Welcome to Manchester College!

Manchester College is a learning community grounded in appreciation for the worth of each person. With historic roots in the Church of the Brethren, the College attracts students and faculty who create significant learning and deep friendships. Students and faculty work side by side on research and other learning projects.

This College Catalog contains an array of information about

- Our mission and values
- Majors, minors, and courses
- Graduation requirements
- Faculty
- Campus facilities
- Tuition, fees and endowed scholarships and
- Lots of “nuts and bolts” information about the College

In many ways, however, this Catalog is like the X-ray of the skeleton of our academic program. Interactions among students, faculty and staff bring it to life. Faculty encourage students to ask questions and grapple for answers. Students learn about responsible citizenship. We welcome discussions about values, vocation, politics, religion and responsibility. Our goal is to graduate persons who have both “ability and conviction.”

Your experience at Manchester College will be richest when you get involved in conversations after class with your professors, attend lectures outside your major, participate in student organizations and service activities, musical ensembles, athletic teams, theatrical performances and more. The academic program and full range of support services are in place to serve everyone.

On behalf of the entire Manchester College community, I wish you exciting travels on your journey through higher education. It is a journey that makes all the difference.

Jo Young Switzer
President
# 2007-2008 Calendar

## Fall Semester 2007

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 22</td>
<td>New Faculty Workshop</td>
</tr>
<tr>
<td>23-24</td>
<td>Faculty Workshop</td>
</tr>
<tr>
<td>26-28</td>
<td>New Student Orientation</td>
</tr>
<tr>
<td>29</td>
<td>Classes begin</td>
</tr>
<tr>
<td>September 19</td>
<td>Mack Day (Classes resume 6 p.m.)</td>
</tr>
<tr>
<td>October 6</td>
<td>Homecoming</td>
</tr>
<tr>
<td>16</td>
<td>End of first half of the semester</td>
</tr>
<tr>
<td>17</td>
<td>Beginning of second half of the semester</td>
</tr>
<tr>
<td>18-19</td>
<td>Fall break (Classes resume 8 a.m. Oct. 22)</td>
</tr>
<tr>
<td>November 21-25</td>
<td>Thanksgiving recess (Classes dismiss 6 p.m. Nov. 20; resume 8 a.m. Nov. 26)</td>
</tr>
<tr>
<td>December 10-13</td>
<td>Final examinations</td>
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</tbody>
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## January Session 2008

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>January 3</td>
<td>Classes begin</td>
</tr>
<tr>
<td>23</td>
<td>Session ends</td>
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</tbody>
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## Spring Semester 2008

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 30</td>
<td>Classes begin</td>
</tr>
<tr>
<td>March 14</td>
<td>End of first half of the semester</td>
</tr>
<tr>
<td>15-23</td>
<td>Spring and Easter break (Classes dismiss 6 p.m. March 14; resume 8 a.m. March 24)</td>
</tr>
<tr>
<td>24</td>
<td>Beginning of second half of the semester</td>
</tr>
<tr>
<td>May 12-15</td>
<td>Final examinations</td>
</tr>
<tr>
<td>18</td>
<td>Baccalaureate and commencement</td>
</tr>
<tr>
<td>28-29</td>
<td>Alumni Days</td>
</tr>
</tbody>
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## Summer Sessions 2008

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>May 20</td>
<td>Session I begins</td>
</tr>
<tr>
<td>26</td>
<td>Classes dismissed</td>
</tr>
<tr>
<td>June 10</td>
<td>Session I ends</td>
</tr>
<tr>
<td>11</td>
<td>Session II begins</td>
</tr>
<tr>
<td>July 1</td>
<td>Session II ends</td>
</tr>
<tr>
<td>2</td>
<td>Session III begins</td>
</tr>
<tr>
<td>4</td>
<td>Classes dismissed</td>
</tr>
<tr>
<td>23</td>
<td>Session III ends</td>
</tr>
</tbody>
</table>
College isn’t just about listening. It’s a chance to be heard. When I left high school, I was looking for a place where I wouldn’t disappear, where people would care what I thought—and I found that at Manchester College. Having professors who actually listen, writing for the school newspaper—Manchester gives me the chance to express myself and my ideas. Here at Manchester, I’ve found my voice—and more importantly, my voice is heard.

Kyle—Senior

Find your place at Manchester College
Mission and Values Statements

Mission Statement
Manchester College respects the infinite worth of every individual and graduates persons of ability and conviction who draw upon their education and faith to lead principled, productive and compassionate lives that improve the human condition.

Values Statement
As a primarily undergraduate, residential, liberal arts community rooted in the tradition of the Church of the Brethren, Manchester College values:

- **Learning**, because high academic expectations in an environment combining liberal arts and professional preparation equip graduates to live healthy, productive and principled lives;
- **Faith**, because our diverse faiths call us to make the world a kinder and better place, establish justice, build peace amid strife, and model lives of agape (selfless love), tikkun olam (repairing a broken world), and salam (peace);
- **Service**, because committing self in service to others connects faith with action and abilities with convictions;
- **Integrity**, because honesty and trust are the foundations of teaching and learning, enriching, enduring relationships, and strong communities;
- **Diversity**, because understanding differences develops respect for ethnic, cultural and religious pluralism; an international consciousness; and an appreciation for the infinite worth of every person; and
- **Community**, because a positive community sharpens self-identity, promotes acceptance of the demands of responsible citizenship, and transforms conflict into mutual respect.

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 in 1889, when 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 as 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 its educational program would be strengthened by pooling its resources in fewer colleges.

The relationship of Manchester College with the Church of the Brethren continues. The College accents this relationship and welcomes students of all faiths.
Accreditation

Manchester College is accredited by The Higher Learning Commission and has been 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 Athletic Training Education (CAATE). Manchester College holds membership in many organizations related to higher education.
I found Success.

In high school, I knew I wanted to make a difference. Today, I feel that Manchester College has not only prepared me to make that difference, but also made a difference in me. The professors want you to succeed and help to prepare you for a life outside the norm. After a year of studying in Spain, a semester south of the border and working with on-campus groups like Habitat for Humanity, I'm more convinced than ever that there is a place for me after college, much as there is a place for me to succeed—right here at Manchester.

Tim — Junior

Find your place at Manchester College
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 38 major fields of study, and increased insights through elective courses.

Degrees Offered

Manchester College offers programs leading to the Associate of Arts, the Bachelor of Arts, and the Bachelor of Science degrees. Each program combines a core of General Education courses, a concentration in a specific major, and elective courses.

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 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 a baccalaureate degree must complete at least one major. It is possible to complete more than one major if all requirements for each major are 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 complete 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.

Second Degree
Requirements for a second baccalaureate 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
Art
Athletic Training
Biology
Biology-Chemistry
Biotechnology
Chemistry
Communication Studies
Computer Science
Criminal Justice (concentration)
Economics
Education
Engineering Science
English
Environmental Studies
Exercise Science
Finance
Fitness and Sport Management
French
Gender Studies (minor only)
General Business
Gerontology (minor only)
German
History
Individualized Interdisciplinary Major

Information Systems (minor only)
Journalism (minor only)
Management
Marketing
Mathematics
Media Studies (concentration)
Medical Technology
Music
Nonprofit Management
Peace Studies
Philosophy
Physics
Political Science
Psychology
Public Relations (concentration)
Religion
Recreation and Youth Sport (concentration)
Social Work
Sociology
Spanish
Sport Management (concentration)
Teaching English to Speakers of Other Languages (minor only)
Theatre Arts (concentration)

Pre-Professional Study
Manchester College students may plan a combined liberal arts/professional curriculum in preparation for graduate programs. Also, students 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 regionally-accredited professional school.
Careers commonly approached through pre-professional curriculum include:

- Dentistry
- Engineering
- Law
- Medicine
- Ministry
- Nursing
- Physical Therapy
- Veterinary Medicine

### The Associate of Arts Degree

**Graduation Requirements**

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 associate degree cannot be received in the same commencement as a baccalaureate degree if the major of the associate 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.

The Associate of Arts degree is available in the following areas:

- Art
- Computer Applications
- Criminal Justice
- Early Childhood Education
- English-Language
- English-Literature
- English-Writing
- Gerontology
- 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.

### Special Learning Opportunities

**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 socially significant topics. The course is designed to foster the skills of critical thinking and to serve as a forum for exercising those skills. The main goal of the course is to teach students how to reason well, write well and read well. In this context students learn many of the basic skills (computer use, information acquisition, writing, listening and 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 they have accumulated 12 semester hours by the fall semester of their enrollment. Students who are exempt from the FYC requirement must complete an additional three semester hours from the General Education Connections list. Students who do not successfully complete FYC (grades of F, W, WF or UW) may either repeat 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.

**January Session**

January session is designed so students concentrate on one course. This allows participation in one of the many classes offered on and off campus in the United States and internationally. 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 transfer 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)**

The Values, Ideas and the Arts (VIA) program is designed to bring additional cultural and intellectual enrichment to the General Education curriculum.

The Convocation Series hosts speakers, musical and dramatic performers, and gifted persons from within the College community. The Cinema Series offers acclaimed films to increase appreciation of artistic expression and cultural experiences in other nations and our own. Additional programs, presentations and performances by on-campus organizations are occasionally included in the VIA series.

**Honors Program**

The Honors 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 new students and upperclass students with grade point averages of 3.50 or higher can apply to the Honors Program. Honors students are eligible to take honors courses and honors sections of regular courses. They may also, with the permission of their instructors, convert regular courses to honors credit. All course work completed in the Honors Program will be identified on the student’s record. Details about the Honors Program are available in the Office of Academic Enrichment.

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

**Indianapolis Peace House**

Indianapolis Peace House is an off-campus study program sponsored by Earlham, Goshen, and Manchester colleges for students in any major who want to spend a semester of the sophomore, junior or senior year in an urban setting studying and working for peace, justice and conflict transformation. The program combines study, action and group living in a house located in a revitalized, thriving section of central Indianapolis. Students study together in a course on urban issues and a course on methods of peace building. Each student undertakes an internship with an organization, school, agency or business in Indianapolis that applies peace building techniques to real situations, such as teaching peer mediation to children, writing publications for an environmental advocacy group, working with battered women, or student teaching in under-resourced schools. Internships at Peace House can fulfill
internship requirements of several majors with the approval of the department. Pending admittance, Manchester College students at Peace House may also enroll at area colleges or universities for additional credit with the approval of the Manchester College 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. Some work of the Institute is supported by the Plowshares grant, a peace studies collaborative of Goshen, Earlham and Manchester colleges. Plowshares provides grants to students and faculty for projects related to peace.

Practica, Field Experiences and Internships

Because actual experience is an excellent 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.

Language Study

Faculty members from all departments encourage students to learn a language while they are in college. Three languages – Spanish, French, and German – are offered at Manchester, from the introductory through the advanced levels. Regardless of major, students benefit from knowing a language in addition to English. Students can, if they choose, enhance their language study with enrollment in off-campus January session courses as well as in study abroad programs.

Study Abroad Programs

Manchester College offers three types of study abroad: short-term, semester and year programs. Students of all majors may study abroad, and courses are for academic credit.

Short-term programs include January session courses and occasional summer session classes. Short-term programs are led by Manchester College faculty and vary each year. Students may participate in off-campus international courses multiple years. Courses offered in recent years included travel to: Costa Rica, Cuba, England, France, Germany, Ghana, India, Ireland, Mexico, Nicaragua, Peru and Spain.

Semester and year programs are residency programs and are available through arrangements with other cooperating institutions and consortia programs, including Brethren Colleges Abroad (BCA). Popular study abroad locations include: Athens, Greece; Barcelona, Spain; Cheltenham, England; Marburg, Germany; Nancy, France; Strasbourg, France; Quito, Ecuador; Sapporo, Japan; and Xalapa, Mexico. Other locations are available by arrangement. Interested students should contact the director of international studies for programs meeting the approval of the Office of Academic Affairs.
Students planning to study away from campus should be familiar with both major and General Education 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 and the director of international studies.

**Individualized Study**  
**Tutorial**  
Instructors 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. When courses are taught as tutorials because of College-caused scheduling conflicts, no fee is charged.

**Special Problems Courses**  
A student who has demonstrated ability to work independently may propose a course with a qualified professor and second evaluator. The department chair and the vice president and dean for academic affairs also must approve the course.

**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 through 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 helping students 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 international headquarters for the pledge. More than 100 colleges and universities 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 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 may 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 about the program are available from the Office of Career Services.

**Interdisciplinary Programs**  
**Environmental Studies**  
Local, regional and global environmental issues are integrated across disciplines and offer unprecedented challenges for a human dominated earth. Human population
growth, global climate change, acid rain, shrinking tropical rain forests, loss of biodiversity, inequities of the earth’s wealth, resource depletion, general deterioration of the earth’s life-support system, and the lack of a “land ethic” all suggest there are tremendous fundamental opportunities for positive change. Humans as well as all other organisms depend upon the quality and integrity of natural systems. The future of the world depends on the wisdom with which science and technology are used and how humans engage in responsible decision making that leads toward an environmentally sustainable world.

The goal of the environmental studies program is to provide a fundamental understanding of the biophysical world and how it intersects with human endeavors through formal academics, laboratory and field experiences, internships, and undergraduate research opportunities. This interdisciplinary program includes a technical, natural history, or policy track depending on a student’s interest. Courses are taught across several departments. Courses are taught by faculty across the disciplines.

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 once were thought universal but now are 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 professions as well as to apply principles of gender analysis to graduate study in the humanities and the social sciences.

Gerontology

By 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, psychosocial, financial, environmental and spiritual aspects of aging, using classroom experiences, individualized research, field trips, service learning and practicums in various settings.

Individualized Interdisciplinary Major

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.

Mark E. Johnston Entrepreneurship Program

The Mark E. Johnston Entrepreneurship Program will reveal and deliver the proven tools of entrepreneurship to Manchester College students who wish to pursue a career in any business field such as accounting, business startup, finance, management or
banking, or any non-business field such as, teaching, government, church vocation, and not-for-profit or non-governmental organizations. Learning how to create value from an entrepreneurial perspective will be of high value to Manchester graduates as they begin their careers or vocational paths. This is true because most organizations and companies highly value entrepreneurial problem solving, opportunity recognition and the ability to implement innovation in their managers and leaders.

The Mark E. Johnston Entrepreneurship program is dedicated to teaching how to leverage the very powerful tools of entrepreneurship across society, wherever Manchester graduates may apply their time and talents and to become active changemakers of ability and conviction. The desire to make a difference is a hallmark of young adults. The Johnston Entrepreneurship program allows students in any major to learn special practical skills, and therefore receive extra value from their Manchester College education.

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 also may choose to design individualized concentrations within the peace studies major, such as communication, gender studies, social change or environmental studies. Students may enroll in unique course offerings by video conference available through Plowshares collaborative of Goshen, Earlham, and Manchester colleges.

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 through the Indianapolis Peace House or with approved national or international peace and justice organizations. 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 on the Office of the Registrar’s website. 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. Registration must be completed by 5 p.m. the day before classes begin. Only under exceptional circumstances will students be allowed to enroll 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 $20 fee will be assessed for changes made after a Change of Course day. 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 Refunds 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 Counseling Services. A form obtained from that office must be completed with signatures from the student financial services, residence life and registrar’s 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

Students may choose 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 3.0 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.
Class Standing of Students

Students are classified on the basis of the number of semester hours they have 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 or bad weather.

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 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. The FYC instructors serve as the primary academic advisors for first-year students. After the first semester, students may request an advisor in their intended major or stay with the primary advisor. Change of Advisor forms are available in the Office of the Registrar.

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

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, has the final responsibility for monitoring his or her own graduation requirements.

Time Limitations for Completing Degree Requirements

A student may earn a degree by fulfilling requirements of any Manchester College 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

Degrees are conferred at the end of the fall and spring semesters. Diplomas are awarded at the May 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 official 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 complete graduation requirements after Sept. 1 will be included in the following year’s graduating class. A Letter 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, basic mathematics, college algebra, precalculus or applied music. Proficiency credit is not given to meet the Values, Ideas and the Arts requirement. 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 the Dean’s List. Students earning a semester grade point average of 3.5 or higher who have completed at least 12 semester hours with no more than three hours of Pass/Not Pass grades are included on the Dean’s List. Students with more than one hour of 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 also may graduate with honors if they meet the residence requirement.

- Summa cum laude 3.950 - 4.000
- Magna cum laude 3.850 - 3.949
- Cum laude 3.650 - 3.849

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

Credits, Grades and Grade Points
Unit of Credit
The semester hour is the basic unit of credit at Manchester College. 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. The following point values are used to calculate the grade point:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Point Value</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>Fair</td>
</tr>
<tr>
<td>C-</td>
<td>1.70</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.30</td>
<td>Poor</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>0.70</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>Failing (no credit)</td>
</tr>
</tbody>
</table>

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

- **AU**: Course audited
- **I**: Incomplete* (Temporary grade) Student unable to complete work for reasons beyond his/her control.
- **NC**: Course taken for no credit
- **NP**: Not Pass** – Equal to D+ through F. Does not affect grade point average.
- **NR**: Grade not reported* (Temporary grade) Course extends beyond end of semester.
- **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)

* Work must be completed by the midsemester date of the next regular semester, otherwise a failure (0) is recorded.

** 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 grade points. Grade points earned in any course are determined by multiplying the number of semester hours assigned to that course by the point value of the grade earned. The cumulative GPA is determined by dividing the total grade points earned by the sum of the semester hours attempted.

Midsemester Grades

All students receive midsemester evaluations and reports. Grades assigned at midsemester are not a part of the student’s official record and do not affect the cumulative 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.

Distance Learning Courses

Manchester College will accept a limited amount of distance learning credit. No more than 6.0 semester hours of distance learning course work from accredited
institutions may apply toward graduation requirements. Students are advised to check with the registrar before taking a distance learning 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 that 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 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 enrollment, both grades will be included in the GPA.

Credit for Prerequisites and Lower-Level Courses

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

Students may not earn credit in a lower-level course whose main substance overlaps one or more higher-level courses for which they have received credit.

Academic Dishonesty

Membership in the Manchester College community requires a devotion to the highest principles of academic and personal integrity, a commitment to maintain honor, and a continuous regard for the rights of others. There can be no rights without individual responsibility.

Manchester College faculty are committed to teaching and learning as a career and a profession. Each instructor is presumed to develop and use methods and techniques which enhance learning and which best fit his or her personality and subject matter area. At the same time, the instructor is expected to abide by the general principles of responsible teaching which are commonly accepted by the academic profession. These principles suggest that faculty keep complete records of student
performance and that they develop and apply express, uniform criteria for evaluating student performance.

Students are free to take reasoned exception to the data or views offered in any course of study. While they may reserve judgment about matters of opinion, they are responsible for learning the content of any course in which they are enrolled. At the same time, students are expected to abide by the general principles of academic honesty which are commonly accepted in educational settings.

When a student chooses not to follow the general principles of academic honesty, the following policies and procedures will apply.

Plagiarism

Plagiarism is the presentation of information (either written or oral) as one’s own when 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:

- 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.
- Key ideas or items of information derived from specific sources that present material that is not common knowledge have been presented without proper identification of the source or sources.
- Unidentified excerpts from other sources have been woven into the student’s own presentation.
- A paper or speech may be a mosaic of excerpts from several sources and presented as the student’s own.
- An entire paper or speech has been obtained from some other source and presented as the student’s own.
- Texts in another language are translated into English and presented as the student’s own.

Cheating

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 engaged in academic dishonesty 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 faculty members (if both courses are being taken in the same semester), or the permission of the second faculty member (if they are taken during different semesters).

Penalties

- Unintentional Plagiarism. In cases of plagiarism in which no deception is intended (such as ignorance of proper citation of sources), the student should expect a reduction in the paper’s grade; in some cases, the student may be given an option to rewrite the paper. No disciplinary letter will be filed.
- 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 fail the course (regardless of the grade-weight of the work assigned).

In either a case of deliberate plagiarism or cheating, a disciplinary letter recording the deception will be sent to the student, with copies sent to the vice president and dean for academic affairs, the vice president and dean for student development, and the student’s academic advisor.
Given the incompatibility of deceptive behavior with the integrity of the community, students guilty of academic dishonesty 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. The student has the right to appeal probation, suspension or expulsion for Academic Dishonesty to the president (or his/her designee) of the College within five days of the receipt of the probation, suspension or expulsion letter. The president shall render a final decision.

**Appeal**

Any student who is convinced that he or she has been charged inappropriately with deliberate plagiarism or cheating, or who believes his or her final course grade is inaccurate, has the right to file a grievance. In accordance with established procedures, grievances unrelated to academic performance may be referred directly to the Office of Academic Affairs. See the Academic Grievance Procedure in the Source for details regarding the appeal process.

**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 also is 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 (CGPA) and the total semester hours attempted by the student at Manchester College. A cumulative grade point average of 2.00 is required for graduation.

Students will be placed on academic probation or disqualified from further attendance if they do not meet the minimum standards outlined below.

**Probation**

<table>
<thead>
<tr>
<th>Semester hours attempted*</th>
<th>Minimum CGPA required</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-27.5</td>
<td>CGPA &lt; 1.6</td>
</tr>
<tr>
<td>28-59.5</td>
<td>CGPA &lt; 1.8</td>
</tr>
<tr>
<td>60 and up</td>
<td>CGPA &lt; 2.0</td>
</tr>
</tbody>
</table>
Students on academic probation are required to successfully complete a formal program administered through the Student Success Center and earn a term GPA of 2.0 or higher in the subsequent semester to continue at Manchester College. Students who do not successfully complete the formal program or earn a term GPA below 2.0 in the subsequent semester will be disqualified.

