F.

266 RELIGIOUS CLASSICS **3 hours**

A study of outstanding classics of faith from many areas. Seeks critical appreciation of the ideas, faith stances, and aesthetic qualities of the works studied. GE-M1.

311 HISTORY & THOUGHT OF CHRISTIANITY I (W) **3 hours**

The encounter of Christianity with the classical, Islamic, and barbarian worlds from the first to the 14th centuries, dealing with sectarianism, heresy, creedal orthodoxy, and Catholicism. GE-F.

312 HISTORY & THOUGHT OF CHRISTIANITY II (W) **3 hours**

The relationship of Christianity to major cultural and intellectual movements from the Renaissance and Reformation to the 20th century. GE-F.

430 CONTEMPORARY CHRISTIAN THOUGHT **4 hours**

A study of the present religious situation, its broad movements, cross currents, trends, major schools, and makers of modern thought.

475 INTERNSHIP IN MINISTRY **4 hours**

Supervised ministry with a mentor, ministry techniques, and an applied project. Discussion of ministry formation, maintaining ministry, case studies, the minister as evangelist, and the church in the 21st century. Prerequisite: consent of instructor.

380 or 480 SPECIAL PROBLEMS **1-4 hours**

A student who has demonstrated ability to work independently may propose a course and pursue it with a qualified and willing professor. The department chair and the vice president and dean for academic affairs must also approve. A set of guidelines can be secured from the Office of the Registrar.

385 or 485 SEMINAR **1-4 hours**

An in-depth consideration of a significant scholarly problem or issue. Students pursue a supervised, independent inquiry on an aspect of the topic and exchange results through reports and discussions.

PHILOSOPHY

Philosophy is a broad discipline that includes the study of the fundamental questions of being, knowledge, action, and the good as well as a conceptual examination of other disciplines (such as in the philosophies of religion, art, psychology, or science). The study of philosophy enhances one's analytic skills and consequently provides an excellent background for a variety of academic and career goals. It also encourages growth in self-understanding and a coming to terms with oneself and one's place in the universe.

The aims of this department are to help students to: (a) understand and appreciate the major philosophical traditions; (b) develop a philosophical understanding of one's own; (c) prepare for graduate work in philosophy and related fields; (d) wrestle with the ultimate questions of human existence.

Baccalaureate Degree

Departmental major, 34-38 hours:

PHIL 201, 215, 230, 311, 312, 330, 420; 385 or 485; REL 111 or 430, REL 222 or 223; three hours selected in consultation with the student's academic advisor from those courses offered in the department.

Majors must successfully complete the senior comprehensive evaluation prior to graduation. Details are available from the department chair.

Departmental minor, 23 hours:

PHIL 201, 311, 312; 12 hours of electives in philosophy.

Courses PHIL

201 INTRODUCTION TO PHILOSOPHY

3 hours

An introduction to the philosophical tasks of (a) reflective thinking about life and the universe as a totality; (b) critical examination of presuppositions, words, and concepts; (c) examination of ways in which we gain knowledge; (d) the quest for criteria which determine our value judgments of the good and the beautiful. Fall. Spring. GE-I2.

215 ETHICAL DECISION MAKING

3 hours

A study of ethical principles and their application to practical decision making in such areas as sex, criminal justice, economics, and euthanasia. Spring. GE-I2.

230 LOGIC

3 hours

A study of various deductive logics (categorical, propositional, and predicate), inductive logics (analogical, probabilistic, and statistical reasoning), and common informal fallacies. The aim of this is to improve abilities: 1) to identify arguments from other kinds of discourse and separate what is relevant to an argument from what is not, 2) to evaluate arguments in a reasoned and constructive way, and 3) to construct your own arguments, such that they are clearly stated and free of fallacies.

311 HISTORY OF WESTERN PHILOSOPHY I (W)

4 hours

A study of selected philosophers in the Western tradition in the ancient and medieval periods. Fall, odd years.

312 HISTORY OF WESTERN PHILOSOPHY II

4 hours

A study of selected philosophers in the Western tradition in the modern period beginning with the Renaissance. Spring, even years.

330 PHILOSOPHY OF RELIGION

3 hours

A philosophic approach to the problems of religion with emphasis on ways of knowing, religious language, the theistic hypotheses, basic conceptions of God, the nature and destiny of humanity, and the problems of freedom and evil. GE-I2.

420 CONTEMPORARY PHILOSOPHY

4 hours

A study of selected philosophers from the 20th century. Fall, even years.

425 ENVIRONMENTAL PHILOSOPHY

3 hours

A study of: 1) competing theories of distributive justice and their implications for various environmental issues (land use, famine relief, population control, pollution abatement, etc.), 2) animal liberation and animal rights, 3) the possibility of a *land ethic*, and 4) the relation between one's religious beliefs and one's attitudes towards nature. Prerequisite: One course in philosophy or consent of instructor. Spring, even years. GE-L.

440 PHILOSOPHY OF CIVILIZATION (W) **4 hours**

The ideas of philosophers, historians, and political analysts as to how society may best be ordered, what causes the development and breakdown of civilization, and the highest ideals on which human life may be built. The nature of historical analysis and the role of the individual, both as thinker and actor in historical development. GE-L.

380 or 480 SPECIAL PROBLEMS **1-4 hours**

A student who has demonstrated ability to work independently may propose a course and pursue it with a qualified and willing professor. The department chair and the vice president and dean for academic affairs must also approve. A set of guidelines can be secured from the Office of the Registrar.

385 or 485 SEMINAR **1-4 hours**

An in-depth consideration of a significant scholarly problem or issue. Students pursue a supervised, independent inquiry on an aspect of the topic and exchange results through reports and discussions.

SMALL BUSINESS MANAGEMENT

See Accounting and Business.

SOCIAL SCIENCE DIVISION

Katherine A. Tinsley, chair

Courses SOSC

102 HUMAN CONFLICT **3 hours**

An exploration of models for the analysis of human conflict within persons, between persons, and between ethnic and cultural groups. The origins of the social sciences, and how the social scientist seeks knowledge, is introduced. Recommended for those students interested in an integrated approach to psychology, sociology, and anthropology. GE-M1.

125 INTRODUCTION TO GENDER STUDIES **3 hours**

A basic introduction to the field of gender studies, the course will examine gender as a category for analyzing culture and society. GE-M1.

210 HUMAN GEOGRAPHY **3 hours**

A description of the great variety of peoples and cultures as they exist in highly diversified environments. Contributions of human geography toward an understanding of problems such as population, food supply, migration, transportation, and conservation will be examined. GE-M1.

319 FEMINIST THEORY **3 hours**

Interdisciplinary examination of the theoretical and methodological questions that arise when women are placed at the center of study. Focus is on significant works and perspectives in feminist theory and on their contributions to understanding human experience.

320 CONFLICT RESOLUTION **3 hours**

An advanced study of how to deal constructively with interpersonal, intra-organizational, and intergroup conflict.

321 ANALYSIS OF WAR AND PEACE

3 hours

Analysis of the causes and nature of war, influences that determine the conduct of wars and the impact of wars on participants and civilians. Prerequisite: POSC 140. Spring, odd years.

SOCIOLOGY AND SOCIAL WORK

Connie Croyle, Abigail Fuller, Parker Marden, Robert Pettit, Janet Rhoades, Bradley Yoder

Sociology is the study of social life. At the interpersonal level, sociology studies the causes and consequences of such things as identity, romantic love, and deviance. At the societal level, it examines and explains such things as poverty, crime, and racism. At the global level, it studies such things as immigration, modernization, and war.

The sociology major and minor are designed to prepare students to continue study in graduate school or to enter career fields such as public policy, human services, research analysis, community organizing, or law enforcement among others. Undergraduate specialization in sociology is designed with the objectives of either employment after graduation or entry into graduate degree programs.

SOCIOLOGY

CRIMINAL JUSTICE

Baccalaureate Degree

Minor only, 24 hours:

SOC 228, 244, 340; SOWK 110, 274, 275; six hours selected from POSC 122, PSYC 215, 312, 320, 334.

Associate of Arts Degree

Major in criminal justice, 27 hours:

SOC 101, 228, 244, 340, 345; SOWK 110, 233, 274, 275.

SOCIOLOGY

Baccalaureate Degrees

Departmental major with sociology concentration, 36 hours:

SOC 101, 222, 228, 240, 345, 440; 18 hours of electives in sociology (9 hours at 300 level or above).

Departmental major with criminal justice concentration, 36 hours:

SOC 101, 222, 223, 228, 240, 244, 340, 345, 440; nine hours of electives in sociology.

Majors must successfully complete thesenior comprehensive evaluation prior to graduation. Details are available from the department chair.

Departmental minor in sociology, 24 hours:

SOC 101, 222, 228, 240, 345; nine hours of electives in sociology (3 hours at 300 level or above).

Requirements for teaching majors are available in the Office of Teacher Education.

Courses SOC

101 INTRODUCTION TO SOCIOLOGY

3 hours

Sociology as a way of knowing and a body of knowledge. Special attention to socialization, inequality in American society and the institutions of family, religion, politics, and economy. GE-K4.

215 DEMOGRAPHY AND SOCIAL ORGANIZATION

3 hours

The determinants of population growth-fertility, mortality, migration. Theories of population, population policies (with emphasis on developing areas), population implications for the United States. Spring.

220 SOCIAL GERONTOLOGY

3 hours

An introductory course in the field of aging. Study areas include perspectives on aging, social roles, family, retirement, living environments, minority and cross cultural experiences, political and economic implications of aging. Also included is a study of the social institutional response to the needs and problems of older adults in the form of policies, programs, and services. Prerequisite: SOC 101 or permission of instructor. Fall.

222 SOCIAL RESEARCH METHODS

3 hours

The methodological framework for planning and implementing qualitative and quantitative social research including the process of developing research designs, the selection of samples, the construction and use of research instruments, and methods of analyzing and interpreting data. Ethical issues and the relevance of empirical research for building knowledge and evaluating service delivery in helping professions are considered. Students are encouraged to satisfy the General Education requirements in computers and mathematics before enrolling in the course. Prerequisite: SOC 101. Fall.

223 DEVIANCE AND SOCIAL CONTROL

3 hours

The study of how societies come to define certain attributes and behaviors as deviations from social norms and how societies attempt to suppress or regulate them. Topics include alcohol and drug use, crime and elite deviance, sexual assault and family violence, mental disorder, homosexuality, and prostitution. Fall, even years.

228 RACIAL, ETHNIC AND GENDER GROUP RELATIONS

3 hours

A sociology approach to the dynamics of racial, ethnic and gender group relations using relevant theories, concepts, and empirical studies. Patterns of differential power and intergroup conflict in U.S. society will be examined using examples from several groups. GE-M1.

230 ASPECTS OF AMERICAN POPULAR CULTURE

3 hours

The study of a particular aspect of American popular culture using sociological concepts, theories, and methods for the analysis of culture. Topics may include: Disney and American Culture, American Culture and Politics Through Film, The Golden Age of Radio, The Malling of America. This course may include field trips or off-campus study as appropriate. Course may be repeated once for credit on different topics. Only 3 hours may be applied to meet requirements for the major.

233 SOCIAL WELFARE AS AN INSTITUTION

3 hours

An historical and analytical assessment of social welfare as an institution, using a framework of problem/need definition, policy goals, program design, and service delivery. Evolution of social welfare in relation to other social institutions in the U.S. seeking to improve social functioning and alleviate suffering. The impact of conflicting values, minority status, and social stratification on social welfare. Functions of social work as a profession in programs concerned with income security, family and children's services, aging, criminal justice, mental health, developmental disabilities, and other programs. Prerequisite: SOC 101 or permission of instructor. Fall.

240 SOCIOLOGICAL THEORY**3 hours**

Survey of sociological theories from the classical founders (Marx, Durkheim, Weber, and Simmel) to modern schools of thought (such as functionalism, conflict theory, symbolic interactionism, dramaturgy, ethnomethodology, interpretive theory, feminist theory, and postmodernism). Emphasis on enduring theoretical contributions as well as their application to contemporary social issues. Prerequisite: SOC 101. Fall.

244 CRIMINAL BEHAVIOR AND THE CRIMINAL JUSTICE SYSTEM**3 hours**

The study of theories about crime and delinquency, and an overview of all major elements of the criminal justice system. Examination of the use of the criminal sanction in the U.S., through major statutory, case, and Constitutional law. Prerequisite: SOC 101 or permission of instructor. Fall.

275 PRACTICUM IN SOCIOLOGY**3 hours**

Observation and participation in any of a wide range of human experiences and social systems. May be repeated for a total of six credit hours, three credit hours of which may be used to meet requirements in the major. Prerequisite: consent of the instructor. Fall, January, Spring.

305 SELF AND SOCIETY**3 hours**

Social psychology from a sociological perspective, examining the interaction between individual lives and social structure: how humans are created by their social order and how humans create social orders. Major topics include socialization and the development of the self, language and the social construction of reality, and the social construction of gender. Prerequisites: PSYC 101, SOSC 102, or SOC 101. Fall, odd years.

311 CULTURAL ANTHROPOLOGY**3 hours**

Provides a theoretical framework and methods for the study of cultures. Questions related to the unity of humankind and the diversity of human custom are central concerns. Study of several related non-Western cultures enables students to consider the relationship among the individual, culture, and society and encourages them to develop respect for other cultures and a better understanding of their own. Fall. Spring. GE-M2.

328 SOCIAL MOVEMENTS**3 hours**

Examines the importance of social movements as a force for social change; why social movements emerge and develop; why people join them; strategies and tactics used; and factors influencing success or failure. Focus is on social movements in United States society. Prerequisite: SOC 101 or permission of instructor. Spring, even years.

333 SEXUALITY AND GENDER IN SOCIETY**3 hours**

Human sexuality as social interaction and a social-cultural construction. Topics include sexuality in historical-cultural context, psychosexual development and socialization, love and sex, sexual attitudes and behaviors, contraception, sexual coercion, and commercial sex, with special emphases on sexual identity, sexual orientation, and gender. A focus on empirical knowledge with attention to ethical and affective concerns. Prerequisite: SOC 101 or permission of instructor. Spring.

335 SOCIOLOGY OF FAMILY**3 hours**

Primary emphasis on courtship and marriage in the United States; theoretical and empirical materials on family life cycle, dating, sexual behavior, readiness for marriage, social change, and emerging family styles. Prerequisite: SOC 101 or permission of instructor. Fall.

340 YOUTH AND THE JUVENILE JUSTICE SYSTEM**3 hours**

Examination of the problem/need-definition process with youth and young offenders, including the ambiguity of social policies and adolescent roles in the United States. Adolescent needs and need-meeting structures. Historic landmarks in juvenile justice, including major movements and court decisions. Elements of current United States youth

justice systems, and examination of policy and program alternatives for intervention.
Prerequisite: SOC 101 or permission of the instructor. Spring.

345 CLASS, STATUS, AND POWER **3 hours**

Classical and modern theories of class structure and mobility used to analyze the forms and conditions of social inequality, primarily in U.S. society. Relationships of class position to behavior in family, religion, politics, and education are included. Prerequisite: SOC 101 or permission of instructor. Spring, odd years.

347 SOCIOLOGY OF RELIGION **3 hours**

Religion from the sociological perspective: theoretical approaches, individual religiosity, social organization of religion, contemporary trends, and religion in interaction with family, politics, economy, class, and race. Prerequisite: SOC 101 or permission of instructor. Spring, even years.

350 HEALTH, MEDICAL CARE, AND SOCIETY **3 hours**

An examination of health, illness, and medical care from the sociological perspective. Topics include social epidemiology, the social psychology of illness, the recruitment and socialization of health professionals, patient/physician relationships, and the organization of health and medical care. Policy considerations are emphasized and the concerns of women, minorities, and the disadvantaged receive special attention. Prerequisites: SOC 101 or permission of instructor and junior standing or above. GE-L

371 ADVANCED STUDIES IN GERONTOLOGY **3 hours**

In-depth study and analysis of aging, including the following areas: development changes, life circumstances, social policies, service programs, and research approaches and findings. Course goals also include development or refinement of specific skills and techniques for studying or working with older adults. Prerequisites: SOC 220 and PSYC 331. Spring.

372 SOCIOLOGICAL RESEARCH PRACTICUM **2 hours**

Experience in the process of using existing research findings for a better understanding of community problems, client needs, service programs, etc. The student is assigned to a setting where a realistic application of research knowledge is done under the direction of both a setting supervisor and the College instructor. Concurrent with or following SOC 222. Fall. January. Spring.

440 SENIOR SEMINAR (W) **3 hours**

A capstone course for sociology majors to integrate the diverse elements of their coursework into a coherent and mature conception of sociology as an approach to inquiry and to life. Prerequisites: SOC 101, 222, and 240. Spring.

380 or 480 SPECIAL PROBLEMS **1-4 hours**

A student who has demonstrated ability to work independently may propose a course and pursue it with a qualified and willing professor. The department chair and the vice president and dean for academic affairs must also approve. A set of guidelines can be secured from the Office of the Registrar.

385 or 485 SEMINAR **1-4 hours**

An in-depth consideration of a significant scholarly problem or issue. Students pursue a supervised, independent inquiry on an aspect of the topic and exchange results through reports and discussions.

SOCIAL WORK

This baccalaureate program, accredited by the Council on Social Work Education, prepares students for beginning professional generalist social work practice. It seeks to enable students to integrate the values, knowledge and skills of the social work profession into competent generalist social work practice with

individuals, families, small groups, organizations, neighborhoods and communities and to contribute to the development and improvement of social policy. Students are prepared to service the poor and oppressed and work to alleviate poverty, oppression and discrimination. The program also prepares students for entrance into graduate programs in social work. Admission into the social work program takes place in two phases: 1) initial admission to major, and 2) admission to the senior social work practice block (SOWK 375, 475, 476, and 477).

1. Admission to the major requires:

- a. Regular admission to Manchester College.
- b. Satisfactory completion of SOWK 110 and enrollment in or completion of SOWK 233.
- c. Achievement of sophomore status.
- d. Minimal cumulative grade-point average of 2.00
- e. Evidence of personal suitability and interest relevant to social work education and practice as determined by the department. Such evidence may be derived from application materials, letters of reference, pertinent work or volunteer experience, and an admission interview.

2. Admission to the senior social work practice block should be completed during the spring semester of the spring semester of the junior year and requires:

- a. Completion of 76 credit hours.
- b. Admission to the social work major.
- c. Demonstration of satisfactory progress and remediation of problems previously identified at admission to the major.

Seeking to provide a learning context which respects and values diversity, the social work program, encourages applications from students who are diverse in age, gender, color, mental and physical ability, ethnicity, sexual orientation, national origin, race, and religion.

Baccalaureate Degree

Departmental major in social work, 57 hours:

BIOL 102 or 204; PSYC 101; ECON 115 or 221; POSC 121 or 122; SOC 101; SOWK 110, 222, 228, 233, 274, 334, 366, 375, 475, 476, 477.

Academic credit for life experience and previous work experience is not granted, in whole or in part, in lieu of field instruction or of courses in the professional foundation of the social work major.

Majors must successfully complete the senior comprehensive evaluation prior to graduation. Details are available from the department chair.

Courses SOWK

110 INTRODUCTION TO HUMAN SERVICES

3 hours

Development of a broad understanding of social work as a helping profession. Examines the values and social conditions that lead to the development of social work services in community based and residential settings. Explores social work in services related to addictions, child, family and older adult welfare, corrections, education, disabilities, health and mental health care, and other special or disadvantaged populations. Also explores areas of service such as housing, human abuse, and empowerment or advocacy for people of minority status. Fall. Spring.

220 SOCIAL GERONTOLOGY

See SOC 220.

222 SOCIAL RESEARCH METHODS

See SOC 222.

228 RACIAL, ETHNIC AND GENDER GROUP RELATIONS

See SOC 228.

233 SOCIAL WELFARE AS AN INSTITUTION

See SOC 233.

244 CRIMINAL BEHAVIOR AND THE CRIMINAL JUSTICE SYSTEM

See SOC 244.

274 PRACTICE METHODS IN HUMAN SERVICES**3 hours**

Introduces a wide range of social work intervention approaches through a variety of written work and experiential simulations. Students develop helping knowledge and skills in the exploration and application of social work values, self-exploration, verbal and nonverbal communication, family and interpersonal relationships, small group process, individual, family and community practice, case management, and record keeping. Approaches studied will be sensitive to work with people of diverse racial or ethnic origin, political and religious beliefs, gender and sexual orientation, and socioeconomic status. Theories of helping, human behavior, and generalist social work practice will be applied in intervention interviews, and audio, and visual exercises. Prerequisite: SOWK 110. Fall.

275 PRACTICUM IN HUMAN SERVICES**1-3 hours**

Observation and participation in a human services organization. Focus on exposing students to social service delivery systems and potential roles in human services. May be repeated for a total of six hours. Prerequisite: consent of department chair. Fall. January. Spring.

334 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT (W)**4 hours**

Examination of human development over the life span as the individual participates in families, groups, organizations, and communities. Systems concepts are used to emphasize relationships among human biological, social, psychological, and cultural systems as they affect and are affected by human behavior. Understanding of and appreciation for cultural and social diversity are fostered along with the recognition of the consequences on human development of oppression based on age, gender, disability, sexual orientation, race, or culture. Students learn to apply the interdisciplinary knowledge base to the assessment process in social work practice. Prerequisites: BIOL 102 or 204, ECON 115 or 221, POSC 121 or 122, PSYC 101. Spring.

340 YOUTH AND THE JUVENILE JUSTICE SYSTEM

See SOC 340.

350 POLICY AND PRACTICE ISSUES IN SOCIAL WELFARE**3 hours**

A group study of issues and programs in a selected field of social welfare such as child welfare, rural or industrial social services, drugs and social behavior, or international social welfare. Focus of study and location vary according to faculty resources and student interest. Aspects of need definition, policy goals, program design, and service delivery are addressed. May be repeated on different topics with permission.

366 SOCIAL SERVICE POLICY**3 hours**

Application of the social policy/program model introduced in SOWK 233. Impact of values and power on policy development and implementation, in public and private programs. Principles of social allocation and integrated service delivery. Elements of social planning and strategies for macro-level intervention. Focus on public programs, including conflicting goals

of income security programs. Analysis of Title XX and other programs with innovative potential. Prerequisites: SOWK 233; ECON 115 or 221; POSC 121 or 122. Fall.

371 ADVANCED STUDIES IN GERONTOLOGY

See SOC 371.

372 SOCIOLOGICAL RESEARCH PRACTICUM

2 hours

Experience in the process of using existing research findings for a better understanding of community problems, client needs, service programs, etc. The student is assigned to a setting where a realistic application of research knowledge is done under the direction of both a setting supervisor and the College instructor. Concurrent with or following SOC 222. Fall. January. Spring.

375 SOCIAL WORK PRACTICE I

3 hours

Integration of social work knowledge and values with the development of entry level professional social work practice skills. Within a general systems framework, application of the problem-solving model to creating change at the individual, family, group, organizational, and community levels. Development of awareness and skills required for social work practice with oppressed populations. Application of research methods to the evaluation of social work practice. Prerequisite: admission to Social Work Program and the senior social work practice block. Fall.

475 FIELD INSTRUCTION

3-10 hours

Observation and participation in a social service agency or a social service institution. The student will be expected to carry both limited administrative and case load responsibilities. The student will return to campus the equivalent of one day each week for review, evaluation, and input sessions. Prerequisite: admission to Social Work Program and the senior social work practice block, and completion of SOWK 110, 222, 228, 233, 274, 334, 366, 375 and SOC 101. January. Spring.

476 FIELD INSTRUCTION SEMINAR

4 hours

An on-going weekly evaluation and analysis of the field instruction experience using both group and individual supervisory sessions. Students prepare and present topics related to social work practice and complete integrative written projects. Field trip focused on human diversity and racism, and workshop on sexual orientation. Fee required. Concurrent enrollment with SOWK 475.

477 SOCIAL WORK PRACTICE II

3 hours

This course enhances the integration of the student's personal-professional self. Focus is on professional ethics, special problems in social work intervention, models for evaluating interventive effectiveness, and other selected practice issues.

380 or 480 SPECIAL PROBLEMS

1-4 hours

A student who has demonstrated ability to work independently may propose a course and pursue it with a qualified and willing professor. The department chair and the vice president and dean for academic affairs must also approve. A set of guidelines can be secured from the Office of the Registrar.

385 or 485 SEMINAR

1-4 hours

An in-depth consideration of a significant scholarly problem or issue. Students pursue a supervised, independent inquiry on an aspect of the topic and exchange results through reports and discussions.

SPANISH

See Modern Languages.

THEATRE ARTS

See Communication Studies.

Campus and Facilities



Tasha White
Psychology Major

Campus and Facilities

Manchester College is located on a large, wooded campus in northern Indiana, about one mile north of the business section of North Manchester, a town with a population of 6,200.

The original campus, a 10-acre plot with large oak trees, fronts on College Avenue, with the Administration Building at the center. The entire campus and grounds, including the athletic fields and the College woods, cover an area of more than 120 acres. The Koinonia Environmental and Retreat Center adds 100 acres of natural land to College resources.

The Academic Buildings

Administration Building. The offices of the president, vice presidents, other administrative personnel, and the Office of Admissions are located on the first floor of this College landmark building. The central portion of the Administration Building was erected in 1920. It joins two former structures, one of which was the original Bible School building built in 1889. Also on the first floor are education department offices and Wampler Auditorium. Classrooms and offices for the peace studies, sociology and social work, and English departments are on the second floor; and the modern languages, psychology, economics, and accounting and business departments are on the third floor. In the basement are the history and political science, religion and philosophy department offices, alumni office, public relations and College advancement offices, and printing services.

Funderburg Library. The library, which was renovated in 1999, provides materials to serve the College curriculum, bibliographic and interlibrary loan support for research, and instruction in the use of information sources.

One hundred and seventy thousand bound volumes, together with more than 860 periodical titles, 4,900 musical and spoken recordings, and numerous other collections are supplemented by CD-ROM and on-line access to hundreds of information data bases. An on-line catalog lists the library's holdings, as well as those of other private colleges and universities in Indiana.

Interlibrary loan service locates and delivers materials from potentially thousands of libraries.

Funderburg's three floors can accommodate more than 200 students. Comfortable lounges for relaxed reading are balanced by special areas for computers, audio and video equipment, group conferences, and after-hours study. The Teaching Resource Center contains thousands of textbooks and curricular materials for education majors. Special collections include the College archives, Brethren historical materials, and the peace studies collection.

Communications Center. Housed in the Communications Center are audiovisual facilities, the campus radio station, and communication studies offices and laboratories.

Clark Computer Center. Through a generous gift by John G. Clark, a 1932 graduate, the former Goshorn Building was completely renovated in 1984 into a multi-functional computer center. Housed in the building are the academic and administrative computers, faculty offices, classrooms, and laboratories.

Otho Winger Memorial Building. This building, named for former Manchester President Otho Winger, contains the art and music departments and the Learning Center. There are a number of art studios, an auditorium for recitals and rehearsals for music organizations, practice rooms for student use, a state-of-the-art four-station computer music laboratory, and a 14-rank pipe organ.

Holl-Kintner Hall of Science. Holl-Kintner, built in 1959, was named in honor of two distinguished former science faculty members, Dr. Carl W. Holl, chemistry,

and Dr. Edward Kintner, biology. It contains 35 classrooms and laboratories, plus faculty offices, a lecture hall, and greenhouse. Occupying the first floor are the biology department, a geology lab, and the lecture hall. The physics and mathematics departments and a laboratory are on the second floor. The chemistry department occupies the third floor.

Physical Education and Recreation Center. Constructed in 1982 and renovated and expanded in 1997, this building houses the health and physical education classes, intercollegiate and intramural sports, and is the center for recreational activities. The multipurpose Stauffer-Wolfe Arena, seating 1,800, provides one competition or six practice basketball courts. Other facilities include a fitness center, gymnastic area, athletic training room, physical education offices, two classrooms, human performance laboratory, and two racquetball/handball courts.

Residence Facilities

To meet the preferences and needs of its diverse student body, Manchester provides a variety of living options in five residence halls, each representing distinctive small groups within the larger College community. To complement classroom learning, to stimulate personal growth, and to spark interpersonal relationships, the residence hall governments present programs and activities for students. A major responsibility of residence hall staff members is to motivate, encourage, and advise students in the residential environment.