**Disqualification**

<table>
<thead>
<tr>
<th>Semester hours attempted*</th>
<th>Minimum CPGA required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-59.5</td>
<td>CPGA &lt; 1.0</td>
</tr>
<tr>
<td>60 and up</td>
<td>CPGA &lt; 1.7</td>
</tr>
</tbody>
</table>

*Transfer credits are never counted in total semester hours attempted; however, to determine where transfer students are in relationship to these charts, the semester hours of transfer credit is added to the semester hours attempted at Manchester College.

The name of any student whose CGPA is above the minimum standards but has a semester GPA less than 1.6 shall be forwarded to the academic advisor and the Early Alert Committee or comparable group for academic counseling or intervention.

**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. Students who are reinstated will be placed on academic probation and must meet the requirements outlined in the probation category above to continue at Manchester College. Information about the appeal process is available in the Office of the Registrar.

**January or summer session for disqualified students**

Disqualified students may apply to enroll in January or summer courses in the session immediately following the semester of disqualification. Enrollment in either January or summer session courses does not guarantee reinstatement for the following semester.

**Reinstatement**

A student who has been disqualified from enrollment based upon academic performance may appeal 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 the applicant 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 session, 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 four-year graduation rate for first-time full-time students entering in fall 1993 through fall 1999 was 50 percent.
Growing up I always knew I wanted to work with children. Now I’m certain teaching is for me. My friends at other colleges are envious of all the opportunities I have: I’ve been elected president of the state Student Education Association; next year I plan to run for board office; I’ve traveled to Colorado for a workshop; I’ve seen reading come alive for young children in the classroom—the list goes on and on. I’m so excited! This is for me ... I feel so fortunate.

Jeanna - junior

Find your place at Manchester College
General Education Requirements
Baccalaureate and Associate of Arts Degrees

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

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 Advanced Placement Program (AP)
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

<table>
<thead>
<tr>
<th>Semester Hours Required</th>
<th>Baccalaureate</th>
<th>Associate of Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUNDATIONS</td>
<td>21</td>
<td>20</td>
</tr>
</tbody>
</table>

**First Year Colloquium (GE-A)**
- IDIV 121 First Year Colloquium: 3

**Written Communication (GE-B)**
- ENG 110 Writing Through Literature: 3

**Oral Communication (GE-C)**
- COMM 110 Foundations of Human Communication: 3

**Mathematics (GE-D)**
- MATH 102 Math for Elementary Teachers II: 3
- MATH 103 Survey of Mathematical Thought: 3
- MATH 112 College Algebra: 3
- MATH 120 Precalculus: 3
- MATH 121 Calculus I: 3
- MATH 130 Discrete Mathematics: 3
- MATH 210 Introduction to Statistics: 3

(What Childhood Education majors may substitute MATH 101 for MATH 102.)

**Western Civilization (GE-E)**
- HIST 100 World Civilizations: 4
- HIST 101 Development of Western Civilization: 4

**Christian Tradition (GE-F)**
- REL 101 Introduction to the Old Testament: 3
- REL 102 Introduction to the New Testament: 3
- REL 111 The Christian Faith: 3
- REL 210 Judaism, Christianity and Islam: 3
- REL 228 The Brethren Heritage: 3
- REL 241 Jesus and the Gospels: 3
- REL 311 Ancient and Medieval Christianity: 3
- REL 312 Reformation and Early Modern Christianity: 3

**Wellness and Physical Education Activities (GE-G)**
- PE 100 Introduction to Wellness: 2
- PE 101 Choice of any three (one for Associate of Arts) 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.
**General Education**

<table>
<thead>
<tr>
<th>THE DISCIPLINES</th>
<th>Semester Hours Required</th>
<th>Baccalaureate</th>
<th>Associate of Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Humanities (GE-I)</strong></td>
<td>18</td>
<td>6</td>
<td>6*</td>
</tr>
<tr>
<td>Each student must take one course in each of the following areas:</td>
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<tr>
<td><strong>Arts (GE-I1)</strong></td>
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<tr>
<td>HUM 130 Experiencing the Arts</td>
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<tr>
<td><strong>Philosophy (GE-I2)</strong></td>
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<tr>
<td>PHIL 201 Introduction to Philosophy</td>
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<tr>
<td>PHIL 215 Ethical Decision Making</td>
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<tr>
<td>PHIL 330 Philosophy of Religion</td>
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</tr>
<tr>
<td><strong>Natural Sciences (GE-J)</strong></td>
<td>6</td>
<td>0-3</td>
<td></td>
</tr>
<tr>
<td>Each student must take one course in any two of the following areas:</td>
<td></td>
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<tr>
<td><strong>Biology (GE-J1)</strong></td>
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<tr>
<td>BIOL 101 General Biology</td>
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<tr>
<td>BIOL 102 Human Biology-Stages of Life</td>
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<tr>
<td>BIOL 106 Principles of Biology I</td>
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<tr>
<td>BIOL 108 Principles of Biology II</td>
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<tr>
<td>BIOL 204 Fundamentals of Human Physiology</td>
<td></td>
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<tr>
<td>BIOL 214 Field Ecology</td>
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<tr>
<td><strong>Chemistry (GE-J2)</strong></td>
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<tr>
<td>CHEM 101 Chemical Science</td>
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<tr>
<td>CHEM 105 Introduction to Inorganic Chemistry</td>
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<tr>
<td>CHEM 106 Introduction to Organic Chemistry</td>
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<tr>
<td>CHEM 111 Fundamentals of Chemistry I</td>
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<tr>
<td><strong>Earth/Space (GE-J3)</strong></td>
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<tr>
<td>BIOL 130 Introduction to Environmental Studies</td>
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<tr>
<td>NASC 203 Descriptive Astronomy</td>
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<tr>
<td>NASC 207 Historical Geology</td>
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<td>NASC 209 Physical Geology</td>
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<tr>
<td><strong>Physics (GE-J4)</strong></td>
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<tr>
<td>NASC 103 Physical Science</td>
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<tr>
<td>PHYS 111 College Physics I</td>
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<tr>
<td>PHYS 112 College Physics II</td>
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<tr>
<td>PHYS 210 General Physics I</td>
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<tr>
<td>PHYS 220 General Physics II</td>
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<tr>
<td><strong>Social Sciences (GE-K)</strong></td>
<td>6</td>
<td>0-3</td>
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<tr>
<td>Each student must take one course in any two of the following areas:</td>
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<tr>
<td><strong>Economics (GE-K1)</strong></td>
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<tr>
<td>ECON 115 Economic Concepts</td>
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<tr>
<td>ECON 222 Principles of Macroeconomics</td>
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<tr>
<td><strong>Political Science (GE-K2)</strong></td>
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<tr>
<td>POSC 121 American National Politics</td>
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<tr>
<td>POSC 122 State and Local Politics</td>
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<tr>
<td>POSC 140 International Politics</td>
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<tr>
<td>POSC 233 Comparative Politics</td>
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<tr>
<td><strong>Psychology (GE-K3)</strong></td>
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<tr>
<td>PSYC 110 Introduction to Psychology</td>
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<tr>
<td><strong>Sociology (GE-K4)</strong></td>
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<tr>
<td>SOC 110 Introduction to Sociology</td>
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*in two divisions outside the division of the student’s major
<table>
<thead>
<tr>
<th>Critical Connections (GE-L)</th>
<th>Semester Hours Required</th>
<th>Baccalaureate</th>
<th>Associate of Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 435 Biology and Society</td>
<td>3</td>
<td>0</td>
<td></td>
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<tr>
<td>COMM 415 Rhetoric of War</td>
<td>0</td>
<td>0</td>
<td></td>
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<tr>
<td>ECON 320 Economics of Race, Gender and Class</td>
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<td>HIST 430 Medieval Foundations of Western Society</td>
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<td>HUM 401 Arts and Ideas</td>
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<td>HUM 405 Life and Death</td>
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<td>IDIV 403 Environmental Law</td>
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<td>IDIV 420 Critical Connections</td>
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<td>MODL 320 Narrative Eye: Topics in Hispanic Film and Story</td>
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<td>PHIL 425 Environmental Philosophy</td>
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<td>PHIL 444 Philosophy of Civilization</td>
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<td>SOC 350 Health, Medical Care and Society</td>
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<thead>
<tr>
<th>Cultural Connections (GE-M)</th>
<th>Semester Hours Required</th>
<th>Baccalaureate</th>
<th>Associate of Arts</th>
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<tr>
<td>General (GE-M1)*</td>
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<tr>
<td>BIOL 230 Ethnobotany</td>
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<td>COMM 256 Intercultural Communication</td>
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<tr>
<td>ENG 214 Classical and Medieval Literature</td>
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<td>ENG 238 World Literature</td>
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<td>FREN 101/102 Elementary French I, II</td>
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<td>FREN110 Inside France</td>
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<td>GNST 125 Introduction to Gender Studies</td>
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<td>HIST 206 Women in European History</td>
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<td>HIST 227 Race and Ethnicity in American History</td>
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<td>HIST 234 History of Foodways</td>
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<td>HIST 250 History of the Holocaust</td>
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<td>HIST 329 Women in American History</td>
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<td>HUM 131 The Jewish Faith, Culture and People</td>
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<td>PEAC 110 Introduction to Peace Studies</td>
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<td>PSYC 301 Social Psychology</td>
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<td>PSYC 350 Cross-Cultural Psychology: The Hawaii Experience</td>
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<td>REL 205 Religions and War</td>
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<td>REL 225 Feminist and Womanist Theology</td>
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<td>REL 266 Religious Classics</td>
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<td>SOC 228 Racial, Ethnic, and Gender Group Relations</td>
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<td>SOSC 102 Human Conflict</td>
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<td>SOSC 210 Human Geography</td>
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<td>SPAN 101/102 Elementary Spanish I, II</td>
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<td>SPAN 110 Inside Latin America</td>
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<td>SPAN 201/202 Intermediate Spanish I, II</td>
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Advanced language courses also fulfill this requirement.

*The Bachelor of Arts degree requires six semester hours of language at the 200 level or higher to complete the General Cultural Connections requirement. The Bachelor of Science degree may include up to three semester hours of language study at any level to meet this requirement.
### General Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours Required</th>
<th>Baccalaureate</th>
<th>Associate of Arts</th>
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<tr>
<td>Non-European (GE-M2)</td>
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<td>COMM 325</td>
<td>Intercultural Theatre</td>
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<td>ECON 328</td>
<td>Economic Development</td>
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<td>HIST 210</td>
<td>Asia in the World: Past and Present</td>
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<td>HIST 220</td>
<td>African History</td>
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<td>HIST 226</td>
<td>Empire</td>
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<td>HIST 261</td>
<td>Russia Between East and West</td>
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<td>HIST 305</td>
<td>Korean History</td>
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<td>HUM 221</td>
<td>Pre-Columbian Civilization</td>
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<td>HUM 240</td>
<td>Islamic Culture</td>
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<td>IDIV 350</td>
<td>The India Story</td>
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<td>MUS 119</td>
<td>World Musics</td>
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<tr>
<td>REL 222</td>
<td>The Confucian and Buddhist Worlds</td>
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<td>REL 223</td>
<td>Religions of India</td>
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<tr>
<td>SOC 311</td>
<td>Cultural Anthropology</td>
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</table>

**Values, Ideas and the Arts (GE-N)**

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 baccalaureate 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.
At Manchester, I found direction. At first, I was unsure about my future. Right away, the warm and friendly environment put me at ease. Then my professors encouraged me to explore my talents and develop new interests. Everyone here works together to help students excel and be the best they can be. I’m a good example. It’s such a good feeling to know the path I want to take. I’ve simply discovered a whole new world.

Brian—first year
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 that are required, or can be used to fulfill part of the General Education requirements are identified in the course descriptions by 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 or offer a course if suitable faculty are not available, or to cancel a course if enrollment is insufficient.

Courses listed in parentheses are prerequisites.
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, 33 hours: ACCT 211, 212; BUS 120, 313, 474; ECON 221, 222; FIN 333; MATH 210; NPM 201.

Major in Accounting, 55 total hours: core courses plus ACCT 311, 312, 321, 331, 411; BUS 310.

Major in Finance, 52 total hours: core courses plus ACCT 331; ECON 310; FIN 335, 340, 455, 485.

Major in General Business, 51 total hours: core courses plus 18 hours of 300- and 400-level departmental courses: At least two courses from each of two majors are required.

Major in Management, 52 total hours: core courses plus BUS 310, 340, 350, 447, 448, 485.

Major in Marketing, 52 total hours: core courses plus BUS 301, 305, 307, 337, 420, 485.

Major in Nonprofit Management, 51 total hours: core courses plus NPM 305, 320, 340, 401, 420, 485.

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

Minor in business, 20 hours: ACCT 211, 212; BUS 120, 313; FIN 333; NPM 201.

Minor in nonprofit management, 20 hours: BUS 120; NPM 201, 305, 320, 340, 401.

**Courses ACCT**

**211 PRINCIPLES OF ACCOUNTING I**  3 hours

Students examine the principles of an integrated accounting system including both financial and managerial accounting. Emphasis is placed on introducing the financial statements and using accounting information. Topics include cost-volume-profit analysis, budgeting, accounting cycle, cash and working capital. Fall. January. Spring.
212 PRINCIPLES OF ACCOUNTING II 3 hours
Students continue the examination of the principles of an integrated accounting system including both financial and managerial accounting. Emphasis is placed on interpreting financial statements and using accounting information for decision making. Topics include receivables, inventory, long-term assets, liabilities and product costing. Prerequisite: ACCT 211. Fall. January. Spring.

311 INTERMEDIATE ACCOUNTING I 4 hours
Students examine the theoretical framework and underlying concepts that govern the field of accounting. Topics include the accounting cycle, measurement and valuation of balance sheet accounts and presentation of financial statements. Prerequisite: ACCT 212. Fall.

312 INTERMEDIATE ACCOUNTING II 4 hours
Students continue the examination of the theoretical framework of financial reporting. Topics include accounting for investments, income taxes, pensions, and leases, as well as current issues in accounting. Prerequisite: ACCT 311. Spring.

321 MANAGERIAL ACCOUNTING I 4 hours
Students examine accounting methods that assist an organization with planning and control. Emphasis is placed on decision making. Topics include costing systems, cost allocations, budgeting and variance analysis. Prerequisite: ACCT 212.

331 INTRODUCTION TO TAXATION 4 hours
Students examine the concepts underlying federal taxation. Emphasis is placed on topics that affect both individuals and businesses, including tax accounting, revenue recognition, deduction allowance and depreciation.

401 ADVANCED ACCOUNTING 3 hours
Students explore the problems of accounting for partnerships, consolidations, foreign currency transactions and international accounting. Prerequisite: ACCT 312.

411 AUDITING 3 hours
Students examine the audit process, including its components: planning, fieldwork, and reporting. Topics include professional responsibilities, audit risk and materiality, internal control and evidence accumulation. Prerequisite: BUS 310. Fall.

413 AUDITING II 3 hours
Students examine auditing and attestation professional standards and practices, including planning and accepting engagements, evaluating internal controls, obtaining evidence to form a basis for conclusion, and preparing communications to satisfy engagement objectives. Prerequisites: ACCT 411; BUS 310.

422 MANAGERIAL ACCOUNTING II 3 hours
Students examine advanced accounting methods that assist and organization with planning and control. Emphasis is placed on the managerial accountant as business partner in an organization. Topics include quality costs, transfer pricing, performance measurement and current topics in managerial accounting. Prerequisite: ACCT 321. Fall, odd years.

432 ADVANCED TAXATION 3 hours
Students examine income tax rules for corporations, partnerships, estates and trusts. Prerequisite: ACCT 331. Fall.

435 GOVERNMENT AND NONPROFIT ACCOUNTING 3 hours
Students learn the basic principles and procedures of financial accounting for state and local governments and nonprofit organizations. Prerequisite: ACCT 311. Fall.
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.

450 FINANCIAL ANALYSIS 3 hours
Students examine external and internal financial analysis. Topics include financial statement analysis, comparison of the financial statements with prior year statements, budgets, and statements of other companies in the industry. Prerequisite: ENG 110; FIN 333. Fall.

475 INTERNSHIP 1-12 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 12 hours of credit. Prerequisite: Approval of department's Internship Committee.

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 also must approve. A set of guidelines is available at 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

106 COMPUTER APPLICATIONS: VARIABLE TOPICS 1 hour
This course introduces students to computer software applications commonly used in business. Variable topics may include word processing, spreadsheets, database applications, presentation graphics, accounting applications or web design. This course may be repeated with different topics.

115 BUSINESS ENGLISH 3 hours
Students examine the basic principles of standard English as it is used in business. Topics include grammar, mechanics, word choice and sentence structure. Students focus on reading and writing skills and the relationship between thinking clearly and writing clearly.

120 FOUNDATIONS OF BUSINESS 5 hours
Students examine the basic elements of all business enterprises, with emphasis on the principles of marketing and management. Topics include the marketing mix (product, price, place and promotion) and the functions of management (planning, organizing, leading and controlling), as well as brief introductions to the use of accounting information and financial statement analysis.

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.
### 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.

### 301 ADVERTISING
3 hours
Students examine the role of advertising in the marketing mix. Topics include advertising and promotion strategies; market segmentation; brand positioning; creativity models; and regulatory, public policy and ethical issues. Prerequisite: BUS 120.

### 305 SALES
3 hours
Students explore the role of the personal selling functions in the marketing mix. Topics include organizing, training, compensating, and motivating the sales force, exploring personal selling theory and practices, and designing sales territories. Prerequisite: BUS 120.

### 307 DIRECT MARKETING
3 hours
Students examine the role of direct marketing within the marketing mix. Topics include database marketing, catalog selling, business-to-business direct marketing, mailing and telephone lists, retail direct marketing, telemarketing, electronic commerce and interactive marketing. Prerequisite: BUS 120.

### 310 BUSINESS INFORMATION SYSTEMS
3 hours
Students examine information systems as well as system development through systems analysis, design and implementation. Topics include business processes, information flows, systems documentation, internal controls and relational database concepts. Prerequisite: BUS 120.

### 313 BUSINESS LAW I
3 hours
Students examine the legal environment in which businesses operate. Topics include contracts, sales, and introductions to business organizations, employment law and commercial paper. Fall. January. Spring.

### 337 RETAILING
3 hours
Students examine the role of retailing, both nationally and internationally, in the marketing mix. Topics include retailing management, inventory management and control, purchasing, promotion, location and human resource management. Prerequisite: BUS 120.

### 340 HUMAN RESOURCE MANAGEMENT
3 hours
Students examine the process of managing the people associated with an organization. Topics include employee recruitment, retention and separation; diversity; employee safety and health; salary and benefits administration; and unionization. Prerequisite: BUS 120. Spring.

### 350 ORGANIZATIONAL BEHAVIOR
3 hours
Students explore the complex and dynamic organizational society in which the professional manager operates. Topics include the role of the individual in an organizational culture, job and organizational design, and organizational change. Prerequisite: BUS 120.
414 BUSINESS LAW II 3 hours
Students continue the examination of the legal environment in which businesses operate. Topics include business organizations, agency, debtor/creditor relations, secured transactions, environmental law, securities law, employment law and administrative law. Prerequisite: BUS 313.

420 MARKETING RESEARCH 4 hours
Students examine the use of research as a basis for marketing decision making. Topics include sources of marketing information; sampling; design of surveys and experiments; forecasting; and methods of analyzing, interpreting and using data. Prerequisites: BUS 120; MATH 210.

435 INTERNSHIP 1-12 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 12 hours of credit. Prerequisite: Approval of the department’s Internship Committee.

447 OPERATIONS MANAGEMENT 4 hours
Students examine 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. Prerequisites: BUS 120; MATH 210.

448 SMALL BUSINESS MANAGEMENT 3 hours
Students examine issues unique to establishing and operating small businesses. Topics include entrepreneurial behavior, 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 120.

474 CASE STUDIES IN BUSINESS (W) 3 hours
Using the case method, students in this capstone course synthesize the materials examined in the other courses required in their majors. Students hone critical thinking as well as oral and written presentation skills in the context of analyzing unstructured business problems. Prerequisites: senior status; BUS 120, 313; ENG 110; FIN 333; NPM 201. 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 also must approve. A set of guidelines is available at 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

200 PERSONAL FINANCE 1 hour
Students examine personal budgeting, accumulating wealth, protecting assets, managing taxes, and planning for education and retirement.
333 PRINCIPLES OF FINANCE I
Students examine the principles of corporate financial management. Topics include financial management overview, cash flows, taxes, financial statement analysis and forecasting, financial markets and institutions, interest rates, risk and rates of return, and bond and stock valuation. Prerequisite: ACCT 212. Fall. January. Spring.

335 PRINCIPLES OF FINANCE II
Students continue the examination of the principles of corporate financial management. Topics include cost of capital, capital budgeting, capital structure, dividend policy, hybrid financing, and risk management. Prerequisite: FIN 333. Fall.

340 INVESTMENT MANAGEMENT
Students examine long and short-term objectives of investment strategies, focusing on wealth accumulation. Topics include investment in stocks, bonds, mutual funds options and futures. Spring.

455 EQUITY ANALYSIS AND VALUATION
Students use contemporary methods to analyze specific industries and securities. Topics include fundamental and technical approaches to security analysis, concepts of risk evaluation, and portfolio theory and management. Prerequisite: FIN 335.

475 INTERNSHIP
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 12 hours credit. Prerequisite: approval of the department’s Internship Committee.

380 or 480 SPECIAL PROBLEMS
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 also must approve. A set of guidelines is available at the Office of the Registrar.

385 or 485 SEMINAR
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 PRINCIPLES OF NONPROFIT MANAGEMENT
Students examine the historical and cultural traditions in the United States which foster the growth of the third sector, the unique perspectives of management as they relate to nonprofit organizations, and the focus of nonprofit activities. Topics include the scope, impact, methods and diversity of mission-based organizations, the management of volunteers and donors, and the social values associated with the nonprofit sector. Prerequisite: BUS 120. Fall. January. Spring.

305 PROGRAM MANAGEMENT FOR NONPROFITS
Students examine the intricacies of programming in a nonprofit organization. Topics include formulation, implementation, and evaluation of programs and strategic planning. Prerequisite: NPM 201. Spring, odd years.

320 FUND DEVELOPMENT FOR NONPROFITS
Students examine the role of fundraising within an organization. Topics include why people and organizations give, developing and using case statements, and the tools
of fundraising, including data mining, personal selling and public relations. Prerequisite: NPM 201. Fall, even years.

**340 FINANCIAL MANAGEMENT FOR NONPROFITS** 3 hours
Students examine financial management of nonprofit organizations. Topics include responsibilities of financial managers, executive directors, and board members; budgeting; financial statement presentation; investment management; compliance with state and federal tax regulations; and maintenance of financial records. Prerequisite: NPM 201. Fall, even years.

**401 GOVERNANCE AND VOLUNTEER MANAGEMENT** 3 hours
Students examine the governance of nonprofit organizations and the management of volunteers. Topics include leadership and management of volunteers, roles and responsibilities of boards of directors, community leadership, and ethics. Prerequisite: NPM 201. Spring, even years.

**420 SOCIAL ENTREPRENEURSHIP** 3 hours
Students examine the role of creative and good stewardship in an organization. Topics include the definition of social entrepreneurship in the nonprofit sector, the business development process, idea generation, feasibility studies, business plan writing and financing. Prerequisite: NPM 201. Spring, odd years.

**475 INTERNSHIP** 1-12 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 12 hours of credit. Prerequisite: Approval of the department’s Internship Committee.

**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 also must approve. A set of guidelines is available at 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**

*Chair James R.C. Adams, Ejnobo R. Oke, Thelma S. Rohrer*

The Department of Art offerings provide studio and lecture courses designed to develop an understanding of the fundamentals of aesthetics and the development of the skills that 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.
Art

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

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.

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, macrophotography, slide-copying and color correction.

38
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>223</td>
<td>ENAMELING</td>
<td>3</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td>225</td>
<td>FABRIC DECORATION</td>
<td>3</td>
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<td></td>
<td>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.</td>
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<tr>
<td>241</td>
<td>CERAMICS</td>
<td>3</td>
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<tr>
<td></td>
<td>Practice in wheel throwing, sculpture, various methods of hand building and glaze formation. Lab fee required. Prerequisite: consent of instructor.</td>
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<tr>
<td>271</td>
<td>THREE-DIMENSIONAL CONSTRUCTION</td>
<td>3</td>
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<tr>
<td></td>
<td>Problems in three-dimensional design, using paper, metal, wood, plaster and clay. Prerequisite: ART 131. Spring, alternate years.</td>
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<tr>
<td>302</td>
<td>FIGURE PAINTING</td>
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<td></td>
<td>Figure and portrait painting from live models. Prerequisite: ART 210.</td>
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<tr>
<td>303</td>
<td>SCULPTURE</td>
<td>3</td>
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<tr>
<td></td>
<td>A basic course in sculpture in various media. Prerequisites: ART 131, 271, or permission of the instructor.</td>
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<tr>
<td>313</td>
<td>FIGURE DRAWING II</td>
<td>3</td>
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<tr>
<td></td>
<td>Figure and portrait drawing from live models. A companion course to ART 213. Prerequisite: ART 213.</td>
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<tr>
<td>310</td>
<td>PAINTING II</td>
<td>3</td>
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<tr>
<td></td>
<td>Advanced studies in pictorial composition in various media, emphasizing experimentation and individual development. Prerequisites: ART 131, 210. Spring, alternate years.</td>
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<tr>
<td>315</td>
<td>CRAFTS</td>
<td>3</td>
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<td></td>
<td>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.</td>
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<tr>
<td>321</td>
<td>GRAPHIC DESIGN</td>
<td>3</td>
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<td></td>
<td>Practical experience in designing layouts for various advertising media, including computers. Lab fee required. Prerequisite: ART 131.</td>
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<tr>
<td>336</td>
<td>OUTDOOR SKETCHING AND PAINTING</td>
<td>3</td>
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<td></td>
<td>Drawing and painting of outdoor subjects with major emphasis on watercolor technique. Prerequisites: ART 131, 210. Spring, odd years.</td>
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<tr>
<td>366</td>
<td>HISTORIC DESIGN</td>
<td>3</td>
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<td></td>
<td>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.</td>
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<tr>
<td>431</td>
<td>HISTORY OF ART I (W)</td>
<td>4</td>
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<tr>
<td></td>
<td>An introductory study of the historic and aesthetic developments in architecture, sculpture and painting, from prehistoric times to the Renaissance. Prerequisite: ENG 110. Fall, alternate years.</td>
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</table>
432 HISTORY OF ART II (W) 4 hours
A continuation of ART 431, from the Renaissance to the present day. Prerequisite: ENG 110. Spring, alternate years.

475 INTERNSHIP 3 hours
Students will work with professionals in institutions related to their goals. They might act as research assistants, helpers in photo labs, catalogers, text-panel writers or 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 also must approve. A set of guidelines is available at 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 Exercise and Sport Sciences.

BIOLOGY

Chair David P. Kreps, David J. Hicks, Rainn L. MacPhail, Jerry E. Sweeten, Albert A. Williams

The mission of the Department of Biology is to provide a nurturing, academic environment where students and faculty can explore and move toward an appropriate mastery of the major conceptual ideas of biology which include: cellular, organismic and population levels of life.

The biotechnology major provides the technical skills that prepare students for employment in reference, environmental, forensic, and other laboratories, as well as prepare students for admission into graduate and professional programs.

Baccalaureate Degree
Major in biology; 49-51 hours: BIOL 106, 106L, 108, 108L, 222, 222L, 331, 331L, 360, 332 or 365, 395, 364, 364L or 422, 422L, 315, 315L or 413, 413L, 475 or 495 and 496; one course selected from: BIOL 241, 241L, 243, 243L, 322, 322L; four hours of electives in biology; two semesters of chemistry with lab selected from: CHEM 105, 105L and 106, 106L, or 111, 111L and 211, 211L.

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

CHEM 236, 260, 311, 311L, 312, 312L, 405, 405L; IDIV 401; two semesters of physics selected from: PHYS 111 and 112, or 210 and 220.

Majors must successfully complete a senior comprehensive evaluation before graduating. Details are available from the department chair.


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. May not be used for credit in the biology major. 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. May not be used for credit in the biology major. GE-J1.

106 PRINCIPLES OF BIOLOGY I 3 hours
An examination of the nature of science and scientific thinking through an introduction to living organisms and their relationship to the environment. Biostatistics, biodiversity, and ecological processes will be covered. Corequisite: BIOL 106L. Fall. GE-J1.

106L PRINCIPLES OF BIOLOGY I LAB 1 hour
Laboratory experience in microscopy, Mendelian genetics, population genetics, and anatomy and physiology of selected animals and plants. Data interpretation and scientific writing (laboratory reports and laboratory notebooks) will be emphasized. Corequisite: BIOL 106.

108 PRINCIPLES OF BIOLOGY II 3 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. The associated laboratory (BIOL 108L) involves animal dissection. Corequisite: BIOL 108L. Spring. GE-J1.

108L PRINCIPLES OF BIOLOGY II LAB 1 hour
Laboratory experience in microscopy, Mendelian genetics, population genetics, and anatomy and physiology of selected animals and plants. Data interpretation and scientific writing (laboratory reports and laboratory notebooks) will be emphasized. Corequisite: BIOL 108.

110 FIELD BIOLOGY 3 hours
Introductory course in biology that exposes students to the wide diversity of life forms on this planet with some coverage of historical geology and basic ecosystems. Topics include identification of flora of the region and the general habitats at the Koinonia
Biological Field Station. Laboratory work at the field station will include collecting, observing and identifying common plants and animals. Students will also serve as field guides for local elementary school groups. Fall. Spring.

130 INTRODUCTION TO ENVIRONMENTAL STUDIES 3 hours
Basic concepts of ecosystem theory, culture and environment, application of the scientific method in examining global processes and problems, and proposed solutions to environmental problems. 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.

214 FIELD ECOLOGY 3 hours
A field and laboratory-oriented introduction to ecological principles and environmental issues, including an extended off-campus field trip. GE-J1.

222 INTRODUCTION TO MOLECULAR BIOLOGY 2 hours
Introduction to the major classes of biological molecules. Structures and functions of carbohydrates, lipids, proteins, and nucleic acids will be covered in addition to examples of cell structures, enzymes and metabolic pathways. Corequisite: BIOL 222L. Prerequisites: One year of biology and one year of chemistry. Spring.

222L INTRODUCTION TO MOLECULAR BIOLOGY LAB 1 hour
Focus is on the isolation and measurement of carbohydrates, lipids, proteins and nucleic acids. Experience in thin layer chromatography, spectrophotometry, electrophoresis and light microscopy. Corequisites: BIOL 222.

225 CONSERVATION BIOLOGY 2 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. Corequisite: BIOL 225L. Spring, alternate years.

225L CONVERSATION BIOLOGY LAB 1 hour
Data collection and hypothesis testing in conservation biology. Corequisite: BIOL 225.

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.
234 INTRODUCTION TO HISTOLOGY 3 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 microanatomy will be examined stressing function as well as structure. Corequisite: BIOL 234L. Prerequisites: BIOL 106, 106L, 108, 108L, or consent of instructor.

234L INTRODUCTION TO HISTOLOGY LAB 1 hour
Laboratory experience in the identification and description of the microanatomy of the primary tissues and major organ systems of vertebrates. Corequisite: BIOL 234. Prerequisites: BIOL 106, 106L, 108, 108L; or consent of the instructor.

241 VASCULAR PLANT SYSTEMATICS 3 hours
Evolution and classification of ferns, fern allies and seed plants; characteristics of major plant families; plant geography. Corequisite: BIOL 241L. Prerequisites: BIOL 106, 106L, 108, 108L, or consent of instructor. Fall, alternate years.

241L VASCULAR PLANT SYSTEMATICS LAB 1 hour
Floristic study of a local natural area, plant identification techniques, and characteristics of important plant families. Corequisite: BIOL 241. Fall, alternate years.

243 INTRODUCTION TO ALGAE, PLANTS AND FUNGI 2 hours

243L INTRODUCTION TO ALGAE, PLANTS AND FUNGI LAB 1 hour

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 counselors, research scientists and industrial scientists. May be repeated once for credit. Prerequisite: Appropriate course work in biology and related fields.

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.

313 MICROBIOLOGY 3 hours
Taxonomy, morphology, physiology, and ecology of bacteria and viruses. Relationships between microorganisms and their natural environments and with animal hosts are introduced. Corequisite: BIOL 313L. Prerequisite: BIOL 222, 222L.

313L MICROBIOLOGY LAB 1 hour
Laboratory experiences in isolating, growing, and identifying, bacteria, molds and viruses. Mastery of aseptic techniques is expected. Corequisite: BIOL 313. Prerequisite: BIOL 222, 222L; or consent of instructor.

315 ECOLOGY 3 hours
Relationships of individual organisms to the environment; structure and dynamics of single-species populations; interactions between and among populations; and the

315L ECOLOGY LAB 1 hour
Collection, analysis and presentation of ecological data. Corequisite: BIOL 315.

322 PLANT PHYSIOLOGY 3 hours
Fundamental principles of physiology as related to higher plants. Includes vascular plant structure, water relations, soil and mineral nutrition, metabolism with emphasis on photosynthesis, growth, regulation and development. Corequisite: BIOL 322L. Prerequisites: BIOL 222, 222L. Spring, alternate years.

322L PLANT PHYSIOLOGY LAB 1 hour
Laboratory and field study of water relations, photosynthesis, growth and other plant processes. Corequisite: BIOL 322.

331 INVERTEBRATE ZOOLOGY 3 hours
An introduction to major invertebrate phyla of the animal kingdom. Morphological and taxonomic characteristics, functional and evolutionary relationships, natural history, and ecological relationships and life cycles of representative types will be discussed. Corequisite: BIOL 331L. Prerequisites: BIOL 106, 106L, 108, 108L. Fall, alternate years.

331L INVERTEBRATE ZOOLOGY LAB 1 hour
A survey of major invertebrate phyla with dissections. Some outside collections will be made. A detailed laboratory notebook is required. Corequisite: BIOL 331.

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 222 and 222L. 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 222 and 222L, or consent of instructor. Fall.

364 COMPARATIVE VERTEBRATE ANATOMY 3 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. The associated laboratory BIOL 364L requires animal dissection. Corequisite: BIOL 364L. Prerequisites: BIOL 106, 106L, 108, 108L, or consent of instructor.

364L COMPARATIVE VERTEBRATE ANATOMY LAB 1 hour
Laboratory experience in the dissection and identification of the various vertebrate anatomical systems including the integumentary, skeletal, muscular, circulatory, digestive, renal, reproductive and nervous systems. Emphasis will be on the cat as a representative mammal with frequent references to other vertebrates and chordates. The laboratory requires animal dissection. Corequisite: BIOL 364. Prerequisites: BIOL 106, 106L, 108, 108L; or consent of instructor.

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 222 and 222L. 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 practica. 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 106, 106L, 108, 108L; ENG 110. Spring.

**397 DIRECTED BIOLOGICAL RESEARCH 1 hour**
Guided research in biology is carried out under the direction of a faculty mentor. Students will develop research protocols for a student-designed research project. Prerequisite: BIOL 395

**413 LIMNOLOGY 3 hours**
An in-depth examination of the ecological relationships across the biological, chemical, and physical parameters of inland lakes and streams. A watershed approach will be emphasized. Corequisite: BIOL 413L. Prerequisites: BIOL 106, 106L, 108, 108L, one college-level chemistry class with laboratory. Fall, alternate years.

**413L LIMNOLOGY LAB 1 hour**
Laboratories will provide the necessary skills to plan and execute research and interpret data from on-site lake and stream studies. Writing laboratory reports in scientific format and keeping an appropriate laboratory notebook is required. Corequisite: BIOL 413.

**422 VERTEBRATE PHYSIOLOGY 3 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. Corequisite: BIOL 422L. Prerequisites: BIOL 106, 106L, 108, 108L; one year of chemistry. (Exercise Science majors may substitute BIOL 204, 204L and ESS 325 for BIOL 106 and BIOL 106L). Spring.

**422L VERTEBRATE PHYSIOLOGY LAB 1 hour**
Laboratory experience in the collection, and analysis of physiological variables of vertebrates. Investigations focus on the responses of most major physiological systems (including integumentary, muscular, circulatory, digestive, renal, respiratory, nervous and sensory systems. Investigations will utilize various vertebrates including humans. Corequisite: BIOL 422. Prerequisites: BIOL 106, 106L, 108, 108L; or consent of instructor.

**433 INTRODUCTION TO MEDICAL MICROBIOLOGY 3 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. Corequisite: BIOL 433L. Prerequisite: BIOL 313, 313L. Spring.
### 433L INTRODUCTION TO MEDICAL MICROBIOLOGY LAB  
1 hour  

### 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. GE-L.

### 440 APPLICATIONS IN BIOTECHNOLOGY (W)  
3 hours  
An in-depth examination of current biotechnology applications and an introduction to some of ramifications of biotechnological developments. Prerequisite: BIOL 332.

### 475 SENIOR INTERNSHIP IN BIOLOGY  
3 hours  
Student interns work in a professional environment as a part of their Senior Comprehensive Evaluation. 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.

### 494 SENIOR RESEARCH I  
1 hour  
Research hypothesis and methods development under the direction of a faculty mentor. Prerequisite: BIOL 395, 397.

### 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 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 also must approve. A set of guidelines is available at 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)

**Director Susan J. Klein**

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 master’s or doctorate degrees 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, 55-61 hours:
BIOL 106, 106L Principles of Biology I and Lab
BIOL 108, 108L Principles of Biology II and Lab
BIOL 222, 222L Introduction to Molecular Biology and Lab
BIOL 313, 313L Microbiology and Lab
BIOL 364, 364L Comparative Vertebrate Anatomy and Lab
BIOL 422, 422L Vertebrate Physiology and Lab
CHEM 111, 111L Fundamentals of Chemistry I and Lab
CHEM 211, 211L Fundamentals of Chemistry I and Lab
CHEM 235, 235L Analytical Chemistry and Lab
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.

CHEMISTRY

Chair Susan J. Klein, Mark A. Bryant, Jeffrey P. Osborne, 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 chemical sciences; (c) to secure training toward professions in medicine, medical technology, nursing, dentistry, engineering, etc.; (d) to teach chemistry in the secondary schools.

Baccalaureate Degrees
Major in chemistry, 50 hours: CHEM 111, 111L or 112L, 211, 211L, 235, 235L, 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; two hours of laboratory work selected from: CHEM 405L, 406L, 427; six hours of electives selected from: CHEM 405, 406, 425, 435.


Minor in chemistry, 23 hours: CHEM 111, 111L, 211, 211L, 235, 235L, 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. Fall. Spring. GE-J2.

105 INTRODUCTION TO INORGANIC CHEMISTRY 3 hours
A broad overview of the basic theory and principles of general and inorganic chemistry. Topics include bonding theories, stoichiometry, thermodynamics, kinetics, acids and bases, and nuclear chemistry. The CHEM 105 and 106 sequence is recommended for students needing one year of chemistry. Fall. GE-J2.

105L INTRODUCTION TO INORGANIC CHEMISTRY LAB 1 hour
Focuses on investigation of the topics covered in CHEM 105, including stoichiometry, thermodynamics, kinetics and acid-base chemistry. Prerequisite: Concurrent enrollment or successful completion of CHEM 105.

106 INTRODUCTION TO ORGANIC CHEMISTRY 3 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. The CHEM 105 and 106 sequence is recommended for students needing one year of chemistry. Prerequisite: CHEM 105 or consent of instructor. Spring. GE-J2.

106L INTRODUCTION TO ORGANIC CHEMISTRY LAB 1 hour
Focuses on investigation of the topics covered in CHEM 106, including properties of organic compounds, reactivity, synthesis. Lab fee. Prerequisites: CHEM 105L and concurrent enrollment or successful completion of CHEM 106, or permission of instructor.

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. Concurrent enrollment in CHEM 111. Fall.

112L 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
Includes work in kinetics, colligative properties and ionic equilibria. Prerequisites: CHEM 111L or 112LH, CHEM 211 concurrent enrollment. Spring.

235 ANALYTICAL CHEMISTRY
An introduction to volumetric, photometric, chromatographic, potentiometric and gravimetric analytical techniques. Prerequisites: CHEM 211. Fall.

235L ANALYTICAL CHEMISTRY LAB
Laboratory work requires the use of spreadsheets for data analysis and computer searching of the Chemical Abstracts database. Students will also investigate acid-base equilibria, redox equilibria, spectroscopic techniques and separations. Lab fee. Prerequisite: CHEM 211L and concurrent enrollment or successful completion of CHEM 235 or permission of the instructor.

236 CRIMINAL INVESTIGATION — FORENSIC ANALYSIS
Various aspects of analysis in the crime laboratory. Fingerprinting, 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, including three hours of chemistry.

260 ENVIRONMENTAL CHEMISTRY
An introduction to chemical processes in key areas of the Earth's environment, including the stratosphere, the ground-level atmosphere, ground water, sand soils and sediments. Emphasis on the impact of human activity and remediation strategies. Prerequisite: Six hours of college-level chemistry or consent of instructor.

311 ORGANIC CHEMISTRY I
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
Experience in techniques of purification, separation and identification. Reactions illustrative of topics covered in lecture are included. Lab fee. Prerequisites: CHEM 211L, CHEM 311 concurrent enrollment. Fall.

312 ORGANIC CHEMISTRY II
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
Experience in functional group transformation, synthetic sequences and laboratory techniques. Lab fee. Prerequisite: CHEM 311L, CHEM 312 concurrent enrollment. Spring.