All residence hall rooms are wired to the campus computer system which includes Internet capability. In addition, each residence hall houses a computer lab equipped with personal computers and laser printers available for student use.

College Apartments provide a number of apartments for married students and students who are parents of dependent children. These apartments are provided on a space available basis.

East Hall is a residence hall for 224 women. The ground floor provides a large social room, cooking areas, laundry facilities, and two TV lounges. The hall has a main lounge and smaller study rooms/ lounges.

Garver Hall provides a home for 275 men and women. This hall, named in honor of a former professor and dean, Earl S. Garver, has two separate residential areas with a shared lounge and recreational area. Garver also has a piano, a TV room, and several smaller lounges. The main lounge is open 24 hours a day and is shared by all students on campus.

Helman Hall, named in honor of A. Blair Helman who served as Manchester's president from 1956-86, was constructed in 1993. This air-conditioned, co-ed residence hall houses 129 men and women in an alternate floor arrangement. Each suite contains two two-student rooms and a bath. The Patricia Kennedy Helman Lounge on the first floor provides recreational, TV-viewing, meeting, and informal conversation areas. Other amenities include elevator service, a kitchenette and vending area on the first floor, and laundry, study/conference, and storage rooms on each floor.

Oakwood Hall, located on College Avenue, mirrors Helman Hall's design, housing 129 students in four-student suites and resident assistant rooms. A lounge on the first floor provides areas for TV-viewing, recreation, and conversation. Other features include an elevator, a kitchenette and vending area on first floor, and storage rooms, laundry facilities, and study areas on each floor.

Schwalm Hall is named for former Manchester President Vernon F. Schwalm. This formerly all male residence hall was partially renovated during the summer of 2000 to accommodate men and women in a variety of living options. The first and second floors house 148 men in conventional double rooms. The third floor houses 26

men and 26 women. Third floor residents may choose from three living options: three room suites housing four students, conventional doubles housing two students, and single rooms. Two large recreational rooms and a TV lounge are located in the building.

Computer Facilities

The College maintains nine computer labs with 120 workstations. There are a total of three public computer labs located in Clark Computer Center, Funderburg Library and the Communications Building. Each of the five residence halls contains a computer lab. Finally, the Department of Accounting and Business maintains a computer lab. Labs are available for use at the posted times. Public labs contain computers that are Pentium III 450 Mhz machines or better, with at least 128 Mb RAM, a CD-ROM drive, a Zip disk drive, a 17" monitor and sound cards (headphones may be used with any lab machine). Public machines run Windows NT 4.0 or Windows 2000 as the operating system. Software applications installed on the machines include Microsoft Office XP (Word, Excel, Access, PowerPoint and FrontPage), Internet Explorer, Netscape Navigator and SPSS statistical software.

Laboratories

Human Performance Laboratory

The Human Performance Laboratory, located in the Physical Education and Recreation Center, houses the laboratory areas for human biomechanics, exercise physiology, and athletic training courses. Laboratory equipment includes a state-of-the-art isokinetic dynamometer for quantifying muscle function, spirometer for measurement of lung capacity, motorized treadmill, and apparatus for the manufacture of semi-rigid orthotics.

Natural Sciences Laboratories

Holl-Kintner Hall of Science contains laboratories for biology, chemistry, physics, and geology. Within the biology department, there are separate laboratory rooms for botany, anatomy and physiology, zoology, and microbiology. There is also a special laboratory for advanced student research, an animal room, and a greenhouse.

The physics department has a laboratory for general physics students as well as one for advanced students. Also available are special laboratories for advanced general research and research in radiation and electronics.

The chemistry department contains a general chemistry laboratory, an analytical laboratory, an organic laboratory, and a special problems laboratory for advanced students. In addition, this department has two special research laboratories and a spectroscopy laboratory.

A scanning electron microscope was obtained in 1993 and is housed in the Charles S. Morris Observatory.

Language Laboratory

Located on the third floor of the Administration Building, the language laboratory contains electronically-equipped, sound-absorbent booths to accommodate 30 students. An integral part of the modern languages department, this laboratory makes possible optimum teaching and learning effectiveness in the foreign languages.

Other Facilities

AAFRO House, located on the College campus, offers a place for students to meet and to study within a comfortable homelike environment. Additionally, it's a place to relax and spend time with African American and other multicultural students from diverse backgrounds and cultures. The lower level of the house includes a lounge area, a kitchen, and an extensive library which contains African American books and

magazines. The upper level houses the program coordinator and the AAFRO house assistant. The house is open to the campus community and is coordinated through the Office of Multicultural Affairs.

Athletic Fields

The Kenapocomoco Athletic Fields are located on the east side of the campus. The Carl W. Burt Memorial Stadium, named in honor of a coach and teacher from 1925 to 1942, provides football facilities along the Eel River.* The baseball team plays on Gratz Field, named in honor of Jim Gratz, a coach and teacher from 1962 to 1987.

Calvin Ulrey Hall

This building houses the Campus Store on the lower level. The security office, health services, and the Office of Career Services are located on the first floor.

Office of Career Services

On the first floor of Calvin Ulrey Hall is the Office of Career Services. This facility provides conference and interview space and houses extensive resource materials for students and alumni who are seeking career guidance.

Charles S. Morris Observatory

The observatory was built in 1973. A 14 ½-foot motorized dome and a 10-inch Newtonian reflector telescope are located in the observatory's dome building. The adjacent laboratory building includes a darkroom facility and other telescopes. Funds to build the observatory were provided by the family, friends, and former students of Dr. Charles S. Morris, distinguished physics professor at Manchester College for 36 years.

College Chime

A long-standing tradition at Manchester College is the ringing of the chime each morning and evening while school is in session. The 10-bell chime, a gift of friends and alumni of the College, is located in the tower of the Administration Building.

College Union

The College Union houses a cafeteria, the Oaks snack bar and entertainment center, and the College post office. The main floor of the College Union contains a meeting room available to faculty, students, and guests.

Cordier Auditorium

This auditorium was named for Dr. Andrew W. Cordier, a 1922 graduate of Manchester and former distinguished professor. Dr. Cordier was also a scholar, diplomat, conciliator, negotiator, and administrator. Cordier Auditorium was completed in the spring of 1978. This spacious building seats 1,300 people in continental style. A three-manual, 45-rank pipe organ was installed in 1981, funded in part by a generous gift from Mr. and Mrs. William Cable. Dressing rooms, stage preparation, storage areas, and fly loft are provided in this facility. A large dividable meeting room is available on the lower level.

Petersime Chapel

A gift from the Ray M. Petersime family of Gettysburg, Ohio, this small and lovely chapel, cruciform in shape, is the focal center on the south end of the campus quadrangle. The sanctuary seats up to 100 and has a six-rank pipe organ. The relationship of the Christian faith to higher education is illustrated in 30 stained glass windows. The structure also houses a memorial center, prayer rooms for individuals, meeting rooms for small groups, and offices for the campus pastor.

*The Eel River is better known to Manchester College students as the Kenapocomoco because of Native American history associated with it and brought to light by the research and publicity of former president Dr. Otho Winger.

Koinonia Environmental and Retreat Center

This 100-acre rural and natural land area 12 miles north of the campus includes a five-acre lake, woods, and residence. A two-story retreat building provides class and seminar rooms, environmental laboratories, and food preparation and overnight housing facilities. The original 80 acres was given to Manchester College in 1974 by a group of local friends. An adjacent 20 acres was added in 1992 as a gift from Dr. Ruth and Otho Holland.

Student Activities Center

Located adjacent to the College Union, this building houses the offices for the Student Senate, Manchester Activities Council, and Student Budget Board.

Learning Center

The Learning Center is the hub for programs and activities to assist students in becoming more effective learners. Located on the first floor of the Otho Winger Memorial Building, the center houses a study lounge, a tutoring room with computer access, a classroom for group activities, and office space. Trained tutors and professional staff offer assistance to individuals in self-initiated and self-paced study improvement.

Museum

The Manchester College museum collection contains materials related to the College history or to the Church of the Brethren. Included are Native American artifacts, some of which were collected on campus; a significant collection of Western African materials, which came to us from the many graduates who worked there; and historical items from the Church of the Brethren. A major part of the collection relates directly to the history of Manchester College, including such things as equipment and uniforms and relics of previous buildings on campus.

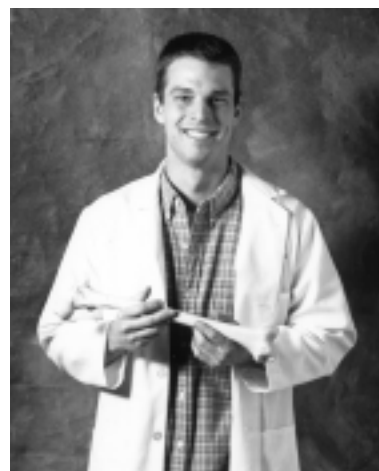
Neher Maintenance Center

This building was named for Oscar W. Neher, a valued member of the Manchester College community from 1932 until his death in 1976. Mr. Neher was a teacher of biology until 1954 when, upon retirement, he joined the maintenance department, first as its head and later as a skilled cabinet maker. Maintenance administration offices are located there as are several workshops.

Power House

The central heating plant, constructed in 1967, furnishes heat for all the buildings on campus.

Admissions



Evan Nichols
Biology-Chemistry Major

Admissions

A person's academic ability and potential for success at Manchester College are the most important factors in the College's admission decision. Full consideration is given to the applicant's academic achievement and aptitude, personal experiences, and motivation. The College does not discriminate on the basis of such factors as national or ethnic origin, race, color, age, gender, sexual orientation, marital status, religion, disability, or veteran status.

Application to Manchester can be made any time following the junior year in high school. Applications from high school and transfer students are considered for each semester: fall, January, spring, and summer. Interested students are encouraged to arrange a campus visit at any time through the Office of Admissions by calling (800) 852-3648, or by e-mail at admitinfo@manchester.edu.

First Year Admission Requirements

First-time college students applying for admission to a degree program are expected to present the following qualifications:

1. Graduation from an accredited high school or its equivalent or successful completion of the General Education Development (GED) exam.
2. Satisfactory scholastic standing in the high school graduating class.
3. Acceptable scores on the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Testing Program (ACT). SAT or ACT scores are generally not required for applicants 25 years of age or older.
4. Satisfactory completion of a high school curriculum preparing the student for college. Although no specific distribution of high school credits is required for admission, a college preparatory curriculum is recommended, including:
 - a. Four years of English (grammar, composition, literature).
 - b. Two years of a foreign language.
 - c. Three or four years of college preparatory mathematics (algebra, plane geometry, and advanced algebra as a minimum).
 - d. Two or three years of laboratory science (at least two from among biology, chemistry, and physics).
 - e. Two years of social science (selected from U.S., world, and European history; government, sociology, psychology, geography, and economics).
5. Satisfactory personal reference information and recommendation from the student's high school guidance counselor or principal. Appropriate references from other people may be submitted by transfer students or applicants 25 years of age or older.

Application Procedures

1. Obtain an application for admission from the Office of Admissions.
2. Complete and return the application form and non-refundable \$20 application fee with the following materials:
 - An official high school transcript, including current course work if applicable;
 - Official SAT or ACT scores;
 - Class rank as reported by the guidance counselor or other school official;
 - And a completed high school report form from the guidance counselor or

principal (high school report form is attached to the application).

3. Students should submit their completed applications as early as possible following completion of the junior year in high school, but at least 30 days prior to the beginning of the semester in which they plan to enroll.

Admission and Enrollment

1. An admission decision will be made when the application is complete. The applicant will usually be notified within two weeks.
2. A \$100 advance deposit on tuition and fees is expected of all admitted students to confirm their intention to enroll and will appear as credit on the first billing. This deposit is refundable through May 1 for the fall semester.
3. Residential life information and a residence hall housing application/agreement are sent to all admitted students. All students complete this form whether they plan to live in College facilities or commute from home.
4. Course selection and registration take place during summer orientation sessions.
5. All full-time and part-time students are required to complete a health record form which requires personal history and completed immunization record (including two measles, mumps, and rubella, tetanus-diphtheria within 10 years and tuberculin skin test within the last year). The health form is sent to the student from the Office of Student Development prior to enrollment. The completed health record form must be on file with the College prior to the start of classes in the student's first semester.

Advanced Standing (Transfer) Admission

In addition to following the first-year student admission procedure, a student transferring to Manchester must have a transcript sent directly to the Office of Admissions at Manchester from the registrar of each post-secondary institution previously attended. The SAT or ACT score requirement may be waived for those who have successfully completed at least one full academic year at an accredited college or university.

A transfer candidate who is academically ineligible to re-enroll at the last attended college normally will be considered ineligible to enter Manchester College for at least one semester.

Transfer credit evaluation is completed by the registrar only after all official transcripts of previously taken course work at other institutions have been received by Manchester. If only partial information is available, a tentative evaluation may be made but cannot be considered official until all documents are received.

Credits earned at accredited institutions with a grade of C or better may be transferred upon approval by the registrar. Grades are not transferable. Credits accepted will be applied toward general education and major requirements as appropriate and verified by the Registrar's Transfer Credit Report. Students currently enrolled at Manchester College who wish to transfer credit for courses taken at other academic institutions (for example, in summer school programs) should secure approval from the College registrar before taking the course. Without prior approval, no assurance of transfer credit can be made.

Admission Classifications

Each student admitted to the College is classified in one of the following categories:

Regular Admission

Applicants who are admitted without reservation are granted regular admission.

Only students who have regular admission status may become candidates for a degree.

Provisional Admission

Provisional admission may be granted to an applicant whose application file is incomplete at the time an admission decision is made. The materials received must be strong enough to warrant provisional admission pending receipt of the missing materials. The missing materials must be received prior to the beginning of the semester. As soon as the student's file is complete, it will be reviewed and acted upon by the vice president for enrollment and planning at the vice president's discretion.

Conditional Admission

Conditional admission may be granted to an applicant whose academic record shows certain deficiencies. The student must demonstrate the ability to do acceptable college-level work before being considered for regular admission status. After satisfying conditions specified when admitted (e.g. participation in the Academic Development and Program for Transition – ADAPT), the student will be advanced to regular admission status. A student who fails to satisfy the specified conditions will be disqualified from continued enrollment. Any student who is disqualified from continued enrollment has the right to appeal the disqualification to the Academic Standards Committee or apply for reinstatement at a later date.

Special Admission

Early Admission of High School Students

Students with outstanding high school records who have not yet graduated from high school may be admitted to take college courses for credit during the summer following their junior year and/or concurrently with the completion of their high school programs during the senior year. Credit earned is applicable toward a degree.

To be considered for early admission, a student must:

1. Complete an early admission application for high school students;
2. Provide the Office of Admissions with an official high school transcript; and
3. Provide authorization from the cooperating high school principal or guidance counselor.

Non-Degree Admission

Non-degree status is designed for the high school graduate who desires to take college work for self-improvement, developing or maintaining skills for employment, transfer of credit toward a degree or program at another institution, or teacher certification. Students may apply by completing an application for admission as a non-degree candidate, available in the Office of Admissions. Students with a prior bachelor's degree may pursue additional work as a degree-seeking student if the student is working toward a new major. The Office of the Registrar will determine which courses from the prior degree will satisfy the new major's requirements.

Readmission

Any student who has previously attended Manchester College, but who has not been enrolled in the immediately preceding regular semester, must file an application for readmission with the Office of Admissions in advance of anticipated return. If readmitted, a \$100 advance deposit on tuition and fees is required according to instructions in the Admission and Enrollment section.

A student who has been disqualified from further attendance may apply for reinstatement by submitting an application for readmission accompanied by a letter presenting convincing evidence that the applicant is prepared to meet the minimum academic standards of the College.

Financial Information



Stephanie Meadors
Accounting Major

Financial Information

College Expenses

Traditionally, at private colleges, tuition covers only a portion of a student's full educational costs. This is true at Manchester College. Tuition charged at Manchester covers less than 70 percent of the total instructional cost for a student. Endowment income; gifts from friends, alumni, foundations, and corporations provide the balance of funds for educational expenses of the College.

Personal effort and financial investment in a college education result in dividends to the individual throughout a lifetime of service. To maximize return on such an investment, Manchester College strives to keep the expense to the student as reasonable as rising costs or providing a high quality educational program will allow.

Tuition and General Fees

Tuition costs for full-time students are assessed on the basis of credit load in the fall and spring semesters. Enrollment in 12 or more semester hours in these semesters is considered full-time enrollment status. The normal credit load for the year is 14-15 semester hours in fall and spring semesters and three semester hours in the January session.

A **general fee** is charged to all full-time students and covers subscriptions to *Oak Leaves* and *Aurora*; Student Senate fees; College health service; admission to College-sponsored cultural, educational, and athletic events, and use of other campus facilities and services. This fee also includes a student-assessed activities fee for programming under the jurisdiction of the Student Budget Board.

Not included in tuition and general fee charges are the costs of books, supplies, class materials, travel expenses for academic field trips and off-campus experiences, applied music instruction, breakage, auto registration, organizational dues, fines, technology services, and some campus recreational and social activities.

Room and Board

Manchester College is a traditional residential campus. All students are required to live on campus for three years unless they qualify for an exemption by one or more of the following criteria:

- they are married and/or have dependent children living with them;
- they are classified as a senior;
- they are living in their parents' primary place of residence within 40 miles of North Manchester.

All first year students residing in College residential halls are required to be on the 20-meal/\$25 Bonus Bucks per semester food plan. All sophomores have a choice between the 20-meal/\$25 Bonus Bucks food plan and the 14-meal/\$100 Bonus Bucks food plan. All other students have a choice among the 20-meal/\$25 Bonus Bucks plan, the 14-meal/\$100 Bonus Bucks plan and the 10-meal/\$25 Bonus Bucks plan.

Snack bar and cafeteria services are available on a cash basis.

Charges for room and board do not include occupancy or service during recess periods.

Charges for 2002-2003

Annual Basic Costs for Full-time Enrollment

Tuition and General Fee Charges (12-16 Semester Hours in Fall and Spring Semesters and full-time enrollment in January session)	15,990
Student Activities Fee (student assessed)	100
Residence Hall Programming Fee (residents only, student assessed)	60
Room, Cable TV, and Technology Fee	
East and Schwalm Halls - Double Occupancy	3,720
East and Schwalm Halls - Singles Occupancy	4,930
Schwalm Hall - Suites, Helman and Oakwood Halls - Double Occupancy	4,100
Schwalm Hall - Suites, Helman and Oakwood Halls - Single Occupancy	5,430
Garver Hall - Double Occupancy	3,800
Garver Hall - Single Occupancy	5,030
Meal Plans	
20-meals/\$25 Bonus Bucks per semester plan - required for first year students, option for upper classes	2,210
14-meal/\$100 Bonus Bucks per semester plan - option for sophomores, juniors, and seniors	2,210
10-meal/\$25 Bonus Buck per semester plan - option for juniors and seniors	1,940
Total Basic Costs, Per Year, Double Occupancy & 20 Meal Plan	
Total Basic Costs, Per Year - East and Schwalm Halls	22,080
Total Basic Costs, Per Year - Garver Hall	22,160
Total Basic Costs, Per Year - Helman and Oakwood Halls	22,460

Other Fees and Charges

Technology fee for off-campus students (per semester)	175
Tuition, part-time (enrollment in less than 12 S.H. per semester) per S.H.	530
Overload Charge (enrollment over 16 S.H. per semester) per S.H.	335
Summer Enrollment per S.H.	335
Summer Room - Double	250
- Single	355
Summer Cable TV per session	15
Summer Technology Fee per session	60
Audit Fee (for part-time students), per S.H.	40
(There is no audit fee charge for full-time students)	
Tutorial Fee per S.H. (in addition to tuition charge)	80
Applied Music Instruction: one lesson per week per semester	160
No-Credit Applied Music Instruction: one lesson per week per semester	220
Physical Education Fee-Enrollment in PE 101* and HPE 222	85
Student Teaching Fee and Practicum Fees, per S.H. **	15
Application Fee (non refundable)	20
Auto Registration, per year	25
Housing Deposit	50
Service Charges	
Cancellation of Registration (before classes begin)	50
Change of Course (student initiated after scheduled change of course period)	10
Individual Proficiency Examination Fee (per examination)	50
Late Enrollment/Registration or Payment	25
Placement Service Registration Fee (not charged to enrolled students)	30
Withdrawal Charge (for students who withdraw after semester or session begins)	50
Transcript of Academic Record	5

*Applies to PE 101 - Bowling, Hydroaerobics, Lifeguarding, Swimming

**Applies to EDUC 311, 473, 474, 475, 477, 478

Other Expenses

January Session

Full-time students in either the fall or spring semester may enroll for January session without additional payment of basic tuition, general fee, and room and board costs. January session courses that involve travel and living off campus bear additional fees above the costs listed for basic tuition, general fee, room and board charges. These are indicated on the schedule of courses for the January session.

Personal Expenses

The College is aware that there are additional living expenses as one attends college for nine months. The Office of Financial Aid suggests the following guidelines in regard to the average total costs for the year: books and supplies \$650; laundry, transportation, personal items, other miscellaneous expenses \$1,450. These expense items would occur during the full nine months as out-of-pocket expenses.

Applied Music Instruction

Applied instruction by staff members in voice, piano, organ, strings, wind, and percussion instruments is available for both music majors and non-music majors, and on a no-credit basis for people with special student classification. Music majors whose normal degree program requires the equivalent of five or more years in applied instruction will not be charged for applied instruction for the completion of one applied area during their senior year at Manchester College.

Payment of College Charges

Full-time student charges are assessed on the basis of one-half the academic year and are payable according to one of the payment plans listed below. Credits for scholarships, grants-in-aid, and other financial aid administered through the College are deducted on fall and spring semester billings. Both full-time and part-time students are billed prior to the beginning of each semester.

Students are not fully registered, nor will they have the privilege of class attendance, participation in activities, or use of College facilities until their charges are paid or until satisfactory arrangements for payment are made with the business office. Semester grades, transcripts of credit, and diplomas are withheld when a student has unpaid financial obligations to the College. A service charge of 1.5 percent or \$30, whichever is greater, is added to any unpaid balance in the student account as of the last working day of each month.

Methods of Payment

A. Cash by the Semester – One half of the academic year charges for full-time students enrolled for a normal load is due on or before:

	Resident Student	Commuting Student
August 16-For Fall *	\$10,905-11,895	\$8,220
January 15-For Spring	\$10,905-11,895	\$8,220

B. Tuition Monthly Payment Option – Manchester College provides an installment plan under arrangement with Tuition Management Systems Inc. (TMS) for those interested in paying College costs on a monthly payment plan. Yearly costs may be paid over an 8-10 or 12-month equal payment schedule beginning in May and ending in February or April. Information on the TMS plan is sent to parents each spring. Full details are available from the College Business Office

*The \$100 advance deposit paid by new students is deducted from the August billing. Semester charges for part-time students are due as indicated on the billing form.

C. Credit Card Payment Option – Tuition may be charged in the Business Office on a VISA, MasterCard, or Discover credit card.

Refunds

Tuition and General Fee Refunds

In cases of official withdrawal from the College, a refund on fall or spring semester tuition and general fee charges, less a withdrawal charge, is made according to the following schedule:

Withdrawal during the first and second weeks (10 class days) 75 percent refund

Withdrawal during the third and fourth weeks 50 percent refund

Withdrawal during the fifth and sixth weeks 25 percent refund

Withdrawal after the sixth week No refund

Proportionate refunds are made in the summer sessions.

No refund of the general fee charge is available to students changing from full-time to part-time status.

Housing Refunds

In cases of official withdrawal from the College, a refund on room charges is made according to the same schedule as for tuition refunds. Refunds are not available to students who accept occupancy in a room and then are released from a housing contract to live at home or to move off campus. Occupancy is understood to mean staying in an assigned residence hall room one or more nights.

Board Refunds

Students who withdraw from the College or leave the pre-paid board plan after the beginning of the semester are entitled to a refund of 90 percent of the unused portion of board beginning Monday of the following week.

Changes in Enrollment

Proportionate adjustments in charges and/or refunds may be approved in individual cases when students change their course loads after Change of Course Days.

Students who enroll as full-time students (12 or more semester hours) must do so for each semester to receive full-time financial aid. Students who drop below full-time status during any refund period of any semester forfeit all Manchester controlled funds (Manchester grants/scholarships, named/endowed funds, SEOG, Perkins Loan, and State funds) for that semester. Pell Grants and Stafford Student Loans are available to students enrolled less than full time, but at least half time (6+ hours).

January session enrollment does not affect a student's enrollment status for either the fall or spring semester.

Students who reduce their credit load from full-time to part-time in the fall and/or spring semester are eligible for a proportionate amount of refund on the difference between full-time and part-time tuition charges according to the preceding tuition refund schedule.

Students dropping applied music instruction registration for credit or no-credit, on or after the first day of a semester, are entitled to refund of the applied music instruction charge according to the same schedule as for tuition refunds.

Students who pay an overload fee and subsequently change their total enrollment after Change of Course Days and before the end of the sixth week to less than 16 semester hours are entitled to a full refund of overload charges. After the sixth week, refunds of overload charges are not available.

Payment of Refunds

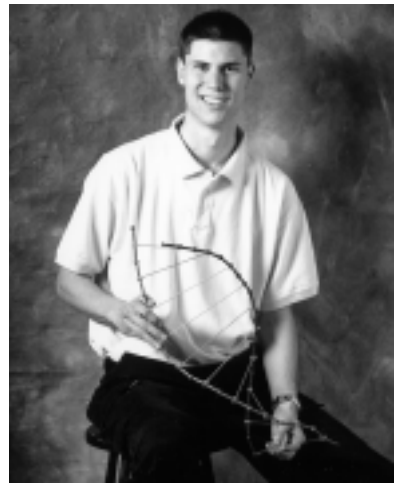
Various student financial aid programs have specific requirements regarding the distribution of refund monies.

Refunds are, therefore, distributed proportionately to the source of funds drawn upon to pay educational costs, including any or all Federal Title IV Funds. This is according to the reauthorization changes for Title IV Funds. Cash refunds of \$50 or less may be paid directly to a student. Refunds exceeding \$50 are paid jointly to students and parents unless the student clearly establishes complete responsibility for initial payment of College charges.

Additional Information

See the Manchester College Spartan Cue handbook for further clarification of financial policies.

Financial Aid



Ivan Eikenberry
Triple major, Biology,
Computer Science,
and Biology-Chemistry

Financial Aid*

The Office of Financial Aid determines the amounts and types of aid for which a student is eligible by using the results of the Free Application for Federal Student Aid (FAFSA) in conjunction with the student's academic achievement and other attributes which may indicate college success. By utilizing available federal, state, college and other financial resources, a financial aid package is designed for each student to supplement the expected family contribution. Aid packages typically include some combination of scholarship and or grant, educational loans and work opportunity. Awards are made on the basis of information submitted by students and parents, academic records, the date of application and funds available.

Financial Aid Application Process

To receive a financial aid package for Manchester College, students must take the following steps:

1. Apply for admission and be admitted to the College.
2. File the FAFSA after Jan 1 and designate that the results be sent to Manchester College. Indiana residents should complete the FAFSA no later than March 1 to be considered for state grant eligibility.
3. Keep copies and records and applications.
4. Submit any additional documentation requested by the Office of Financial Aid.

Types of Financial Aid

Academic Scholarships

Academic scholarships are awarded to first-time or transfer students who meet eligibility criteria, regardless of financial need. Recipients must be accepted, enrolled full-time and maintain a minimum cumulative grade point average of 2.0 for renewal. A student may hold only one Manchester College academic scholarship at a time and the funds may only be applied toward the costs of tuition and fees. For those students who demonstrate financial need, other grants and scholarships may be combined with academic scholarships. The sum of all scholarships and grants from the College may not exceed the cost of tuition and fees. If this occurs, adjustments will be made to aid awarded by the College.

Honors Scholarship

The Honors Scholarship is a full tuition award given to two students each year. Recipients must apply for admission by December 31 and participate in Scholarship Day.

Trustee Scholarship

The Trustee Scholarship is \$8500 and up to 40 are awarded each year. Recipients must apply for admission by December 31 and participate in Scholarship Day.

Presidential Leadership Award

Recipients of the Presidential Leadership award receive a \$2500 travel stipend for a study abroad experience. Each year, two students are awarded the Presidential Leadership Award.

*Financial aid descriptions are current as of December 2001. Rules, regulations, and financial information required are subject to change by state and federal law.

Presidential Scholarship

The Presidential Scholar is selected automatically at the time of admission based on SAT/ACT scores, class rank, college prep curriculum and grade point average.

Dean's Scholarship

Dean's Scholarship recipients are selected automatically at the time of admission based on SAT/ACT scores, class rank, college prep curriculum and grade point average.

Director's Award

The Director's Award is given to selected students at the time of admission based on SAT/ACT scores, class rank, college prep curriculum and grade point average.

Ability and Interest Scholarship

Scholarships in the arts, modern languages, non-profit leadership and service are available to incoming and transfer students. Scholarships are awarded based on scholarship application, strong academic achievement, and ability in the area to which the student is applying.

Modern Language Scholarship

The Modern Language Scholarship is awarded to students who show an interest and proficiency in the foreign languages taught at Manchester College. Eligible students must submit an application and interview with faculty of the modern languages department. The student must be enrolled in language courses for renewal.

Service Scholarship

The Service Scholarship is awarded to students who demonstrate substantial service experience. Eligible individuals must apply, submit an essay and participate in an interview. Recipients must participate in service opportunities while enrolled at Manchester College for renewal.

Scholarship in the Arts

Student with ability in art, broadcasting, music, theatre (acting or technical), or video arts and meeting academic criteria may apply for the Scholarship in the Arts. Eligible individuals must apply, audition or submit a portfolio, and participate in an interview. Participating in the arts while enrolled at Manchester is required for renewal.

Non-Profit Leadership Scholarship

Students with interest and experience in the non-profit sector are eligible to apply for the Non-Profit Leadership Scholarship. Eligible individuals must be nominated by a person working in the non-profit sector and submit an application and essay.

Multicultural Student Leadership Award

The Multicultural Student Leadership Award is available to students of color. Eligible individuals must demonstrate academic potential, leadership, character and motivation.

Other Scholarships

Connections Award

In recognition of our commitments to and connections with the Church of the Brethren and our former students, a \$1,000 award is provided to each full-time student if either parent attended the College or if the student is a member of the Church of the Brethren. Students who meet both criteria receive a single award. Undergraduate recipients may receive this award for up to 10 semesters.

Church Matching Scholarships

Manchester College matches local church scholarships up to \$500 each year. Churches must submit participation forms by May 15 for the next academic year.

Endowed Scholarships

Manchester College awards more than 150 scholarships and grants funded by gifts to our endowment. These awards vary in criteria and amounts and generally underwrite Manchester College financial aid that has already been awarded. Students cannot apply for these awards.

Grants

Manchester Grants*

Any student who demonstrates financial need is considered for a Manchester Grant. Academic scholarship recipients who demonstrate additional need beyond the amount of the scholarship will also be considered for a Manchester Grant.

Brethren Volunteer Service Grants

Students who have completed Brethren Volunteer Service assignments without salary are eligible for a tuition grant of \$1,500 per year for each year of service (maximum of two). To qualify, the student must enroll full time at Manchester College within five years of completing their BVS service. The student must also be working on a first baccalaureate degree.

Federal Pell Grant*

The Pell Grant is a federal financial aid program. Awards are based on financial need and range up to \$4,000. The Federal Pell Grant does not attempt to meet full financial need, but is an initial award of funds to a student.

Federal Supplemental Educational Opportunity Grant (FSEOG)*

Students with exceptional financial need and Pell Grant eligibility may be awarded this federal government grant ranging in amounts from \$100 to \$4,000 per year. Funds are limited based on federal allocations to the College.

Indiana Higher Education Award (HEA)*

The State Student Assistance Commission of Indiana (SSACI) awards eligible Indiana residents financial aid to attend Indiana colleges. A student must demonstrate financial need by filing the Free Application for Federal Student Aid (FAFSA) by **March 1** to be considered for these awards. The Commission determines the amount of a student's award based on family contribution and the cost of education.

Freedom of Choice Grant (FOC)*

An Indiana resident who qualifies for an Indiana Higher Education Award will also receive a Freedom of Choice Grant if the student attends Manchester College. The SSACI determines the amount of the award.

Other State Grants

Some other states permit their residents to utilize state grants at out-of-state colleges. Check the regulations in your home state.

Loans

Federal Perkins Loans*

The Federal Perkins Loan is awarded to students who demonstrate financial need. Amounts awarded for this loan range from \$100 to \$4000, but may be limited by the amount allocated to the college from the federal government. There are no payments and no interest due on the Perkins Loan until nine months after the student ceases to be enrolled at least half time. Interest is fixed at five percent.

Federal Stafford Loans*

The Federal Stafford loan is a variable rate loan with an interest cap of 8.25 percent. Under the *subsidized* Stafford Loan program, the government will pay any interest that accumulates until six months after the student ceases to be enrolled at

*Requires filing Free Application for Federal Student Aid (FAFSA).

least halftime. If the student does not qualify for the interest subsidy, the *unsubsidized* Stafford Loan may be borrowed. Under the unsubsidized program, the student is responsible for any interest that accumulates. Maximum annual loan limits are as follows: \$2625 for first-year students, \$3500 for sophomores, and \$5500 for juniors and seniors.

Each year, a student's loan eligibility is processed only after the funds have been requested. Students may do this by completing a Loan Request Form in the Office of Financial Aid. All first time borrowers are also required to complete a promissory note and entrance counseling before their loan proceeds can be disbursed.

Federal Parent Loan Program

The Federal Parent Loan Program (FPLUS) is available for credit-worthy parents to borrow on behalf of their undergraduate student. It carries a variable rate capped at nine percent with repayment beginning 60 days after the loan is disbursed. The parent can borrow up to the cost of education minus any financial aid received. For application information, contact the Office of Financial Aid at Manchester College.

Student Employment

On-Campus Employment

Opportunity for part-time employment is available to students who are eligible to work while at Manchester. A student who works an average of seven hours per week earns approximately \$1,200 per school year. Students' earnings will be automatically deposited in their bank account.

Off-Campus Employment

A number of off-campus jobs are available in the community. The Office of Career Services acts as a clearinghouse for some of these job opportunities.

College Work-Study Employment

Students who have financial need may be designated as Federal College Work-Study students. Employment for such students indicates that their pay is partially subsidized by the federal government.

Summer Employment

The Office of Human Resources assists students in identifying summer employment opportunities in the above areas.

Other Aid

Many financial aid funds (scholarships, awards, loans, grants) provided by sponsors such as business, industry, labor unions, service clubs, etc., may be used at Manchester College.

Other possible sources of aid which can be used at Manchester include funds secured through the Veterans Administration and Vocational Rehabilitation Division of various states.

General Financial Aid Information

Financial Aid Guidelines

Student financial assistance programs are administered under the following general guidelines:

1. Manchester-funded financial aid awards are provided only to full-time students and can be applied only to tuition and fees.
2. Students who have completed a bachelor's degree are not eligible for undergraduate federal, state or college scholarship, or grant funds.
3. Manchester funds are available for five undergraduate years (10 semesters) only.
4. The director of financial aid is responsible for determining and issuing the financial aid package for each student.

5. All financial aid packages are awarded for one year only. All students must reapply for need based financial aid each year that they plan to attend Manchester.

Adjustments to Aid

A financial aid award may be reviewed and adjusted at any time during the academic year. All adjustments are contingent upon student eligibility, program regulations, and the availability of funds. The following procedures apply:

1. Students are required to report to the Office of Financial Aid any additional financial aid received from outside sources.
2. If the financial situation of a student's family changes after they have applied for financial aid, they can submit a request to have eligibility re-evaluated. Requests should be submitted on a special condition form, which is available in the Office of Financial Aid. The student will be advised of any additional documentation that is required. Only one special condition may be submitted per academic year.
3. If the total amount of scholarship and grant aid awarded by Manchester College and all other sources combined exceeds the costs of tuition and fees, adjustments may be made in the funds awarded by Manchester College. For an individual student, a combination of gift aid, loan, and work cannot exceed the student's cost of attendance.

Appeal Procedures

If, for any reason, a student is dissatisfied with financial aid awards and cannot resolve differences with the director of financial aid, an appeal may be made in writing to the Financial Aid Committee. This committee will examine information relevant to the situation and be responsible for rendering a final decision.

Confidentiality

Financial aid awarded generally reflects the financial circumstances of the student and his or her family and is held in the strictest confidence by the Office of Financial Aid. Students are encouraged to consider awards a private matter.

Satisfactory Progress

All financial aid sources require that students maintain satisfactory incremental progress and satisfactory academic progress each academic year.

Satisfactory incremental progress is defined as earning at least 27 credit hours each year. Up to six credit hours of repeat course work can be counted in the 27 minimum each year. Students who maintain only minimum incremental progress each year may not complete enough credits to graduate in four years. Students are eligible for 10 semesters of financial aid from the College, but many governmental and private aid sources are limited to eight semesters of eligibility. Students should consult with the Office of Financial Aid about aid eligibility limitations.

Satisfactory academic progress is defined as maintaining eligibility for continued enrollment (see the Academic Probation and Disqualification standards in the Academic Program section of this catalog).

Satisfactory progress is evaluated at the end of each spring semester using the official records of the Office of the Registrar. Students will be notified if they have not maintained satisfactory progress and may consult with the Office of Financial Aid or Registrar about possible remedies. Financial aid may be restored after satisfactory progress is reestablished.

Students who have lost financial aid eligibility due to extenuating circumstances may appeal in writing to the director of financial aid. Questions regarding progress requirements can be directed to the Office of Financial Aid.

Minimum Enrollment Requirements

Undergraduates who receive awards as full-time students are expected to maintain full-time enrollment. Full-time enrollment is defined as enrollment in at least 12 semester hours in the fall and spring semesters during the academic year and as defined by the registrar for summer sessions. Under certain circumstances, depending upon program restrictions and funds available, financial aid may be awarded to part-time students who demonstrate financial need. Financial aid recipients must enroll for six or more semester hours to remain eligible for aid consideration.

Payment of Awards

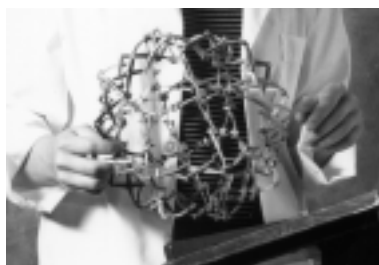
Most scholarships, grants, and loans are applied as a direct payment to charges for tuition and fees and/or College room and board. One-half of the value of the award is listed as a credit on each of the fall and spring semester billings unless otherwise indicated in the financial aid package. Awards exceeding the charges listed on the billing may be withdrawn from the student's account through the business office after the beginning of each semester for education-related expenses such as books, transportation, and personal expenses.

Financial Counseling

The financial aid staff is trained and available for counseling about all financial questions, whether they involve budgeting matters, inquiries about financial assistance, options available to the student or discussions of methods of paying educational bills.

Students should read all information carefully and feel free to call, write, or stop by the financial aid office if there are questions about application, award, or any other financial matters. The director of financial aid may be contacted at the Administration Building, Room 020, or by writing to the Director of Financial Aid, Manchester College, 604 E. College Ave., North Manchester, IN 46962. Phone: (260)982-5066.

Student Life



Linda Cash
Chemistry Major

Student Life

Student Development

Manchester College is committed to maintaining quality programs and services which enhance and diversify the personal, academic, and social experience of students.

Students are respected members of the College community with opportunities to participate in a wide range of activities directly affecting the operation of the institution. It is through this involvement that responsible leadership and citizenship are encouraged and nurtured.

Professional and support staff of the Office of Student Development are responsible for the administration of a variety of programs which include campus ministry, counseling, residential life, career services, health services, multicultural and international student programs, orientation of new students, campus safety and security, volunteer services, substance abuse education, and overseeing the student activities.

Career Services

Manchester's concern for the broad development of its students is expressed in a variety of services and programs directly related to career development. Career planning focuses on exploring interests, work values, and skills. With this information, students can explore specific career fields matching their preferences. Students wishing to receive direction during this process can utilize individual counseling, vocational testing, and workshops geared to aid exploration.

The Career Resource Center contains references to assist students in discovering career and employment options. References are listed by academic major for ease in locating materials. One source of up-to-date career information is the FOCUS computer software. This program provides information on hundreds of career fields. Specific directories and job vacancy bulletins assist students in locating internships, summer jobs, and permanent employment.

Assistance is provided in developing effective job search techniques. Workshops and individual appointments dealing with job search strategies, résumé writing, interview techniques, and job correspondence are available. Seniors are encouraged to register with the Office of Career Services credentialing service, which notifies students of job vacancies received in the office. On-campus interviews and an off-campus Interview Day provide students with the opportunity to interview for employment while still in college. The career services office also administers the Manchester College Employment Guarantee (see page 15).

Counseling

Manchester's concern for the broad development of its students is expressed in a variety of services and programs directly related to counseling.

Professionally-trained counselors provide both individual and group counseling in such areas as interpersonal relationships, self-esteem, adjustment, stress management, and other concerns that are emotional, spiritual, or social in nature. The counseling staff consists of the director of counseling, the director of career services, the director of multicultural affairs, the campus pastor, the director of residential life, and a part-time personal counselor/part-time career counselor. In addition to counseling, these staff members assist in coordination and providing

campus programs on various topics related to social, emotional, and spiritual health. The College counseling staff maintains relationships with area agencies/clinics and can provide referrals to off-campus services when needed. The confidentiality of counseling relationships is honored by the College counseling staff.

Reconciliation Service

Manchester College offers a program to help students resolve conflicts in order to promote a more peaceful campus community. The Manchester College Reconciliation Service (MCRS) provides trained volunteers to act as neutral conciliators of conflicts involving students. When students find themselves in conflict with other students, employers, employees, neighbors, or landlords, MCRS offers an avenue for resolution that is fast, free, and voluntary.

Residential Life

Manchester College is a residential institution by tradition, design, and educational philosophy. The College believes that significant social, spiritual, and intellectual growth occurs when students live in a residential setting. The interaction between people, the intellectual stimulus when discussing topics with others, the learning to be responsible for one's actions, and the education of the total person are all vital parts of the residence hall experience.

Residence halls are operated and staffed by professional hall directors and are assisted by student staff (resident assistants) who are selected, based on their judgment, maturity, and ability to relate to others. Each hall has elected officers who comprise the hall government. Giving supportive leadership to the hall staff is the director of residential life who is responsible for the management and administration of the program including policy implementation and environmental issues within the residence halls.

Residence hall rooms are designed for double occupancy. When available, a single room may be rented at additional cost.

All residence halls are closed during College vacation periods.

Rooms are furnished with beds, dressers, desks, chairs, and a bookcase. Students furnish their own pillow, sheets, blanket, and a study lamp, as well as other supplies that fit personal student needs. Laundry facilities are available in each residence hall.

All residence hall students are required to be on a food service meal plan, and preparation of meals in student rooms is not permitted. However, kitchenettes and microwave ovens are provided in each hall for special meal preparation and snacks.

Manchester has a limited number of apartments for married students.

Experiential Theme Units (ETUs) provide a residential "living-learning" option for students. An ETU is a group of students who, with a faculty member as advisor, have designed a year-long residential experience that focuses on a specific theme related to an academic field.

Religious Life

Manchester College provides opportunities to explore, develop, and nurture a living faith in an environment of respect for religious diversity. The College maintains a valued relationship with the Church of the Brethren, a Christian denomination recognized as an historic peace church. Church of the Brethren heritage believes in faith actively lived out in reconciliation, service, simple living, community, and nonresistant love as taught and modeled by Jesus Christ. The Church of the Brethren also affirms that no one should be compelled to subscribe to a particular creed or doctrine.

Religious life on campus is facilitated by the Campus Ministry Board, the Religious Life Committee, and the campus pastor. Students may choose to participate in prayer and Bible study groups, spirituality circles, a mid-week morning worship service, retreats, recreational activities, and a variety of student fellowship groups. Students are also encouraged to participate in local congregations; transportation is provided to local churches on Sunday mornings.

The campus pastor provides leadership for weekly worship and study groups and provides counseling for personal and spiritual issues.

Multicultural Affairs

The Multicultural Affairs Program offers educational, social, and cultural opportunities tailored to meet the needs of Manchester College's African American, Asian-American, Hispanic, international, and other student populations.

Events such as Black History Month, Hispanic Heritage Month, International Week, the Dr. Martin Luther King Jr. Convocation, campus forums, topical workshops, ethnic meal days, Kwanzaa celebration, and informal gatherings at AAFRO House—the campus' cultural center—are opportunities for students to gain an appreciation for the College's diversity mission.

The Black Student Union, Hispanos Unidos, and Manchester College International Association offer students, faculty, and staff the opportunity to work with, learn about, and appreciate various cultures.

Multicultural diversity contributes significantly to the character and the quality of the College environment. It is essential in broadening the educational experience of all students.

Student Health

The health center, located in Calvin Ulrey Hall, is staffed by a registered nurse and trained student health assistants who provide 24-hour coverage of student illness and/or injury. Care is provided without charge for minor illnesses and injuries. More serious problems are referred to a local physician, family physician, or specialist. The cost of health care beyond that provided by the health center is the responsibility of the student or the student's family.

Health education is an important part of the services. Cause, care, prevention, and after-care are all addressed.

All full-time and part-time students are required to have completed a health record form which requires personal history and completed immunization record (including two measles, mumps, and rubella, tetanus-diphtheria within 10 years and tuberculin skin test within the last year). The health form is sent to the student from the Office of Student Development prior to enrollment. The completed health record form must be on file with the College prior to the start of first semester classes.

College Security

Manchester College maintains its own safety and security program which includes patrolling campus buildings and grounds, the supervision of parking areas, and assisting with the maintenance of order in the College community. Security officers are on duty 24 hours, seven days a week, and may be contacted through their office in Calvin Ulrey Hall, or by phoning (260) 982-5999. Telephones are available in each student room and in every campus building; outside emergency phones are strategically placed at several locations on campus. When reporting an emergency or incident, dial 5999, and an officer will take a report and follow up on your information.

Accident and Medical Insurance

Manchester College requires that all students have an active health insurance plan in effect during their college years. Personal policies, parental policies or enrollment in the policy sponsored by the College are acceptable.

Manchester College is pleased to make available to all full-time students a plan of accident and sickness insurance. This policy is designed to ease the burden of expense for illness or injury. It is a broad policy that will take care of the majority of claims, but to keep premiums low, it should not be considered a plan to pay all expenses incurred. A brochure will be sent with each admission packet. Students enrolled in the program must complete claim forms obtained from health services.

Manchester College does not assume any liability for medical expenses incurred as a result of participation in intercollegiate athletics. The College has purchased a supplemental policy for additional protection. Payment for all claims under the athletic insurance is secondary to other insurance.

The College does not carry insurance on the personal property of faculty members, students, or employees and is not responsible for any loss of property by fire, theft, or other contingency.

Campus Policies

Manchester College has policies and guidelines which define the limits of the College community and govern both the rights and the expectations of its members. The *Spartan Cue*, the College handbook, provides a listing and rationale for all policies which apply to members of the College community.

Students who seek admission should be aware of College regulations and be prepared to abide by these policies while enrolled at Manchester College.

The College reserves the right to dismiss or suspend any student at any time when, in the judgment of College authorities, such action is advisable. Upon registration at Manchester College, the student expressly concedes this right to the College. It is understood that attendance at Manchester College is a privilege, not a right, and that this privilege may be withdrawn in the case of any student who does not adhere to the objectives or policies of Manchester College.

Policy on Smoking, Alcoholic Beverages, and Drugs

Smoking or use of smokeless tobacco is not permitted in any College vehicle, building, or at any College sponsored activity.

The possession, sale, or use of alcoholic beverages or illegal drugs on campus, in College-owned student housing, or at officially sponsored College functions is prohibited. Violators of this policy or of federal or state laws regarding both alcohol and other drugs, are subject to disciplinary action including suspension or expulsion. People are subject to disciplinary action when they appear on campus or at College-sponsored functions in a drunk and/or disorderly manner. Violators of state and/or federal laws are subject to prosecution.

College Residence Policy

As a residential institution, Manchester College supports the intrinsic benefits provided in a residential collegiate experience. All students attending Manchester College are required to live on campus for three years unless they are married, are classified as a senior, or are living in their parents' primary place of residence within 40 miles of North Manchester.

Automobile Regulations

The use of automobiles and other vehicles on the campus is governed by regulations published in the *Spartan Cue*. All students, faculty, and staff members' cars must be registered and bear the identification decal, obtained in the Office of Student Development.

Car owners will be held responsible for the proper use of their cars, even when driven by other people.

College Judicial System

The judicial system of Manchester College is designed to emphasize the concept of individual and community accountability in behavior and provides a foundation for a vital, respectful, and supportive campus climate.

The vice president and dean for student development has overall responsibility for the judicial system.

Privacy and Student Records

Manchester College collects, records, and uses information about students to carry out its educational mission. The College recognizes its responsibility for protecting the privacy rights of students regarding their academic and personal records. Students are provided access to information contained in their own official education records, a procedure for correction or deletion of inaccuracies found in their records, and a degree of control over the release of information from their records.

Certain items of personal information are considered "directory information" and are generally available for publication upon request. These include name, dates of attendance, degrees earned, local and home address, e-mail address, phone number, parents' name, major, participation in officially recognized activities and sports, educational institutions previously attended, and education honors received.

A student has the right to request in writing, prior to the first day of classes of any semester, that any item listed as directory information not be released without his/her consent.

Procedures for student access to records may be obtained from the Office of the Registrar.

Co-Curricular Activities

Student Activities

The College offers a wide variety of leadership and participation opportunities which encourage student decision-making, activity planning, and accountability in all areas of student activities, programming, and recreation.

Active student organizations include:

Honorary Organizations:

Alpha Psi Omega (Drama)
Pi Kappa Delta (Forensics Society)
Kappa Mu Epsilon (Mathematics)
National Residence Hall Honorary
Omicron Delta Epsilon (Economics)
Psi Chi (Psychology)
Sigma Pi Sigma (Physics)

Clubs and Organizations:

Amnesty International
BACCHUS
Black Student Union
Campus Ministry Board
Controlled Catastrophe (Improv Troupe)

Dance Team
Fellowship of Christian Athletes
Friends for Sexual Awareness
Gender Café
Habitat for Humanity
Hispanos Unidos
Intercollegiate Ministries
Kenapocomoco Coalition
Manchester Activities Council
Manchester Admissions Recruiting Corps
Manchester College Environmental Group
Manchester College International Association
Manchester College Players

Manchester Students Against Sweatshops
Newman Catholic Fellowship
Simply Brethren
Spartan Super Fans
Student Alumni Council
United Nations
United Sexualities
Ultimate Frisbee

Departmental Clubs:

Accounting and Business Club
American Chemical Society
Computer Science Club
Manchester College Athletic
Training Club
Manchester College Environmental
Group
Manchester College Forensics Union
Modern Languages Club
Pre-Law/Mock Trial
Psychological Society
Social Service Club
Society of Physics Students
Sports, Health and Physical
Education Club
Student Education Association
Student Honor Society
Students Pondering Advance Mathematics
(SPAM)

Governance and Judicial:

Conduct Review Board
Event Security Team

Residence Hall Association
Residence Hall Councils
Student Budget Board
Student Senate

Musical Ensembles:

A Cappella Choir
Chamber Singers
Choral Society
Jazz Ensemble
Pep Band
Symphonic Band
Symphony Orchestra

Media:

Aurora yearbook
Oak Leaves newspaper
Spectrum literary magazine
WBKE radio station

Intramural Program:

Badminton - men, women, co-rec
Basketball - men, women, co-rec
Flag Football - men, women, co-rec
Golf
Indoor Soccer - men, women, co-rec
Outdoor Soccer - men, women
Racquetball - men, women, co-rec
Sand Volleyball - men, women, co-rec
Softball - men, women, co-rec
Tennis - men, women, co-rec
Volleyball -men, women, co-rec
Various tournaments & game nights

The Student Activities Center, located next to the College union, houses the offices of the director of student activities, Student Senate, and the Manchester Activities Council (MAC). The Student Activities Center is the clearinghouse for all student organizations where several resources are available to assist them in their development and growth.

Every full-time student pays an activities fee. These funds are allocated by the Student Budget Board, the fiscal “watchdog” for student activities funds, in response to budget requests from recognized student organizations. Each spring, students evaluate the overall program of campus activities which influences student activities fee appropriations for the following year. This process provides the opportunity for all students to have input on out-of-class activities.

The most representative student-led groups include the Student Budget Board; Student Senate; Manchester Activities Council, the major programming body on campus with emphasis on weekends, movies, and special events; and Campus Ministry Board, the student organization which focuses on programs which further the spiritual and fellowship growth of students.

Student staff positions are available on such publications as *Spectrum*, an anthology of creative writing and art; the weekly newspaper, *Oak Leaves*; and the yearbook, *Aurora*. Students also operate the College radio station, WBKE-FM, which is affiliated with public radio station WBNI-FM in Fort Wayne, Ind.

Other organizations attract aspiring performing artists. Alpha Psi Omega, a national drama honorary, presents a season of full-length productions from the classics and current drama, and a variety of one-act plays. Students may be elected to Alpha Psi Omega, the national drama honorary. The College also holds a charter from Pi Kappa Delta, a national honor society in forensics. Members of the Manchester

College Forensics Union compete regularly in intercollegiate competition in individual events and debate.

Frequent concerts by campus musical organizations cater to every taste. There are the A Cappella Choir, Symphonic Band, Jazz Ensemble, Choral Society, Pep Band, the Entertainers, and small ensembles. Private instruction by faculty members in voice, piano, organ, strings, wind, and percussion instruments is available to both music majors and non-music majors.

Student Senate

Student Senate represents student concerns on current issues and facilitates communication between students, faculty, and staff. Student Senate is active in the development and implementation of programs that enrich the quality of the campus community. Members of Student Senate are elected, and they represent diverse areas of campus life.

Intramural Sports and Recreation

An extensive intramural sports and recreation program provides opportunities for members of the College community to participate in a variety of individual, dual, and team sports and recreational activities, including co-recreational teams. The Intramural and Recreational Sports Council, comprised of student representatives, plus the director and student supervisors of intramurals, has the responsibility for planning and implementing the program.

Athletics

Varsity sports are a key component to campus life at Manchester. Both the men and women compete as members of NCAA Division III and are part of the Heartland Collegiate Athletic Conference (HCAC). Member institutions of the HCAC are Anderson University, Bluffton College, Defiance College, Franklin College, Hanover College, College of Mount St. Joseph, Transylvania University, and Manchester College. Intercollegiate sports for the men include baseball, basketball, cross country, football, golf, soccer, tennis, track, and wrestling. Women compete in basketball, cross country, tennis, track, softball, soccer, golf, and volleyball.

Eligibility for Athletics

To be eligible to compete in athletics at Manchester College a student must meet three standards. First, they must be in academic good standing. Second, they must be making normal academic progress. Third, they must meet the 12 semester hour load requirement.

1. Academic Good Standing. Students must meet the standards listed below.

Total S.H. Attempted	Ineligible if GPA is below
0-15.75	1.40
16-27.75	1.60
28-43.75	1.75
44-59.75	1.90
60-75.75	2.00
76-91.75	2.00
92-up	2.00

2. Normal Academic Progress. To meet the normal academic progress standard a student must have passed 12 semester hours in the first semester of attendance and

thereafter 24 hours in the previous two consecutive semesters of attendance. (January and summer sessions may be used to reach this total.)

3. Semester Hour Load Requirement. A student must be enrolled in 12 semester hours during a season of competition.

The normal academic progress standard may be met with transferrable credits from other institutions. Credits, not grades, earned at other accredited institutions transfer to Manchester College. Students are advised to check with the registrar in advance as to whether or not coursework will transfer.

Eligibility to compete in athletics is determined at the beginning of fall and spring semesters.

Student Services

The Business Office

The Business Office provides a variety of services to the College community including collection of tuition payments, fines and fees, check cashing, money orders, and other financial services as deemed appropriate. Payments are accepted in the forms of cash, check or credit card (Visa, MasterCard or Discover). Additionally, the Business Office processes and distributes payroll checks on a bi-weekly basis. The office hours are 8 a.m. to 5 p.m. daily.

Office of Volunteer Services

Office of Volunteer Services (OVS) coordinates community and volunteer service opportunities on campus, within the North Manchester community and with state and national projects. OVS provides an avenue for student, faculty, and staff involvement in service projects. College representatives have been actively involved in such service projects as Habitat for Humanity, Big Brothers/Big Sisters, Special Olympics, food drives, and services to local retirement communities.