341 PHYSICAL CHEMISTRY I
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 220. Fall.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>341L</td>
<td>PHYSICAL CHEMISTRY I LAB</td>
<td>1 hour</td>
<td>Laboratory to accompany CHEM 341. Prerequisite: CHEM 211L, CHEM 341 concurrent enrollment. Fall.</td>
</tr>
<tr>
<td>342</td>
<td>PHYSICAL CHEMISTRY II</td>
<td>3 hours</td>
<td>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.</td>
</tr>
<tr>
<td>342L</td>
<td>PHYSICAL CHEMISTRY II LAB</td>
<td>1 hour</td>
<td>Laboratory to accompany CHEM 342. Prerequisites: CHEM 211L, CHEM 342 concurrent enrollment. Spring.</td>
</tr>
<tr>
<td>405</td>
<td>BIOCHEMISTRY I (W)</td>
<td>3 hours</td>
<td>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; ENG 110. Fall.</td>
</tr>
<tr>
<td>405L</td>
<td>BIOCHEMISTRY I LAB</td>
<td>1 hour</td>
<td>Experience in the isolation, purification and characterization of proteins. Lab fee. Prerequisites: CHEM 312L, 405 concurrent, or consent of instructor. Fall.</td>
</tr>
<tr>
<td>406</td>
<td>BIOCHEMISTRY II</td>
<td>3 hours</td>
<td>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.</td>
</tr>
<tr>
<td>406L</td>
<td>BIOCHEMISTRY II LAB</td>
<td>1 hour</td>
<td>Experience in the isolation, purification and characterization of genetic material. Lab fee. Prerequisites: CHEM 405L, 406 concurrent, or consent of instructor.</td>
</tr>
<tr>
<td>425</td>
<td>ADVANCED ORGANIC CHEMISTRY</td>
<td>3 hours</td>
<td>A physical organic approach to structure and reactions. The use of chemical literature and electronic searching with STN are practiced. Prerequisite: CHEM 312 and 342, or consent of instructor.</td>
</tr>
<tr>
<td>427</td>
<td>INSTRUMENTAL ANALYSIS LAB</td>
<td>2 hours</td>
<td>Experience in the use of chemical instrumentation. Various methods will include spectroscopy, chromatography, electrochemistry, mass spectrometry and others. Experiments include characterization and synthesis of organic and inorganic compounds. Includes six hours of laboratory work per week. Prerequisite: CHEM 233.</td>
</tr>
<tr>
<td>435</td>
<td>ADVANCED INORGANIC CHEMISTRY</td>
<td>3 hours</td>
<td>Electronic structures and periodicity of elements. Includes bonding theories for covalent, ionic and metallic compounds; molecular symmetry; acid-base theories; and redox, transition metal and organometallic chemistry. Prerequisite: CHEM 342 or consent of instructor.</td>
</tr>
<tr>
<td>475</td>
<td>INTERNSHIP (W)</td>
<td>2-4 hours</td>
<td>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: ENG 110; consent of department chair.</td>
</tr>
</tbody>
</table>
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 also must approve. A set of guidelines is available at the Office of the Registrar. Prerequisite: ENG 110.

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

Chair Scott K. Strode, Marcia L. Benjamin, Sunday A. Isang, Kimberly M. Myers, Mary P. Lahman, Jo Young Switzer

Communication is among the oldest fields of study, yet modern communication also must 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 core (required of all majors): COMM 130, 201, 256, 324, 360, 385, 477.

Departmental major with interpersonal/organizational concentration, 39 hours:
core courses plus COMM 210, 212, 341, 350; six hours in electives selected in consultation with advisor and with 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 approval of the department.

Departmental major with public relations concentration, 39 hours: core courses plus COMM 221, 260, 314, 335; six hours in electives selected in consultation with advisor and with approval of the department.
Communication Studies

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.

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 in electives selected in consultation with advisor and with approval of the department.

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

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 AND 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 AND 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.

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 AND SOCIAL MOVEMENTS 3 hours
An examination of campaign and social movement discourse and development theory. Students will analyze persuasive message strategies utilized in historical and current political campaigns and social movements. Fall, even years.

### 230 APPLIED THEORIES OF COMMUNICATION 3 hours
Students will apply communication theory through the lens of their chosen concentration in communication studies to examine human interaction, both interpersonally and in the larger social world. Emphasis on presentation and preparation for the internship in communication studies.

### 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 how communication is influenced by culture and how culture is created and maintained through communication. Students will explore the complex relationship between culture and communication and how these and two issues interact with context and power in intercultural interactions. 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; and prepare and present to groups.

### 273 ACTING 3 hours
Basic techniques of acting, including work in play analysis, pantomime and improvisation. Presentation of selected scenes. Fall, odd years.

### 302 APPLIED THEATRE ARTS* 0.5 hour
Credit for supervised participation in 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.

### 308 CREATIVE DRAMATICS 2-3 hours
How one draws out and channels creativity in children and adults by using such methods as pantomime, improvisation, movement activities, and improvised story dramatization. The course is for elementary and secondary teachers, camp counselors and park or playground supervisors. Fall. Spring.

### 314 LANGUAGE AND THOUGHT (W) 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

*Note: Students may enroll for a maximum of four hours in these courses.*
habits from which they spring. Effort is made to help the student be more aware of
the interpersonal and organizational 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 and lighting techniques, 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 to secure or resist social change.
Students will employ a number of analytical tools to build critical inquiry skills and
develop advocacy skills by creating and presenting ethical arguments. Spring.

325 INTERCULTURAL THEATRE 3 hours
Characteristic theatre forms of non-Western cultures and their development will be
surveyed. 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 by directing selected scenes. Prerequisite: ENG 110. Spring, even years.

332 SPEECH WRITING 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. Prerequisite: ENG 110. Spring, odd years.

335 ADVANCED PUBLIC RELATIONS: CAMPAIGNS, CRISES,
AND COMMUNITY 3 hours
Students will refine skills learned in the introductory course by designing their own
PR campaigns and by working in teams on crisis response simulations. Particular
emphasis is placed on developing appropriate and individual approaches to
community relations. Prerequisite: COMM 260 or consent of instructor.

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. Prerequisite: ENG
110. 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 in writing for both print and electronic media including PSAs, commercials, news and drama. Students learn the function of writing in mass media and develop individual writing skills. Spring.

365 MEDIA THEORY AND CRITICISM (W) 3 hours
An examination and critique of mass media theories. Students will engage in critical analysis of the various concepts, models and theories of mass media, 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. Prerequisite: ENG 110. 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 Associate of Arts degree 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.

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: COMM 385.

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 also must approve. A set of guidelines is available at 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.
Economics is the study of how people make choices. The Department of Economics provides the theoretical tools than can be used to analyze such issues as discrimination, poverty, pollution and international relations. The department offers a wide range of courses that allow the student to obtain the foundation for careers in business, teaching, government and law. Our program places an emphasis on the development of analytical/critical thinking skills, quantitative and communication skills, and an ethical and global perspective on economic issues.

Baccalaureate Degree
Major in economics, 41-47 hours: ECON 221, 222, 331, 332, 350, 499; MATH 210; 15 hours of electives chosen from 300 and 400 level courses in economics, (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.

Courses ECON

115 ECONOMIC CONCEPTS 3 hours
An introduction to basic economic concepts and their role in the analysis of public and private economic decisions. An emphasis will be placed on the application of those concepts to public policy issues, such as those related to the environment, health care and economic development. 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.

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. GE-K1.
303 ENVIRONMENTAL ECONOMICS 3 hours
A study of the economics of environmental and natural resource issues. The natural resource issues will include energy, renewable and nonrenewable resources, and sustainability. The environmental issues will include the analysis of optimal pollution levels, environmental regulations and alternative policies to reduce pollution and global warming. Prerequisites: ECON 115 or ECON 221 or consent of instructor.

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.

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. GE-L.

325 INTERNATIONAL FINANCE 3 hours
This course focuses on the financial transactions of the international economy. Topics include the balance of payments, exchange rate determination, international capital markets, monetary integration, fixed and flexible exchange rates, international macroeconomics and the international monetary system. Prerequisite: ECON 222 or consent of instructor.

326 INTERNATIONAL TRADE 3 hours
This course focuses on the patterns of specialization and trade. Topics include the study of various trade models (inter-industry trade), increasing returns and imperfect competition (intra-industry trade), trade restrictions, trade policy, factor movements, economic integration and models of economic geography. Prerequisite: ECON 221 or consent of instructor.

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 and trade policy. Prerequisite: ECON 115 or ECON 221 or ECON 222 or consent of instructor.

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.

332 INTERMEDIATE MACROECONOMIC THEORY 3 hours
A study of theory of income determination for an economy. National income analysis, consumption, investment theory and related topics are included. Prerequisite: ECON 222 and MATH 120, or consent of instructor.

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. Prerequisite: ENG 110.
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; ENG 110; MATH 120 and 210 or 240, or consent of instructor.

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.

416 PUBLIC SECTOR ECONOMICS 3 hours
A study of the taxing and expenditure policies of federal, state and local governments. An emphasis will be placed on public policy issues, including income maintenance, health care, social security and agricultural policy. Prerequisite: ECON 221 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 also must approve. A set of guidelines is available at 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

Chair James D. Riley, Vicki L. Eastman, Korrine M. Gust, Denise L. Howe, Stanley G. Pittman, Heather A. Schilling, Stacy S. Stetzel

The Education Department prepares teachers of ability and conviction at the early childhood, middle childhood, early adolescence, adolescence and young adult levels. These programs are developed in accordance with the regulations promulgated by the Department of Education, Division of Professional Standards.

Manchester College is accredited by the Department of Education, Division of Professional Standards, 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. Taking Praxis I.
5. Praxis I tests must be passed to be allowed to register for level 300 or higher education courses.
6. A cumulative grade point average and index in teaching major (ITM) of 2.50.
7. A positive recommendation from the Office of Student Development indicating no record of inappropriate behavior.
8. A positive recommendation of suitability for teaching from the Education Department faculty (for elementary education students) or from the faculty of the secondary/all grade education students.
9. An interview with the director of teacher education during January session or spring semester, sophomore year.
10. Positive disposition statements from the classroom field experience evaluations.
11. A clear criminal history check from Indiana State Police.
12. Application to the teacher education program should be submitted during the first year on campus. No student can declare a teaching major unless they have been admitted to the teacher education program.

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 Office of Teacher Education.
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 area in which the student wishes to be licensed.
6. Satisfactory references from a minimum of three faculty members as specified in the Teacher Education Program Student Handbook.
7. Approval from the Office of Student Development.
8. Positive disposition statements from the classroom field experience evaluations.

Students must have met all the criteria listed above (except 6 and 7) 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 and Graduation Requirements**

Applications for an Indiana teaching license are available in the Office of Teacher Education. 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. Satisfaction of all requirements for admission to the Teacher Education program and student teaching, including the Celebrating Diversity Workshop requirement.
2. A cumulative grade point average of 2.50, including a C+ or better in student teaching.
3. An index of 2.50 in each teaching field in which the candidate wishes to be licensed.
4. 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 Election of Major form with no grade lower than a C-.
5. Conduct approval from the Office of Student Development.
6. Completion of the baccalaureate degree and an approved Manchester College teacher licensing program.
7. Satisfactory completion of Praxis I Reading (176), Math (175) and Writing (172) subtests, and of Praxis II Specialty Area Test(s). Elementary graduates must also pass a state-mandated reading specialist test.
8. Satisfactory completion of the professional portfolio, demonstrating proficiency in all program objectives, as determined by an exit interview.
9. A clear criminal history check from the Indiana State Police.

**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. A mild interventions option may be added to any secondary teaching major.

Detailed information regarding course requirements for all teaching certifications is available in the Office of Teacher Education 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 474, and possibly 473, 477, 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 Grades

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 also must 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

Major in educational studies; 41-44 hours: EDUC 111, 206, 223; COMM 322; ESS 111; (PSYC 110) PSYC 220, (PSYC 325) 425; SOWK 110; four hours of EDUC 465; 12 hours selected from: EDUC 130, 340, 235, 237, 239, 243, 320, 363; PSYC 218, 325; SOC 228, (SOC 101) 335.

EARLY CHILDHOOD

Associate of Arts Degree

Major in early childhood education; 27-30 hours: ESS 111, EDUC 206, 130, 223, 251, 331, 310; COMM 210; SOWK 110; five hours of electives selected from: ART 205 or 216; COMM 140 or 308, 322; ESS 145, 200 or 208; MUS 211; PSYC 220; SOC 233.

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.

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 13 areas of exceptionality with concentration on characteristics, etiology, treatment and implication for educational programming. Fall.

223 CHILD DEVELOPMENT (W) 3 hours
A study of the physiological, intellectual, sociological and psychological factors influencing the child from the time of conception to puberty. Prerequisite: ENG 110. 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. May require field experiences. Prerequisites: EDUC 111; ENG 110. Fall. Spring.
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>251</td>
<td>CONFLICT RESOLUTION AND MEDIATION IN ELEMENTARY SCHOOLS</td>
<td>1 hour</td>
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<td></td>
<td>The study and practice of skills and processes for effective conflict resolution and mediation in elementary schools. Fall.</td>
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<tr>
<td>253</td>
<td>CONFLICT RESOLUTION AND MEDIATION IN SECONDARY SCHOOLS</td>
<td>1 hour</td>
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<tr>
<td></td>
<td>The study and practice of skills and processes for effective conflict resolution and mediation in secondary schools. Fall.</td>
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<tr>
<td>263</td>
<td>LEARNERS WITH MILD DISABILITIES</td>
<td>3 hours</td>
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<td></td>
<td>An in-depth study of the characteristics and causes of mild disabilities, including psychological, environmental and cultural factors. Prerequisite: EDUC 206. Spring.</td>
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<tr>
<td>301</td>
<td>CORRECTIVE READING</td>
<td>3 hours</td>
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<td></td>
<td>Study of the informal and formal assessment of children's reading disabilities, uses and interpretation of standardized and teacher constructed tests, and an emphasis on remedial techniques. Includes tutoring experience in diagnosis and correction. Taken as part of the Elementary Methods Block. Prerequisite: EDUC 235 and 340. Fall.</td>
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<tr>
<td>310</td>
<td>PRACTICUM IN ELEMENTARY EDUCATION</td>
<td>3 hours</td>
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<td>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. Fee required.</td>
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<tr>
<td>311</td>
<td>PRACTICUM IN SECONDARY EDUCATION</td>
<td>3 hours</td>
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<td>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. Fee required.</td>
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<tr>
<td>315</td>
<td>MILD INTERVENTIONS: STRATEGIES FOR INSTRUCTION</td>
<td>3 hours</td>
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<td></td>
<td>Examination of curriculum, effective teaching methods, and materials appropriate to teach learners with mild disabilities. Prerequisites: EDUC 206, 263. Fall.</td>
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<tr>
<td>319</td>
<td>NATURAL SCIENCE/SOCIAL SCIENCE METHODS</td>
<td>3 hours</td>
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<td></td>
<td>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, with field experiences a required component. Prerequisites: EDUC 235, 340. Fall.</td>
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<tr>
<td>331</td>
<td>EARLY CHILDHOOD CURRICULUM AND METHODS</td>
<td>3 hours</td>
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<td>The study of the curriculum, methods, and materials used to teach young children. Field experience is a required component. Taken concurrently with EDUC 251, 301, 319, 360; MATH 303. Prerequisites: EDUC 130, 235. Fall.</td>
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<tr>
<td>340</td>
<td>LITERACY BLOCK</td>
<td>8 hours</td>
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<td>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. Prerequisite: EDUC 235. Spring.</td>
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<td>Course Code</td>
<td>Credit Hours</td>
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<tr>
<td>348 JUNIOR HIGH/MIDDLE SCHOOL</td>
<td>3</td>
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<tr>
<td>350 ASSESSMENT AND IMPLEMENTATION OF MILD INTERVENTIONS</td>
<td>3</td>
<td></td>
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<tr>
<td>352 ADOLESCENT EXCEPTIONAL LEARNERS</td>
<td>3</td>
<td></td>
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<tr>
<td>360 CLASSROOM BEHAVIORAL MANAGEMENT</td>
<td>2</td>
<td></td>
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<tr>
<td>410 THE TEACHER IN TODAY'S SCHOOL</td>
<td>2</td>
<td></td>
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<tr>
<td>440 GENERAL METHODS FOR ADOLESCENT LEARNERS</td>
<td>3</td>
<td></td>
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<tr>
<td>465 INTERNSHIP</td>
<td>3-6</td>
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<tr>
<td>473 EARLY CHILDHOOD STUDENT TEACHING</td>
<td>3-6</td>
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<tr>
<td>474 EARLY AND MIDDLE CHILDHOOD STUDENT TEACHING</td>
<td>7 or 13</td>
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<tr>
<td>475 ADOLESCENCE/YOUNG ADULTHOOD STUDENT TEACHING</td>
<td>7 or 13</td>
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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. Must be taken the fall semester immediately prior to student teaching. May require field experience. Prerequisite: EDUC 235. Fall.

Informal and formal testing, individual educational programs, classroom management and organization to meet the educational needs of learners. Prerequisites: EDUC 206, 263. Spring.

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. Field experience required. Prerequisite: EDUC 235. Fall.

The study of current models of classroom discipline and techniques to manage individual and group behavior. Field experience required. Taken concurrently with EDUC 251, 301, 319, 331; MATH 303. Prerequisites: EDUC 235, 340. Fall.

An examination of critical issues facing teachers in today’s schools. Topics are variable but will include classroom management, legal rights and responsibilities of teachers, and career service assistance. Taken concurrently with student teaching. Spring.

The study of curriculum, methods and materials, computer applications and teacher assessment of student learning for grades 5-12. Must be taken in January prior to student teaching. Prerequisites: EDUC 235, 352, 360.

Students with junior or senior status will be placed with professionals in work environments related to their educational goals. This experience will extend knowledge to application in the actual career. The student will be supervised by a professional employed in the respective environment. May be repeated once in a different work environment for a maximum of six hours of credit. Prerequisite: consent of the department chair.

Supervised teaching experience in nursery schools, day care centers, Head Start programs or kindergarten under college faculty and preschool personnel supervision. Prerequisites: EDUC 130, 331. Fee required. January. Spring.

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 education. Prerequisites: EDUC 251, 301, 319, 331, 360; MATH 303. Fee required. Spring.

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. Prerequisites: one of the following EDUC 440; ESS 440; MUS 310, 360; MODL 354. Fee required. Spring.

477 EARLY ADOLESCENCE 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 475. Prerequisites: EDUC 348; one of the following EDUC 440; ESS 440; MUS 310, 360; MODL 354. Fee required.

478 MILD INTERVENTION 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 251, 315, 319, 331, 340, 350, 360; MATH 303. Fee required. 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 semester. Prerequisites: one of the following: EDUC 440; ESS 440; MUS 310; MUS 360. Fee required.

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 is available at 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

Coordinator Gregory W. Clark

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, 111L Fundamentals of Chemistry I and Lab
CHEM 211, 211L Fundamentals of Chemistry II and Lab
PHYS 210 General Physics I
PHYS 220 General Physics II
Choose one of the following sequences:
CHEM 235, 235L Analytical Chemistry and Lab
CHEM 311, 311L Organic Chemistry I and Lab
CHEM 341, 341L Physical Chemistry I and Lab
or
PHYS 301, 301L Electricity and Magnetism and Lab
PHYS 310, 310L Modern Physics and Lab
PHYS 320, 320L Analytical Mechanics (W) and Lab

The engineering science program combines coursework completed at Manchester College and at an engineering institution such as Purdue University, The Ohio State University or Washington University in St. Louis, Mo. Transfer credits from the engineering institution are used to complete the Manchester degree. A degree from the engineering institution is awarded after the completion of all requirements at that institution.

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

ENGLISH

Chair Dagny M. Boebel, Beate C. Gilliar, Katharine N. Ings, Jonathan P. 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, an internship 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, 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.

Major in English, 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.
Bachelor of Arts or Bachelor of Science
Major in English, concentration in writing, 39 hours: ENG 115, 201, 317, 321, 477, 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, 377; 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 language, 24-25 hours: ENG 350, 352; 310 or 311; one modern language course (three or four hours); 12 hours of electives from English courses (200 level and above); MODL 201; modern language courses (300 level and above).

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, 477; 363 or 364; 12 hours of electives from English courses (200 level and above); MODL 201; COMM 363.

Courses ENG

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
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
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
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. GE-M1.

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

242 AFRICAN AMERICAN LITERATURE
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. GE-M1.

309 CONTEMPORARY LITERATURE
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
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.

311 HISTORY OF THE ENGLISH LANGUAGE
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, even years.

317 JOURNALISM II: EDITING
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. Prerequisite: ENG 110. Fall.

332 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, Crévecoeur, Wheatley, Cooper, Emerson, Fuller, Poe, Stowe, Hawthorne and Thoreau. Fall, even years.

333 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, Kempe, Malory, More, Marlowe and Sidney. Fall, odd years.

342 BRITISH LITERATURE II: THE SEVENTEENTH AND EIGHTEEN CENTURIES  3 hours
British literature from the last quarter of the sixteenth century to the end of the 18th 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.

68
344 BRITISH LITERATURE III: THE ROMANTICS AND VICTORIANS  
British literature from the late eighteenth century to the end of the 19th 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. Fall, odd years. Spring, odd years.

350 TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES  
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 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  
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  
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. Spring.

361 WOMEN IN LITERATURE  
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  
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  
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. January. Spring.

377 INTERNSHIP IN JOURNALISM  
On-the-job-experience, for qualified students, in gathering, interpreting, reporting, and editing news and feature material. The student works in a professional environment, under the supervision of a newspaper or magazine staff. May not be repeated for credit. Prerequisite: B or above in ENG 201 or practical experience in journalism, and consent of instructor.