Food Services

All students residing in College residence halls are required to be on a meal plan. First year students are required to be on the 20-meal/\$25 Bonus Bucks per semester plan. Sophomores have the option between the 20-meal/\$25 Bonus Bucks per semester plan and a 14-meal/\$100 Bonus Bucks per semester plan. Juniors and Seniors may subscribe to either of the above plans or a 10-meal/\$25 Bonus Bucks per semester plan. Students involved in field experiences, student teaching, or other academically related programs may petition for exemption or partial refund from the food plan during the period of that experience. Snack bar and cafeteria services are available on a cash basis for those not on one of the food plans.

Campus Store

A variety of school supplies, toilet articles, and other items may be purchased at the Campus Store in Calvin Ulrey Hall. Used books are also available.

Student Mail

A College post office box is maintained on the campus for all students. Student mail should be addressed to the student's campus mail box at Manchester College, 604 E. College Ave., North Manchester, IN 46962.

Identification Cards

Students who enroll in one or more semester hours of credit will be issued a student identification card. The card provides access to library and meal services, as well as school functions. The card is issued on a long-term basis and has a replacement fee of \$25 per incident.

Campus Employment

Part-time student employment is available on campus for those students who are qualified. For information concerning on-campus, as well as off-campus employment opportunities, contact the Office of Human Resources.

Rooms for Campus Guests

A limited number of guest rooms are available at a modest per-night charge. Reservation of these facilities is made through the East Hall desk or by calling the Office of Residential Life. Each room is equipped with linens, towel packs, and pillows for each guest.

The People



Josh Brockway
Religion Major

The People

Board of Trustees 2002

Officers of the Board

chair—David A. Haist
vice chair—J. Bentley Peters
College president—Parker G. Marden
secretary—Steven R. Ford
treasurer—Jeffrey L. Warstler

Term Expires in 2002:

Alberta McAdams—representing Southern Ohio
7690 South Peters Road, Tipp City, OH 45371
Donald E. Miller—trustee-at-large
1019 Barrington Ridge, Richmond, IN 47374
Ralph R. Naragon—trustee-at-large
Gilbert Naragon Co., Inc.
222 East Main Street, North Manchester, IN
46962
Keith D. Pontius—trustee-at-large
148 Lynhurst Road, Fairfield Glade, TN
38558
Marcia Sowles—alumna trustee
2525 10th Street North, Apt. 519,
Arlington, VA 22201 - 1964
Amadea Tette—trustee-at-large
4536 Talmadge Court, Annondale, VA
22003 - 5749
Glen D. Whisler—representing northern Ohio
06938 Domersville Road, Defiance,
OH 43512

Term Expires in 2003:

Becky Ball Miller—trustee-at-large
891 E. Shady Banks Lane, Milford, IN
46542-9136
Rufus King Jr.—trustee-at-large
3611 Morning Dew Lane, Friendsville, TN
37737
Carolyn Modenhauer Hardman—trustee-at-large
8711 Green Braes South, Indianapolis, IN
46234
R. Wayne Smith—trustee-at-large
2009 Bessmore Park Road, Rochester, IN
46975
Phillip C. Wright—trustee-at-large
2015 Timberdale Court, Fort Wayne,
IN 46845
Carol Horn—representing South/Central Ind.
3953 S. Bailey Road, Wabash, IN 46992
Harriet Hamer Cassell—alumna trustee
1307 E Jefferson Boulevard, South Bend,
IN 46617-3317

Term Expires in 2004:

Melvin L. Holmes—trustee-at-large
1709 Rerick Drive, South Bend, IN
46635-2029
Bruce D. Stuckey—trustee-at-large
804 Forest Road, Northford, CT
06472-1420
Paula E. Mendenhall—alumna trustee
13616 Bluestone Court, Clifton, VA 20124

Term Expires in 2005:

Steven R. Ford—trustee-at-large
Ford Meter Box Company
775 Manchester Ave., Wabash, IN 46992
Marsha Palmer Link—trustee-at-large
3 Summit, Irvine, CA 92712-3625
Richard Ringeisen—trustee-at-large
80 Island Bay Lane, Springfield, IL 62707
David A. Haist—trustee-at-large
15311 Powderhorn Rd., Fort Wayne, IN
46804
Cynthia Hoff Stewart—trustee-at-large
6541 Azalea Lane, Dallas, TX 75230-3541
Jerry A. Royer—trustee-at-large
14605 Timberlake Manor Court, Chesterfield,
MO 63017
Martha E. Toranzo—trustee-at-large
2629 N. St. Louis Ave., Chicago, IL 60647
Susan B. Weybright—representing northern
Indiana
479 E. Camp Mack Road
Milford, IN 46542
Dan Joseph—representing Michigan
5659 Maidens Road
Onkama, MI 49675

Term Expires in 2006:

J. Michael Jarvis—trustee-at-large
317 East Creekside Court West, Franklin,
IN 46131
Kenneth D. Metzger—trustee-at-large
3289 County Road 36, Auburn, IN 46706
J. Bentley Peters—trustee-at-large
P.O. Box 7636, Elgin, IL 60121
Robert Scheer—trustee-at-large
249 Dantley Way, Walnut Creek, CA
94598-1804
Mary Lou Garrison—represent Illinois/Wisconsin
207 East Brayton Road, Mt. Morris, IL 61054

Honorary Trustees

Robert Beery

29 Oak Drive, North Manchester, IN 46962

J. Gordon Keever

45 Terrace Park Boulevard, Brookville, OH
45309-1629

Welcome Weaver

8140 Township Line Road, Apt. 4126,
Indianapolis, IN 46260

President Emeritus

A. Blair Helman, president emeritus of the College.

A.B., McPherson College, 1946; M.A., University of Kansas, 1947; 1948-51; D.D., McPherson College, 1956; LL.D., Juniata College, 1976; L.H.D., Bridgewater College, 1977; L.H.D., Indiana University, 1981; D. Hum., Manchester College, 1986.

Faculty Emeriti

Max I. Allen, professor emeritus of art
B.S., Manchester College, 1934; B.F.A.,
School of Art Institute of Chicago, 1939;
M.F.A., Indiana University, 1950.

A. Ferne Baldwin, professor emerita of
sociology and social work
B.S., Manchester College, 1958; M.A., Ball
State University, 1967; Ph.D., 1973.

John E. Bales (1977), associate professor
emeritus of accounting
B.S., Indiana University, 1960; M.B.A.,
1961; CPA, 1961.

John W. Beery, associate professor emeritus
of music
B.M.E., Central Michigan University, 1961;
M.A., Central Michigan University, 1962.

C. James Bishop (1969), professor emeritus of
history
B.S., Clarion State College, 1961; M.A., Ohio
University, 1962; M.A., University of
Wisconsin, 1966; Ph.D., University of Virginia,
1972.

Charles E. Boebel, professor emeritus of
English
B.A., Luther College, 1960; M.A., University
of Iowa, 1962; Ph.D., University of Arizona,
1971.

Howard A. Book, dean emeritus
B.A., Asbury College, 1936; M.A., University
of California, 1938; Ph.D., University of
Kansas, 1948.

Orpha Book, reference librarian emerita
B.A., Manchester College, 1931; B.S.,
University of Illinois, 1940.

Paul S. Bowman, director of admissions
emeritus

B.S., Manchester College, 1946; B.D.,
Bethany Theological Seminary, 1950.

Roger J. Buzzard, professor emeritus of
history and economics
A.B., Huntington College, 1955; M.A.
Michigan State University, 1958.

Donald L. Colburn, professor emeritus of
psychology
B.A., Cornell College, 1947; B.C., Drew
University, 1950; Harvard University, spring,
1951; Alliance Francaise, 1954; Ph.D., Boston
University, 1958.

Rowan K. Daggett, professor emerita of
English
B.A., McPherson College, 1952; M.A., Ball
State University, 1964; Ph.D., Indiana
University, 1978.

Samuel M. Davis, associate professor emeritus
of communication studies
B.S., Indiana State University, 1958; M.A.,
1960.

R. Gary Deavel, professor emeritus of music,
organ and piano
B.S., Manchester College, 1952; M.M.,
Sherwood Music School, 1956; Ph.D., Eastman
School of Music, 1970.

Allen C. Deeter, professor emeritus of religion
and philosophy
B.A., Manchester College, 1953; B.D.,
Bethany Theological Seminary, 1956; M.A.,
Princeton University, 1958; Ph.D., 1963.

William R. Eberly, professor emeritus of
biology
B.A., Manchester College, 1948; M.A.,
Indiana University, 1955; Ph.D., 1958.

David L. Eiler, professor emeritus of religion
and philosophy
B.A., Manchester College, 1950; B.D.,
Bethany Theological Seminary, 1955; Ph.D.,
Princeton Theological Seminary, 1968.

June E. Enoch, associate professor emerita of
education
B.S., Indiana University, 1943; M.S., 1960;
Ed.S., 1962.

Stanley B. Escott, vice president and dean
emeritus of student development, professor
emeritus of psychology
B.S., Ball State University, 1959; M.A., Ball
State University, 1962; Ph.D., Purdue
University, 1967.

T. Quentin Evans, professor emeritus of sociology
B.A., Manchester College, 1945; B.D., Bethany Theological Seminary, 1948; M.A., University of Cincinnati, 1950; Ph.D., The Ohio State University, 1960.

L. Dwight Farringer, professor emeritus of physics
B.A., Manchester College, 1949; B.D., Bethany Theological Seminary, 1952; M.A., The Ohio State University, 1955; Ph.D., 1958.

James K. Garber, director of development emeritus
B.S., Manchester College, 1950; M.B.A., Indiana University School of Business, 1962.

Warren K. Garner, professor emeritus of education
B.A., Manchester College, 1950; M.S., Indiana University, 1955; Purdue University, 1959; Indiana State University, 1960; University of Utah, 1961; Ph.D., Claremont Graduate School, 1969.

Arthur L. Gilbert, professor emeritus of accounting
B.S., Manchester College, 1953; M.B.A., Indiana University, 1954; CPA, 1964.

James L. Gratz, associate professor emeritus of health, physical education and recreation
B.S., Bluffton College, 1950; M.S., Indiana University, 1953; M.S., 1954.

Richard B. Harshbarger, professor emeritus of economics; Howard and Myra Brembeck professor of economics
B.S., Manchester College, 1956; M.A., Indiana University, 1958; Ph.D., 1964.

Herbert M. Ingraham, associate professor emeritus of French
B.A., Syracuse University, 1938; S.T.B., Boston University, 1942; M.A., Northern Michigan University, 1961.

Dorothy W. Johnson, associate professor emerita of business
B.Ed., Illinois State Normal University, 1937; M.A., University of Illinois, 1941.

Onita Johnson, associate professor emerita of health and physical education
B.S., Manchester College, 1949; M.S., Saint Francis College, 1966.

Dorothy B. Keller, professor emerita of sociology and social work
B.A., Oberlin College, 1955; M.A., University of Michigan, 1968; M.S.W., The Ohio State University, 1977; M.A., 1977, Ph.D., 1985.

Robert S. Keller, professor emeritus of sociology and social work
B.A., Manchester College, 1952; M.A., Haverford College, 1953; M. Soc. Serv., Bryn Mawr, 1960; Ph.D., University of Michigan, 1971.

Paul W. Keller, professor emeritus of speech communication
B.A., Manchester College, 1935; Ph.M., University of Wisconsin, 1940; Ph.D., Northwestern University, 1955.

Charles D. Klingler, professor emeritus of English
B.A., Manchester College, 1948; M.A.T., Indiana University, 1952; Ph.D., 1970.

Joyce L. Leckrone, acquisitions/circulation librarian emerita
B.S., Manchester College, 1957; A.M., Indiana University, 1963.

Wilson B. Lutz, professor of emeritus chemistry
B.A., Manchester College, 1950; Ph.D., The Ohio State University, 1955.

Jo Ann Martin, professor emerita of English
B.A., Earlham College, 1941; M.A., Northwestern University, 1949; Ph.D., Stanford University, 1957.

Ralph B. McBride, professor emeritus of mathematical sciences, Isaac and Etta H. Oppenheim professor of mathematical sciences
B.S., Slippery Rock State College, 1951; M.E., Indiana University of Pennsylvania, 1965; Ph.D., University of Michigan, 1970.

Dale E. McCauley, associate professor of mathematics and computer science
B.S., Manchester College, 1960; M.A.T., Purdue University, 1963.

Karl F. Merritt, director emeritus of conference services
B.S., Manchester College, 1960; M.S., Indiana University, 1964.

Edward G. Miller, professor emeritus of chemistry
B.A., Manchester College, 1956; Ph.D., Cornell University, 1961.

R. Emerson Niswander, professor emeritus of biology
B.A., Bluffton College, 1938; M.Sc., The Ohio State University, 1947; Ph.D., 1950.

Philip Orpurt, professor emeritus of biology
B.A., Manchester College, 1948; M.S., University of Wisconsin, 1950; Ph.D., 1954.

Robert H. Paine, registrar emeritus
B.A., Wheaton College, 1948; M.A.,
University of Pennsylvania, 1949.

Philip J. Parker, associate professor emeritus
of education
B.S., Manchester College, 1949; M.S.,
Indiana University, 1958; Purdue University,
1959; Ed.D., Indiana University, 1971.

James E. Rowe, associate professor emeritus
of mathematical sciences
B.S., Manchester College, 1950; M.A.,
University of Illinois, 1959.

Jo Ann Schall (1981), associate professor
emeritus of education, director emeritus of
teacher education
B.S., Manchester College, 1959; M.A.,
Michigan State University, 1962.

Opal S. Stech, associate professor emerita of
home economics
B.S., Purdue University, 1932; M.A.,
Teachers College, Columbia University, 1939.

James T. Streator (1971), professor emeritus
of chemistry
B.S., University of Wisconsin, 1960; M.S.,
Purdue University, 1965; Ph.D., 1974.

Jean Ann Tribolet, registrar emerita,
associate professor emerita of education and
psychology
B.S., Manchester College, 1956; M.A.,
University of Colorado, 1959; Ph.D., Purdue
University, 1970.

David A. Waas, professor emeritus of history
B.A., Manchester College, 1947; M.A.,
University of Illinois, 1949; Ph.D., 1958.

J. Allen Willmert, librarian emeritus
B.A., Manchester College, 1948; M.Div.,
United Theological Seminary, 1951;
A.M.L.S., University of Michigan, 1963.

Faculty, 2001-2002

President

Parker G. Marden (1994), professor of
sociology A.B., Bates College, 1961; A.M.,
Brown University, 1964; Ph.D., 1966.

Vice President and Dean for Academic Affairs

Jo Young Switzer (1982-87, 1993), professor
of communication studies
B.A. Manchester College, 1969; M.A., the
University of Kansas, 1977; Ph.D., 1980.

Faculty of Instruction

James R. C. Adams (1957), professor of art,
chair of the department of art, co-director of
curriculum
B.A., George Washington University, 1951;
M.F.A., Institute Allende incorporated to the
University of Guanajuato, 1952.

Mark Angelos (1992), associate professor of
history
B.A., University of Wisconsin-Milwaukee,
1981; M.A., 1983; Ph.D., University of
Illinois at Urbana-Champaign, 1992.

Stephen A. Batzka (1969), professor of art
B.S., Manchester College, 1962; M.Ed.,
Miami University, 1966; M.S., University of
Tennessee, 1979.

Brice W. Bedke (1995), assistant professor of
health and physical education, head athletic
trainer
B.A., Brigham Young University, 1993; M.S.,
University of Oregon, 1995.

Dwight B. Beery (1962), professor of physics,
pre-engineering coordinator
B.A., Manchester College, 1959; M.S.,
Indiana University, 1962; Ph.D., Michigan
State University, 1969.

Stanley K. Beery (1979), professor of
mathematics, Issac and Etta H. Oppenheim
professor of mathematical sciences
A.B., Manchester College, 1965; M.S.,
Miami University, 1968; Ph.D., Florida State
University, 1975.

Marcia L. Benjamin (1987), professor of
communication studies
B.S., Manchester College, 1978; M.A., Ohio
University, 1980; Ph.D., Purdue University,
1993.

Manu B. Bhagavan (2001), assistant professor
of history
B.A., Carleton College, 1992; M.A.,
University of Texas, 1994, Ph.D., University of
Texas, 1999.

Dagny M. Boebel (1986), professor of
English, chair of the department of English
B.A., Luther College, 1961; M.A., California
State Polytechnic University, 1971; Ph.D.,
Purdue University, 1985.

Robert C. Bowman (1993), associate professor
of religion
A.B., Manchester College, 1956; B.D.,
Bethany Theological Seminary, 1961.

Kenneth L. Brown (1961), professor of religion and philosophy, director of the peace studies program
A.B., McPherson College, 1955; B.D., Bethany Theological Seminary, 1958; Ph.D., Duke University, 1964. Sabbatical leave, spring 2002.

James P. Brumbaugh-Smith (1992-95, 1997), assistant professor of mathematics
B.S., Manchester College, 1984; M.S., Clemson University, 1985; Ph.D., 2000.

Mark A. Bryant (1999), assistant professor of chemistry
B.S., Indiana University, 1985; Ph.D., University of Arizona, 1991.

Sandra G. Carter (1999), assistant professor of communication studies
B.A., University of Texas at Austin, 1984; B.S., 1989; M.F.A., 1992; Ph.D., 1999.

Gregory W. Clark (1992), associate professor of physics, chair of the department of physics
B.A., Indiana University, South Bend, 1985; M.S., Indiana University, Bloomington, 1987; Ph.D., 1992.

Dawn M. Cornelio (2001), assistant professor of French
B.A., University of Connecticut, 1986; M.A., University of Connecticut, 1988; Ph.D., University of Connecticut, 2001.

Marcie L. Coulter-Kern (2000), assistant professor of psychology
B.S., Evangel College, 1982; M.A., University of Nebraska, 1986; M.A., University of Notre Dame, 1998; Ph.D., 2000.

Russell G. Coulter-Kern (2000), assistant professor of psychology
B.A., Evangel College, 1982; M.A., University of Nebraska, 1986; Ph.D., University of Notre Dame, 1993.

Connie E. Croyle (1996), assistant professor of sociology and social work, director of the gerontology program
A.A. Purdue University, 1979; A.A., 1980; B.S., Saint Mary of the Woods College, 1986; M.S.W., Indiana University School of Social Work, 1988.

William E. Day (1980-84, 1989), associate professor of accounting
B.A., Manchester College, 1968; CPA, 1969; M.B.A., Harvard Business School, 1973.

Debra E. DeWitt (1991), associate professor of music, chair of the department of music, acting chair of the division of humanities
B.A., Calvin College, 1983; M.M., Michigan State University, 1987; Ph.D., 1996.

Kim A. Duchane (1992), associate professor of health and physical education
B.S., Northern Michigan University, 1978; M.A., Sam Houston State University, 1987; Ph.D., Texas Woman's University, 1996.

Barbara J. Ehrhardt (1994), instructor of biology, director of Koinonia Environmental and Retreat Center
B.S., Manchester College, 1989, M.A., 1994.

Rick Espeset (1995), instructor of health and physical education, head baseball coach
B.A., Gustavus Adolphus College, 1992; M.S., Western Illinois University, 1993.

Janis K. Fahs (1996), associate professor of accounting, chair of the department of accounting and business
B.A., Manchester College, 1982; M.A., University of Strasbourg, 1984; M.I.M., American Graduate School of International Management, 1986, CPA, 1995.

Abigail A. Fuller (1996), assistant professor of sociology
B.A., Colgate University, 1982; Ph.D., University of Colorado at Boulder, 1995.

James R. Gaier (1992), professor of chemistry
B.S., Manchester College, 1974; M.Ed., Temple University, 1978; Ph.D., Michigan State University, 1983.

Michele M. Gill (1999), assistant professor of health and physical education. head women's basketball coach
B.A., Kearney State College, 1982; M.A., University of Nebraska at Kearney, 1991.

Beate C. Gilliar (1993), associate professor of English
B.A., University of Arizona, 1984; M.A., 1986; M.A., 1988; Ph.D., 1993.

Peter N. Gitau (2001), executive assistant to the president for diversity; director multicultural affairs, assistant professor of education
B.A., Kenyatta University, 1989; M.S., Eastern Illinois University, 1995; Ph.D., University of Kansas, 2000.

Robin J. Gratz (1983), associate librarian, director of the library
B.A., Manchester College, 1970; M.A., Duke University, 1971; M.A., University of Chicago, 1974.

Lana L. Groombridge (1976), professor of health and physical education, chair of the department of health and physical education B.S., Manchester College, 1966; M.S., Indiana University, 1972; Ed.D. Ball State University, 1998.

Korrine M. Gust (1999), instructor in education
A.A. Manchester College, 1983; B.S., Saint Francis College, 1986; M.S., 1996.

David H. Harms (1995), assistant professor of health and physical education, head football coach
B.S., Drake University, 1980; M.P.E., Northeast Missouri State University, 1983.

Kathryn Carlson Heler (1997), associate professor of business
B.S., Northern Illinois University, 1968; M.A., Rosary College, 1970; M.P.A., Syracuse University, 1974; Ph.D., University of Illinois at Chicago, 1989.

David J. Hicks (1986), associate professor of biology
B.A., Colgate University, 1974; M.S., Cornell University, 1978; Ph.D., 1982. Sabbatical leave, spring 2002.

Lindan B. Hill (2001), associate professor of education and director of teacher education, chair of the department of education
B.A., Indiana University, 1969; M.S., Purdue University, 1972; Ph.D., 1975.

Alan R. Holyoak (1992), associate professor of biology, director of environmental studies
A.A.S., Ricks College, 1981; B.S., Brigham Young University, 1983; M.S., 1986; Ph.D., University of California at Santa Cruz, 1992.

Denise L. Howe (1987), assistant professor of education, director of learning support services
B.S., Ball State University, 1976; M.S.Ed., Indiana University, 1980; Ed.S., Ball State University, 1996.

Mark W. Huntington (1984), professor of health and physical education, director of athletic training program
B.S., Manchester College, 1976; M.S., Boston University, 1979; P.E.D., Indiana University, 1994. Sabbatical leave, spring 2002.

Katharine N. Ings (1999), assistant professor of English
B.A., University of Ottawa, 1989; M.A., Indiana University, 1992; Ph.D., 2000.

Thomas Jarman (1989), associate professor of health and physical education, director of athletics, head wrestling coach
B.S., Wheaton College, 1955; M.A., Ball State University, 1973.

Robert G. Jones (1968), associate professor of music/woodwinds, director of orchestra
B.S., Northern Arizona University, 1961; M.M., Wichita State University, 1963.

Susan J. Klein (1998), assistant professor of chemistry, director of the biology-chemistry program
B.A., Franklin and Marshall College, 1989; Ph.D., University of Wisconsin-Madison, 1994.

Lee Krähenbühl (2000), assistant professor of communication studies
B.A., Linfield College, 1982; M.A., Pacific School of Religion, 1985; Ph.D., University of Oregon, 1989.

David P. Kreps (1968), professor of biology, chair of the department of biology, coordinator of allied health programs
B.S., Manchester College, 1964; M.Sc., The Ohio State University, 1968; Ph.D., University of Health Sciences/Chicago Medical School, 1976.

Mary P. Lahman (1997), assistant professor of communication studies
B.A., Manchester College, 1983; M.A., Miami University, 1984; Ph.D., Indiana University, 1994.

Young S. Lee (1998), assistant professor of computer science
Ph.D., University of Idaho, 1989; M.S., University of Wisconsin-Madison, 1998; Ph.D., 1998.

Jill S. Lichtsinn (1992), associate librarian, reference/education services librarian
B.S., Manchester College, 1979; M.L.S., Indiana University, 1991.

Heidi A. Lombardo (2000), head volleyball coach, assistant professor in health and physical education, athletic administration assistant
B.A., Temple University, 1998; M.S., Arizona State University, 2000.

Jennifer L. Lutz (1999), assistant professor of accounting
B.A., Illinois Wesleyan University, 1991; M.S., University of Illinois at Urbana-Champaign, 1996; CMA, 2001.

Debra J. Lynn (1998), assistant professor of music
B.S., William Jewell College, 1990; M.A.,
Truman State University, 1993; D.A., Ball
State University, 1999.

Parker G. Marden (1994), president,
professor of sociology
A.B., Bates College, 1961; A.M., Brown
University, 1964; Ph.D., 1966.

Lynne F. Margolies (1999), assistant professor
of Spanish, acting chair of the department of
modern languages
B.G.S., University of Kansas, 1982; M.A.,
1984; Ph.D., 1992.

Jeremy A. Markham (2000), assistant football
coach and instructor in health and physical
education
B.S., Manchester College, 1996; M.A.,
Cumberland College, 1999.

Jamie A. Matthews (1998), instructor of health
and physical education, head basketball coach
B.S., Ball State University, 1993; M.A.,
Central Michigan University, 1995.

Timothy A. McElwee (1983-87, 1996), vice
president for college advancement, assistant
professor of political science
B.A., Manchester College, 1978; M.Div.,
Bethany Theological Seminary, 1983; M.A.,
Purdue University, 1988; Ph.D., 1995

David F. McFadden (1993), vice president for
enrollment and planning, assistant professor of
political science
B.A., Manchester College, 1982; M.S.,
Claremont Graduate School, 1987; Ph.D.,
1995.

Renee D. McFadden (2001), instructor of
education
B.S., Manchester College, 1982; M.Ed.,
Azusa Pacific University, 1992.

Diane K. Monaco (1999), assistant professor of
economics, director of the honors program
B.A., Wayne State University, 1976; M.A.,
The University of Akron, 1984; Ph.D., Wayne
State University, 1998.

Steve Naragon (1991), associate professor of
philosophy, chair of the department of religion
and philosophy
B.A., Manchester College, 1982; Ph.D.,
University of Notre Dame, 1987.

Timothy A. Ogden (1990-96, 1997), associate
professor of business, coordinator of graduate
programs
B.A., Manchester College, 1987; M.B.A.,
Claremont Graduate School, 1989; J.D.,
Indiana University, 1996.

Franklin T. Olive (1999), associate professor
of accounting and business
B.S., Frostburg State University, 1968; M.Ed.,
Bowie State College, 1973; B.S., University of
Maryland, 1976; M.B.A., 1980; CPA, 1979.

Benson C. Onyeji (1991), associate professor
of political science, chair of the department of
history and political science
B.A., University of District of Columbia,
1979; M.A., American University, 1980;
M.A., University of Denver, 1982; Ph.D.,
1990.

Brian J. Peterson (1997), assistant professor of
economics, chair of the department of
economics
B.S., University of Dayton, 1991; M.A.,
Indiana University, 1992; Ph.D., 1999.

Robert B. Pettit (1981), professor of
sociology and social work, chair of the
department of sociology and social work
B.A., Baylor University, 1967; M.T.S.,
Harvard Divinity School, 1969; M. Phil.,
Columbia University, 1975; Ph.D., 1986.

Stanley G. Pittman (1986), director of audio-
visual services, director of information center,
assistant professor of education
B.A., Glenville State College, 1970; M.S.,
Indiana University, 1977.

John H. Planer (1969), professor of music
B.A., Knox College, 1965; M.A., University
of Michigan, 1966; Ph.D., 1970. Sabbatical
leave, 2001-2002.

Bradán D. Pyrah (1995), associate professor
of accounting
B.S., Brigham Young University, 1982;
M.Acc., 1986; J.D., J. Reuben Clark Law
School, 1986; CPA, 1985.

Janet L. Rhoades (1983), associate professor
of sociology and social work, director of the
social work program
B.A., Manchester College, 1968; M.S.W.,
Indiana University, 1973.

Andrew F. Rich (1992), associate professor of
mathematics
B.A., Bethel College, Kansas, 1977; M.S.,
University of Chicago, 1978; Ph.D., 1989.

Richard W. Robison (1970), professor of education, chair of the department of education B.A., LaVerne College, 1961; M.A.T., Michigan State University, 1968; Ph.D., 1974.

H. Kendall Rogers (1979), professor of religion and philosophy
B.A., Manchester College, 1972; Honours B.A., Mansfield College, Oxford University, 1974; M.A., Harvard University, 1975; Ph.D., 1984.

Ingrid Rogers (1980), professor of German and English
Staatsexamen, Philipps University, 1974; Ph.D., Philipps University, 1976; D.Min., Bethany Theological Seminary, 1988.

Thelma S. Rohrer (1996), instructor of art, director of office of international studies and academic enrichment
B.A., Manchester College, 1984; M.A., Michigan State University, 1989.

Terese Salupo-Bryant (1999), assistant professor of chemistry
B.S., University of Dayton, 1986; Ph.D., The Ohio State University, 1994.

Tyson A. Silveus (2001), assistant football coach, instructor of health and physical education
B.P.E., Purdue University, 1996; M.Ed., Indiana University, 2001.

J. Scott Stan (2000), assistant professor in health and physical education, head women's soccer coach, athletic administration assistant
B.A., Trinity Christian College, 1989; M.S., Chadwick University, 1996; Ph.D., Greenwich University, 1999.

Charles M. Stanton (1992), associate professor of mathematics and computer science, chair of the department of mathematics and computer science
B.A., Wesleyan University, 1964; Ph.D., Stanford University, 1969.

Doris F. Stephenson (1976), librarian, interlibrary loan/technology librarian, communications director
B.A., Manchester College, 1971; M.L.S., Ball State University, 1976; M.S., 1992.

Scott K. Strode (1974), professor of communication studies, director of theatre, chair of the department of communication studies
B.A., University of Puget Sound, 1959; M.A., University of Washington, 1966; Ph.D., Indiana University, 1974.

Jo Young Switzer (1982-87, 1993), professor of communication studies
B.A. Manchester College, 1969; M.A., the University of Kansas, 1977; Ph.D., 1980.

Katherine A. Tinsley (1991), associate professor of history, chair of the division of social sciences
B.A., Indiana University, 1979; M.A., University of London, 1980; Ph.D., University of Wisconsin-Madison, 1995.

R. Scott Tomlison (2000), assistant professor of music
B.M.E., Eastern Kentucky University, 1988; M.A., Murray State University, 1994; Ph.D., University of Missouri-Columbia, 1999.

Janina P. Traxler (1979), professor of French, chair of the department of modern languages, chair of the division of humanities
B.A., Manchester College, 1973; M.A., Indiana University, 1977; Ph.D., 1986.
Sabbatical leave, 2001-2002.

Heather Twomey (2000), assistant professor of accounting
B.A., Manchester College, 1996; M. Acct., 1997.

Darla Vornberger (1998), assistant librarian, technical services/serials librarian
B.A., Grove City College, 1989; M.A., Kent State University, 1993; M.L.S., 1997.

Jonathan P. Watson (1998), assistant professor of English
B.A., Vanderbilt University, 1985; M.A., Lehigh University, 1990; Ph.D., Indiana University, 1998.

Albert A. Williams (1981), professor of biology, chair of the division of natural sciences, associate dean for academic affairs, co-director of curriculum
B.S., Park College, 1967; M.S. Southern Illinois University at Carbondale, 1969; Ph.D., 1976.

Leonard A. Williams, Jr. (1982), professor of political science
B.A., Southern Illinois University, 1974; M.A., 1976; Ph.D., The Ohio State University, 1981.

Bradley L. Yoder (1978), professor of sociology and social work
B.A., Goshen College, 1963; M.A., Indiana University-Purdue University at Indianapolis, 1965; Ph.D., The Ohio State University, 1979.

Gary A. Zimmerman (1970), professor of psychology, chair of the department of psychology
B.S., Manchester College, 1964; M.S., Purdue University, 1968; Ph.D., 1970.

Administrative Staff

Brenton E. Archer (1978), B.S., programmer/analyst
Kay L. Batdorf (1976), B.S., administrative assistant, Office of the President
Jill L. Biehl (1974) administrative assistant, admissions
Mona L. Bishop (1984), manager of custodial services
Joshua Brockway (2001), B.A., assistant to the campus pastor
Tonya C. Brown (1999), B.S., database manager
Katrina A. Bruce (2001), B.S., assistant to director of multicultural affairs
Cheryl A. Budnik, food service manager
Edwin L. Cable (1994), B.A., M.B.A., CPA, CFP, director of gift planning
Brett M. Calland (1999), B.S., assistant director, Hawthorne program
Joseph A. Campbell (2001), B.S., residence hall director
Robert Michael Case (2001), B.S., M.B.A., director, information technology services
Brian R. Cashdollar (1999), B.S., head cross-country/track coach
Jennifer A. Chandler (1996), B.A., assistant director of financial aid
James H. Chinworth (1998), B.S., M.D., campus pastor
Mary L. Chrastil (1999), B.A., M.A., director of development
Stant Clark, Jr. (1999), B.S., M.S., vice president for human resources
Karman L. Eash (2001), B.S., controller
Barbara J. Ehrhardt (1994), B.S., M.A., director of Koinonia Environmental and Retreat Center
Richard B. Espeset (1995), B.A., M.S., admissions coordinator, head baseball coach
Shirley E. Fetrow (2000), A.A., administrative assistant, human resources
Gilbert R. Foster (1988), graphic designer
Leslie L. Gahl (1991), A.A., B.S., M.P.A., director of campus safety and security
Christopher W. Garber (1999), B.S., director of physical plant
Cathy D. Gatchel (1996), B.A., director of The Manchester Fund
Peter N. Gitau (2001), B.A., M.S., Ph.D., director of multicultural affairs, executive assistant to the president
David L. Good (1980), B.A., soccer coach
Laurie A. Graves (2000), B.A., M.A., director of career services

Melissa L. Grinstead (1989), A.A., research and prospect management administrator, College advancement
Joy L. Groninger (1980), B.A., M.A., director of publications
Larry M. Gyryon (1999), telecommunications coordinator
Lila D. Hammer (1980-1987, 1996), B.S., M.A., registrar
Todd M. Hartsough (2001), B.S., head men's and women's tennis coach
Nicole R. Hemmer (2001), B.A., residence hall director
Adam R. Hohman (2001), B.S., residence hall director
Alan R. Holyoak (1992), A.A.S., B.S., M.S., Ph.D., director of environmental studies
Denise L. Howe (1987), B.S., M.S.Ed., Ed.S., director of learning support services
Deborah L. Hustin (1986), B.A., M.A., assistant director, information technology services
Wendi A. Hutchinson (1999), B.S., director of church relations
Max L. Ihnen (2000), A.S. programmer/analyst
Graf V. Imhoof (1999), B.S., technical director of conference services
Martha E. Judge (1992), B.A., M.A., associate director of athletics, head softball coach
Allison J. Keating (1998), manager, information technology services
Jane A. Klemm (2000) B.S., accountant
Becky A. Krepes (2000) A.A., B.S., M.S.W. director of counseling
Jensina M. Locke (1996), administrative assistant, academic affairs
Parker G. Marden (1994), A.B., A.M., Ph.D., president of the College
Timothy A. McElwee (1983-87, 1996), B.A., M.Div., M.A., Ph.D., vice president for College advancement
David F. McFadden (1993), B.A., M.S., Ph.D., vice president for enrollment and planning
Nancie L. Meyer (2001), campus store manager
Gary E. Montel (1988), B.S., executive director of alumni relations
Brian J. Newcomb (2001), B.S., residence hall director
Laura E. Pechta (2000), B.A., M.A. director of student activities
Leslie L. Pettit (1989), B.A., director of development information
Stanley G. Pittman (1986), B.A., M.S., director of audio-visual services, assistant director for instructional technologies
Stephen D. Priest (2001), B.S., M.S., AmeriCorps reading corps coordinator
Kimberly J. Reinoehl (1998), B.A., assistant director of admissions

William P. Rhudy (1998), B.A., M.S., vice president for student development
Jolane E. Rohr (1991), B.A., director of admissions
Thelma S. Rohrer (1999), B.A., M.A., director of international studies and academic enrichment
Rita J. Schroll (1966), administrative assistant, College advancement
Michael A. Schug (1994), B.A., M.A., director of media and public relations
Brandi C. Schuman (2001), B.S., residence hall director
Matthew W. Seifert (1999), B.S., director of conference services
Steven L. Shaum (1995), B.S., assistant director of admissions
Douglas A. Shoemaker (1999), B.S., director of sports information
B. Lorraine Slifer (1957), administrative assistant of student development
Laura L. Sloop (2001), B.S., assistant director of development
Craig S. Smith (2001), B.S., senior financial aid counselor
Linda Hansen Smith (1999), B.S., administrative assistant, College advancement
Melissa M. Smith (2000), B.S., admissions counselor
Phaedra J. Sumpter (2000), B.A., admissions counselor
Jo Young Switzer (1982-87, 1993), B.A., M.A., Ph.D., vice president and dean for academic affairs
Julie K. Talz-Smith (2001), B.A., M.A., director of residential life
Erin M. Tebbe (2001), B.S., admissions counselor
Catherine L. Teghtmeyer (2001), B.S., M.S., director of the Small Business Institute Initiative
Jill Long Thompson (2002), B.S., M.B.A., Ph.D., Mark E. Johnston chair of entrepreneurship
Gina L. Voelz (1999), B.S., M.S., director of financial aid
Tara L. Vogel (1999), R.N., director of health services
Jeffrey K. Warstler (1999), B.S., vice president for financial affairs and treasurer
Janet K. Weirick (1999), B.S., M.S., associate director of College advancement
Melissa K. West (2000), B.S. admissions counselor
Neil Wollman (2000), B.A., M.S., Ph.D. senior fellow, peace studies institute
Scott A. Woods (1998), B.S., basketball assistant coach, intramural director, football game day coordinator

CLINICAL AFFILIATIONS

Methodist Hospital Indianapolis, Indiana

Randall Strate, director B.A., Michigan State University, 1964; M.D., University of Michigan School of Medicine, 1968.

Cheryl Jeanne Oliver, program director B.S., University of Nebraska College of Medicine, 1970; M.S., Indiana University-Purdue University at Indianapolis, 1979. (M.T.-ASCP, 1970)

Parkview Memorial Hospital Fort Wayne, Indiana

Darryl R. Smith, medical director B.A., The Ohio State University, 1974; M.D., The Ohio State University, 1976.

Fran Williams, program director B.A., Purdue University, 1969; M.S., Purdue University, 1978; M.T. (ASCP)

Saint Francis Hospital Beech Grove, Indiana

F. Donald McGovern Jr., medical director B.A., Indiana University, 1965; M.D., Indiana University, 1969.

DeAnne Maxwell, program director B.A., University of Indianapolis, 1982; M.T. (ASCP), CLS (NCA)

Appendix



Jennifer Rixman (left)
Nonprofit Management Major
and **Jessica Rixman (right)**
Small Business Major

Appendix

STATISTICAL INFORMATION

FALL SEMESTER 2001

Enrollment By Classification and Sex:

FULL-TIME

Classification	Men	Women	Total
Pre-College	0	0	0
First Year (0-27.75 hr.)	179	199	378
Sophomores (28-59.75 hrs.)	134	158	292
Juniors (60-91.75 hrs.)	90	131	221
Seniors (92 hrs. and up)	85	118	203
Special	3	5	8
Post-Grad (non-degree)	0	3	3
Post-Grad (degree seeking)	0	0	0
Graduates	<u>10</u>	<u>7</u>	<u>17</u>
Total Full-Time	501	621	1122

PART-TIME

Pre-College	4	3	7
Undergraduate	11	8	19
Special	2	5	7
Post-Grads (non-degree)	5	5	10
Post-Grads (degree-seeking)	0	1	1
Graduates	<u>0</u>	<u>0</u>	<u>0</u>
Total Part-Time	22	22	44
GRAND TOTAL	523	643	*1166

*Includes 23 Manchester College students participating in off-campus programs (BCA) and eight guest students (BCA).

Geographic Distribution

Fall Semester 2001

Full-time Undergraduate Students

States:

Arizona	2
California	1
Connecticut	1
Florida	1
Idaho	1
Illinois	13
Indiana	916
Iowa	3
Kansas	5
Kentucky	2
Maine	1
Maryland	3
Michigan	27
Minnesota	1
Missouri	1
Nebraska	2
North Carolina	2
Ohio	54
Oklahoma	1
Pennsylvania	4
Texas	2
Virginia	2
Wisconsin	3
	<hr/>
	1048

International

Albania	2
Bulgaria	2
Canada	1
China	1
Croatia	1
Ecuador	3
El Salvador	1
Ethiopia	2
France	2
Haiti	1
India	1
Israel	2
Japan	2
Liberia	1
Mexico	2
Nepal	7
Nicaragua	1
Nigeria	1
Pakistan	2
Palestine	8
Poland	1
Russia	1
South Africa	1
Thailand	1
Uganda	5
Ukraine	1
United Kingdom	1
Yugoslavia	1
Zimbabwe	1

56

Religious Affiliation

Full-time Undergraduate Students

Baptist	50
Christian	58
Church of the Brethren	167
Church of Christ	12
Church of God	21
Disciples of Christ	5
Episcopal	1
First Brethren	6
Friends	7
Jewish	1
Lutheran	38
Mennonite	14
Missionary	6
Muslim	2
Nazarene	7
Presbyterian	20
Roman Catholic	140
United Church of Christ	7
United Methodist	133
Other	64
No religious affiliation	294
Unknown	52

TOTAL

1105

Memorial and Other Funds

The William A. Atkins Lectureship Memorial Fund. Funds from this trust are designated for lectures at Manchester College. Lecturers in areas of interest to a church-related college such as Manchester with national or international reputation.

The Richard and Marjorie Bigler Fund for Faculty Development. This fund was established in 1999 through a generous gift provided by Richard G. and Marjorie H. Bigler. In 1996, Richard and Marjorie were awarded honorary doctoral degrees by Manchester College in recognition of their visionary leadership, generous and sustaining philanthropic support, and dedication to the mission of Manchester College. Marjorie, who graduated from Manchester College in 1932, was known throughout her career as a devoted teacher. For 10 years, Mr. Bigler served as a devoted member of the Manchester College Board of Trustees, and chaired the board during a time of unprecedented growth at the College.

The Kermit Eby Fund was established by Kermit Eby's many friends and colleagues following his untimely death in 1963. The principal and income from the fund is used to provide scholarships and underwrite lectures at Manchester and other colleges and universities in the Midwest.

The Dr. Garrett G. and A. Louise Eppley Senior Citizens Fund. Income from this fund established by Dr. and Mrs. Eppley in 1985 is used for projects and activities at Manchester College related to senior citizens.

The Fahs Professional Development Fund for Administrators. The Fahs Professional Development Fund for Administrators (at Manchester College) was established by Eldon E. (Gene) Fahs and his family. Income from the fund is used to provide support and encouragement for administrators to advance their management knowledge, skills and performance through activities such as workshops, conferences and attainment of advanced degrees and certifications.

The Warren K. and Helen J. Garner Teacher of the Year Award. This fund was established by Warren and Helen Garner to recognize a Manchester College alumnus who has been chosen as "Teacher of the Year." Income from the fund provides a gift to the chosen teacher and underwrites the cost of meals for present and prospective teacher education students. In the event the "Teacher of the Year" award is discontinued, fund income would preferably be used for scholarships for teacher education students.

The Arthur L. Gilbert Fund for Accounting. Friends, colleagues, and former students of Art Gilbert established this fund in 1998 as a lasting tribute to his 40-year tenure and outstanding service as Manchester College professor of accounting. Under his leadership, an undergraduate major and a master's degree in accounting were established and Manchester earned a reputation as one of the nation's premier accounting programs. In class he demanded uncompromising quality and commitment, both of students and of himself. He sought to prepare individuals ready to succeed immediately in the professional world. He was also known for a dry sense of humor, and became a mentor and friend of many. In gratitude for the legacy he established and to build upon the College's sterling reputation in accounting, this endowment shall underwrite the accounting budget and provide new funds to strengthen the program further.

The Paul and Esther Koch Memorial Library Fund. The Paul and Esther Koch Memorial Library Fund was established in 1996 by JoAnn Koch Trusner in memory of her parents. JoAnn, a member of the Manchester College Class of 1963, devoted her career to high school foreign language instruction. During her student days at Manchester, JoAnn worked in the College Library, realizing a dream her mother never could. JoAnn established this fund to recognize the appreciation her parents felt for the education she received at Manchester. Proceeds from the fund are designated for the purchase of needed resources for Funderburg Library.

The O.E. Kuhn, M.D. (1878 - 1940) and Joseph P. Galassini, M.S.E.E. (1906 - 1992) Faculty Development Fund. This endowment fund was established in 1995 through a generous gift by Florence Galassini, M.L.S., as a lasting tribute to her father and her husband. Dr. Kuhn, who graduated from Manchester Academy in 1889, was one of the first Manchester graduates to become a medical doctor. Mr. Galassini served for the majority of his career as an electrical engineer and head of the Planning Department for Commonwealth Edison, Inc. of Chicago. Proceeds from the fund provide development grants to members of the Manchester College faculty for the purpose of advancing research projects.

The Robin D. and Jeannette M. Lahman Fund for Music provides support for the Manchester College Music Department.

The Tennis and Mary Mahoney Peace Studies Endowment Fund. This fund was established in 2000 through a generous testamentary bequest by Tennis and Mary Mahoney. Throughout their lives, Mr. and Mrs. Mahoney selflessly invested time, talent and resources in pursuit of world peace. They also generously supported the education of many Peace Studies majors and interns at Manchester College. Earnings from the fund are to be used in support of peace studies internships.

Military Order of the Purple Heart. This endowed fund was established in 1984 to provide financial support for scholarships, seminars, and books in special education. The goal of the fund is to improve and augment the special-education instruction of all teacher education majors. The MOPH scholarship is awarded to an academically strong upper-class student who is interested in exceptional students.

The Jon Livingston Mock Memorial Lectureship was established by the family and friends of Jon Livingston Mock, a teenager who died in a tragic accident in 1968. The lectures are to celebrate and encourage the vital awareness of disturbing issues and the fervid questioning spirit that lived in him.

The Ira W. and Mable Winger Moomaw Lectureship/Seminar Fund was established by these alumni of Manchester College who graduated in 1920. The income from the fund is used to provide lectures and seminars in areas of social justice and related issues.

The Charles S. Morris Scholarship Fund. This endowed fund shall be used and expended solely for items which are not normally provided in the physics department of Manchester College budget and which do not constitute normal or regular maintenance. In the expenditure of this income, it is desired that priority shall be given to the Observatory Project and its service to Manchester College and the community. It is likewise expressly stated that additional consideration for the use of this income shall be given to special physics department needs beyond budget provisions and/or for scholarships for students planning to major in physics, and especially for those interested in astronomy.

The Mount Morris College Memorial Endowment Fund represents one-half of the endowment fund assets formerly held by Mount Morris College of Mount Morris, Ill. Following the merger of Mount Morris College with Manchester in 1932, these endowment funds were transferred to the General Education Board of the Church of the Brethren to be held in trust for McPherson and Manchester Colleges. These assets have been divided equally between the two colleges.

The Ruth H. Murphy Faculty Development Endowment Fund. This fund was established in 1996 through a generous testamentary bequest by Ruth Hauptert Murphy. A member of the Class of 1922, Mrs. Murphy completed her undergraduate degree in 1925 from the University of Chicago and her masters degree in 1939. Her entire professional career, which spanned more than 40 years, was devoted to teaching. As a reflection of her commitment to excellence in teaching, earnings from the fund are devoted to Manchester College faculty development, including sabbatical leave, travel to professional meetings, research and course development stipends, and other comparable activities. Income from the fund is distributed through the Office of Academic Affairs.

The R. Emerson and Evelyn M. Niswander Fund for the Sciences. Because of their great love for Manchester College and as a reflection of their deep interest in the sciences, Emerson and Evelyn Niswander have established an endowed fund to support the natural sciences faculty at Manchester College. Earnings from the fund provide financial support for natural sciences faculty beyond the regular budget for research, equipment purchases, off-campus sabbatical experiences, guest lectures, seminars, public programs, symposia, financial aid in pursuit of an advanced degree and innovative curricular experimentation. Preference in the use of the funds is given to members of the Biology Department. If at some point there shall no longer be a natural sciences division at the College, the fund may be used for the same purposes noted above by faculty of other academic divisions.

Nixon Newspaper Fund. The Nixon Newspaper Fund was given for the promotion of peace at Manchester College.

The Isaac and Etta H. Oppenheim Fund. This fund was established through the generosity of the late Mrs. Isaac Oppenheim. Income from this endowed fund supports the Isaac and Etta H. Oppenheim Chair of Mathematical Sciences as a first priority. Other income from the fund may support scholarships to students who maintain good academic and citizenship records and are enrolled full-time at Manchester College.

The Timothy Wayne Rieman and Gwen Radebach Rieman Scholarship Fund. This fund was established in honor of T. Wayne and Gwen Rieman by family, students, and friends in appreciation of thirty-one years served at Manchester College as campus pastor, teacher, and friend, and to support their affirmation that “Life is Good!” Income from the fund is used to support a special event or lecture in the Religion and Philosophy Department and as student financial aid with preference given to religion, philosophy, or peace studies majors anticipating ministry or Christian service.

The Sam and Marla Ropchan Peace Fund was established by Mr. Sam Ropchan of Fort Wayne, Ind. Income generated by this endowment is used to fund lectures, addresses, conferences, and seminars planned by the Peace Studies Institute.

Ford Secrist Faculty Development Grants. The Ford Secrist Endowment is designated for faculty development grants related to teaching, scholarship, or service/advocacy in areas of conflict resolution or peace.

The Wilbur J. and Eileen E. Snyder Library Endowment. Wilbur '48 and Eileen Snyder established this endowment to support and enhance the library, especially its information technology resources and collection and, thereby, to provide increased opportunities for students. They have shared their resources in gratitude for the support and preparation provided them by Manchester College.

Mary E. and Opal D. Stech Fund. This endowment fund was established by Mary E. and Opal D. Stech to provide support for women speakers at Manchester College. Mary E. Stech was a 1943 graduate of Manchester College and Opal D. Stech served on the Manchester faculty for 19 years as head of the Home Economics Department.

The Lafayette Steele Memorial was established by the Sunday Schools of Indiana, Ohio and Michigan, the income of which is used in the interest of religious education.

The Calvin and Miriam G. Ulrey Fund. Mr. and Mrs. Ulrey provided generous support to the College over many years. A majority of their contributions have been invested as endowment funds and the remainder has been applied to specific building or educational projects.

The Charles and Alma Van Winkle Memorial Fund was established by the will of Mrs. Van Winkle. The income from the fund is used for scholarships, library books, and other expenses involved in the training of preministerial students at the College.

The Nolan D. Walker Endowment. Provides funds to be divided equally among Manchester Church of the Brethren, Manchester College, Boy Scouts of America and the Community Foundation of Wabash County.

The Wilmer and Helen B. Walker Library Endowment Fund. This fund was established in 2000 through a generous bequest provided by Mrs. Helen Walker. Her husband, Wilmer, who preceded her in death, was a 1939 graduate of Manchester College. Throughout their lives, the Walkers deeply valued education, natural resources, and the role libraries play in promoting these concerns. Through her will, Mrs. Walker directed the College to dedicate her estate gift to benefit Funderburg Library. Income from this endowment is used to expand library resources in ways not possible within established budgets. Acquisitions are administered by the library director in consultation with the vice president and dean of academic affairs.

The Everett Webster Memorial Library Fund was established by Glenn Webster, his mother, Jennie Webster, and his stepmother, Fannie Webster, in honor of his father, Everett Webster, who, if he had been financially able, would have graduated from Manchester College in 1906. Proceeds from the fund provide books for Funderburg Library.

The Dan West Fund for Global Service. Dan West, Class of 1917, taught the first peace studies course at Manchester College. He is best remembered for having launched Heifer Project International (HPI). Dan crafted the idea for this world renowned hunger relief agency in 1939 while he was doing alternative military service in Spain following the Spanish Civil War. Proceeds from the fund will enable students to respond to human need while learning more about Dan's approach to solving hunger in sustainable ways. Awards provide assistance with travel funds and related expenses associated with student internships through approved agencies such as HPI. Eligible students are recommended by the director of the peace studies program.

Young Family Endowment Fund. The Young Family Endowment Fund was established in 1995 by family and friends of Dr. John F. Young, a 1942 graduate of Manchester College who served in a variety of key leadership roles on the Board of Trustees from 1976 to 1995. Dr. Young provided sound judgment and effective leadership as Chair of the Board during four critical years of transition in the life of the College (1984-88) and throughout his tenure on the Board served as wise counselor to four Manchester College presidents. Esteemed and highly valued for his insightful observations, well-reasoned advice and deep commitment to the College, Dr. Young fulfilled a central leadership role at the College for over twenty years. To commemorate Dr. Young's deep appreciation and gratitude for good teachers, income from the fund is designated for the purposes of faculty development. Faculty recipients are selected through the Office of Academic Affairs, and designated awards are provided above and beyond normally budgeted amounts. In the event that fund earnings are not awarded to eligible faculty members in any given year, income from the fund provides financial assistance to worthy Manchester College students through the General Endowed Scholarship Fund. Fund earnings not applied to support either of these purposes are returned to the fund principal.

The Charles and Cleda Zunkel Peacemaker Fund. This fund was established by Charles and Cleda Zunkel and their family. In cooperation with the Peace Studies Institute this endowed fund underwrites the costs of bringing biblically oriented peacemakers to the Manchester campus with the purpose of providing programs on reconciliation and arbitration to the local schools and the public.

Class Memorials in various amounts have been contributed to the College endowment fund by the graduating classes of 1929, 1930, 1931, 1932, 1933, and 1934.

Endowed Scholarships

Endowed scholarships underwrite the College's financial aid program. They are awarded through the President's Office in cooperation with the Financial Aid Office. Individual students cannot apply for specific scholarships. The funds awarded generally do not change the recipient's total financial aid, but offer the distinction of an endowed scholarship award.

The Accounting Alumni Association Scholarship Fund. This fund was established with gifts from graduates, parents and friends of the Manchester College accounting program as well as with contributions from CPA firms. Income from this fund will provide financial assistance to students who show promise as accounting students and who demonstrate high potential for the accounting profession.

The Max Allen Art Scholarship Fund. Established by the family of Professor Max Allen, who was an able and dedicated teacher at the College for 39 years, this fund provides scholarships for promising students of art who are working on a degree at Manchester College.

The Margaret Drake Almack Memorial Scholarship Fund. This scholarship fund was established by Margaret Almack's husband, Tim, her parents, Dr. and Mrs. M. C. Drake, and her friends following her untimely death in the summer of 1979, just following her graduation from Manchester College. Income from the fund provides scholarships for promising accounting majors at Manchester College, with preference given to juniors for use during their senior year.

The Rev. Jesse J. and Mrs. Amanda Anglemyer Scholarship Fund. This fund was established by the Eagle Creek Church of the Brethren in memory of the Rev. Jesse J. and Mrs. Amanda Anglemyer. The earnings from this fund will be used as scholarships to students who have completed the freshman year of College and plan to enter full-time pastoral ministry upon completion of the educational requirements.

Baldwin Scholarship Fund. Established by Ferne and Elmer Baldwin, this fund provides scholarships on the basis of academic competence and financial need, with preference given to children of active church of the Brethren pastors.

The Wilbur S. and Mabel E. Barnhart Memorial Scholarship Fund. This fund was established by the family and friends of Wilbur S. and Mabel E. Barnhart. Proceeds from this fund provide scholarships for worthy Manchester College students.

The Beacon Heights Church of the Brethren Scholarship Fund. This fund was established by members of Beacon Heights Church of the Brethren in Fort Wayne, Ind., to encourage Beacon Heights' students to attend Manchester College. Income from the fund provides scholarships for Beacon Heights students, with eligibility guidelines determined by the Board of Administration of

Beacon Heights Church. In the event that no Beacon Heights students are attending Manchester College during a particular academic year, scholarship assistance may be awarded to worthy students from the Northern Indiana District of the Church of the Brethren. Scholarship funds are to be divided equally among all qualifying Beacon Heights students attending Manchester College.

The George E. Beauchamp Scholarship Fund. This fund was established by Dr. and Mrs. George E. Beauchamp, and the former students of Dr. Beauchamp who taught at Manchester College from 1929 to 1943. Dr. Beauchamp instituted and made Manchester College the headquarters of the Indiana State High School Debate League and organized the Manchester College Invitational Debate Tournament, which was called the "world's largest debate tournament." Income from this fund provide scholarships for worthy students at Manchester College. Preference is given to speech communication students who have financial need and are active in forensics.