410 LITERARY CRITICISM  
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.
477 INTERNSHIP IN WRITING 3 hours
On-the-job-experience, for qualified students, in researching, composing and editing written material. The student works in a professional environment, such as a newspaper, magazine or advertising agency, under the supervision of a staff member. May not be repeated for credit. Prerequisite: B or above in ENG 201; 317; 363 or 364; 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 is available at 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

Director Jerry E. Sweeten

Baccalaureate Degree
Major in environmental studies, 51-56 hours.
Core, 26 hours:
BIOL 106, 106L Principles of Biology I and Lab
BIOL 108, 108L Principles of Biology II and Lab
BIOL 130 Introduction to Environmental Studies
ECON 115 Economic Concepts
BIOL 225, 225L Conservation Biology and Lab
IDIV 401 Environmental Science (W)
IDIV 475 Internship in Environmental Studies
or
IDIV 380/480 Special Problems
PHIL 425 Environmental Philosophy
One course selected from:
POSC 121 American National Politics
POSC 122 State and Local Politics

Natural history concentration, 25-26 hours: core courses plus the following: BIOL 110, 331, 331L, 241, 241L or 243, 243L, 311 or 412; NASC 207, 207L or 209; one sequence selected from: CHEM 105, 105L and 106, 106L, or 111, 111L and 211, 211L.

Policy concentration, 27-30 hours: core courses plus the following: one sequence selected from: CHEM 105, 105L and 106, 106L, or 111, 111L and 211, 211L; ECON 303; IDIV 403; MATH 210; POSC 225, 253; one course selected from: POSC 222, (ECON 221; MATH 120 and 210 or 240) ECON 350; (SOC 101) SOC 222. Students in policy concentration are advised to take ECON 303 prior to IDIV 403.

Technical concentration, 27 hours: core courses plus the following: BIOL 311 or 412; CHEM 111, 111L, 211, 211L, 235, 235L, 260, 104 or 311, 311L; MATH 210.
Majors must successfully complete the senior comprehensive evaluation prior to graduation. Details are available from the director of environmental studies.

Minor in environmental studies, 26 hours: BIOL 107, 130; one course selected from: CHEM 105, 105L, 106, 106L, 111, 111L; ECON 221; IDIV 401; PHIL 425; POSC 121 or 122; 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, application of the scientific method in examining global processes and problems, and proposed solutions to environmental problems. GE-J3.

**BIOL 225 CONSERVATION BIOLOGY** 2 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. Corequisite: BIOL 225L. Spring, alternate years.

**BIOL 225L CONVERSATION BIOLOGY LAB** 1 hour
Data collection and hypothesis testing in conservation biology. Corequisite: BIOL 225.

**ECON 303 ENVIRONMENTAL ECONOMICS** 3 hours
A study of the economics of environmental and natural resource issues. The natural resource issues will include energy, renewable and nonrenewable resources, and sustainability. The environmental issues will include the analysis of optimal pollution levels, environmental regulations and alternative policies to reduce pollution and global warming. Prerequisites: ECON 115 or ECON 221 or consent of instructor.

**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 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; ENG 110. 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; varies with practicum.

**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.

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**EXERCISE AND SPORT SCIENCES**


The goal of the department is to develop knowledgeable and skillful leaders in various fields of exercise and sport sciences. Students will be cognizant of scientific principles underlying movement patterns and analyses, 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 exercise science, fitness and sports management, or physical education teacher education 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 Exercise and Sport Sciences Student Handbook, available from the department chair or on the ESS department web page.

**Baccalaureate Degrees**

**Athletic Training Major**

Students are prepared for Board of Certification (BOC) 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 has full accreditation by the Commission on Accreditation of Athletic Training Education (CAATE). 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 BOC 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 ESS 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 ESS 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 administered during ESS 411 and scoring at least 80 percent on each portion will constitute the senior comprehensive evaluation for the athletic training major. Details are available from the department chair.

Exercise Science Major

This major 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.

Exercise science major, 48-49 hours: BIOL 202, 204, 204L, 420; CHEM 105, 105L and 106, 106L or 111, 111L and 211, 211L; ESS 103, 111, 145, 200, 243, 325, 345, 410, 414; ESS 476 or 499; MATH 210; two to three courses selected from PE 101.

Completing and passing a senior research project OR completing a written and oral practical examination with at least an 80 percent score will constitute successful completion of the senior comprehensive evaluation for the exercise science major. Details available from the department chair.

Fitness and Sport Management Major

Students electing this major may focus their professional preparation in one of three concentrations. Careers with the fitness concentration include adult fitness, health promotion and corporate fitness. Students in recreation and youth sport concentration work in YMCA’s, sports camps and recreation supervision. Careers in the sport management concentration include facility management, sport marketing or promotion, or managing equipment.

Fitness and sport management major core courses: BIOL 204; ESS 103, 243, 410, 475 or 476.

Fitness concentration, 42 hours: core courses plus BIOL 204L; ESS 111, 150, 200, 208, 325 or 345, 320, 335, 343, 414; six hours of electives selected in consultation with the department chair.
Recreation and youth sport concentration, 42 hours: core courses plus BIOL 204L; ESS 111, 145, 205, 250, 206, 260, 209, 363; four hours of coaching courses selected from ESS 210-218; seven hours of electives selected in consultation with the department chair.

Sport management concentration, 41-43 hours; core courses plus ACCT 211; BUS 120, 301; COMM 260, ESS 209; 12 hours selected from BUS 340, 350, 448; COMM 212, 341; ESS 111; NPM 201.

The senior comprehensive evaluation for this major includes the organization and successful completion of a portfolio and passing an oral presentation. Details are available from the department chair.

Physical Education Teacher Education Majors

Students may elect to major in teacher education and earn any of the following teaching certifications:

- All-Grade Teaching Major in Adapted Physical Education
- All-Grade Teaching Major in Health and Physical Education
- All-Grade Teaching Major in Physical Education

Requirements for the teaching majors are available from the department chair or the Office of Teacher Education.

Minors

Athletic training minor — Students gain knowledge in theoretical background of care and prevention of athletic injuries.

Athletic training minor, 22-23 hours: BIOL 202, 204, 204L; ESS 111, 150; 11 to 12 hours from: ESS 200, 240, 243, 246, 248 and 249, 325, 330, 335, 345.

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

Coaching minor, 21 hours: ESS 111, 150, 209, 235, 325, 410; two to six hours selected from ESS 210, 211, 212, 214, 215, 218; Electives (two to six hours) chosen from BIOL 204 and 204L, ESS 145, 223, 243, 275 or 475, 345, 385, 414.

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.

Physical education minor, 28 hours: BIOL 204, 204L; ESS 103, 111, 145, 205, 206, 243, 250, 260, 325 or 345, 410, 414.

Courses ESS

103 FOUNDATIONS OF PHYSICAL EDUCATION AND SPORT SCIENCES 2 hours

An introduction to the historical, philosophical, sociological and psychological foundations that provide the framework for diverse career opportunities in physical education and sport sciences. Fall.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>111</td>
<td>FIRST AID</td>
<td>1 hour</td>
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<tr>
<td></td>
<td>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.</td>
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</tr>
<tr>
<td>113</td>
<td>EMERGENCY CARE FOR THE PHYSICALLY ACTIVE</td>
<td>3 hours</td>
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<td></td>
<td>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.</td>
<td></td>
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<tr>
<td>145</td>
<td>MOTOR DEVELOPMENT</td>
<td>3 hours</td>
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<tr>
<td></td>
<td>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. Fall.</td>
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<tr>
<td>150</td>
<td>INJURY AND ILLNESS PREVENTION FOR THE PHYSICALLY ACTIVE</td>
<td>3 hours</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td>200</td>
<td>BASIC PRINCIPLES OF NUTRITION</td>
<td>3 hours</td>
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<td></td>
<td>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.</td>
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<tr>
<td>205</td>
<td>TEACHING TEAM ACTIVITIES</td>
<td>3 hours</td>
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<td></td>
<td>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 ESS 250. Fall.</td>
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<tr>
<td>206</td>
<td>TEACHING INDIVIDUAL AND DUAL ACTIVITIES</td>
<td>3 hours</td>
</tr>
<tr>
<td></td>
<td>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 ESS 260. Prerequisite: ESS 205 and 250. Spring.</td>
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</tr>
<tr>
<td>208</td>
<td>READINGS IN NUTRITION</td>
<td>1 hour</td>
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<tr>
<td></td>
<td>A review of recent publications in the area of nutrition and evaluation by the students. Spring, even years.</td>
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<tr>
<td>209</td>
<td>PRINCIPLES OF COACHING</td>
<td>2 hours</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td>210-218</td>
<td>COACHING</td>
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<tr>
<td></td>
<td>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.</td>
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</tbody>
</table>
210 COACHING OF BASKETBALL  
Fall, even years.  
2 hours

211 COACHING OF BASEBALL/SOFTBALL  
Spring, even years.  
2 hours

212 COACHING OF FOOTBALL  
Fall, odd years.  
2 hours

213 COACHING OF SOCCER  
Spring, odd years.  
2 hours

214 COACHING OF TRACK AND FIELD  
Spring, even years.  
2 hours

215 COACHING OF VOLLEYBALL  
Fall, odd years.  
2 hours

218 COACHING OF WRESTLING  
Fall, even years.  
2 hours

222 WATER SAFETY INSTRUCTION  
Students are prepared to be certified teachers of American Red Cross swimming courses. Classroom instruction and practical skills are assessed. Prerequisite swimming skills will be tested at beginning of course. Note: This course does not certify students to become lifeguards. See PE 101 Lifeguarding. Spring, odd years.  
2 hours

223 OFFICIATING  
An in-depth study of officiating techniques and rules of selected sports. Students may earn officiating certification through the IHSAA. May be repeated with different sports for a total of two hours of credit. Fall: basketball, football, gymnastics, soccer, swimming, volleyball, wrestling. Spring: baseball, softball, track and field.  
0.5 hour

235 DRUG AND ALCOHOL EDUCATION  
A course designed to identify current drug and alcohol use within communities and to develop strategies for effective educational programs at various levels. Fall.  
1 hour

237 SEXUALLY TRANSMITTED DISEASES/AIDS EDUCATION  
The course will investigate current information on sexually transmitted diseases and Acquired Immune Deficiency Syndrome and formulate appropriate teaching methods to be used at various levels. Fall.  
1 hour

239 METHODS OF TEACHING STRESS REDUCTION  
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, even years.  
1 hour

240 PSYCHOLOGY OF SPORT INJURY  
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.  
3 hours

243 PRINCIPLES OF FITNESS  
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  
2 hours
programs with appropriate age groups including self-testing. Students design suitable exercise programs based on test results. Spring.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>246</td>
<td>MEDICAL CONSIDERATIONS FOR THE PHYSICALLY ACTIVE</td>
<td>3 hours</td>
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<td></td>
<td>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.</td>
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<tr>
<td>248</td>
<td>MUSCULOSKELETAL ASSESSMENT</td>
<td>2 hours</td>
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<td></td>
<td>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 ESS 113. Spring.</td>
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</tr>
<tr>
<td>249</td>
<td>MUSCULOSKELETAL ASSESSMENT LABORATORY</td>
<td>1 hour</td>
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<td></td>
<td>Laboratory to accompany ESS 248. Emphasis on clinical techniques to evaluate and document conditions affecting the musculoskeletal and nervous systems. Prerequisite: concurrent or prior enrollment in ESS 248.</td>
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<tr>
<td>250</td>
<td>TEACHING LABORATORY 1</td>
<td>1 hour</td>
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<tr>
<td></td>
<td>An introductory practice teaching experience in physical education with school-age children in an on-campus clinical teaching setting under the direct supervision of a physical educator. Concurrent enrollment in ESS 205. Fall.</td>
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<tr>
<td>260</td>
<td>TEACHING LABORATORY 2</td>
<td>1 hour</td>
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<tr>
<td></td>
<td>The second practical experience in teaching school-age children in an on-campus clinical setting applies instructional strategies covered in ESS 206. Students are under the direct supervision of a physical educator. Concurrent enrollment in ESS 206. Prerequisite: ESS 250. Spring.</td>
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<tr>
<td>270</td>
<td>CLINICAL EXPERIENCE IN ATHLETIC TRAINING I</td>
<td>1 hour</td>
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<td>In this first level of clinical experience in athletic training, students have the opportunity to apply clinical techniques addressed in ESS 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.</td>
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<tr>
<td>273</td>
<td>FIELD EXPERIENCE IN ATHLETIC TRAINING I</td>
<td>1 hour</td>
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<tr>
<td></td>
<td>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: ESS 270.</td>
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<tr>
<td>275</td>
<td>PRACTICUM IN PHYSICAL EDUCATION/SPORT MANAGEMENT</td>
<td>1-4 hours</td>
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<td></td>
<td>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.</td>
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<tr>
<td>276</td>
<td>PRACTICUM IN HEALTH/FITNESS/WELLNESS</td>
<td>1-3 hours</td>
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<td>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.</td>
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<tr>
<td>301</td>
<td>TEACHING FUNDAMENTAL MOVEMENT ACTIVITIES</td>
<td>3 hours</td>
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<tr>
<td></td>
<td>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</td>
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</tbody>
</table>
enrollment with ESS 350 (waived for elementary education majors). Prerequisite: ESS 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 ESS 360. Prerequisite: ESS 301 and 350. 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; ENG 110. 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: ESS 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 that 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 physical education to elementary-age children in an on-campus clinical setting applies instructional strategies covered in ESS 301. Students are under the direct supervision of a physical educator.
Concurrent enrollment in ESS 301. Prerequisite: ESS 260 (waived for elementary education majors). Fall.

360 TEACHING LABORATORY 4 1 hour
The fourth practical experience in teaching physical education to elementary-age children in an on-campus clinical setting applies instructional strategies covered in ESS 303. Students are under the direct supervision of a physical educator. Concurrent enrollment in ESS 303. Prerequisite: ESS 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 ESS 243, 311, 330 and BIOL 202. Students are under the direct supervision of an athletic training clinical instructor in an athletic training setting. Prerequisites: ESS 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: ESS 370.

410 ADMINISTRATION OF HEALTH AND PHYSICAL ACTIVITY PROGRAMS (W) 3 hours
Management and leadership techniques for diverse careers in health and physical activity programs are presented. Topics include: program design and evaluation, fiscal administration, risk management, human resources, public relations, facility design and other relevant issues. Prerequisite: ENG 110. Fall.

411 TOPICS IN ATHLETIC TRAINING 1 hour
Provides an integration of prior coursework and expertise in athletic training, preparation for the BOC Certification Exam, and forum for discussion of athletic training issues of current concern. Prerequisite: ESS 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; ESS 243. 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 ESS 325 and 335. Students are under the direct supervision of an athletic training
clinical instructor in an athletic training setting. Prerequisites: ESS 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: ESS 470.

475 INTERNSHIP IN PHYSICAL EDUCATION/SPORT MANAGEMENT 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: 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: 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: 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 is available at 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.

PHYSICAL EDUCATION ACTIVITY COURSES

After a general introductory course that focuses on personal wellness assessment, students are encouraged to select physical education activities to learn new lifetime skills. Students should not take activity courses in which they can already perform the basic fundamentals.

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
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. Permission of department chair is required to enroll in lifeguarding. Maximum credit toward bachelor’s degree is 1.5 hours. Maximum credit toward associate degree is 0.5 hours. GE-G.

FINANCE
See Accounting and Business.

FRENCH
See Modern Languages.

GENERAL BUSINESS
See Accounting and Business.

GENDER STUDIES

Director Dagny M. Boebel

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: GNST 125, 319; 18 hours of electives from the following courses and others approved by the Gender Studies Council.

Specialized Gender Studies Courses

GNST 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.

GNST 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.

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. 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, 19th and 20th-century America. The nature of family life and the technology and management of the household will be an ongoing theme. Specific topics of relevance also will be pursued, including women’s roles in religious life of the colonial period, development of women’s rights and suffrage in the 19th 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. Spring, even years. 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.

**GERMAN**
See Modern Languages.
GERONTOLOGY

Director Cheryl L. Krueckeberg

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 that 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 110; 331; SOC 101, SOC/SOWK 220, 371; two electives (6-7 hours) chosen from: ACCT 331; BUS 313; COMM 210, 308; FIN 340; ESS 363, 335, 343; NPM 201, 301; PSYC 325, 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; ESS 200; (PSYC 110) PSYC 338; three hours in electives in recreation or crafts selected in consultation with advisor.

HISTORY AND POLITICAL SCIENCE

Chair Leonard A. Williams, Mark J. Angelos, Jongsoo James Lee, Timothy A. McElwee, David F. McFadden, Benson C. Onyeji, Glenn R. Sharfman, Katherine A. Tinsley

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, multidisciplinary 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. 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 and insights into ways of life and perspectives different from one's own. Students taking courses in the field will learn about historical events, trends and causation. They will gain the ability to use a variety of research skills and analytical categories in explicating and interpreting the past.

Political science as a discipline focuses on the systematic study of political life, that is, of collective decision-making and the interactions between power and interest in human affairs. Students of political science explore such topics as the institutional and socio-economic bases of political behavior; the cultures, institutions, and processes of contemporary political systems; the relations between and among nations; and the world's major political philosophies. Through the study of political science, students learn the concepts and methods necessary for analyzing and understanding the broad range of political phenomena.
HISTORY
(Bachelor of Arts only)
Major in history, language concentration, 39 hours: HIST 214, 215, 344, 499; two courses selected from: HIST 201, 202, 203, 204; two courses selected from HIST 220, 223, 224, 226; 15 hours of electives selected in consultation with advisor, at least nine hours at 300-level or above.

(Bachelor of Arts or Bachelor of Science)
Major in history, quantitative concentration, 45 hours: HIST 214, 215, 344, 350, 499; two courses selected from: HIST 201, 202, 203, 204; two courses selected from HIST 220, 223, 224, 226; MATH 210; 15 hours of electives selected in consultation with advisor, at least nine hours at the 300-level or above.

Major in history, general concentration, 39 hours: HIST 214, 215, 344, 499; three courses selected from: HIST 201, 202, 203, 204; three courses selected from HIST 220, 223, 224, 226; nine hours of electives at the 200-level or above.

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

Minor in history, 22 hours: HIST 214 or 215; two courses selected from: HIST 201, 202, 203, 204; two courses selected from: HIST 220, 223, 224, 226; six hours of electives at the 200 level or above.

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

Courses HIST

100 WORLD CIVILIZATIONS 4 hours
A survey designed to study the development of civilization in the West and in the rest of the world from a comparative perspective. The course will explore major institutions and ideologies that have shaped the unfolding of world history. Fall. Spring. 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 that 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>204</td>
<td>EUROPEAN HISTORY: 1848-PRESENT</td>
<td>3 hours</td>
<td>An analysis of European development from the uprisings of 1848 to the post World War II era. Spring, even years.</td>
</tr>
<tr>
<td>206</td>
<td>WOMEN IN EUROPEAN HISTORY</td>
<td>3 hours</td>
<td>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.</td>
</tr>
<tr>
<td>210</td>
<td>ASIA IN THE WORLD: PAST AND PRESENT</td>
<td>3 hours</td>
<td>A history of the major regions of Asia from ancient times to the present, this course places Asian history in the context of global history. It discusses how a study of Asian history contributes to an understanding of not only Asia itself, but also the non-Western world and the universal human condition. Prerequisite: HIST 101 or consent of instructor. GE-M2</td>
</tr>
<tr>
<td>214</td>
<td>AMERICAN HISTORY: COLONIAL PERIOD TO 1865</td>
<td>4 hours</td>
<td>The evolution of American social and political institutions, the development of government under the constitution and the political, social and economic movements that culminated in the Civil War. Fall.</td>
</tr>
<tr>
<td>215</td>
<td>AMERICAN HISTORY: 1865 TO THE PRESENT</td>
<td>4 hours</td>
<td>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.</td>
</tr>
<tr>
<td>220</td>
<td>AFRICAN HISTORY</td>
<td>3 hours</td>
<td>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. GE-M2.</td>
</tr>
<tr>
<td>226</td>
<td>EMPIRE</td>
<td>3 hours</td>
<td>The history of European empires, especially focusing on the British Empire in Latin America, Africa, the Middle East and Asia. An examination of the perspectives of colonized peoples and the nature and results of imperialism. Prerequisite: HIST 100 or HIST 101 or consent of instructor. GE-M2.</td>
</tr>
<tr>
<td>227</td>
<td>RACE AND ETHNICITY IN AMERICAN HISTORY</td>
<td>4 hours</td>
<td>A survey of the experience of various racial and ethnic groups in colonial, 19th 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.</td>
</tr>
<tr>
<td>234</td>
<td>HISTORY OF FOODWAYS</td>
<td>3 hours</td>
<td>An exploration of the history of diet, cooking methods, and foods in the Americas from the 16th century through the 20th century. The contributions to American foodways of Native Americans, African Americans, and other ethnic groups will be emphasized in addition to studying changes in cooking technology and ideas about proper nutrition. The class will include hands-on food preparation sessions. Fee required. GE-M1</td>
</tr>
<tr>
<td>240</td>
<td>ORAL HISTORY TECHNIQUES</td>
<td>1-3 hours</td>
<td>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.</td>
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<tr>
<td>Course Code</td>
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<td>Credits</td>
<td>Description</td>
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<tr>
<td>250</td>
<td>HISTORY OF THE HOLOCAUST</td>
<td>3 hours</td>
<td>This class will explore the events surrounding the Holocaust. We will study the motives the Nazi regime had in their murderous campaign for a new world order, the reactions of the victims, decisions of bystanders, and the role of religion, psychology, and politics in the history of the Holocaust. The effect of the Holocaust on the concept of justice will also be discussed. GE-M1</td>
</tr>
<tr>
<td>261</td>
<td>RUSSIA BETWEEN EAST AND WEST</td>
<td>3 hours</td>
<td>This course surveys Russian history in the context of Eurasian history, as it considers how Russia expanded from its origins in Eastern Europe to incorporate much of Siberia, the Caucasus, Central Asia and the Far East. As such, it places Russia in the context of the global East-West interaction. It discusses how a study of Russian history contributes to an understanding of not only Russia itself but also the relationship between the West and the non-West. Prerequisite: HIST 100 or HIST 101 or permission of instructor. GE-M2.</td>
</tr>
<tr>
<td>305</td>
<td>KOREAN HISTORY</td>
<td>3 hours</td>
<td>This course focuses on selected areas of Korean history and culture. Prerequisite: HIST 100 or HIST 101 or consent of instructor. GE-M2.</td>
</tr>
<tr>
<td>315</td>
<td>BRITISH HISTORY</td>
<td>3 hours</td>
<td>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 100 or 101. Fall, even years.</td>
</tr>
<tr>
<td>318</td>
<td>ITALIAN HISTORY</td>
<td>3 hours</td>
<td>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 100 or 101. Spring, even years.</td>
</tr>
<tr>
<td>320</td>
<td>COMPARATIVE CIVILIZATION</td>
<td>3 hours</td>
<td>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. January.</td>
</tr>
<tr>
<td>322</td>
<td>TOPICS ON ASIAN DIASPORA</td>
<td>3 hours</td>
<td>Focuses on a topic of Asian diasporic experiences, particularly in, but not limited to, the United States. Topics could include labor conditions of Asian workers in U.S. cities, Asian Americans in film, or Asian American literature. Involves travel to a major U.S. metropolitan area for cultural immersion.</td>
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<tr>
<td>325</td>
<td>ASPECTS OF AMERICAN SOCIAL HISTORY</td>
<td>3 hours</td>
<td>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.</td>
</tr>
<tr>
<td>329</td>
<td>WOMEN IN AMERICAN HISTORY</td>
<td>3 hours</td>
<td>A survey of the experience of various groups of women in colonial, 19th and 20th century America. The nature of family life and the technology and management of the household will be ongoing themes. Specific topics of relevance also will be pursued, including women’s roles in religious life of the colonial period, development of women’s rights and suffrage in the 19th century, and the impact of women’s increasing participation in the paid labor force. Spring, even years. GE-M1.</td>
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</table>
344 HISTORIOGRAPHY AND RESEARCH METHODOLOGY (W) 3 hours
This course will focus on the techniques and methods used in the historical profession. In addition to the study of historiography, students also will begin the process of researching and writing a paper based on primary source materials. Prerequisite: junior standing or permission of instructor.