The Helen (Anderson) and Arthur Becker Memorial Scholarship Fund. Following Helen Becker's death in 1982, her husband Arthur established this fund. Proceeds from this fund provide scholarships for worthy students who have financial need.

The Beecher Beery Scholarship Fund. This fund was established in memory of Beecher Beery by his family and friends because of the value he placed on education at a Christian college like Manchester. Income from the fund will provide scholarships with preference given to members of the Pleasant Hill, Ohio, Church of the Brethren.

The Bergy-McRoberts Memorial Scholarship Fund. Keith and Jean Bergy have established this scholarship fund in memory of their parents. Earnings from the fund provide scholarships for Manchester College students, with preference being given to those planning a career in the Christian ministry.

The Richard G. and Marjorie Hayslett Bigler Scholarship Fund. This scholarship was established through a very generous gift from Richard and Marjorie Bigler. Marjorie is a member of the Manchester class of 1932. Dick, a Wabash College graduate, was a long-time member of the Manchester College Board of Trustees and was its chair during a period of significant physical growth and educational development. Income from this fund provides financial aid for worthy Manchester College students.

The Lois A. Bollinger Memorial Scholarship Fund. This fund was established by the family and friends of Lois A. Bollinger at her death in 1988. Earnings from the fund provide financial assistance to Manchester College students, with preference for those preparing for careers in the health sciences, including but not limited to medical doctors, chiropractors, veterinarians, or osteopaths, and also accounting majors.

The Emmert R. and Helen G. Bowman Memorial Fund. Established by their family and friends, this fund is a living endowment in memory of Emmert R. and Helen G. Bowman, who were former Manchester College students, devoted members of the Church of the Brethren, and firm believers in Manchester as a Christian college. Income from the fund provides scholarships for worthy Manchester College students.

The Paul S. and Nadine Bowman Scholarship Fund. Because of their appreciation for and confidence in Manchester College, this fund was established by Paul S. and Nadine Bowman to provide scholarships for worthy students. Mr. Bowman provided able and loyal service to the college in admissions and public relations for more than three decades.

The Oda and Daniel W. Boyer Memorial Scholarship Fund. This fund was established by the family and friends of Oda and Daniel W. Boyer in memory of their long association with Manchester College and its music department. Income from the fund provides periodic scholarships for students with financial need, with preference for those majoring in music.

The Everett and Ruth Brandenburg Memorial Scholarship Fund. This endowed fund was established in 1997 by their son Ron Brandenburg and their daughter Laurale Brandenburg Kreps, both of whom are Manchester College graduates. Though not college educated themselves, Everett and Ruth Brandenburg believed very strongly in the value of higher education. Income from this fund provides scholarships for students who show academic ability and a desire to serve humanity. In awarding the fund, preference will be given to students in their junior or senior years of college. Juniors may reapply to receive the scholarship.

The Carl L. Brehmer and Mary Lois Brehmer Endowed Scholarship. This endowment fund was established to be used for scholarships for students in need of financial assistance in Memory of Carl L. Brehmer and Mary Lois Brehmer.

The Brembeck Fund was established in 1979 by Howard and Myra Brembeck as a tribute to Mr. Brembeck's parents. Earnings from this fund are used to support the Paul J. and Hulda M. Brembeck Memorial Scholarship and the Howard and Myra Brembeck Chair of Economics. If available income exists after the scholarship and endowed chair are funded, earnings may also be devoted to the following purposes: 1) compensation for lectures, speakers, and part-time instructors; 2) seminars for students and the business community; 3) educational materials and equipment; 4) student internships in business; and 5) other operating expenses.

The Howard S. and Myra Bates Brembeck Scholarship Fund. This endowment fund was established by Howard S. and Myra Bates Brembeck. Mr. Brembeck is the founder of an international corporation which manufactures agricultural equipment and the creator and advocate of a nuclear disarmament plan. Mrs. Brembeck, a former student of Manchester college, has been active with her husband in his business, civic interests, and philanthropy. The income from this endowment provides scholarships for worthy students. In awarding the scholarships, preference is given to students with a strong liberal arts emphasis in their academic programs. Preference is given to those who are majoring in or have a significant amount of study in religion, philosophy, literature, history, political science or peace studies.

The Paul J. and Hulda M. Brembeck Memorial Scholarship Fund. This fund was established by Howard S. and Myra Brembeck in memory of Mr. Brembeck's parents, Paul J. and Hulda M. Brembeck, who lived their entire lives in rural Wabash County, Ind. Paul Brembeck served as a member of the Indiana General Assembly and was a supporter of Manchester College. The income from this endowment fund is used to provide scholarships for students on the basis of merit and need. In awarding the scholarships, preference is given to students studying business administration who come from rural areas and small towns of Indiana, Ohio, Michigan and Illinois.

The Leicester and Jean Brown Scholarship Fund. Established by Leicester and Jean Brown, alumni of the College, this fund provides scholarships for worthy students on the basis of financial need, satisfactory academic performance, and contributions to the co-curricular activities of the College. In awarding scholarships, preference will be given to students who plan to major in business or physical education.

The Larry Joe Buck Memorial Scholarship Fund. This fund was established by Larry Buck's family and friends. Income from the fund provides scholarships for Manchester College students who have financial need.

The Carl W. and Lorin A. Burt Memorial Scholarship Fund. The fund was established by Manchester "M" Club members in tribute to their former coach, Carl, following his death in December 1966. The sudden death of a son, Lorin A., six months later, also a Manchester alumnus, prompted a combined memorial fund to father and son. The earnings assist "an outstanding physical education student in financial need."

The Mary Ruth Dilling Butterbaugh Elementary Education Scholarship Fund. This scholarship fund was established by Wendell and Marcia Dilling in memory of Mary Ruth Dilling Butterbaugh in 1999. Mary Ruth was a dedicated teacher of elementary school children in Indiana for many years. She graduated from Manchester College in 1933 and was the mother and mother-in-law of Wendell and Marcia, respectively. The Dow Chemical Co. also contributed to this scholarship fund through its matching grant program. Income from the fund will provide scholarships for promising elementary education majors at Manchester College. If no appropriate elementary education major candidates are available, the scholarships may be awarded to students enrolled in other education programs. This endowment was given in recognition of the ideals of Manchester College, which were also Mary Ruth's ideals. Her hard work and life-long frugality made this endowment possible.

Stanley and Linda Byerly Scholarship Fund. This scholarship was established in 1990 by Stanley and Linda Byerly. Income from the fund will provide scholarships with preference for a music major or minor with strong interest in Christian service.

Henry A. Campbell Memorial Scholarship Fund. This scholarship was established in 2000 through generous contributions by the family and friends of Henry A. Campbell, a 1952 graduate of Manchester College and a much-loved biology teacher. Mr. Campbell also served his alma mater with distinction as a member of the Manchester College Board of Trustees from 1974 to 1983. In awarding this scholarship, preference will be given to graduates of Howard and Cass (Ind.) counties majoring in

elementary or secondary education who intend to pursue careers as teachers in the natural sciences. Secondary consideration will be given to students majoring in biology-chemistry who intend to pursue careers in medicine.

The Edward and Della Canter Memorial Scholarship Fund. This scholarship was established by the family and friends of Edward and Della Canter. Business majors are the preferred recipients of this scholarship.

Burnell Rife Carey Scholarship Fund. This scholarship was established by a bequest from Ollie Pearl Bolinger Rife, a 1926 Normal graduate of Manchester College. This fund memorializes a family member, Burnell Rife Carey, who died in the 1950s while a student at Manchester College. Earnings from this scholarship provide scholarships to worthy students at the College.

The Carlisle Family Memorial Scholarship Fund. This fund was established by the family and friends of Mary Beth Carlisle, who died unexpectedly at the beginning of her senior year in 1971. The fund now also memorializes Mary Beth's mother, Inez Deardorf Carlisle, who died in 1973; her father, Leonard Carlisle, who died in 1988; and her brother, Wayne Carlisle, who died in 1991. Mary Beth was an elementary education major; Inez was an elementary teacher; Leonard was a junior and senior high teacher before becoming a minister; Wayne's career was in higher education. Income from this fund provides assistance to senior elementary education majors who have financial need.

The Harold S. Chambers Memorial Scholarship Fund. This fund was established in 1971 by the members of the Grand Rapids Church of the Brethren. It perpetuates the memory of Mr. Harold S. Chambers, class of '22, who was a devoted churchman.

The John and Ruth Clark Memorial Scholarship Fund. This scholarship was funded through a unitrust set up by Mrs. Clark. The fund provides scholarships for deserving and worthy students. John G. Clark received a BA degree from Manchester College in 1932. Ruth Hunn Clark was a member of the class of 1933. In 1946, Mr. Clark founded the J. G. Clark Company of Edison, Ohio. Through the years, the Clarks were strong supporters of Manchester College. In 1986, during the Centennial Campaign, they provided the funds for the establishment of the Clark Computer Center at the College.

The Class of 1943. Desiring to help prepare young men and women for vital leadership roles in today's world, members of the graduating class of 1943 have established this endowed scholarship fund to assist worthy students at Manchester College.

Class of 1947. The Class of 1947 established the Legacy Endowment Fund upon its golden reunion to honor Manchester College for its formative role in the lives of the class members and to honor the class for the instrumental role its members have—individually and collectively—in the life of Manchester College and the community. Members of the class are grateful for the support and assistance they received as students and in return want to provide a lasting legacy to their alma mater and to successive generations who study there. Accordingly, they have designated that earnings from the fund shall first and foremost support scholarships and other financial aid. Desirous of supporting the College fully in achieving its mission, however, the fund's earnings may be used for other more urgent priorities should College administrators determine that such needs exist.

The Sarah M. Clinton Memorial Scholarship Fund. The Sarah M. Clinton Memorial Scholarship is funded from an endowment contributed by her husband, M. D. Clinton, and her family. Income from the endowment provides a scholarship for a capable junior or senior who has studied at the College and plans to graduate from Manchester. The scholarship is renewable. In awarding the scholarship preference will be given to a student preparing for a career in science research, cancer research or medicine. Eligible candidates from Illinois will be given preference.

The Barbara Lou Coffman Scholarship Fund. Income from a memorial fund contributed by the family and friends of Barbara Lou Coffman provides an annual scholarship to a member of the Church of the Brethren who is dedicated to the Christian service. Barbara Lou, who was planning to enter Manchester College in September 1957, died in an automobile-train accident on August 22, 1957.

The Donald L. Colburn Scholarship Fund. This scholarship was established by former students of Donald L. Colburn in appreciation for his 30 years of teaching in the Psychology Department and for his unique manner of interpreting the clinical process and facilitating field experiences in clinical settings. Priority consideration will be given to junior or senior students with outstanding academic ability in psychology who show promise of a career in a clinical or educational setting.

The Duard and Alice Stangle Conrad Scholarship Fund. This fund was established by a generous gift to Manchester College by Duard and Alice Stangle Conrad, alumni of the College. Income from the fund will be awarded to a worthy student with financial need.

The Dorothy B. Cordier Memorial Scholarship Fund. The Dorothy B. Cordier Memorial Scholarship has been established by her husband, Dr. Andrew W. Cordier, her family and friends. Mrs. Cordier was an alumna, former member of the faculty of Manchester College and a 1972 recipient of the Alumni Award. The scholarship will be awarded annually to a student on the basis of academic ability, financial need and promise of future service to society.

The Floyd E. and Margaret C. Cripe Scholarship Fund. The Floyd E. Cripe Scholarship was established by family and friends of the Cripes. Floyd Cripe, a graduate of the College in 1921, served as president of the Alumni Association in 1954 and was a recipient of the Alumni Award in 1960. He was an enthusiastic supporter of his alma mater. The scholarship will be awarded to worthy students who demonstrate academic ability and promise of significant service to society.

The Rowan Keim Daggett Scholarship Fund

This fund was established in 1998 by friends, colleagues, and former students of Dr. Rowan Keim Daggett as a lasting tribute to her 30-year tenure and dedicated service as Manchester College professor of English. Throughout her distinguished career, Dr. Daggett was known and loved by her students and colleagues for her humble dignity, gentle and supportive spirit, and perceptive discernment. To commemorate her deep commitment to creating and strengthening possibilities for students to expand, explore, and succeed while at Manchester College, the scholarship will be awarded with a preference for students 25 years of age or older who are majoring in the Humanities.

The Max L. Davis Memorial Scholarship Fund. This scholarship has been created by family and friends to honor the memory of Max L. Davis. A 1965 graduate of Manchester College, Max was both a teacher and a principal. "Mr. Davis," as he was affectionately known to two generations of elementary students at Oaklawn, Meadowlawn and Woodlawn in Monticello, Ind., represented what each of us wants all who touch our children's lives to be—persons who unselfishly give of themselves and seek the best in and for each child they teach. These scholarships are granted to junior or senior education majors with preference given to those who are majoring in elementary education, are married and who have graduated from high school in Pulaski or White County, Ind.

The Barry and Arlene Wolf Deardorff Scholarship Fund. This fund was established in 1987 through the generous contributions of Barry and Arlene Deardorff, both of whom are graduates of the Manchester College Class of 1958. Income from this endowment provides financial assistance to Manchester students who are majoring in Education, Religion or Philosophy.

The Flora Petry Deeter Memorial Scholarship Fund. This fund was established by the family and friends of Flora Petry Deeter. In awarding scholarships, preference will be given to a worthy student pursuing a degree in religion or philosophy preparing for a career in Christian ministry.

The Gertrude B. and Moses H. Diehl Scholarship Fund. Gertrude B. (Zuck) Diehl, a music major, was a member of the Mt. Morris College class of 1932, and Moses H. Diehl, a history major, was a member of the Mt. Morris class of 1930. For the majority of his career, Moses worked for Kable News of Mt. Morris, Illinois. This fund was established by Mr. Diehl in 1997 to provide financial support to worthy Manchester College students, to honor his late wife for her partnership and support, and to pay tribute to Mt. Morris College for the formative role it played in their lives.

The Carole Welch Dilling, Ph.D., Memorial Scholarship Fund. This fund was established by her husband, Dr. Roger Dilling, her family, and friends. Carole, valedictorian of the class of 1962, was a psychotherapist in New York City. The scholarship is awarded annually beginning in 1987 for the senior year of a psychology major of outstanding academic ability.

The Wendell and Marcia Dilling Chemistry Scholarship Fund. This scholarship fund was established by Dr. Wendell L. Dilling and Marcia L. Taylor Dilling in 1997. Both Wendell and Marcia were chemistry majors at Manchester College in the 1950s. For 30 years they were employed as chemists at The Dow Chemical Company, which contributed to this scholarship fund through its matching gift program. Income from the fund will provide scholarships for promising chemistry majors at Manchester College. If no appropriate chemistry major candidates are available, the scholarship may be awarded to students enrolled in other science programs. This endowment was given in recognition of the ideals of Manchester College and of the benefits of living in a free enterprise system where truth and individual responsibility are valued.

The Martha Whitmer Dodge Memorial Scholarship Fund. The fund was created in 1969. A gift from her estate provided the main source of this fund.

The Edith Drescher Scholarship Fund. This fund was established by Edith Drescher, alumna and former trustee of Manchester College, to provide scholarships for worthy students.

The Bill Early Scholarship Fund. This fund was established by Bill Early, a former Manchester College student. Mr. Early, an Ohio businessman, engaged in the construction and road building equipment business. Income from the fund provides scholarships for students who have financial need and merit financial assistance, with preference given to those who are, or expect to be majors in economics and business.

The William R. Eberly Scholarship Fund. This fund was established by colleagues, former students, and friends of Dr. William R. Eberly '48 on the occasion of his retirement after 37 years as a professor of biology and environmental studies at Manchester College. Dr. Eberly initiated the environmental studies program at Manchester in 1971 and was instrumental in developing the Koinonia Environmental and Retreat Center. Dr. Eberly and his wife, Eloise '48, have joined in supporting this scholarship fund. The fund provides support for worthy students who are majoring in environmental studies.

The A. R. and Elizabeth R. Eikenberry Scholarship Fund. Income from a gift to the College made in memory of Elizabeth R. Eikenberry by her husband, A. R. Eikenberry, is used to provide a scholarship to a student majoring in psychology. This scholarship is awarded annually to a sophomore or junior on the basis of financial need, academic ability, and promise of significant service to society.

The Ivan Eikenberry Family Scholarship Fund. Brian Eikenberry was killed suddenly during the fall of 1974 when he was struck by a bolt of lightning during a soccer practice. His family and friends established this fund in his memory. Income from the fund provides scholarships for worthy Manchester College students, with preference for those aiming for Christian service.

The Entrepreneurial Leadership Scholarship Fund. This scholarship was established by a gift from Mark E. and Janis Johnston, Manchester College graduates in 1968 and 1969. Proceeds from this fund provide scholarships for economics and business majors who show promise of entrepreneurial business leadership, with preference given to students with financial need. Recipients are chosen during the latter part of their sophomore year and will be eligible to receive this award during their junior and senior years.

The T. Quentin Evans Scholarship Fund. This fund was established by colleagues, former students, and friends of T. Quentin Evans, who was a respected professor of sociology at Manchester for 27 years. Significant contributions have been made by Dr. and Mrs. Arthur Butler as a memorial to Douglas Kent Butler, a son who died unexpectedly in 1955. While at Manchester, Dr. Evans made significant efforts to encourage minority students to seek admission to the College. In awarding the scholarship, preference is given to worthy minority students with upperclass standing majoring in sociology or social work.

The Loren E. Ezra Memorial Scholarship Fund. This scholarship fund has been created by family and friends to honor the memory of Loren E. Ezra. Mr. Ezra was a farmer, elementary teacher and principal in Pulaski and White County, IN. He began teaching at the age of 19 and taught for forty years. His three daughters were his students through their first eight grades and his son was his student through seven grades. All four of his children attended Manchester College. Three of them, like their father, became teachers. Loren Ezra was the epitome of Manchester's motto of faith, learning, and service. These scholarships are granted to junior or senior education majors with preference given to those who are majoring in elementary education, are married and who have graduated from high school in Pulaski or White County, IN.

The Sam and Lillian Moomaw Flory and Reverend H. Robert Gemmer Memorial Scholarship Fund. This scholarship was established by Jean Gemmer McCutchan (their granddaughter), Robert and Myrna Flory Gemmer (their daughter and son-in-law), and David Gemmer (their grandson) in memory of Sam and Lillian Moomaw Flory, Manchester alumni. Income from this fund is awarded annually to a student whose personal life and commitment is to the ideals and concerns of the Church of the Brethren. Preference is given to students with a peace studies major. If no one in this area qualifies, an international student or one from a disadvantaged background who is majoring in social sciences and has a commitment to future service to the world community through such areas as the ministry, psychology, or social work is eligible.

The Rolland F. and Bertha B. Flory Scholarship Fund. This fund was established by Rolland F. and Bertha B. Flory to provide scholarships for students who attend Manchester College. In awarding the scholarship, priority is given to students from the Donnels Creek Church of the Brethren in Ohio.

The Mildred Anderson Fosha Memorial Scholarship Fund. This fund was established by a gift from the Freeport, Ill., Church of the Brethren, using a portion of a bequest received from Mildred Anderson Fosha. Her will directed that her bequest be used for the glory of God and her neighbors' good. Earnings from the fund will provide financial aid for worthy students.

The Alice Abell Fox Memorial Scholarship Fund. This fund was established in 1997 by an anonymous donor in honor of Alice A. Fox. Mrs. Fox was a post-graduate student at Manchester College and devoted her career to the field of education. Earnings from the fund provide financial assistance to worthy students majoring in education.

The Henry and Hattie Frantz Memorial Scholarship Fund. The family of Henry and Hattie Frantz established this fund in their honor. Income from the fund provides scholarship assistance to worthy Manchester College students.

The O.C. and Flora Frantz Scholarship Fund. This fund has been established to provide financial assistance for deserving students. It was established because the Frantzes have had a long and close association with Manchester College, including a year when O.C. Frantz served as interim treasurer.

The Robert S. and Alice C. Frantz Scholarship Fund. This fund was established in 1990 by Bob and Alice Frantz to commemorate their long-term support and appreciation of the mission of Manchester College. Bob served for eighteen years as Business Office Manager at the College. Since his retirement, both Alice and Bob have remained active volunteers in a variety of programs in support of the College. The purpose of this scholarship fund is to provide financial assistance for worthy Manchester College students.

The Liegh B. and Florence T. Freed Scholarship Fund. This fund was established in 1975 by a generous gift to Manchester College by Liegh and Florence Freed, alumni of the College. The income establishes a scholarship that alternately benefits a music student and a science student. It is awarded annually. A current holder in good standing making progress toward a degree is eligible for renewal.

The N.R. and Eliza Freed Memorial Scholarship Fund. This fund was created by Liegh and Florence Freed in honor of Liegh's parents, N. R. and Eliza B. Freed, who until deceased, were devoted members of the Eagle Creek Church of the Brethren in Ohio. The income of this fund supports a student at Manchester. Students who are members of the Church of the Brethren whose objective is a church-related vocation are given prior consideration in the awarding of this scholarship.

The Samuel and Julia Garber Memorial Scholarship Fund. Established by LaVon and Don H. Garber in memory of their parents, Samuel and Julia Garber, this scholarship is awarded annually to a worthy student or students attending Manchester College.

The Doris B. Garey Memorial Scholarship Fund. This fund was established by family and friends of Doris Garey, who was a distinguished professor of English at Manchester College from 1956 until her retirement in 1972. Proceeds from the fund provide scholarships for worthy English majors.

The Earl S. and Winifred G. Garver Memorial Scholarship Fund. This fund was established by the family of Earl S. and Winifred G. Garver. Earl Garver was dean of Manchester College from 1950 to 1968. Colleagues, alumni, students, and other friends have contributed to the fund. Fund income is used for scholarships for worthy Manchester College students.

The Howard M. and V. Anne Garver Scholarship Fund. Income from this fund established by friends of Manchester College provides scholarships for worthy students studying at the College. The scholarship is awarded on the basis of financial need, satisfactory academic achievement, and promise of service to society. Preference is given to students majoring or studying in the Department of Music.

General Endowed Scholarship Fund. The General Endowed Scholarship Fund, established through contributions from alumni and friends of Manchester College, provides scholarships to worthy Manchester College students.

The Paul and Verda Hershberger Gibbel Scholarship Fund. This fund was established in 1963 by J. Paul Gibbel, M.D., in memory of his wife, Verda, who died in 1961. Upon his death in 1972, the fund received additional gifts in his memory. A substantial sum was added through a designated bequest from Lila C. Brubaker, a friend of the Gibbels, who died in 1971. Preference is given to students who have financial need, academic competence, and interest in a career of Christian service.

Gilbert Memorial Scholarship Fund. Created by contributions by the family and friends of Arthur L. and S. Marie Gilbert, the income of the fund is used to provide an annual scholarship to a worthy student. In awarding the scholarship, preference is given to a student planning to major in accounting. Freshmen are eligible for consideration and the scholarship may be held for four years, depending on the student's academic and college citizenship record.

The Martha Rupel Gilbert Memorial Scholarship Fund. This fund was established in 1995 by family and friends in memory of Martha Rupel Gilbert, a 1929 graduate of Manchester College, who performed service work in Europe, the Far East, and the United States. Income from the fund will provide financial aid to students preparing for careers in Christian ministries or health professions.

The Roy and Wanda Gilmer Memorial Scholarship Fund. This scholarship was established with a generous gift from Roy and Wanda Gilmer, both members of the Manchester College Class of 1934. Through this fund, the Gilmers remember Wanda's father, a physician, and mother and express their appreciation for the Manchester College premedical program which has been so instrumental in sending committed graduates into the medical professions. Income from the fund will be used to provide assistance to worthy premedical students.

Goshen City Church of the Brethren. This fund was established by members of Goshen City Church of the Brethren in Goshen, Ind., to encourage Goshen City students to attend Manchester College. Income from the fund provides scholarships for Goshen City students, with eligibility guidelines determined by the Board of Administration of Goshen City Church. In the event that no Goshen City students are attending Manchester College during a particular academic year, scholarship assistance may be awarded to worthy students from the Northern Indiana District of the Church of the Brethren. Scholarship funds are to be divided equally among all qualifying Goshen City students attending Manchester College.

Good Scholarship Fund. This fund was created in 1970 in memory of Lorin and Rex Good by surviving spouses and others. In awarding the scholarship, qualifying students of the Monterey, Ind. area are given preferential consideration.

The Thurmyle Gosnell Memorial Scholarship Fund. This fund was established by the family and friends of Thurmyle Gosnell who, because of a series of illnesses and untimely death in 1968, was prevented from serving Manchester College as was her wish. Proceeds from the fund provide scholarships for promising mathematics majors who have financial need.

Jeffrey L. Grandstaff Memorial Scholarship. This scholarship, named in memory of Jeffrey L. Grandstaff, a 1985 graduate of Manchester College, was established by his wife, Penny A. Grandstaff (MC '85), and his parents, Jane C. and David D. Grandstaff. The primary purpose of the scholarship is to provide financial assistance for worthy students to attend Manchester College, with preference given to those studying in computer science.

The Helen Eberhart Groff Memorial Scholarship Fund. This fund was established by J. Daniel Groff, husband of Helen Eberhart Groff, and her friends. Helen Groff graduated from Manchester College in 1933. She was a gifted teacher, remembered fondly by her former students, and a beloved team member with her pastor husband in the Christian Church. Earnings from this fund provide financial assistance for worthy students.

The Arlo K. Gump Memorial Scholarship Fund. This fund was established by contributions of the family and friends of Arlo K. Gump, a 1931 graduate of the College, who served as chairman of the Board of Trustees and president of the Alumni Association. Income from this endowment fund provides annual scholarships for worthy students.

The Paul and Sara Halladay Memorial Scholarship Fund. This fund was established by the family and friends of Paul and Sara Halladay. Mr. Halladay was professor of music at Manchester College for 39 years. Income provides financial assistance to students in need, with preference to music majors.

The O. Stuart and Gertrude Hamer Memorial Scholarship Fund. Professor O. Stuart Hamer taught for many years at Manchester College. This fund was established by his family to honor his distinguished teaching career. Income from the fund provides scholarships for worthy Manchester College students.

The Reverend Joseph Hanawalt Memorial Scholarship Fund. This fund was established by the family of Joseph Hanawalt, a Methodist minister who served several congregations in the Northern Indiana Conference. Income from the fund provides scholarships for students who are members of the Methodist Church from the Northern Indiana Conference.

The Dr. Donald R. Hardman and Mrs. Carolyn S. Hardman Scholarship Fund. The children, family and friends of Donald ('59) and Carolyn ('61) established this fund in celebration of the couple's 40th wedding anniversary in August of 1999. This renewable scholarship shall be awarded on the basis of academic competence and financial need with preference given to students from Huntington or Wabash counties in Indiana.

The Albert E. and Olive M. Harshbarger Scholarship Fund. This fund was established by the family and friends of Albert E. and Olive M. Harshbarger, both mathematics majors and graduates of the Class of 1928. Their careers were spent teaching mathematics in the public schools. Mr. Harshbarger served a long tenure as a trustee of Manchester College. The income from the fund provides scholarship assistance based on academic merit to a worthy student studying mathematics.

The Naomi and Paul Heestand Memorial Scholarship Fund. This fund was established in the fall of 1966 with an initial memorial gift by Mrs. Paul Heestand (Naomi) in memory of her husband. On the death of Mrs. Heestand in 1972, memorial gifts were added in her memory by family and friends. Mr. and Mrs. Heestand both were Manchester graduates.

The Wilbur and Marjorie Miller Heisey Scholarship Fund. This fund was established in 1991 by Wilbur Heisey, class of 1943, and others, in memory of his wife Marjorie Miller Heisey, class of 1942. The income from this fund is used each year to provide a scholarship that will benefit a worthy student who has a financial need and whose personal life and commitment give promise of significant service to society.

The A. Blair and Patricia K. Helman Honor Scholarships/Manchester College Presidential Leadership Awards. These awards are made possible by an endowed fund established in honor of A. Blair Helman, the tenth President of Manchester College, and Patricia K. Helman, his wife and major contributor to life at the College, by Howard S. and Myra Bates Brembeck of Goshen, Ind., and Atlantis, Fla. Recipients of this award are among the College's very best students selected competitively by invitation on the basis of their academic achievement and promise, their commitment to service, and demonstrated leadership. The Awards are open to students with interests in any academic field available at Manchester College.

The Russell Helstern Memorial Scholarship Fund. This fund was established by the family and friends of Russell Helstern. Proceeds of the fund provide scholarships for students with financial need. Because of Mr. Helstern's enduring concern for world peace, those majoring or interested in peace studies or international relations will receive preferred consideration.

The Elizabeth Land Hendrix Memorial Scholarship Fund. This fund was established by gifts in 1995. Income from the fund used to provide student scholarships to peace study majors. In the event that no peace study major qualifies, the income will go to the Peace Studies Program Endowment. In the event that a peace study program no longer exists at Manchester College, the income will go to provide student scholarships to an elementary education major.

The Robert and Cleo Henney Memorial Scholarship Fund. This fund was established through a bequest from Cleo Henney, a graduate of 1929. Income from the fund provides scholarships for deserving students majoring in the sciences or mathematics.

The Lloyd M. and Mabel E. Hoff Memorial Scholarship Fund. This fund was established by the family and friends of Lloyd M. and Mabel E. Hoff. Dr. Hoff was a distinguished professor of English at Manchester College for more than 40 years. Income from the fund provides scholarships for worthy English majors.

The Ralph Warren and Tressie Heeter Hoffman Memorial Scholarship Fund. Ralph W. Hoffman was a longtime pastor in the Church of the Brethren, a public school educator, and a friend of Manchester College. Tressie Heeter Hoffman was an alumna and supporter of the College. This fund was established

in their honor by their family. Proceeds from the fund provide scholarships for worthy Manchester students with financial need.

The Carl Waldo Holl Memorial Scholarship Fund. In recognition of his long and significant service as a teacher of chemistry at Manchester College, a fund has been contributed by family and former students of Carl Waldo Holl, the income from which is used for scholarships to worthy students of Manchester College. At his death in 1978, the family and friends of Don Martin, a former Manchester College professor and colleague of Carl Holl, made additional contributions to this fund in Mr. Martin's memory. Any junior majoring in chemistry is eligible to apply.

The Otho and Ruth Holland Business Achievement Scholarship Fund. Income from an endowment fund established by Otho and Ruth Holland, graduates of the College in 1950, provides a scholarship to an outstanding student in the Department of Economics and Business. This scholarship was created in recognition of the education they received at Manchester during their formative years which enabled them to pursue satisfying careers. The award is to assist with tuition or other College expenses during the senior year.

The Greg D. Hollinger Memorial Scholarship Fund. This fund was established by Greg's parents, Carol and John, and Greg's sisters, Brenda and Lana, in 1999. Greg graduated from Manchester College with distinction in 1993 with a BS degree in biology-chemistry. Greg was a third year medical student in the IU School of Medicine prior to his untimely death in 1997. Proceeds from this fund will provide scholarships for worthy Manchester College students with preference to pre-med students.

The Rev. Kenneth W. & Helen L. Darley Hollinger Memorial Scholarship Fund. The Rev. Kenneth W. & Helen L. Darley Hollinger Memorial Scholarship Fund was established in 1998. Both Manchester College graduates, Ken and Helen dedicated their lives to serving people in many churches in small communities. Proceeds from this fund provide scholarships for worthy Manchester College students, with preference given to students majoring in religion or philosophy anticipating vocations in church-related ministries.

The Clyde W. and Marie E. Holsinger Memorial Scholarship Fund. Dr. Clyde W. and Marie E. Holsinger were married for 34 years. Dr. Holsinger was an able teacher of music at Manchester College for 29 years. He was chairman of the music department from 1953 for 22 years until his untimely death in 1975. Marie was a teacher at Manchester High School and taught 3 years part time at Manchester College. She accompanied Clyde on all Manchester College A Cappella choir tours and performances. This fund, established by their family and friends, provides scholarships for promising music majors.

The D. Stanley ('29) and Esther Keim ('31) Houser Scholarship Fund. This scholarship fund was established by the Houser family in recognition of their many connections and long-time support of Manchester College (seven children and several grandchildren have attended M.C.). Income from the fund provides scholarships for worthy students, with preference being given to those preparing for a career in health care or Christian service.

The Barbara R. Huffman Memorial Scholarship Fund. This fund was established in 1989 by a bequest from Barbara R. Huffman, a graduate of 1974. Earnings from this fund provide scholarships, with preference given to students majoring in English.

The International Student Scholarship Fund. Income from this fund, established by friends and alumni of Manchester College, provides financial assistance to international students from non-Western countries.

The Floyd M. and Trude M. Irvin Scholarship Fund. This fund was established by Mr. and Mrs. Floyd M. Irvin, alumni of Manchester College, to provide scholarships for worthy students. Preference is given to students who are studying in the Peace Studies Program. Scholarships will be awarded on the basis of financial need, academic ability, and promise of future service to society.

The I.W. Jackson Memorial Scholarship Fund. This scholarship was created by the family of the late I.W. Jackson, former College trustee, to aid a deserving student at Manchester College.

The Verlin and Joan Jackson Scholarship Fund. The scholarship was established in 1978 by Verlin and Joan Jackson. Proceeds from the fund provide scholarships for worthy students with financial need.

The Pearl M. Jobs Memorial Scholarship Fund. This fund was created in 1969 by a sizable bequest through the will of Pearl Jobs. She was an alumna, a teacher, and a friend of youth.

The C. Emmert Johansen Memorial Scholarship Fund. This fund was established by the parents of C. Emmert Johansen. C. Emmert, class of 1959, was a promising young psychiatrist who died unexpectedly in 1966.

The S. Bruce Kauffman '68 Memorial Scholarship Fund. Given in fond memory of Dr. S. Bruce Kauffman—scholar, musician, financier, and friend. The Kauffman Memorial Scholarship is awarded annually to contribute to the intellectual development of an outstanding junior student (with preference for majors in the arts and humanities) at Manchester College, over and above his or her other financial aid and usual academic program. The Kauffman Scholar(s) have the opportunity to use resources, beyond what the College can offer, in the United States or beyond, for a semester or a full academic year. Award(s) are based upon students' proposals for their academic growth. The Kauffman Scholar is selected annually by the dean of academic affairs from candidates offering a clear statement of intellectual purpose and plan and with strong faculty recommendations. The student so honored is expected to become familiar with the life and writings of S. Bruce Kauffman.

The Stefan Kaufmann Memorial Scholarship Fund. This scholarship, given in memory of Stefan Kaufmann, is awarded annually to a worthy student or students at Manchester College. In awarding the scholarship, preference is given to students majoring in music.

Harry D. Keasey Memorial Scholarship Fund. Based on his desire to assist highly motivated and financially needy young people to attend Manchester College, this fund was established in 1996 by the estate of Harry D. Keasey. The fund was created as a tribute to the memory of J. Raymond Schutz, former Manchester College professor of modern languages and sociology, and Harry R. Weimer, former Manchester College professor of chemistry. In awarding the scholarship, preference is given to students who live in the northeast quarter of the state of Indiana. If there are no qualifying students from this area, the fund will provide financial assistance for other worthy students with financial need.

The Luther C. and Eunice Denlinger Keenen Scholarship Fund. This fund was established in honor of Luther C. and Eunice Denlinger Keenen by their family. This renewable scholarship continues their interest in and support of Manchester College and the Church of the Brethren. Preference is given to students with demonstrated academic ability and financial need and service related to the declared major in elementary education or in peace studies.

The Paul W. Keller Scholarship Fund. This fund was established in 1979 in recognition of the more than 30 years that Paul Keller '35 MC served Manchester College both as a professor and communication studies department head, and as a leader noted for his integrity by his academic peers. His research and writings focused on interpersonal communication, small group interaction, and conflict resolution. This scholarship provides assistance to worthy students who maintain either a major or minor in communication studies.

The A. Dale and Olive Foster Kesler Scholarship Fund. This fund was established by the family of A. Dale Kesler to commemorate his faithful service to the Manchester College maintenance department. Earnings from the fund will provide financial aid to worthy students who must work to fund their college education. Preference is given to Brethren students.

The Martin Luther King Jr. Memorial Scholarship Fund. This fund was established in 1969 by the Manchester College Community Council in recognition of Mr. King's long and significant service to the disadvantaged of society. Income from the fund will be used to provide scholarships for incoming freshmen on the basis of financial need, potential of significant college work, but with a prior academic disadvantage, and potential service to society.

The Rufus B. King Scholarship Fund. This fund was established through a generous gift to Manchester College by Rufus B. King, director of development emeritus, who retired from service to the College in 1975. Income from the fund provides scholarships for worthy students with financial need who are satisfactorily pursuing a course of study leading to a degree.

The Evan and Lucile Kinsley Scholarship Fund. This scholarship fund was established by Evan and Lucile Kinsley to assist students who have financial need and who show potential for future service, achievement, and leadership.

The Edward and Glada Kintner Memorial Scholarship Fund. The fund was established by the family of Edward and Glada Kintner. Dr. Kintner was an able and dedicated teacher who served Manchester College with distinction for 38 years. Income from the fund provides scholarships to deserving students.

The Carl H. and Olive Green Kley Memorial Scholarship Fund. Funds for this scholarship were provided in the will of Olive Green Kley in memory of her late husband, Carl H. Kley. Income from the fund provides scholarships for students attending Manchester College from Darke County, Ohio.

The Charles D. Klingler Scholarship Fund. This fund was established by students, colleagues, friends, and family of Charles D. Klingler, who taught English at Manchester College from 1959 until his retirement in 1994. Income from the fund provides scholarships for worthy students majoring in English.

Sharon L. Knechel Memorial Scholarship Fund. This fund was established in 1998 by members of the Class of 1978 and other friends as a lasting tribute to the life and inspiration of Sharon Knechel. During her years as a student at Manchester and throughout her career, Sharon consistently expressed heart-felt compassion and provided a great deal of practical and sensitive care for people who had been victimized through abusive relationships. Accordingly, proceeds from this fund will provide financial assistance to students majoring in psychology or social work who intend to pursue careers in the field of crisis counseling. In the event no qualified psychology or social work majors are available, earnings from the fund may be used to fund expenses pertaining to visiting lecturers, or to assist students of these majors in attending seminars devoted to the field of crisis counseling.

The Royce E. Kurtz Memorial Scholarship Fund. This fund was established by the family and friends of Royce Kurtz, a graduate of Manchester College in 1938. Mr. Kurtz was an outstanding educator who served as a teacher, superintendent of several school corporations, and director of student teaching at Purdue University. Income from the fund provides a scholarship to be awarded to a worthy student during the year when he or she is involved in student teaching.

The Dr. Arthur C. (Bob) La Follette Memorial Scholarship Fund. This scholarship fund was established by the family of Bob La Follette to commemorate his appreciation for his Manchester College years which gave him the foundation for his long and productive university teaching career in the fields of communications and speech pathology. Earnings from the fund provide scholarships for promising communications or speech pathology students with financial need.

The Carroll P. and Hazel R. Lahman Memorial Scholarship Fund. This fund was established by Mr. and Mrs. Robin D. Lahman in memory of his parents, Carroll P. and Hazel R. Lahman. Dr. Lahman was an outstanding teacher of speech with 37 years of service in four colleges. He came out of retirement to teach at Manchester College during the 1961-62 academic year. Income from the endowment fund is used to provide scholarships to promising students. In the awarding of the scholarships, preference is given to students who are studying in the Department of Communication Studies, and to students from Illinois and Wisconsin who are members of the Church of the Brethren.

The Kate and Moyne Landis Memorial Scholarship Fund. This fund was established by the family and friends of Kate and Moyne Landis following the death of Mrs. Landis in 1964. Earnings from this fund aid a worthy student.

The Bertha M. Lantz Memorial Scholarship Fund. A bequest from the will of Bertha M. Lantz makes this scholarship available to a deserving student.

The Laurie-Drake Memorial Scholarship Fund. This fund was begun in 1969 by Violet Laurie Drake and Norbert Arol Drake in memory of their parents, John A. and Emma Mary Laurie, and Rudolph R. and Bertha Mae Drake. On the death of Norbert A. Drake in 1972, additional gifts from family and friends were added to the fund in his memory. Mr. Drake was an alumnus.

The Henry A. and Louise F. Leander Manchester College Endowment. The Henry A. and Louise F. Leander Manchester College Endowment was established to provide funds to support faculty and students in their continued educational endeavors at Manchester College.

The Leatherman Twins Memorial Scholarship Fund. This fund was established by the family of Lucille L. West and Louise L. Studebaker. Income from the fund provides scholarships with preference to students from southern Ohio majoring in elementary education, music, or accounting.

The Laurence V. Leer '27 Memorial Endowment Fund. This fund was established by Laurence V. Leer's son, Howard '33n, to honor a long-time educator and public servant. It will provide financial assistance to students with need. In awarding the fund, first priority will be given to students from Elkhart County, Ind. Laurence Leer attended several institutions and taught public school prior to receiving his A.B. degree from Manchester College. He taught a total of 28 years in Elkhart County, served in the Indiana House of Representatives, was Elkhart County recorder, and trustee of Jackson Township, Elkhart County.

The Dean Lehman Memorial Scholarship Fund. This fund was established in 1991 in memory of Dean Lehman, by his wife, Waiva. Dean Lehman was a 1949 graduate of Manchester College and business teacher in the public schools for 32 years. The earnings from this fund will provide scholarships to worthy students majoring in business.

The Tanner Alexander Leonhard Memorial Endowed Scholarship. This endowed scholarship was established in 1991 by G. William and Paige Leonhard, music education majors of the class of '84, in memory of their son Tanner Alexander, who died of Sudden Infant Death Syndrome (SIDS). Income from the fund provides scholarships for outstanding students studying music, with a preference for Manchester High School graduates.

The Jason D. and Blanche E. Lindower Scholarship Fund. This fund was established by Jason D. and Blanche E. Lindower. The Lindowers are long-time friends of Manchester College and parents of graduates. Blanche graduated in 1925. Earnings from this fund provide scholarships for promising students with financial need. Members of the Church of the Brethren receive first consideration.

The Ronald J. Lindower Memorial Scholarship Fund. This fund was established by Mrs. Ronald J. Lindower, Mr. and Mrs. Jason D. Lindower Sr., and Mr. and Mrs. Jason D. Lindower Jr. in memory of Ronald J. Lindower, a 1961 graduate who died in 1974 shortly after being named a partner in the national public accounting firm of Ernst and Ernst. The fund will provide scholarships for students majoring in business, with a preference to accounting students.

The Mary Louise Little Memorial Scholarship Fund. This fund was established by the family and friends of Mary Louise Little, a great friend and enthusiastic supporter of Manchester College, who passed away on December 11, 1977. Income from the fund provides a scholarship for a student either in attendance or expecting to attend the College during the sophomore, junior, or senior year.

The Harvey L. and Alice A. Long Memorial Lectureship and Scholarship Fund. Earnings from this fund are used to provide lectures in the field of public affairs by persons of national stature, with remaining income to fund Harvey L. and Alice A. Long Scholarships, with preference given to students from Illinois.

The Albert and Thorold Losey Memorial Scholarship Fund. A bequest from Mrs. Thorold Losey of Mesa, Ariz., established this fund. Earnings from this fund aid "deserving students."

The Timothy A. Lower Memorial Scholarship Fund. This scholarship fund was established in 1995 by Carol L. Lower in loving memory of Timothy Lower, who graduated from Manchester College in 1980. Income from the fund is used for student scholarships, with a preference for education majors.

The Manchester College Scholarship Endowment. Provides funds to financially assist worthy students from Wabash County who attend Manchester College or who are wanting to continue their education there.

The Kathryn Martin Memorial Scholarship Fund. This fund was established by Kathryn Martin, through a testamentary bequest to Manchester College, following her death in 1970. It is designated to benefit worthy students.

The John I. and Esther Stitzel Masterson Memorial Scholarship Fund. This endowment fund was established by the family of John and Esther Masterson, both of whom were students at Mt. Morris (Illinois) College and are thereby considered alumni of Manchester College. For over thirty years, John served as superintendent of schools in Forreston, Ill., while Esther devoted her life to family, church, and community. All four of their children are graduates of Manchester College. After retirement, John, a licensed minister in the Church of the Brethren, then served several years as chaplain at Pincrest Manor in Mt. Morris, Ill. Earnings from this endowed fund provide assistance to worthy Manchester College students with financial need. To commemorate the high value John and Esther placed on education and Church of the Brethren ideals, preference is given to students majoring in education or peace studies.

The Kathryn Stover McDonald Memorial Scholarship Fund. This fund has been established by A. L. McDonald in memory of his late wife, Kathryn Stover McDonald, who contributed significantly over 40 years to her church and community through music and personal service. The income from this fund provides a scholarship to a full-time junior or senior voice major or a voice principal in music education.

McFadden Family Scholarship. This fund was established to recognize the contributions of members of the McFadden family - W. Glenn '28 and Eva '30 and their descendants - to Manchester College, the Church of the Brethren, and the extended community. Income from the fund will provide scholarship support to worthy students.

The C. Milton and Elizabeth Newcomer Mertz Scholarship Fund. This memorial fund has been established by the family and friends of C. Milton and Elizabeth Newcomer Mertz. The income from this fund is used to provide a scholarship for any worthy student majoring in elementary education or art, with preference given to a junior or senior student majoring in art.

The Mikesell Scholarship Fund. This fund was established by D. Blaine '37 and Charlotte Mikesell at Lake City Bank in Warsaw, Indiana. Scholarships are awarded to worthy students preferably from Warsaw High School.

Miller Memorial Environmental Scholarship Fund. This scholarship was established by the family and friends of Galon Miller, Wilma Miller, and Alma Miller Robinson. The fund provides scholarship assistance for juniors or seniors who are majoring in environmental studies. Preference is given to those who show financial need, and who demonstrate academic excellence and enthusiasm for their field of study.

The Miller-Zinsmeister Memorial Scholarship Fund. A memorial fund has been established by the families and friends of Barbara Ruth Miller, Mary Martha Miller Zinsmeister and Nelson Lee Zinsmeister, Manchester College alumni who were teachers. The income from this fund is used to provide a scholarship for any worthy junior or senior who is preparing to teach in elementary or secondary schools. Barbara, Mary, and Nelson lost their lives in an automobile accident on November 25, 1964.

The Carol Barr Miller Memorial Scholarship Fund. Carol Barr Miller died in the summer of 1980 following the birth of her son, Robert David. Mrs. Miller was a 1974 graduate of Manchester College and taught third grade both in Indianapolis, Ind., and Oswego, Ill. Income from this fund provides scholarships for promising elementary education majors who have financial need.

The Harold W. Miller Memorial Scholarship Fund. This fund was established by the family of Harold W. Miller, who for many years was a Church of the Brethren pastor. His family finds satisfaction in the fact that Harold Miller's ministry can contribute into the future through those this scholarship will assist. Earnings from this fund provide financial aid for worthy pre-ministry students, with preference for those who are married.

The Noble R. and Ada B. Miller Scholarship Fund. This scholarship, in memory of Noble R. and Ada B. Miller who graduated from Manchester College in 1925 and 1926, respectively, was established from the Miller's estate and contributions from their sons Robert, Rodney, and Richard '64. Mrs. Miller was originally from Fredericktown, Ohio, and Mr. Miller from Nappanee, Ind. The Millers resided in the Dayton, Ohio, area after 1945, where Mr. Miller was active in industry and where later the couple operated their own restaurant. Both died in 1980. Income from the fund provides scholarship assistance based on academic merit and financial need to Manchester College students. Preference will be given to students from states other than Indiana.

The Quinter Miller Family Scholarship Fund. This Scholarship fund was established in 1990 by Dr. Janice Miller Hoffmann in honor of her parents. Income from this fund is used to provide scholarships for worthy Manchester College Students who have financial need.

The Lamoin A. Montel Memorial Endowed Scholarship Fund. This fund was established by his wife, Mary M. Montel, in 2001 to honor his life and his fifteen years of service to the College and to provide scholarships to worthy students with preference to those from Wabash County.

The Clyde and Raymond Motts Scholarship Fund. This fund was established by Clyde Motts '30 and his wife to provide scholarships for worthy students who have good academic records and financial need. In awarding the scholarship, preference is given to the children of farm families.

The Mount Morris Scholarship Fund. The Mount Morris Church of the Brethren contributed funds received by the church from bequests to establish an endowment fund. Income from this fund provides scholarships to worthy students studying at Manchester College.

The Dewey and Catherine Alspach Mowrer Memorial Scholarship Fund. This scholarship fund was established by a bequest from Catherine Alspach Mowrer '26. Proceeds from the fund provide financial assistance for worthy students with financial need.

The Gladdys Muir Memorial Scholarship Fund. This scholarship fund was established by friends and former students of Gladdys Muir, the founder of the Manchester College Peace Studies Program. Earnings from the fund provide scholarships with preference for peace studies majors. Entering and continuing students are equally represented in the presentations of these awards.

The Clarence and Eileen Byerly Neher Scholarship Fund. This scholarship fund was established with a generous gift from Dr. and Mrs. Clarence Neher, both members of the Manchester College class of 1937. Dr. Neher retired as senior vice president and director of the Ethyl Corporation, where he was professionally involved for 40 years, helping start new businesses in chemicals, plastics, and additives. In 1971 he was a recipient of the Manchester College Alumni Honor Award. Mrs. Neher was a short-time teacher and a long-time homemaker. She majored in elementary education. Income from this fund provides financial aid for students who are planning careers in the field of science and who have financial need.

The Oscar W. and Etha Neher Memorial Scholarship Fund. The family and friends of O. W. and Etha Neher established this fund following their deaths. Mr. Neher was a long-time professor of biology at Manchester College and was associated with the College for more than 40 years. Proceeds from this fund provide scholarships for deserving students with financial need.

The Milton V. Newcomer Memorial Scholarship Fund. This fund was established by the family of Milton V. Newcomer, a 1924 graduate of the College. Income from the fund provides scholarship assistance based on academic merit and financial need to a Manchester College student studying economics. If an economics student is not available, preference is given to a student studying business at the College.

Vera Ingle Newcomer Memorial Scholarship. This fund was established by the family of Vera Ingle Newcomer, a 1923 graduate of the College. Income from the fund provides scholarship assistance based on academic merit and financial need to a Manchester student studying drama, poetry, or English literature. If a student is not available in these areas, preference will be given to a student studying English at the College.

The Joseph H. Nixon Memorial Scholarship Fund. This scholarship fund was established by a generous gift from Joseph H. Nixon of Wabash, Ind., a long time friend of Manchester College and a trustee for many years. Income from the fund provides scholarships with preference for worthy students majoring in peace studies. In the event qualified peace studies candidates are not available, awards may be made to history or political science majors.

The North Manchester Jaycee Scholarship Fund. This fund has been established by the North Manchester Jaycees to confirm their belief that the quality of life in any community can be enhanced by the vocational efforts of its citizens. Income from this fund annually provides a scholarship to a Manchester High School student entering Manchester College as a freshman whose vocational goals and patterns of citizenship point toward a lifetime of service to his or her career and the community in which he or she lives.

The Doris M. Peters Scholarship Fund. The Doris M. Peters Scholarship Fund was established by a bequest in the will of Doris M. Peters. Income from the endowed fund provides scholarships for worthy students, with special consideration being given to residents of Huntington County, Ind.

The Michael T. Petry Memorial Scholarship Fund. This fund was established by the family and friends of Michael T. Petry, a student at Manchester College who was killed in an automobile accident in February 1987. Michael was returning to campus after spending January Term in Nicaragua as a member of a Witness for Peace delegation. Income from the fund provides scholarships for promising students with financial need who are committed to nonviolence. Preference will be given to international students, particularly those from Nicaragua or Central America. If no qualified international students are available, preference will be given to students from Southern Ohio.

The Ray C. Petry Scholarship Fund. This fund was established by a generous gift from Dr. Ray C. Petry, James B. Duke Professor Emeritus of Church History, Duke University, and member of the Manchester College class of 1926. Earnings from this fund provide financial aid to worthy Manchester College students, with first priority given to majors in the liberal arts.

The Ruth Mertz Petry Memorial Scholarship Fund. This scholarship, honoring the memory of Ruth Mertz Petry, was established by her husband, Dr. Ray C. Petry, as an award to an outstanding student in the humanities.

The Paul A. and Rachel Hartsough Phillips Endowment Fund. This fund was established by Paul and Rachel Phillips to support the Peace Studies Program. Paul graduated from the College in 1931. Mr. and Mrs. Phillips are active members of the Church of the Brethren and have been loyal supporters of Manchester College. Income from the endowment fund is used to provide scholarships to worthy students studying in peace studies and to fund lectures or seminars and publications in the program.

The Henry and Lottie Kinsley Pontius Memorial Scholarship Fund. This scholarship was established by the family of Henry and Lottie Kinsley as a living endowment in memory of their parents, who were vitally interested in the work of a Christian college. This scholarship is awarded annually to a student on the basis of academic ability, financial need, and promise of future service to society.

The James Pottenger Memorial Scholarship Fund. Established by a gift of property from his wife, Geneva Brodbeck Woods, the income from this fund is used to provide a scholarship each year to a deserving student.

The Clarence G. and Gladys M. Priser Scholarship Fund. This fund was established by Clarence G. and Gladys M. Priser. The income from this fund provides scholarships to students who are preparing for a Christian vocation.

The Charles Thomas Reece Memorial Scholarship Fund. This scholarship fund was established by Mary Reece, wife of Charles T. Reece, to commemorate his life of service to his teaching career, his community, and his home. Mr. Reece was a member of the Manchester class of 1932. He was a teacher in area county schools and in Warsaw for 46 years. During 1969 Mr. Reece was president of the Indiana State Teachers Association. He was also a farmer and a good friend of Manchester College. Proceeds from this scholarship fund provide financial assistance for worthy Manchester College students.

The William and Dorothy Eberhard Reed Endowed Scholarship Fund. Established by a generous bequest, the fund provides aid for students with financial need. Dorothy graduated from Manchester College in 1932 with a degree in accounting.

The Dan W. Reed Memorial Fund. The Dan W. Reed Memorial Fund was established in 1974 by his family and friends. Income from this fund is used for scientific reference books, instrumentation, or scholarships, with preference given to the chemistry and biology departments.

The Harry R. and Marie Renner/Frank E. and Gladys Brower Scholarship Fund. This scholarship was established with a gift from Leon and Rosemary Brower Renner in memory of their parents. Income from the fund provides scholarships with a preference for students interested in ministry or other Christian vocations.

The Fred A. Replogle Scholarship Fund. The Fred A. Replogle Scholarship Fund was established in 1988 by his friends at Rohrer, Hibler & Replogle, Inc. Dr. Replogle, a graduate, trustee, and board chairman of Manchester, was a founding partner of Rohrer, Hibler & Replogle, today one of America's most prestigious management consulting firms. By the creation of this scholarship, his colleagues from RH&R wish to salute Dr. Replogle as a distinguished humanitarian and psychologist, as well as a beloved friend. The scholarship generated by this fund is awarded to the student majoring in psychology who best approaches the ideals embodied by Fred A. Replogle: faith, scholarship, continuous learning, and an unusual dedication to serving others.

The Vernon E. Rohrbacher Memorial Scholarship Fund. This fund was established by the family of Vernon E. Rohrbacher. Income from the fund provides scholarships awarded on the basis of need, academic excellence, and motivation for service. In awarding the scholarship, preference is given to a student who is planning to pursue a career in law.

The Perry L. Rohrer Memorial Scholarship Fund. This fund was established by Mrs. Perry L. Rohrer and her family as a memorial to her husband, an alumnus of Manchester College. Income from the fund is used to provide scholarships to worthy young people attending the College.

The Marty Rose Memorial Scholarship Fund. This fund was established in 1970 by Mr. and Mrs. Robert Rose, parents of Marty Rose, to provide one or more scholarships at Manchester College. Students pursuing a program in physical education are given prior consideration in awarding the scholarship. Marty, a promising college football player, was killed in an automobile accident, November 1969.

The Ruffle Scholarship Fund. The Ruffle Scholarship Fund was established by the will of the late Anna Ruffle of North Manchester, Ind., in memory of her parents, Ademar and Jane Packer Ruffle. Academic standing and financial need are requisite considerations in scholarship awards, with preference given to Manchester Community High School graduates.

The Byron and Edith Rupel Memorial Scholarship Fund. This fund was established in memory of Byron and Edith Rupel by their five daughters, all of whom are Manchester College graduates. Earnings from this fund provide scholarships for worthy Church of the Brethren students who attend Manchester College.