350 QUANTITATIVE METHODS IN HISTORY 2 hours
An exploration of methods for analyzing and interpreting quantitative historical source material and research. Prerequisite: MATH 210.

420 MODERNITY 3 hours
An exploration of modernity in the non-Western regions of Latin America, Africa, the Middle East and Asia. The influence of European colonialism on democracy, industrialization and capitalism will be examined. Prerequisites: HIST 223, 224, 226, or permission of instructor.

422 NATIONALISM 3 hours
An examination of the anti-colonial nationalist movements throughout Latin America, Africa, the Middle East and Asia. The meaning of “nation” and the conjoining of religious, linguistic and ethnic identities will be reviewed. Prerequisites: HIST 223, 224, 226, or permission of instructor.

430 MEDIEVAL FOUNDATIONS OF WESTERN SOCIETY 3 hours
An advanced study of the European Middle Ages, exploring the impact of medieval European social, political and economic institutions on modern Western society. Examines the creation of western commercial, political, legal and educational systems, the formation of western ideas about gender and class relations, and the relationship of the medieval West to non-Western societies of the time, particularly encounters with the world of Islam. Prerequisite: HIST 100 or 101; junior or senior standing. Fall, odd years. GE-L.

460 RECENT AMERICAN HISTORY 3 hours
An examination of social, political, economic and intellectual forces that have shaped American thought and policy since World War II. Fall, even years.

475 INTERNSHIP 3-12 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.

499 SENIOR THESIS 1 hour
Supervised research in primary source materials culminating in a paper, which will satisfy the requirements of the Senior Comprehensive Evaluation. Prerequisite: HIST 350.

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 also must approve. A set of guidelines is available at 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, 36 hours: POSC 121, 140, 222, 233, 321, 322, 344, 365, 367; 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. 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 (W) 3 hours
Examination of the fundamental approaches and research methods used to explain political phenomena. Prerequisite: ENG 110. 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.

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<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>311</td>
<td>CONSTITUTIONAL LAW</td>
<td>4 hours</td>
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<td>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.</td>
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<tr>
<td>321</td>
<td>POLITICAL THEORY I</td>
<td>3 hours</td>
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<td></td>
<td>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.</td>
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<tr>
<td>322</td>
<td>POLITICAL THEORY II</td>
<td>3 hours</td>
</tr>
<tr>
<td></td>
<td>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.</td>
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<tr>
<td>331</td>
<td>PUBLIC OPINION AND POLITICAL BEHAVIOR</td>
<td>3 hours</td>
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<td>An examination of the nature of public opinion and voting behavior in the United States. Other topics include polling and survey research, political communication, political psychology, and the role of public opinion and elections in a democratic society. Prerequisite: POSC 121 or 122. Fall, even years.</td>
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<tr>
<td>344</td>
<td>AMERICAN POLITICAL INSTITUTIONS</td>
<td>3 hours</td>
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<td></td>
<td>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.</td>
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<tr>
<td>360</td>
<td>INTERNATIONAL LAW</td>
<td>3 hours</td>
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<td>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.</td>
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<tr>
<td>365</td>
<td>INTERNATIONAL POLITICAL ECONOMY</td>
<td>3 hours</td>
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<td>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.</td>
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<tr>
<td>367</td>
<td>INTERNATIONAL ORGANIZATION</td>
<td>3 hours</td>
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<td>A study of international organizations. Emphasis upon the United Nations and its peacemaking, peacekeeping, and peace-enforcing roles, as well as its contributions to world order. Prerequisite: POSC 140. Fall, even years.</td>
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<tr>
<td>370</td>
<td>MODEL UNITED NATIONS</td>
<td>1-2 hours</td>
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<td></td>
<td>Supervised preparation for and participation in Model United Nations sessions. May be repeated to a maximum of four hours. Prerequisite: permission of instructor.</td>
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<tr>
<td>372</td>
<td>MOCK TRIAL</td>
<td>1-2 hours</td>
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<tr>
<td></td>
<td>Supervised preparation for and participation in intercollegiate mock trial tournaments. May be repeated to a maximum of four hours. Prerequisite: permission of instructor.</td>
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**Humanities Division**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>475</td>
<td>INTERNSHIP</td>
<td>3-12 hours</td>
</tr>
<tr>
<td>475</td>
<td>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.</td>
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<th>Course Code</th>
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<tbody>
<tr>
<td>499</td>
<td>SENIOR RESEARCH PROJECT</td>
<td>4 hours</td>
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<tr>
<td>499</td>
<td>Supervised research into a political science topic of interest. Prerequisite: POSC 222, senior status as political science major, GPA of 3.5 or higher, consent of instructor.</td>
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<tr>
<th>Course Code</th>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>380 or 480</td>
<td>SPECIAL PROBLEMS</td>
<td>1-4 hours</td>
</tr>
<tr>
<td>380 or 480</td>
<td>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 is available at the Office of the Registrar.</td>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>385 or 485</td>
<td>SEMINAR</td>
<td>1-4 hours</td>
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<tr>
<td>385 or 485</td>
<td>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.</td>
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**HUMANITIES DIVISION**

*Chair John H. Planer*

**Courses HUM**

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<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>130</td>
<td>EXPERIENCING THE ARTS</td>
<td>3 hours</td>
</tr>
<tr>
<td>130</td>
<td>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.</td>
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<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>131</td>
<td>THE JEWISH FAITH, CULTURE AND PEOPLE</td>
<td>3 hours</td>
</tr>
<tr>
<td>131</td>
<td>A broad introduction to Jewish religious beliefs, festivals, calendar, art, music and literature. GE-M1.</td>
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<tr>
<th>Course Code</th>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>210</td>
<td>WOMEN IN THE ARTS</td>
<td>3 hours</td>
</tr>
<tr>
<td>210</td>
<td>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.</td>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>221</td>
<td>PRE-COLUMBIAN CIVILIZATION</td>
<td>3 hours</td>
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<tr>
<td>221</td>
<td>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. January, alternate years. GE-M2.</td>
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<tr>
<td>240</td>
<td>ISLAMIC CULTURE</td>
<td>3 hours</td>
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<tr>
<td>240</td>
<td>A course designed to acquaint students with one of the worlds’ great religions and the ways in which westerners have benefited from past association with the Muslims. Include travel to an Islamic country or to one strongly influenced by Islam, or both. GE-M2</td>
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</tbody>
</table>
**401 ARTS AND IDEAS**
Integration of fine arts within the larger context of the humanities. This course surveys cultural developments from ancient Greece to the 20th century. Prerequisites: HUM 130; HIST 101. GE-L.

**405 LIFE AND DEATH**
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 several controversial issues. Students will be expected to develop their critical thinking, reading and writing skills during this course. This course is open only to first-year students. GE-A.

**200 ENTREPRENEURIAL THINKING**
3 hours
This class will present the theoretical foundations of innovation, including, but not limited to, psychological, group behavioral, artistic, analytical, philosophical and theological perspectives. Students will learn of the basic psychological theories of creativity, the group dynamics that foster creative results as well as theories of team building techniques that are essential for successful implementation. Study of the creative impulse expressed in the fine arts including, but also not limited to, literature, sculpture and painting will be approached through lecture, writing, discussion and experiential learning activities.

**201 ENTREPRENEURSHIP SKILLS**
3 hours
Students will participate in a variety of interactive activities and discussions that examine creativity, opportunity recognition, strategic analysis, compelling communication and team building upon a foundation of values-based decision making. Learning these transferable “tools of entrepreneurship” will enable a student to implement change and innovation in any chosen career or vocation, such as teacher, accountant, scientist, physician, musician, religious leader or business person. No matter students’ future career or vocational path – the problems are the same and solutions are available. Prerequisite: IDIV 200.

**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.
350 THE INDIA STORY 3 hours
An intensive seminar-type travel course offered in New Delhi, India. All aspects of Indian culture and history will be covered through lectures given by instructors with expertise in specific topics. Summer. GE-M2.

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; ENG 110. 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.

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; varies 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 also must 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 division chair and the vice president and dean for academic affairs must also approve. A set of guidelines is available at 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.
MANAGEMENT
See Accounting and Business.

MARKETING
See Accounting and Business.

MATHEMATICS AND COMPUTER SCIENCE

Chair James P. Brumbaugh-Smith, Stanley K. Beery, Young S. Lee, Andrew F. Rich, Charles M. 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 and social sciences and in industry; (d) to become teachers of mathematics at both precollege and college levels.

Entering students take a placement test in mathematics as part of new student orientation. The test results in conjunction with other criteria are used to place students in an appropriate beginning mathematics course. Advanced placement credit in calculus and statistics 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 Office of Teacher Education.
Courses MATH

100 BASIC MATHEMATICS 2 hours
A review of topics in arithmetic and elementary algebra. Topics include: fractions, decimals, proportions and percent, signed numbers, linear equations and inequalities, and exponents. Fall.

101 MATH FOR ELEMENTARY TEACHERS I 3 hours
A course designed especially for the teacher of elementary school mathematics. Topics include: problem solving, sets, logic, functions, numeration systems, computational algorithms, rational and irrational numbers, and number theory. Prerequisite: placement. Fall.

102 MATH FOR ELEMENTARY TEACHERS II 3 hours
Topics include: proportional reasoning, percent, descriptive statistics, probability, intuitive geometry, transformational geometry and measurement. Prerequisite: MATH 101 or consent of instructor. 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
Topics include: exponents and radicals, factoring, linear and quadratic equations, linear inequalities, graphs and functions, polynomials, exponential and logarithmic functions, and systems of linear equations. Prerequisite: placement. Fall. January. Spring. GE-D.

120 PRECALCULUS 3 hours
Topics include: graphs and functions, polynomials and their zeros, complex numbers, exponential and logarithmic functions, trigonometry (functions, graphs and identities) and applications. Prerequisite: MATH 112 or placement. 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. Trigonometric, exponential and logarithmic functions are included. Graphing calculators will be used. Prerequisite: MATH 120 or placement. Fall. Spring. GE-D.

122 CALCULUS II 4 hours
Topics include: numerical integration, applications of integration, techniques of integration, inverse trigonometric 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 instructor. 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. Fall. Spring. January. GE-D.

231 MULTIVARIABLE CALCULUS 4 hours
Topics include: vector analysis in two-and three-dimensional spaces, polar and spherical coordinates, curves in space; multivariable functions and their derivatives, multiple integrals, line integrals, and Green’s and Stokes' Theorems. Prerequisites: MATH 122, 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; MATH 121. Spring, odd years.

240 MATHEMATICAL STATISTICS 4 hours
Basic concepts of probability; expectation; variance, covariance, distribution functions; bivariate, marginal and conditional distributions. 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
Topics include: classification of differential equations; methods of solving first order equations, second and higher order linear equations, and systems of linear equations; series solutions; and existence theorems. Prerequisite: MATH 122. 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 R^n, linear transformations and mathematical models using matrix algebra. Prerequisites: MATH 121, 130; or consent of the instructor. Fall.

303 MATH FOR ELEMENTARY TEACHERS III 3 hours
The study of curriculum, methods, computer applications, materials and assessment for elementary school mathematics programs. Taken as part of the Elementary Methods Block, with field experiences a required component. Prerequisites: MATH 101, 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 REAL ANALYSIS 3 hours
Topics include: the completeness of the real number system; sequences and their limits; elementary point-set topology; and continuity and uniform continuity. The theory of series, the derivative and the Riemann integral will be treated as time permits. Prerequisites: MATH 130, 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 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 four hours credit. Prerequisite: MATH 130, 122L; permission of the department chair.

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 three hours credit. Prerequisite: ENG 110; 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 is available at 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, 42-43 hours: CPTR 105, 205, 221, 308, 310, 312, 314, 475 or 499; MATH 121, 130, 251; one course selected from: CPTR 410, 415; MATH 233.

Majors must successfully complete the senior comprehensive evaluation prior to graduation. Details are available from the department chair.
Minor in computer science, 23-25 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, 26-30 hours: ACCT 211; BUS 120, 310; CPTR 105, 205; (MATH 120) MATH 130; two hours of BUS 106 on different topics; one course selected from: CPTR 308, 312, 314.

Associate of Arts Degree
Major, computer applications, 23-25 hours: CPTR 105, 205; MATH 130,120 or 121; three hours of BUS 106 on different topics; two courses selected from CPTR 221, 308, 312, 314.

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, spreadsheets and databases. Fall.

105 COMPUTER PROGRAMMING I 3 hours
A first course in computer programming with emphasis on problem solving techniques and good programming styles. Fundamental concepts of computers are introduced. Programming topics include input/output/file streams, decision structures, loops, functions, arrays, top-down design, documentation, debugging and testing. Fall. Spring.

205 COMPUTER PROGRAMMING II 3 hours
Use of a high-level language 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. Spring.

221 SOFTWARE DEVELOPMENT 4 hours
Combines a range of material related to the design, implementation and testing of software systems with the practical experience of implementing such a system as a member of a programming team. The course covers software process models, requirements, specification, design, documentation, validation and project management. In addition, it includes discussion of professional and ethical responsibilities in software development. Prerequisite: CPTR 205. Spring, odd years.

308 COMPUTER ARCHITECTURE 3 hours
An introduction to the organization of computers. Topics include: information representation, assembly language programming, registers, linkage, I/O and device handlers, architectural performance. Prerequisite: CPTR 205; 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; MATH 130. Fall, odd years.
312 DATABASE MANAGEMENT SYSTEMS  
4 hours
An introduction to database design (development and use of efficient database 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; 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; 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, 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 work experience. Students may enroll twice for up to four hours credit. Prerequisites: two courses beyond CPTR 205; ENG 110; permission of department chair.

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: ENG 110; 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 is available at 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

Director David P. Kreps

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 235, 235L Analytical Chemistry and Lab
CHEM 311, 311L Organic Chemistry I and Lab
CHEM 312, 312L Organic Chemistry II and Lab
BIOL 108, 108L Principles of Biology II and Lab
BIOL 222, 222L Introduction to Molecular Biology and Lab
BIOL 313, 313L Microbiology and Lab
BIOL 360 Principles of Genetics
BIOL 395 Orientation to Research
BIOL 430 Host-Parasite Interactions
MATH 210 or (MATH 122) 240

One course selected from: PHYS 111, 112, (MATH 121) 210, (MATH 122) 220
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

Chair Janina P. Traxler, Lynne F. Margolies, Ingrid N. Rogers

The Department of Modern Languages 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 study abroad, usually in the sophomore or 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 semester hours for this work.
Students can receive credit for the intermediate level (six semester hours) 
   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 with a grade of B or higher, 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 semester 
hours of credit for intermediate-level language study; scores of four or five will 
be awarded 12 semester hours 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 Department of Modern 
Languages; 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 the Catalog or must be approved by the Department of Modern Languages.

Departmental minor, 24 hours: FREN 201, 202; nine hours selected from FREN 301, 
302, electives in French culture and civilization approved by the Department of Modern 
Languages; 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 the 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.

Manchester College students of French are encouraged to study for a semester or a 
year in France, preferably during their junior year. Students with two years of college 
French or the equivalent proficiency are eligible. Manchester College grants credit for 
satisfactory work done abroad through accredited programs. Study abroad is expected 
for those wishing to complete a major in French. Interested students should discuss 
the possibility of foreign study with the academic advisor 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. 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 that illustrate, extend and synthesize the 
background material. Assignments designed to develop understanding of daily life
Modern Languages

will require some elementary French. Prerequisite: FREN 101 or permission of instructor. 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 in Francophone literature or culture. All writing will be done in French. Upon approval of the department chair, this course may be used to help satisfy the requirement in literature for the major or minor. May be repeated for a total of four semester hours. Prerequisite: ENG 110; one course beyond FREN 202, 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 (W) 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 (W) 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 19th and 20th 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: ENG 110; 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 also must approve. A set of guidelines is available at 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 Department of Modern Languages; 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 the Catalog or must be approved by the Department of Modern Languages.

Departmental minor, 24 hours: GER 201, 202; nine hours selected from: GER 301, 302, electives in German culture and civilization approved by the Department of Modern Languages; 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 the 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.

Manchester College students of German are encouraged to study for a semester or a year in Germany. Students with two years of college German or the equivalent proficiency are eligible. Manchester College grants credit for satisfactory work done abroad through accredited programs. Study abroad is required for those wishing to complete a major in German. Interested students should discuss the possibility of foreign study with the academic advisor 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, odd years (101). Spring, even years (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, even years (201). Spring, odd years (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. Fall, even years (301). Spring, odd years (302). 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 in German literature or culture. All writing will be done in German.
Upon approval of the department chair, this course may be used to help satisfy the requirement in literature for the major or minor. May be repeated for a total of four semester hours. Prerequisite: ENG 110; one course beyond GERM 202, 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 20th CENTURY (W)** 3 hours
A study of select German writers and literary movements from 1889 to the present. Because the content changes from year to year, the course may be repeated once. Prerequisite: ENG 110; 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 also must approve. A set of guidelines is available at 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 Department of Modern Languages; 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 the *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 Department of Modern Languages; 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 the *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.
Manchester College students of Spanish are encouraged to study for a semester or a year in a Spanish-speaking country, preferably during their sophomore or junior year. Students with two years of college Spanish or the equivalent proficiency are eligible. Manchester College grants credit for satisfactory work done abroad through accredited programs. Study abroad is encouraged for those wishing to complete a major in Spanish. Interested students should discuss the possibility of foreign study with the academic advisor 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.

110 INSIDE LATIN AMERICA 3 hours
This travel course provides students with cultural and linguistic immersion in a Latin American, Spanish-speaking country. Through daily language classes, home stays in families, excursions to cultural sites, and group discussions, students will learn about the culture, history, traditions, daily life and events of the host country. Credit for this course may not be applied toward the Spanish major or minor. 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 301 or 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 MODERN 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: ENG 110; 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 also must approve. A set of guidelines is available at 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.

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.

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.

320 NARRATIVE EYE: TOPICS IN HISPANIC FILM AND STORY 3 hours
Introduction to the critical study of films and literature about topics from the Spanish-speaking world. Course includes short fiction, films and analysis of the two genres. Prerequisites: ENG 110 and junior or senior standing. GE-L

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

Chair John H. Planer, Debora E. DeWitt, Suzanne B. Gindin, Debra J. Lynn

The curriculum of the Music Department is designed (a) to provide a course of study for majors and minors in the department that 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 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
Departmental major core: MUS 110, 113, 114, (106) 125, 213, 225, 231, 232, 370, 420; six hours of applied lessons; four hours of ensembles; four hours of keyboard or alternate area lessons.