The Clarence L. and Mary Darley Rupley Memorial Scholarship Fund. This fund was established by the family and friends of Clarence L. and Mary Darley Rupley. Earnings of the fund provide scholarships for students who show good academic promise and who plan careers in education or Christian service.

The Rural Life Scholarship Fund. This fund is a gift to Manchester College from the Rural Life Association, which liquidated its organization in the fall of 1968. Formerly a medical loan fund under the Rural Life Association, its conversion to a scholarship fund stipulates that preferential awarding of this scholarship will be to a Manchester student preparing to practice in the field of healing arts in a rural community.

The Lola V. Sanger Memorial Scholarship Fund. This fund was established in 1996 by family members, colleagues, friends, former students, and the estate of Lola V. Sanger, in recognition of her 33 years of devoted service to Manchester College as business office manager and accountant, and associate professor of business. From 1951-58 Miss Sanger served as the sole faculty member of the accounting department. In 1973, five years prior to her retirement, she was named an Outstanding Educator of America. Throughout her career Miss Sanger's commitment to excellence and passion for teaching were closely woven with compassion for her students. The scholarship is awarded annually to the recipient of the Lola Sanger Accounting Award for the purpose of providing financial support for the student's graduate accounting degree at Manchester College. Secondary preference for the scholarship will be given to worthy students within the Department of Accounting and Business, and the Department of Economics.

The Galen B. Sargent Memorial Scholarship Fund. This fund was established by the family and friends of Galen B. Sargent, a 1923 graduate of the College, who also served on the Board of Trustees and as president of the Alumni Association. Income from this fund provides scholarships to worthy students.

The Carl and Martha Schmalzried Endowed Scholarship. Funded by a generous bequest from the estate of Martha R. Schmalzried, the endowment provides financial aid to deserving students with preference to those from Wabash County, Ind. Carl and Martha Schmalzried, of Wabash, Ind., never had any children of their own, but they wanted to help others' children. Though neither attended college, they thought education was important. Carl was the first in his family to attend high school. The bequest and resulting endowment is the product of frugal living and a deep concern for the welfare of others.

The Scholarship for Students with an Innovative Educational Plan. The Scholarship for Students with an Innovative Educational Plan was established by Manchester friends and will be given to students who from a Christian perspective aspire to make an impact on the world through innovative educational processes and wish to use education as a stepping stone to challenge the world in an unusual way.

The Carl C. Schubert Memorial Fund. Created by his wife, Dorothy, relatives, and friends, this fund is designated for scholarship purposes.

The John and Myrtle Searer Memorial Scholarship Fund. This fund was established by the family and friends of John and Myrtle Searer. Proceeds from the fund provide scholarships for students in the social sciences or English.

The Paul E. and Frances E. Senger Scholarship Fund. This fund was established in 1975 by Paul E. Senger of Astoria, Ill., who died in the fall of that year. Priority of award, in order, is to a student from the Astoria area in Illinois and then to the district of Illinois and Wisconsin if no one qualifies from the Astoria area.

The James G. Shaffer Memorial Scholarship Fund. This fund was established in 1981 by Esther W. Shaffer and daughters Carol, Susan, Janet, and Nancy, in loving memory of Dr. James G. Shaffer, who graduated from Manchester College in 1935. Income from this fund is awarded to deserving students in the field of science.

The Earl Shank Memorial Scholarship Fund. This scholarship was established by Rachel Deaton Shank Flora, class of 1940, James Earl Shank, class of 1965, and Carol Shank Colclasure, class of 1969, to honor the memory of Earl Shank. Mr. Shank was owner of Shank's Variety Store in Camden, Ohio. While not formally educated beyond high school, Mr. Shank was a life-long student who ardently studied art, the Bible, and the stock market. He was an avid coin collector. In awarding the scholarship, preference is given to upper class students who are residents of Ohio, studying education, business, economics or accounting, and who demonstrate academic achievements, financial need, and community involvement.

The M. M. Sherrick Memorial Scholarship Fund. This scholarship has been made possible by gifts and bequests from Dorothy M. Sherrick, Lois Sherrick Banks, and Ruth Sherrick Brumbaugh as a memorial to their father. M. M. Sherrick taught Modern Languages for 36 years at Mt. Morris College and Manchester College. He served as vice president of Manchester College from 1923 to 1938.

The W. H. and Clara E. Shull Memorial Scholarship Fund. This fund was created by family and friends in 1968 following the death of Mrs. Shull.

Leonora Simon-Bleke Memorial Student Aid Fund. This fund was established in 1997 through a generous testamentary bequest by Leonora Simon-Bleke. Mrs. Bleke was member of the Manchester College Class of 1928 and a life-long friend of the College. She taught all of her professional life in and around Fort Wayne, Indiana. During the last 35 years of her career she taught biological science at Elmhurst High School. Earnings from the fund provide financial assistance to worthy and needy Manchester College students.

The Genita Speicher, Bernice Noble, Lena and Frank Smith Scholarship Fund. This scholarship fund was established by Genita Smith Speicher, associate professor emerita of Manchester College, to honor her parents, Frank Melvin and Lena Loraine Smith, and a family friend, Mrs. Bernice Dick Noble. Mrs. Smith and Mrs. Noble were piano teachers. Income from this fund provides scholarships for promising Manchester College keyboard majors with high academic ability. The scholarship is awarded periodically when there are adequate earnings from this fund.

The John H. Smith Memorial Scholarship Fund. This fund was established by the family and friends of John H. Smith following his death in 1978. Earnings from the fund provide scholarships for worthy students.

The Leroy and Jennie Smith Scholarship Fund. This fund was established by the family and friends of Leroy and Jennie Smith. Income from the fund provides scholarships to worthy Manchester College students.

The Owen B. and Ethyle K. Smith Memorial Scholarship Fund. This fund was established through the generosity of Lawson K. Smith in honor of his parents, Owen and Ethyle Smith, faithful members of the South Woodland (Mich.) congregation of the Church of the Brethren. The Smiths operated a family farm near Woodland. Owen died in 1964 at age 84. Ethyle died in 1969 at age 81. Income from the fund provides scholarships for promising students with financial need.

The R. Wayne and Virginia Bryant Smith Scholarship Fund. This fund was established by R. Wayne Smith, a 1949 graduate of the College, and his wife, Virginia Bryant Smith. Income from the fund provides scholarships for promising students who have financial need. Strong preference is given to students from Fulton County, Indiana.

The Max and Joyce Rust Snider Scholarship Fund. A memorial fund established at the College by the families and friends of Max and Joyce Rust Snider provides a scholarship to a student preparing for a Christian vocation. Max and Joyce lost their lives in the tragic KLM airliner crash on August 14, 1958,

while returning home from the 250th anniversary celebration of the Church of the Brethren held at Schwarzenau, Germany.

The Sowers, Larson, Riebenack and Connolly Communication Fund. Established in 1988 by the Fort Wayne law firm of Sowers, Larson, Riebenack and Connolly, this award is made annually to students pursuing a degree in communication studies. The communication grant is available to both new and continuing students selected on the basis of academic record, letters of faculty recommendation, and potential for successful participation in the Manchester College Forensics Union. Applications are available through the Department of Communication Studies.

The Springfield Church of the Brethren Scholarship Fund. This scholarship was established in 1991 by members of First Church of the Brethren, Springfield, Ohio, in memory of deceased members. Income from this fund is used for scholarships, with preference for Church of the Brethren students from Clark County, Ohio.

The Vernon H. and Angela M. Stinebaugh Scholarship Fund. This fund was established with a generous gift from Vernon H. and Angela M. Stinebaugh. Angela M. Stinebaugh, a member of the Manchester College class of 1940, taught elementary music for many years in the North Manchester Public Schools. Professor Vernon H. Stinebaugh served on the music faculty of Manchester College for over three decades, was founder of the Manchester String Festivals, and was long time conductor of the Manchester Civic Symphony. Earnings from this fund provide financial support to promising junior or senior music students, with preference given to those majoring in strings or music education.

The Vera Barnhart Stoner Memorial Fund. The Vera Barnhart Stoner Scholarship Fund was established in 1967 by her husband, Paul D. Stoner, of the class of 1920. Mrs. Stoner, a former student at Manchester, died in August 1967.

The George L. and Mary E. Studebaker Memorial Scholarship Fund. This fund was established by a bequest by Margaret M. Studebaker in memory of her husband's parents, George L. and Mary E. Studebaker. The income from the fund provides scholarships for worthy Manchester College students who are studying for the ministry.

The Leland Stump Memorial Scholarship Fund. This fund was started by Leland Stump's parents, Mr. and Mrs. Wilbur Stump, following Leland's death in 1966. Relatives and friends have added to the fund. The proceeds from this endowment go to a worthy student.

The Summer Service Scholarship Fund. Initially funded by Mr. O. P. Williams, who attended the College in 1916, this endowment provides scholarships for students from the Church of the Brethren who are exploring a church vocation or other Christian service. Scholarship holders serve during the summer in local congregations or programs of the Church of the Brethren.

The Ora June Symons Memorial Scholarship Fund. Created in 1969 through her estate, Mrs. Symons, a North Manchester resident and member of the Lutheran Church, was a friend of youth and gave support to several Christian colleges.

The Fred Tackitt Memorial Scholarship Fund. This fund was established by the friends of Fred Tackitt, who lost his life in an automobile accident in 1966. Income from this fund provides an annual scholarship for a worthy student of Manchester College whose contributions to the field of drama best reflect the outstanding quality and integrity of Tackitt's achievements on the College stage.

The Franklin C. and Lois Lichty Thomas Scholarship Fund. This fund was established by Mr. and Mrs. Franklin C. Thomas, alumni of Mount Morris College, to provide scholarships for students preparing for careers in Christian service or education. Scholarships are awarded on the basis of academic competence and financial need.

The Floyd and Mabel Thompson Memorial Scholarship Fund. This fund was established by the family of Floyd and Mabel Thompson to perpetuate their memory through the provision of financial assistance to worthy Manchester College students. Preferential consideration is given to students from Michigan.

The R. Jan and Roma Jo Thompson Christian Service Scholarship

Because of their lives of faith and service, their lifelong commitment to the Church of the Brethren and their support of Manchester College, R. Jan and Roma Jo Thompson have established an endowed scholarship fund to support Church of the Brethren students and others committed to lives of Christian service. Preference shall be given to those who are members of or active in the Church of the

Brethren. The donor's strong preference is that awards shall be made to average students who might not have access to other financial assistance.

The Dillon Roush and Macon Dale Traxler Scholarship Fund. This scholarship fund was established by the family and friends of Dillon Roush and Macon Dale Traxler. Additional contributions were made by Manchester College alumni who have studied abroad. Income from this fund provides scholarships to students of above-average academic ability, who have financial need, and who are involved in foreign study.

The Claude and Gladys Tribolet Scholarship Fund. This scholarship was established by Jean Ann Tribolet and friends of Claude and Gladys Tribolet. Claude and Gladys, lifetime farmers, deeply appreciated Manchester College. Their daughters and all of their grandchildren completed their bachelor degrees at Manchester. Jean Ann served as Dean of Women from 1970-72 and Registrar from 1986-1996. Income from this fund provides an annual scholarship to worthy students who are the first in their immediate family to attend college.

The Lois Margaret Rupel Tuinstra Memorial Scholarship Fund. This fund was established by an anonymous donor in honor of Lois Margaret Rupel Tuinstra, a 1936 graduate of the College. Income from the fund is used to provide scholarship assistance to promising students with financial need.

The J. Edson Ulery Scholarship Fund. This fund was begun in 1960 by the friends of the Reverend J. Edson Ulery. Mr. Ulery was a trustee of Manchester College for 30 years and served on the staff for eight years. He was a forceful Church of the Brethren leader in Michigan until his death in 1959.

The Wayne J. and F. Isabelle Van Der Weele Fund for Students. In gratitude for the formative role Manchester College had in their lives, Wayne '49 and Isabelle Van Der Weele have established a fund to assist students and especially to encourage those with associate degrees to continue their education at Manchester. In awarding these funds, preference is given to deserving students who have completed associate degree requirements from Ancilla Domini College, Donaldson, Indiana. Second preference is to deserving students who have completed associate degree requirements from another accredited community junior college or other accredited associate-degree-granting institution. Any remaining earnings support students who must have financial assistance in order to attend Manchester College. These awards are granted during their first and continuing years at Manchester. Students in the third category need not have an associate degree.

The Bertha Van Strien Memorial Scholarship Fund. This fund was established by Mrs. Margaret B. Allabaugh in memory of her mother, Bertha Van Strien, who attended Mount Morris College. The proceeds go to a worthy student attending Manchester College.

The John Howard Uhrig Memorial Endowed Scholarship Fund. This scholarship endowment is in memory of John Howard Uhrig whose dream in life was to become a chemist and serve humanity in that way. The dream was cut short by his untimely death. The fund was established in 1998 by Howard N. '47 and Mary K. (Fish '48) Uhrigh, his parents. Preference for awards shall be to deserving chemistry and physics majors, then other natural science majors.

The Wabash County Retired Teachers Association Scholarship. This fund was established by the Wabash County, Indiana Retired Teachers Association. The fund provides scholarship assistance to a student from Wabash County, Ind., who is preparing to be a school teacher. The fund is awarded for use during the student's junior or senior year of study at Manchester College.

Janice F. Walrod Manchester College Scholarship Endowment. This scholarship fund was established by Janice F. Walrod in honor of her son, Worth M. Walrod, Jr. who attended Manchester College as a pre-medical student. This fund provides scholarships to worthy students who are enrolled in the pre-medical program at Manchester College. If no appropriate pre-medical candidates are available, the scholarship will be awarded to students enrolled in the science program.

The Sadie Wampler Fine Arts Memorial Scholarship Fund. Income from this memorial fund provides an annual scholarship to be awarded to a Manchester College student who is dedicated to Christian service and who is majoring in music, art, or drama. This scholarship was established in 1963 at the time of Mrs. Wampler's death by her many friends and former students in memory of her many years of faithful teaching and unselfish service to both the College and the church.

The Jane Weber Walter Scholarship Fund. This fund was established by the family and friends of Jane Weber Walter, a 1961 graduate, in recognition of her dedicated career as an elementary teacher and as a teacher of the gifted and talented. Jane retired in 1987 after more than 25 years of outstanding service to those she taught in the public schools in Ohio. Income from the fund provides scholarships for promising students, with preference given to elementary education majors.

The Lawrence C. and Betty L. Wieland Memorial Scholarship Fund. Established by Larry and Betty Wieland, who enjoyed many years of close association with Manchester College. Mr. Wieland served as Comptroller of the College from 1968-1985. Earnings from the fund will provide scholarships to worthy Manchester College students.

The Harry R. Weimer Memorial Scholarship Fund. This scholarship fund was established by the family of Dr. Harry R. Weimer, his former students, and friends. It commemorates 32 years of distinguished teaching in the Manchester College Chemistry Department. Earnings of the fund provides scholarships to promising science majors, with preference for those majoring in the Department of Chemistry.

The Rev. H. Arthur Whisler Ministerial Scholarship Fund. This fund was established by family and friends of Rev. H. Arthur Whisler, an ordained minister in the Church of the Brethren for more than sixty years. Rev. Whisler was actively filling pulpits on the occasion of his death in 1998. His love for the Church of the Brethren encouraged the establishment of this scholarship. Income from this fund provides financial assistance for worthy students with a preference for those who are members of the Church of the Brethren, with a declared major in religion, philosophy or peace studies, who have demonstrated a commitment to the Christian ministry through scholastic achievement. If no such Church of the Brethren students are eligible to receive the scholarship, students from other Christian denominations with an interest in pursuing the ministry are also eligible to receive the scholarship.

The Ray and Wilmina Wieland Memorial Scholarship Fund. This scholarship was established by the family of Ray and Wilmina Wieland. Business majors with financial need are preferred recipients of the proceeds of this fund.

The Don L. Wilhelm Scholarship Fund. This fund was established by Donald L. Wilhelm, a graduate of the College in 1958, who went on to fashion a successful business career. Income from this endowment provides scholarships for worthy students with a satisfactory record who need financial assistance to continue their studies at Manchester.

The Naomi Royer Will Memorial Scholarship Fund. This fund was established by her husband, Harper S. Will, in 1974. Mrs. Will was a loving, serving, and outgoing person. The Wills' two daughters graduated from Manchester College. Income from the fund will provide scholarships with preference given to music students.

The David L. Williams Memorial Scholarship Fund. This fund was established in 1989 by a bequest from David L. Williams, a graduate of 1968. Earnings from this fund provide scholarships with preference given to those pursuing a career in accounting.

The J.O. Winger Memorial Scholarship Fund. This fund was established by the family of J.O. Winger, who served the College as a member of the faculty and field representative with devotion and distinction for 25 years. Income from this endowment provides scholarships for worthy students.

The Irvin S. and Jeannette Wolf Fund for Students.

Irvin Wolf '37 did not have the money to attend school in the 1930s, but Manchester College made his education possible. He went on to a career as a university professor. Dr. Irvin and Jeannette Wolf established this fund out of gratitude and as a way of passing on the gift. The Fund will support students with financial need so that they, too, may enjoy the opportunities of an education at Manchester College.

The Claude E. Wolfe Memorial Scholarship Fund. This scholarship, given in memory of Claude E. Wolfe by his family, friends, and former students, commemorated his able and dedicated service to his alma mater from 1951 to 1976 as a teacher and coach. Worthy students who share the values exhibited by Claude Wolfe in his life are eligible for consideration. In awarding the scholarship, preference is given to eligible students who are studying health and physical education.

The Rena Wright Memorial Scholarship Fund. This fund was established in 1997 through a testamentary bequest by Miss Rena Wright, a member of the Class of 1920. Throughout her career as a high school instructor, Miss Wright was a loyal supporter of Manchester College. Earnings from the fund provides financial assistance to worthy Manchester College students, with preference given to those majoring in education, premedical studies, or religion.

The Lillian Diane Yoder Welsh and Bessie D. Yoder Memorial Scholarship Fund. This fund was established in 1997 through a generous gift by the estate of Lillian D. Welsh, a member of the 1929 class of Manchester College. Having devoted her career to education, Mrs. Welsh retired as a college professor in 1959. In awarding this scholarship, preference is given to students engaged in academic programs based in nutritional studies such as biology-chemistry, health and physical education, or gerontology.

The David B. and Mary S. Yeatter Scholarship Fund. This scholarship fund was established by David B. Yeatter and his wife, Mary, to provide scholarships for deserving students who show promise of significant service to society. Mr. Yeatter served with distinction as treasurer and business manager from 1951 until his retirement in 1977.

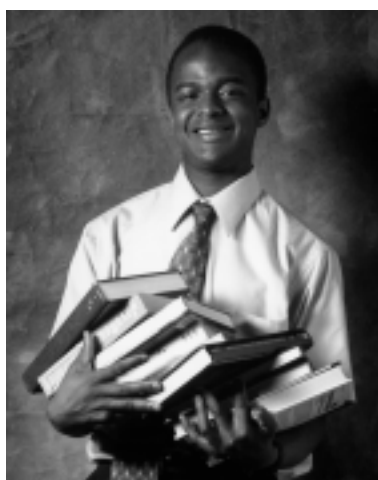
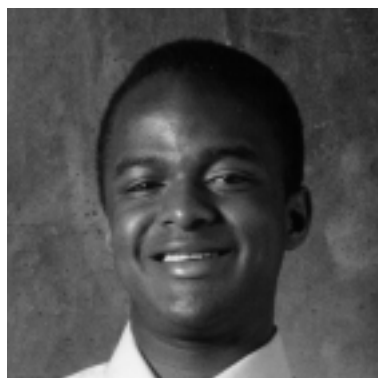
The Helen Violet Young Scholarship Fund. The Helen Violet Young Memorial Fund was established by her father, U. R. Young. The income from this fund is used for scholarships to worthy students at Manchester College.

The Simon S., Nettie B. and Lulu R. Young Scholarship Memorial Trust. This trust was established by Lulu Rae Young in 1971 through her will. It is designated primarily to aid Manchester College students who, among other qualifications, are inclined to devote a substantial part of their activities after graduation to the aid and the assistance of others and the advancement of public welfare.

The Arthur W. and Lois R. Zimmerman Memorial Scholarship Fund

This scholarship was established to honor Arthur and Lois Zimmerman. After Arthur's death in 1951, Lois supported their four children through college. Earnings from this fund provide scholarships with preference given to first-generation college students, pursuing a major in accounting, communication, education, mathematics, or psychology.

Index



Frederick Balagadde
Double Major, Physics and
Computer Science

Index

- A**
- Academic Advising 19
 - Academic Buildings 132
 - Academic Development and Program
 - for Transition (ADAPT) 15
 - Academic Dishonesty 22
 - Academic Good Standing 23
 - Academic Load and Overload 18
 - Academic Major, Minor 10
 - Academic Policies, Procedures 17
 - Academic Probation,
 - Disqualification 23
 - Academic Program 10
 - Academic Progress 152
 - Academic Scholarships 148
 - Accountancy Degree, Master of 13
 - Accounting, see
 - Accounting & Business 31
 - Accreditation 8
 - Activities 159
 - Administrative Staff 173
 - Admissions 138
 - application 138
 - classifications 139
 - conditional 140
 - early high school 140
 - enrollment 139
 - graduate 13
 - non-degree 140
 - readmission 140
 - requirements 138
 - special admission 140
 - transfer 139
 - Advanced Placement 20
 - Alcoholic Beverages Policy 158
 - Appeal Procedures, Financial Aid 152
 - Appendix 176
 - Applied Music 105, 143
 - Art 37
 - Associate of Arts Degree 12
 - Athletics 161
 - Athletic Training 74
 - Attendance 19
 - Auditing 18
 - Automobile Regulations 159
- B**
- Baccalaureate Degree 10
 - Biology 40
 - Biology-Chemistry (Pre-Medicine) 45
 - Board of Trustees 165
 - Board Refunds 145
 - Brethren Colleges Abroad 14
 - Bookstore, see Campus Store 162
 - Business Administration, see
 - Accounting & Business 31
 - Business Office 162
 - Buildings 132
- C**
- Calendar 5
 - Campus Facilities 132
 - Campus Policies 158
 - Campus Store 162
 - Career Services 135, 155
 - Change of Registration 17
 - Changes, Enrollment 145
 - Charges/Costs 143
 - Chemistry 46
 - Church Ministry 118
 - Church Music 102
 - Class Attendance 19
 - Class Standing of Students 18
 - Clinical Affiliations 174
 - Clubs and Organizations 159
 - Co-Curricular Activities 159
 - Coaching 75
 - Collateral Courses (MODL) 102
 - College Level Examination
 - Program (CLEP) 20
 - Commencement 19
 - Communication Studies 49
 - Computer Facilities 134
 - Computer Science 89
 - Conditional Admission 140
 - Confidentiality 152, 159
 - Convocation Series, see
 - Values, Ideas & the Arts 13
 - Correspondence Courses 21
 - Costs/Charges 142
 - Counseling 155

Course Load	18	guidelines	151
Courses of Instruction	31	loans	150
Credit by Examination	20	payment of awards	153
Criminal Justice	123	satisfactory progress	152
		scholarships	148
D		types of aid	148
Dean's List	20	Financial Information	142
Dean's Scholarships	149	First Year Admission Requirements	138
Degrees Offered	10	First Year Colloquium	11
Directory	2	Fitness Specialist	75
Disqualification, Academic	23	Food Services	162
Drama, see Communication Studies	49	Foreign Languages, see Modern Languages	96
Drug Policy	158	Foreign Study, Study Abroad	15
		French	96
E			
Early Childhood Education	59	G	
Economics	54	Gender Studies	16, 71
Education	56	General Fees	141
Elementary Education	56	General Education Requirements	26
Eligibility for Athletics	161	German	96
Emeriti Faculty	166	Gerontology	16, 72
Employment, Student	151, 163	Good Standing	23
Employment Guarantee	15	Grade Point Average	21
Endowed Scholarships	181	Grades	20
Engineering Science	63	Grading System	20
English	63	Graduate Degrees	13
Enrollment Status	18	Graduation Pledge	15
Environmental Studies	16, 68	Graduation Rate	24
Examinations	19	Graduation Requirements	10-13, 19
Exercise Science	74	Graduation with Honors	20
Expenses	142	Grants	150
		Guests, Rooms	163
F			
Facilities, Buildings	132	H	
Facilities, Other	134	Health Services	157
Faculty	168	Health and Physical Education	73
emeriti	166	History	81
Field Experiences	14	History and Political Science	81
Fields of Study	12, 31	Honors Study	13
Finance, see Accounting & Business	31	Housing Refunds	145
Financial Aid	148	Humanities Division Courses	87
adjustments	152		
appeal procedures	152	I	
application	148	Identification Cards	163
counseling	153	Interdisciplinary Programs	16
employment	151, 163	Individualized Interdisciplinary Major ...	16
enrollment changes	145	Individualized Study	14
enrollment requirements	153	Information Systems	89
general information	151	Insurance	158
grants	150		

Interdivisional Courses	88
International Study Programs	14
Internships	14
Intramural Sports, Recreation	161

J, K

January session	13
Journalism, minor	64
Judicial System	159
Koinonia Environmental Retreat Center	136

L

Laboratories	134
Learning Center	136
Library, Funderburg	132
Loans	150

M

Mail	162
Majors, Requirements	10, 31
Master of Accountancy Degree	13
Master of Arts in Contemporary Leadership	13
Mathematics and Computer Science	89
Media	160
Media Studies, see Communication Studies	49
Medical Technology	95
Memorial and Other Funds	178
Mid-Semester Reports	21
Minors, Requirements	11, 31
Mission Statement	7
Modern Languages	96
Multicultural Affairs	157
Museum	136
Music	102
Music, Applied	106
Music Instruction Costs	144
Musical Ensembles	109, 160

N

Natural Science Division Courses	110
Non-Degree Status	140
Nondiscrimination Statement	1
No-Credit Enrollment	18
Nonprofit Management, see Accounting and Business	31
Nursing	111

O

Opportunities, special	13
Origins and Traditions	7
Overload	18

P

Pass/Not Pass	21
Payment Methods	144
Payment of Charges	144
Peace Studies	17, 111
Peace Studies Institute	14
People of Manchester College	165
Philosophy	120
Physical Education	73
Physical Education Activity Courses	73
Physics	113
Plagiarism	22
Policies academic	17
campus	158
college residence	158
financial	151
student records	159
Political Science	81
Practicum/Field Experience	14
Pre-Law, see History & Political Science	81
Pre-Medical Science, see Biology-Chemistry	45
President Emeritus	166
Presidential Scholarships	149
Privacy and Student Records	152, 159
Probation and Disqualification, Academic	23
Proficiency Examination	20
Psychology	116

R

Readmission	140
Reconciliation Service	156
Records/Privacy	152, 159
Refunds	145
Registration	17
Reinstatement	24
Religion	118
Religion and Philosophy	118
Religious Life	156
Repeating courses	22

Residence Facilities	23, 133
Residential Life	156
Responsibility of Students	17

S

Satisfactory Academic Progress	152
Scholarships	148
endowed	181
Second Degree	11
Secondary Education	56
Security	157
Senior Comprehensive Evaluation	11
Service Semester	15
Small Business Management, see Accounting & Business	31
Smoking Policy	158
Social Science Division Courses	122
Social Work	126
Sociology	123
Sociology and Social Work	123
Spanish	96
Special Admission	138
Special Learning Opportunities	13
Special Problems	15
Staff, Administrative	173
Statement of Mission	7
Statistical Information	176
Student Academic Responsibility	18
Student Activities	159
Student Development	155
Student Employment	151, 163
Student Health	157
Student Life	155
Student Senate	161
Student Services	162
Student Teaching	57
Study Abroad Programs	14
Summer Tuition	143

T, U

Teacher Licensing	58
Teacher Education	56
Teaching English to Speakers of Other Languages	64
Theatre Arts, see Communications Studies	49
Time Limitations for Completing Degree	19
Transcript of Record	21

Transfer-Out Rate	24
Transfer Admission	139
Transfer of Credit	139
Tuition	142
Tutorial Study	15
Tutors, see Learning Center	136

V

Values, Ideas, and the Arts	13
Volunteer Services	162

W, X, Y, Z

Withdrawal from College	17
Withdrawal from Courses	18