Major in music, applied concentration, 46 hours: core courses plus MUS 470; seven hours of approved electives selected from non-applied areas.

Major in music, general concentration, 43 hours: core courses plus one hour of applied lessons; four hours of approved electives selected from non-applied areas.

Major in music, theory-composition concentration, 46 hours: core courses plus MUS 226; five hours selected from: MUS 313, 355, 240, 350.

Applied majors are required to participate in one ensemble each semester. For voice, wind and string majors, one ensemble each semester must be in the area of the applied major. Keyboard and theory-composition majors may fulfill their requirements in ensembles of their choice.

Students with an applied concentration in piano or organ must meet their alternative area requirement in one or two different applied areas: a second keyboard instrument, an orchestral or band instrument, or voice.

Majors must successfully complete the senior comprehensive evaluation prior to graduation. Details are available from the department chair.
Music education offers majors that lead to all-grade certification in choral music and instrumental music. Requirements for teaching majors are available in the Office of Teacher Education.

Minor in music, 26-28 hours: MUS 110, 113, 114, (106) 125, 225, 232; 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 201 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 2 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. Spring.

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  
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  
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, four-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  
Study of contemporary compositional techniques through examination of works by 20th century composers. Emphasis on creative work by the student. Prerequisite: MUS 225. Spring, odd years.

231 MUSIC HISTORY AND ANALYSIS I  
Study of the history of Western music from ancient Greece through the middle baroque, including analysis and listening. Music is placed in its historical and cultural context. Prerequisite: MUS 125. Spring, odd years.

232 MUSIC HISTORY AND ANALYSIS II  
Study of the history of Western music from the late baroque through the 20th century, 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.

240 BEGINNING COMPOSITION  
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. Prerequisite: MUS 125.

254 VOCAL PEDAGOGY, DICTION AND REPERTOIRE  
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. Spring, even years.

255 BRASS PEDAGOGY AND REPERTOIRE  
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  
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  
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  
Principles of performance and pedagogy of various instruments. Students are expected to acquire basic technical facility on the instruments studied. Spring, odd years.
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.

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 240 and 226.

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. Spring, 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 (W) 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: ENG 110; MUS 225, 235, 245, 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. 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 are 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. Private lesson charges are outlined on Page 153.

Applied Music Courses  MUS

Piano: non-majors

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.

200 PIANO: NON-MAJORS  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.

300 PIANO: NON-MAJORS  1 hour
For non-majors who are at the intermediate level in piano. Requirements: greater facility of scales and arpeggios; a variety of intermediate repertoire chosen from different periods of music. May be repeated. Prerequisite: MUS 200.

400 PIANO: NON-MAJORS  1 hour
For non-majors who are at least at the advanced intermediate level in piano. Requirements: greater facility of scales and arpeggios; a variety of advanced-intermediate to advanced repertoire chosen from different periods of music. May be repeated. Prerequisite: MUS 300.

Piano: majors and minors

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.

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 sonatinas 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.

Voice: non-majors

107 BEGINNING VOICE CLASS 1 hour
Voice class for non-majors with little or no previous experience as solo singers. Basic singing skills are explored through a study of basic vocal anatomy, vocal exercises, and beginning level vocal repertoire. May be repeated once for credit.

207 VOICE: NON-MAJORS 1 hour
Intermediate private voice study for non-majors. Repertoire determined by instructor according to ability of student. May be repeated once for credit. Prerequisite: two semesters of MUS 107 or MUS 102.

307 VOICE: NON-MAJORS 1 hour
Advanced intermediate private voice study for non-majors. Repertoire determined by instructor according to ability of student. May be repeated once for credit. Prerequisite: two semesters of MUS 207.

407 VOICE: NON-MAJORS 1 hour
Advanced private voice study for non-majors. Repertoire determined by instructor according to ability of student. May be repeated once for credit. Prerequisite: two semesters of MUS 307 (May include MUS 370).

Voice: majors and minors

102 VOICE 1 hour
Study of basic concepts of breathing, resonance and diction. Emphasis is on English language repertoire, however, Italian is also explored. Prerequisite: audition into department or permission of instructor.

202 VOICE 1 hour
Intermediate level study, a continuation of MUS 102. French or German song literature is begun and added to English and Italian repertoire. Intended for music majors and minors. Prerequisite: MUS 102.

302 VOICE 1 hour
Study of advanced intermediate solo vocal technique and diction, a continuation of MUS 202. Emphasis is on English, Italian, French and German repertoire. Operatic and/or oratorio repertoire is also explored. Intended for music majors and minors. Prerequisite: MUS 202.

402 VOICE 1 hour
Study of advanced vocal technique, a continuation of MUS 302. Senior recital repertoire is explored, representative of various languages and genres deemed
appropriate by the instructor. Intended for music majors and minors. Prerequisite: two semesters of 300-level voice study for majors (may include MUS 370).

Beginning Instruments

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.

204A INTERMEDIATE WIND, STRING AND PERCUSSION INSTRUMENTS 1 hour
Continuation of 104A at the intermediate level of study. Prerequisite: MUS 104A.

String, Wind, and Percussion Instruments

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.

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.

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.
Organ

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. 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.

Ensembles

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.

132 OPERA WORKSHOP 0.5 hour
Students will prepare and perform excerpts from various operas roles. The course will culminate with a fully staged and costumed opera scenes performance. May be repeated. Prerequisite: audition. January. Spring.

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.

136 CANTABILE 0.5 hour
A women’s ensemble open to students by audition. Standard treble accompanied and unaccompanied repertoire is prepared and performed for concert programs on and off campus. Fee required. May be repeated. Prerequisite: audition.
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. One 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.

Other

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. May be repeated in different semesters for up to three hours. Prerequisites: MUS 201 or 205 and consent of instructor.

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.

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 also must approve. A set of guidelines is available at 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

Chair Albert A. Williams

Courses NASC

103 PHYSICAL SCIENCE 3 hours
A survey of elements of physical science with a focus on the important role of energy in our society. 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 our universe with an emphasis on matching scientific models to astronomical observations. Objects studied include planets, stars, galaxies and the universe as a whole. The class will concentrate on interpreting scientific theories and observations using these objects as examples. Recent research will also be studied and evaluated by reading scientific journal articles. GE-J3.

207 HISTORICAL GEOLOGY 3 hours
This course will cover the history of geology and the principles of interpretation of earth history, such as geologic dating, correlation of strata, and plate tectonics. Processes of fossilization will also be covered. This course will focus on the study of the evolutionary history of plant and animal life of Earth. Corequisite: NASC 207L. Spring. GE-J3

207L HISTORICAL GEOLOGY LAB 1 hour
Laboratory experience in historical geological methods. Lab work will include, but is not limited to, geologic interpretation and identification of fossil remains of plants and animals. Corequisite: NASC 207.

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. 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.
PEACE STUDIES

Director Timothy A. McElwee, Kenneth L. Brown

Peace studies explores the frontiers of nonviolent alternatives to conflict, whether in our personal lives or international relations. This interdivisional 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 may also choose to design an individualized concentration within the major.

Baccalaureate Degree
Major in peace studies
Core courses (27-33 hours):
PEAC 110 Introduction to Peace Studies
PEAC 235 Literature of Nonviolence
PEAC 320 Conflict Resolution
or
PSYC 218 Mediation and Conciliation
PEAC 330 Analysis of War and Peace
(one course in philosophy or permission of instructor)
PHIL 425 Environmental Philosophy
PHIL 444 Philosophy of Civilization
POSC 140 International Politics
REL 205 Religions and War
(SOC101 Introduction to Sociology or permission of instructor)
SOC 328 Social Movements

Concentration in interpersonal/intergroup conflict studies, 46-52 hours: core courses plus COMM 210; PSYC 218, (110) PSYC 425; six hours of electives selected from: COMM 256; PEAC 275; PSYC 350; SOC 228.

Concentration in religious and philosophical bases, 43-49 hours: core courses plus PHIL 201; POSC 321 or 322; PHIL or REL 385; PHIL 330 or REL 228; one course selected from: REL 210, 222, 223.

Concentration in international and global studies, 43-49 hours: core courses plus POSC 365, 367; one course selected from: POSC 233, 272, 360; one course selected from: COMM 256, HIST 220, SOC 311

Individualized concentration, 43-49 hours: core courses plus 15 hours of electives designed by the student, and submitted with rationale for approval by the Peace Studies Council.
Majors must successfully complete the senior comprehensive evaluation. Details are available from the chair of the Peace Studies Council.

Minor in peace studies, 18 hours: PEAC 110; 15 hours of electives approved by the Peace Studies Council.

**PEAC Courses**

**110 INTRODUCTION TO PEACE STUDIES**  3 hours
An introduction to the interdisciplinary field of peace studies. This course explores the causes and effects of violence and conflict, and examines the possibilities for the nonviolent transformation of interpersonal, intergroup and international conflict. GE-M1.

**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. A student may enroll twice for credit, thereafter without credit.

**235 LITERATURE OF NONVIOLENCE**  3 hours
Study of the lives and writings of modern theorists and practitioners of nonviolence, including Thoreau, Tolstoy, Gandhi and Martin Luther King Jr. Spring, odd years.

**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.

**320 CONFLICT RESOLUTION**  3 hours
An advanced study of how to deal constructively with interpersonal, intra-organizational, and intergroup conflict.

**330 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, even years.

**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.

**475 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.

**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 also must approve. A set of guidelines is available at the Office of the Registrar.
385 or 485 SEMINAR IN PEACE STUDIES 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
See Religion and Philosophy.

PHYSICAL EDUCATION
See Exercise and Sport Sciences

PHYSICS

Chair Gregory W. Clark, Christer G. Watson

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, 24 hours: PHYS 210, 220, 301, 310, 320; one laboratory course selected from: PHYS 301L, 310L, 320L, 330L, 420L; six hours of electives in physics.

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

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: MATH 122; PHYS 210. 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: MATH 122; PHYS 220. Fall, odd years.

301L ELECTRICITY AND MAGNETISM LABORATORY 1 hour
Laboratory to accompany PHYS 301.

310 MODERN PHYSICS 3 hours
For students with an introductory physics background who wish to extend their knowledge of atomic, nuclear and solid state physics. Emphasis on the basic phenomena and fundamental physics principles involved in special relativity and quantum mechanics and their subsequent application to atomic, nuclear and solid state models. Prerequisite: PHYS 220 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; and central force fields. Prerequisites: ENG 110; MATH 122; PHYS 220. Fall, even years.

320L MECHANICS LABORATORY 1 hour
Laboratory to accompany PHYS 320.
Physics

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: MATH 122; PHYS 220. Fall, even years.

410 QUANTUM PHYSICS 3 hours
Physical and mathematical aspects of the quantum theory; solutions of the Schrödinger wave equation, including approximation methods; and applications to atomic, molecular and nuclear structure. Prerequisites: MATH 122; PHYS 310. 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: MATH 122; PHYS 301. 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: MATH 122; PHYS 320. 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 also must approve. A set of guidelines is available at 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.
PRE-MEDICINE
See Biology-Chemistry.

PSYCHOLOGY

Chair Gary A. Zimmerman, Marcie L. Coulter-Kern, Russell G. Coulter-Kern, Neil J. Wollman

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 110, 220, 325, 335 or 360, 341, 444; MATH 210; eight hours of electives from the following: PSYC 218, 301, 338, 343, 345, 350, 425, 476, 380/480, 385/485.

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

Departmental minor, 19 hours: PSYC 110; 15 hours of electives selected in consultation with department.

Courses PSYC

110 INTRODUCTION TO PSYCHOLOGY 4 hours
An introduction to the scientific study of behavior and mental life which includes an overview of the biological, social and cultural influences on behavior. In addition to three hours of lecture meetings per week, all students will participate in a field experience that provides hands-on exposure to course content. Fall, January, Spring GE-K3.

218 MEDIATION AND CONCILIATION 3 hours
Study and practice of the psychological components and skills inherent to mediation and conciliation. Fall. Spring.

220 CHILD AND ADOLESCENT PSYCHOLOGY 4 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. In addition to three hours of lecture meetings per week, all students will participate in a field experience that provides hands-on exposure to course content. Prerequisite: PSYC 110. Spring.

301 SOCIAL PSYCHOLOGY 3 hours
The scientific study of how people think about, influence, and relate to one another within and across cultures. Topics include the interaction of culture and gender, conflict and peacemaking, social beliefs and judgments, conformity, persuasion, prejudice, aggression, and attraction as they vary. All students will participate in
applied research or other practical experience. When offered on campus, concurrent enrollment in PSYC 301L is required. Prerequisite: PSYC 110. January. Spring. GE-M1.

301L SOCIAL PSYCHOLOGY LAB 1 hour
Students will participate in applied and field-based research. When PSYC 301 is offered on campus, concurrent enrollment in PSYC 301L is required.

325 BEHAVIOR DISORDERS 4 hours
The scientific study of the causes (etiology), symptoms (diagnosis) and treatment of various forms of psychopathology. Topics include a review of anxiety, mood disorders, psychosis, personality disorders and childhood disorders. All students will participate in a laboratory experience. Prerequisite: PSYC 110. Fall.

335 COGNITIVE PSYCHOLOGY 4 hours
An introduction to topics in cognitive psychology including: attention, perception, neurocognition, memory, knowledge, reasoning, decision making, problem solving, language and imagery. Laboratory projects and experiments provide hands-on experience with course topics. Prerequisite: 12 semester hours in psychology or permission of instructor. Spring.

338 ADULT DEVELOPMENT AND AGING 4 hours
The study of how adults change as they age. It includes coverage of developmental theories as they apply to adulthood and aging. In addition to three hours of lecture meetings per week, all students will participate in a field experience with older adults. Prerequisite: PSYC 110. Spring.

341 RESEARCH METHODS (W) 4 hours
A beginning study of experimental and non-experimental research methods in contemporary psychology. Students study the basic methods of measurement, hypothesis formation, data collection, data analysis and interpretation. Laboratory projects provide hands-on experience. Prerequisite: ENG 110; PSYC 110; MATH 210. Fall.

343 ADVANCED RESEARCH 4 hours
A laboratory course designed to provide students with hands-on experience in an actual, ongoing research program. The main purpose is to prepare students for graduate school. Students are encouraged to take this course no later than the junior year. Prerequisites: PSYC 110, 341; MATH 210; or permission of instructor. Spring.

345 PSYCHOLOGICAL TESTS AND MEASUREMENTS 4 hours
An introduction to the theory and practice of psychological measurement. Topics include theory and practice of test construction, validation and interpretation. Laboratory projects include practical experience in course topics. Prerequisite: PSYC 110. January.

350 MULTICULTURAL PSYCHOLOGY 3 hours
The systematic study of human behavior, cognition and affect where people of different backgrounds coexist within one society. This course is sometimes offered off campus. It combines readings, lectures, discussion, and on-site learning with a wide variety of community leaders and professionals. Participation in an applied field experience is required. Prerequisite: PSYC 110. January. GE-M1.

360 NEUROPSYCHOLOGY 4 hours
An introduction to the biology of behavior. Topics include a review of the function of the nervous system, brain and behavior. Laboratory projects and experiments provide hands-on experience with course topics. Prerequisite: 12 semester hours in psychology or permission of instructor.
425 COUNSELING THEORY AND PRACTICE 4 hours
A survey of the major counseling theories. Laboratory projects include practical experiences. Prerequisites: PSYC 110, 220, 325; or permission of instructor. Fall. Spring.

444 SENIOR SEMINAR 4 hours
A capstone course for psychology majors that includes a review of major historical and contemporary issues in psychology. Topics include a laboratory component designed to help prepare students for the Senior Comprehensive Evaluation in psychology, graduate study and future careers. Prerequisites: Senior standing or permission from instructor. Fall. Spring.

476 FIELD PLACEMENT IN PSYCHOLOGY 1-12 hours
Supervised field placement in a clinic, hospital, school, agency, or laboratory. Three semester hours may be used to meet major requirements. Prerequisites: PSYC 110 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 also must approve. A set of guidelines is available at 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.

RECREATION AND YOUTH SPORT
See Exercise and Sport Sciences

RELIGION AND PHILOSOPHY

Chair Steven S. Naragon, Robert C. Bowman, Katy Gray Brown, Michael Brown, H. 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 hours: REL 101, 102, 111, 385 or 485; PHIL 201, 316; three courses selected from: REL 311, 312, 415, 435; two courses selected from: REL 205, 210, 222, 223; three hours from departmental courses and with departmental approval.

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

Departmental minor, 24 hours: REL 101, 102, 111; three courses selected from: REL 311, 312, 415, 435; six hours from religion courses and with departmental approval.

Associate of Arts Degree

Major in religion, 24 hours: REL 101, 102, 111; PHIL 201 or 215; two courses selected from: REL 311, 312, 415, 435; one course selected from: REL 205, 210, 222, 223; three hours from departmental courses selected in consultation with the academic advisor.

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.

205 RELIGIONS AND WAR 3 hours
An examination of the role of religion as a factor influencing social and political conflict. Theoretical principles are applied to contemporary cases in which religion functions as a cause and/or mediating force in occurrences of war. Fall. GE-M1.

210 JUDAISM, CHRISTIANITY AND 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 AND 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.
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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites and Notes</th>
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<tbody>
<tr>
<td>225</td>
<td>FEMINIST AND WOMANIST THEOLOGIES</td>
<td>3 hours</td>
<td>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.</td>
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<td>228</td>
<td>THE BRETHREN HERITAGE</td>
<td>3 hours</td>
<td>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 that profess a creed and those which identify themselves primarily in a non-creedal fashion. GE-F.</td>
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<td>241</td>
<td>JESUS AND THE GOSPELS</td>
<td>3 hours</td>
<td>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.</td>
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<td>245</td>
<td>THE HEBREW PROPHETS</td>
<td>3 hours</td>
<td>An introduction to the content and message of the prophetic literature of the Old Testament. Historical, social, literary, and theological features of the texts are explored. Attention is given to the role of the prophets as agents of change in their societies. Prerequisite: REL 101.</td>
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<tr>
<td>266</td>
<td>RELIGIOUS CLASSICS</td>
<td>3 hours</td>
<td>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.</td>
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<td>311</td>
<td>ANCIENT AND MEDIEVAL CHRISTIANITY (W)</td>
<td>3 hours</td>
<td>The encounter of Christianity with the classical, Islamic, and barbarian worlds from the first to the 14th century, dealing with sectarianism, heresy, creedoal orthodoxy and Catholicism. Prerequisite: ENG 110. GE-F.</td>
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<tr>
<td>312</td>
<td>REFORMATION AND EARLY MODERN CHRISTIANITY (W)</td>
<td>3 hours</td>
<td>The relationship of Christianity to major cultural and intellectual movements, from the Renaissance and Reformation through the Enlightenment. Prerequisite: ENG 110. GE-F.</td>
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<tr>
<td>415</td>
<td>CHRISTIANITY IN THE 19TH AND 20TH CENTURIES</td>
<td>3 hours</td>
<td>An examination of movements, major schools, and the makers of modern theology, from 1820 to 1970.</td>
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<td>435</td>
<td>CONTEMPORARY CHRISTIAN THOUGHT</td>
<td>3 hours</td>
<td>A study of the present religious situation, including important developments to Christian theology and the relationship to other world religions and world views and to major social and political events.</td>
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<tr>
<td>475</td>
<td>INTERNSHIP IN MINISTRY</td>
<td>4 hours</td>
<td>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.</td>
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<tr>
<td>380 or 480</td>
<td>SPECIAL PROBLEMS</td>
<td>1-4 hours</td>
<td>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 also must approve. A set of guidelines is available at the Office of the Registrar.</td>
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</table>
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, 36 hours: PHIL 201, 215, 230, 330, 385 or 485; REL 222 or 223; three courses selected from: PHIL 316, 318, 320, 423; one course selected from: REL 111, 415, 435; six hours from departmental courses and with departmental approval.

Departmental minor, 24 hours: PHIL 201, 230; three courses selected from: PHIL 316, 318, 320, 423; nine hours selected from departmental courses and with departmental approval.

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 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.

316 ANCIENT AND MEDIEVAL WESTERN PHILOSOPHY (W) 3 hours
A study of Western philosophy from the Presocratics to William of Ockham. Prerequisite: ENG 110; PHIL 201. Fall, odd years.

318 17TH AND 18TH CENTURY WESTERN PHILOSOPHY 3 hours
A study of Western philosophy from Hobbes and Descartes to Kant. Prerequisite: PHIL 201. Spring, even years.
320 19TH CENTURY WESTERN PHILOSOPHY 3 hours
A study of Western philosophy from the German Idealists to Kierkegaard and Nietzsche. Prerequisite: PHIL 201. Fall, 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.

423 20TH CENTURY WESTERN PHILOSOPHY 3 hours
A study of Western philosophy from C.S. Peirce to Sartre and Quine. Prerequisite: PHIL 201. Spring, odd 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 toward nature. Prerequisite: one course in philosophy or consent of instructor. Spring, even years. GE-L.

444 PHILOSOPHY OF CIVILIZATION (W) 3 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. Prerequisite: ENG 110. Fall. 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 also must approve. A set of guidelines is available at 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 SCIENCE DIVISION

Chair Katherine A. Tinsley

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.

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.

SOCIOLGY AND SOCIAL WORK

Chair Abigail A. Fuller, Barbara J. Burdge, Cheryl L. Krueckeberg, Robert B. Pettit, Bradley L. Yoder

SOCIOLGY

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.

CRIMINAL JUSTICE

Baccalaureate Degree
Minor, 24 hours: SOC 228, 244, 340; SOWK 110, 274, 275; POSC 121 or 122; PSYC 220 or 325.

Associate of Arts Degree
Major in criminal justice, 27 hours: SOC 101, 228, 244, 340, 345; SOWK 110, 233, 274, 275.

SOCIOLGY

Baccalaureate Degrees
Departmental major with sociology concentration, 36 hours: SOC 101, 222, 228, 240, 345, 440; 18 hours of electives in sociology (nine 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 the senior 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 (three 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. Fall. Spring.
220 SOCIAL GERONTOLOGY  
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. Fall.

222 SOCIAL RESEARCH METHODS  
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 requirement in mathematics before enrolling in the course. Prerequisite: SOC 101. Fall.

223 DEVIANCE AND SOCIAL CONTROL  
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. Prerequisite: SOC 101. Fall, even years.

228 RACIAL, ETHNIC, AND GENDER GROUP RELATIONS  
A sociological 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. Fall. Spring. GE-M1.

230 ASPECTS OF AMERICAN POPULAR CULTURE  
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, and 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 three hours may be applied toward the major. January.

233 SOCIAL WELFARE AS AN INSTITUTION  
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 and social work in the United States. Functions of social work as a profession in programs concerning income security, family and children’s services, aging, criminal justice, mental health, developmental disabilities, aging and others. The impact of conflicting values, inequality and oppression on social welfare. Prerequisite: SOC 101 or permission of instructor. Fall.

240 SOCIOLOGICAL THEORY  
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  
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 United States, 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. Spring, even 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. January and fall, even years. Spring, odd years. 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. Fall, odd 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 development and maintenance of intimate relationships in the United States; theoretical and empirical materials on family life cycle, dating, sexual behavior, readiness for marriage, sexual behavior, social change and emerging family styles. Prerequisite: SOC 101 or permission of instructor. Fall, odd years.

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 U.S. 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.

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. Fall, odd years.

350 HEALTH, MEDICAL CARE AND SOCIETY 3 hours
An examination of health, illness and medical care from a 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; 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: ENG 110; SOC 101, 222, 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 also must approve. A set of guidelines is
available at 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. January, odd years.

SOCIAL WORK
This baccalaureate degree program, accredited by the Council on Social Work
Education, prepares competent, effective social work professionals who are committed
to generalist practice. This includes providing services to the poor and oppressed and
working to alleviate poverty, oppression and discrimination. The program seeks to
graduate people who understand truth as it is perceived from scientific, moral,
philosophical, historical and global perspectives; possess professional generalist
social work skills; promote economic and social justice and active peacemaking; and
view personal and professional development as a life-long process. The program also prepares students for graduate studies 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 should be completed during the sophomore year and requires:
   a. Regular admission into Manchester College;
   b. Achievement of sophomore status;
   c. Minimum cumulative grade point average of 2.0 on a 4.0 scale;
   d. Satisfactory completion of SOWK 110 and enrollment in or completion of SOWK 233;
   e. Personal integration and aptitude for generalist social work practice; and
   f. Satisfactory progression toward the program objectives, as evidenced by:
      i. personal statement,
      ii. one reference from one Manchester College social work faculty,
      iii. pertinent work or volunteer experience,
      iv. unofficial transcript, and
      v. an admissions interview.

2. Admission to the senior social work practice block should be completed during the spring semester of the junior year and requires:
   a. Completion of a minimum of 76 credit hours;
   b. Admission to the Social Work Program;
   c. Previous participation in a Celebrating Diversity Workshop;
   d. Demonstration of satisfactory progress (e.g., minimum 2.0 overall GPA, progress toward program objectives); and
   e. Remediation of any areas of concern identified at admission to the social work program, as evidenced by:
      i. the personal statement and self-evaluation,
      ii. pertinent work or volunteer experience,
      iii. unofficial transcript, and
      iv. an admissions interview.

Applications for admission to the social work major and to the senior social work practice block are available from the social work program director or on the Social Work Program website (www.manchester.edu/OAA/programs.htm).

Baccalaureate Degree
Departmental major in social work, 58 hours: BIOL 102 or 204; PSYC 110; one course selected from: ECON 221, 222, 320, 328; one course selected from: POSC 121, 122, 140, 233; 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 social work program director.
Courses SOWK

110 INTRODUCTION TO SOCIAL SERVICES 3 hours
Introduction to the helping professions, with particular emphasis on the nature of generalist social work. Content includes professional values and ethics, social problems and inequities, populations-at-risk, and social service delivery philosophies and settings. Social work perspectives, including systems models, strengths perspective, social and economic justice, person-in-environment and evidence-based practice are highlighted. 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 SOCIAL SERVICES 3 hours
Introduces a variety of generalist social work intervention approaches through written work, volunteer service, and experiential learning. Students learn how to apply social work knowledge, skills and values, to micro, mezzo and macro practice situations. Attention given to self awareness, communication, the helping relationship, use of theory, phases of problem solving, ecosystems and strengths perspectives, diversity, advocacy, case management, recordkeeping, team functioning, peacemaking, self care and evaluating effectiveness. 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. Empirically-supported theories and knowledge are used to understand reciprocal relationships among human biological, psychological, spiritual, social, and cultural systems. Appreciation of diversity is fostered, including understanding the consequences of oppression for “at-risk” populations. Students apply an interdisciplinary knowledge base to the generalist social work assessment process. Prerequisites: BIOL 102 or 204; ECON 221, 222, 320, or 328; POSC 121, 122, 140, or 233; PSYC 101; SOC 101; or permission of instructor.

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 to domestic and international social welfare policy; impact of values and power on policy development and application in public and private programs; social allocation and integrated service delivery; social planning and other mezzo- and macro-level intervention strategies; analysis of programs with potential to promote social and economic justice. Prerequisites: SOWK 233; ECON 221, 222, 320, or 328; POSC 121, 122, 140 or 233. 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, values and skills for entry-level generalist practice with diverse individuals, families, groups, organizations and communities. Application of current research and theoretical perspectives to assessment, intervention and evaluation processes. Emphasis on advanced critical thinking, empowerment-based practice, peacemaking and students’ emerging professional identities. Includes retreat and service learning project. Prerequisite: admission to social work program and the senior social work practice block. Fall.

475 FIELD INSTRUCTION 4 or 6 hours
Observation and participation in a social service setting under supervision of a qualified practitioner. Students carry limited administrative and case load responsibilities congruent with entry-level generalist social work practice and program mission. Total of 10 semester hours (completed consecutively) are required for the major. Prerequisites: admission to the social work program and the senior social work practice block, and completion of SOWK 110, 222, 228, 233, 274, 334, 366, 375. January and Spring.

476 FIELD INSTRUCTION SEMINAR 4 hours
Weekly group and individual supervision from faculty for analysis and evaluation of field instruction experience. Students complete integrative written projects and presentations on topics related to generalist social work. Includes retreat, extended field trip on urban social issues, workshop on sexual orientation and gender identity. Fees required. Concurrent enrollment with SOWK 475. Spring.

477 SOCIAL WORK PRACTICE II 3 hours
Integration of the theoretical social work practice models and principles conceptualized during Social Work Practice I, and tested in generalist practice roles during field instruction. Development within each student of a coherent personal practice model based on practice values, validated knowledge and practice skills. Course requires individualized learning objectives developed during retreat that ends field instruction and begins this seminar.
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 also must approve. A set of guidelines is available at 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.

SPORT MANAGEMENT
See Exercise and Sport Sciences.

THEATRE ARTS
See Communication Studies.
Going to college was the first time I’d truly been away from my family, but it didn’t take long to feel at home on campus. There are so many people who care about you that you make friends immediately. Meeting new people—different people—is amazing. I’ve already spent a semester abroad and I share a room with someone who lives halfway around the world. It’s incredible. And no matter what, the people are here for you. Just like family. Your family.

Moala -- Junior

Find your place at Manchester College
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 6,700.

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 in Kosciusko County adds 100 acres of natural land to College resources.

The Academic Buildings

Administration Building. The central portion of the Administration Building was erected in 1921, combining the original Bible School and Bumgardner Hall. The offices of the president, executive vice president and most vice presidents are located on the first floor of this College landmark. In addition, the offices of Admissions, Church Relations, Financial Aid, Business, Academic Affairs and the Registrar are located on the first floor with the Department of Education and Wampler Auditorium. Classrooms and offices for the Peace Studies, Sociology and Social Work and English departments are on the second floor; and Modern Languages, Accounting and Business, and Psychology departments are on the third floor. Offices for the departments of Religions and Philosophy, and History and Political Science are on the lower level, in addition to the offices of College Advancement, Alumni, Media and Public Relations, Publications and Design and Printing Services.

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 this building is the Office of Information Technology Services, the Plowshares videoconference room and student computer labs.

Funderburg Library. The library, 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.

Its 180,000 bound volumes, together with more than 620 printed periodical subscriptions, 5,600 sound and video recordings, online subscriptions to 50 reference databases, and articles in more than 8,000 periodicals provide valuable research resources to the College and community. An online catalog lists the library’s holdings, as well as those of other private colleges and universities in Indiana.

An 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.

Holl-Kintner Hall. Holl-Kintner, built in 1959, was named in honor of two distinguished former science faculty members, Dr. Carl W. Holl, chemistry; and Dr.
Campus Facilities

Edward Kintner, biology. Classrooms and academic department offices are housed in this building.

**Otho Winger Memorial Hall.** 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, classrooms, practice rooms for student use, a four-station computer music laboratory, and a 14-rank pipe organ. The Norman and Grace Wine Recital Hall and Link Gallery provide attractive and welcoming settings for recitals, lectures, meetings and art shows.

**Physical Education and Recreation Center.** Constructed in 1982 and renovated and expanded in 1997, this building houses the exercise and sport sciences 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 the Brown Fitness Center, gymnastic area, athletic training room, exercise and sport sciences offices, two classrooms, human performance laboratory, and two racquetball/handball courts.

**Science Center.** Opening in fall 2005, the Science Center contains 60 classrooms and laboratories, a large lecture hall, faculty offices, a greenhouse and an atrium. The Physics and Mathematics and Computer Science departments are located on the first floor. The Biology Department offices are located on the second floor, and the Chemistry Department is located on the third floor. Various artworks are on display in the three-story atrium, and displays highlighting the history of science at Manchester College are located along the hallways.

**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 councils and staff 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 computers and laser printers available for student use.

**College Apartments** provide a number of housing options for students classified as seniors, married students and students who are parents of dependent children. These housing options 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 a TV lounge. 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.

**Helman Hall,** named in honor of former Manchester President A. Blair Helman, 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, meeting and informal conversation areas. Other amenities include elevator service, a kitchenette and vending area on the first floor, laundry facilities and study rooms on each floor.
Oakwood Hall, located on College Avenue, mirrors Helman Hall’s design, housing 129 students in four-student suites. A lounge on the first floor provides areas for recreation, conversation and watching TV. It has 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 a former Manchester President Vernon F. Schwalm. This formerly all-male residence hall was renovated and refurnished in summer 2004 to accommodate men and women in a variety of living options. A TV lounge and a recreational area are available for student use.

Computer Facilities

The College maintains nine main computer labs with over 110 computers. Larger labs (with 20 computers or more) are located in the Funderburg Library and the Clark Computer Center. A computer science lab is housed in the Science Center. Each of the five residence halls contains a computer lab. In addition to these main labs, some academic departments have computer equipment. Lab hours are generally posted. Public labs contain computers that are Pentium 4 machines, with at least 512Mb RAM, a DVD/CD-RW combo drive (some have DVD-RW), a 17” flat-panel monitor and a sound card (headphones may be used with any lab machine). Public machines run Windows XP as the operating system. Software applications installed on the machines include Microsoft Office 2003 (Outlook, Word, Excel, Access, PowerPoint and FrontPage), different web browsers and several academic packages. Wireless connectivity is available in Clark Computer Center, Funderburg Library and the Science Center.

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 measuring lung capacity, motorized treadmill, and apparatus for the manufacture of semi-rigid orthotics.

Natural Sciences Laboratories

The Science Center contains laboratories for biology, chemistry, physics and computer science. Located on the first floor are laboratories for computer science, physics, electronics, electricity, modern physics and physics research.

Biology laboratories are located on the second floor. These laboratories are for molecular biology, physiology and morphology, ecology and biodiversity, and microbiology. Additionally, three research laboratories and a special support room containing walk-in warm and cold rooms are located on the second floor. The greenhouse is located near the third floor of the atrium.

Third-floor laboratories are for analytical, organic and physical chemistry, and biochemistry. Four chemistry research laboratories and three instrumental support rooms including a separate nuclear magnetic resonance laboratory are also located on the third floor.

A geology laboratory is housed in Holl-Kintner Hall.

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

Athletic Fields

The Kenapocomoco Athletic Fields are located on the east side of campus. The Carl W. Burt Stadium provides football facilities along the Eel River.* The stadium was named in honor of Burt, a coach and teacher from 1925 to 1942. The baseball team plays on Gratz Field, named in honor of Jim Gratz, a coach and teacher from 1962 to 1987. The College also maintains numerous other athletic fields.

Calvin Ulrey Hall

Once a residence hall, this building now houses the Success Center on the lower and first floors. The offices of Student Development, Human Resources and Residential Life are located on the second floor. The departments of Communication Studies and Economics are located on the third floor.

Charles S. Morris Observatory

The observatory was built in 1973. A 14½-foot motorized dome and a 10-inch Newtonian reflector telescope are located in the 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 newly renovated College Union houses student dining, the Campus Store, The Oaks snack bar, an art gallery, and the offices of career services, conference services and student activities. The facility also includes meeting and conference rooms 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 also was a scholar, diplomat, conciliator, negotiator and administrator. Cordier Auditorium was completed in spring 1978. This spacious building seats 1,300 people continental style. A three-manual, 45-rank pipe organ was installed in 1981, funded in part by a generous gift from William H. and Miriam Waybright ’39 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.

Koinonia Environmental and Retreat Center

Located 12 miles north of the campus, this 100-acre nature reserve includes a 5-acre lake and wetland complex, restored prairie, woods and a mineral resources trail created by Indiana Mineral Aggregates Association. A two-story building on the property houses the nature center, biological field station and retreat center. Class and seminar rooms, environmental laboratories, food preparation and overnight housing facilities are also part of the building. The original 80 acres was given to Manchester College in 1974. An adjacent 20 acres was added in 1992 as a gift from Ortho ’50 and Dr. Ruth Mangon ’50 Holland.

*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 a former Manchester president, Dr. Otho Winger.
Manchester College Intercultural Center
This center on College Avenue across from the Administration Building houses the Office of Multicultural Affairs and offers a place for all students, particularly students of color and international students, to meet, socialize and study in a comfortable, homelike environment.

The lower level of the center includes a reception, lounge, kitchen and the office to the assistant director of multicultural affairs. The upper level contains the office of the director of multicultural affairs, the AAFRO House library, a growing collection of books, magazines, CDs and videos. The upper level houses an expanding computer lab, a conference room and a multipurpose office. These materials are available for check out to the general College community. The house is overseen by the Office of Multicultural Affairs and is open during regular hours.

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 administrator and later as a skilled cabinet maker. Maintenance administration offices are located there, as are several workshops.

Peace House
The Gladdys Muir Peace Garden, located on Wayne Street at the entrance to the College, was completed in 2001. It was built to acknowledge and celebrate the 50th anniversary of the College’s distinguished peace studies program and recognize it as the first of its kind in the nation. The peace garden is a place for quiet reflection and the refurbished small cottage is a “meeting house.”

Petersime Chapel
As a gift from the Ray M. Petersime family of Gettysburg, Ohio, this chapel, cruciform in shape, is the focal center on the south end of the campus quadrangle. The sanctuary seats up to 120 and has a six-rank pipe organ. The Christian faith, higher education, and their relationship are illustrated in 30 stained glass windows. The structure also houses a memorial center, prayer rooms for individuals, conference room and lounge for groups, and offices for the campus ministry staff.

Power House
The central heating plant, constructed in 1967, furnishes heat for all the buildings on campus.

Student Success Center
Housed in Calvin Ulrey Hall, the Success Center includes the offices of Health and Counseling Services, Learning Support Services, the Writing Center, the Academic Honors Program and Career Services. The Student Success Center promotes academic excellence and guides students in making academic, professional and personal transitions.
I found excellence.

At Manchester, I’ve found so many opportunities to excel. First I learned how to be on my own, to make choices, to manage my life. And my teachers empowered me, nurturing my love for literature and showing me what it’s like to be enthusiastic about learning. I even had the chance to study outside the country during January. Perhaps even more valuable is that during my four years, I’ve made so many friends—really close friends—the kind that last a lifetime.

Find your place at Manchester College.
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 visit@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 class rank 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). The writing section is required for students taking either the SAT or the 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, or apply online at www.manchester.edu.

2. Complete and return the application form and non-refundable $25 application fee with the following materials:
   ● an official high school transcript, including current course work and most recent grades available;
Admissions

- official SAT or ACT scores;
- class rank as reported by the guidance counselor or other school official;
- a completed high school report form from the guidance counselor or principal (high school report form is attached to the application and available on our website)

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 deposit on tuition 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 advising and registration sessions.

5. All full-time and part-time students are required to complete a health record form that requires personal history and a complete immunization record. 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 the first-year admission requirements, 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 will normally 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 requested but cannot be considered official until all documents are received.

Credits earned at accredited institutions with a grade of C or higher 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. Students must have regular admission status to become candidates for 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 director of admissions at the director’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 Academic Development and Program for Transition), 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 program during their 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 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
Students who have previously attended Manchester College, but who have not been enrolled in the immediately preceding regular semester, must file an application for readmission with the Office of Admissions in advance of the anticipated return. If
readmitted, a $100 deposit on tuition 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 evidence that the applicant is prepared to meet the minimum academic standards of the College.
Within three weeks of coming to school, I was almost overwhelmed by how friendly everyone is. It’s refreshing. Unbelievable. Everyone here is so genuine, from teachers who really care to students who accept you for who you are. And with so many clubs and organizations to get involved with, there’s always something to do—not because you have to, but because you want to. Manchester is more than a college. It’s a place to belong.

- Luke - First year

Find your place at Manchester College
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 expense 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 the 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 Fees

Tuition and fees 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 14-16 semester hours in the fall and spring semesters and three semester hours in the January session. Tuition and fees include subscriptions to Oak Leaves and Aurora; Student Government Association fees; basic College health services; admission to College-sponsored cultural, educational, and athletic events, and use of other campus facilities and services.

Additional fees for full-time students include a separate student activities fee that is assessed for programming under the jurisdiction of the Student Budget Board (SBB). Refer to Student Activities under Co-Curricular Activities on pp 165-166 for further description.

Not included in tuition and fee charges are the costs of books, supplies, class materials, travel expenses for academic field trips and off-campus experiences, applied music instruction, residence hall damages, auto registration, organizational dues, fines, technology services, student health insurance, and some campus recreational and social activities.

Room and Board

Manchester College is a 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 with 92 credit hours completed;
- They are living in their parents’ primary place of residence within 40 miles of North Manchester;
- They are non-traditional (age 24 or older);
- They have been officially approved to live off campus.

All students residing in College residence halls are required to pay a one-time housing security deposit of $100. The deposit, less any residence hall damages for which the student is held responsible, will be refunded upon graduation. A residence hall program fee is assessed to all residents and administered by the Residence Hall Association (RHA).
All students residing in College residence halls are required to be on a meal plan.

- All first-year students residing in the College residential halls are required to be on the 605 meal block plan.
- Sophomores have a choice between the 605 meal block plan and the 425 meal block plan.
- All other students have a choice between the 605 meal block plan, the 425 meal block plan or the 300 meal block plan.

Charges for room and board do not include occupancy or service during recess periods.

Other Expenses

Student Health Insurance

Full-time students will be enrolled in an accident and sickness insurance plan and billed at the student's expense. Students who provide evidence of health insurance coverage (under parent's or personal policy) can have the fee waived from their bill. Refunds will not be made without a signed student insurance waiver card, including the student's insurance company name and policy number information. The deadline for insurance waivers to be returned is September 1 – no refunds will be available after that date.

January Session

Full-time students in either the fall or spring semester may enroll for January session without additional payment of basic tuition, fees, and room and board costs. All other students enrolled in January session will be assessed tuition, fees, and room and board. January session courses that involve travel and living off campus bear additional fees above the costs listed for basic tuition, fees, and room and board charges. These are indicated on the schedule of courses for the January session.

Additional Instructional Fees

Enrollment for private instruction in voice, piano, organ, strings, wind and percussion instruments is available for both music majors and non-music majors. Additional fees are assessed for private instruction.

Personal Expenses

Students incur additional out-of-pocket expenses during the academic year. Other estimated annual expenses include $1,000 for books and supplies and $2,000 for discretionary items.

Financial Policies

The primary responsibility for financing a college education rests with the student. Financial aid from the College and other sources is viewed only as supplementary to the efforts of the student and the student's family. Students requesting financial aid are expected to contribute toward their educational expenses through summer or college employment and/or loans in any reasonable combination.

Students with unpaid balances may lose current enrollment and will not be allowed to register for any subsequent terms. Transcripts and diplomas are withheld from those who have not settled their financial obligations to Manchester College, which may include collection fees, attorney's fees, and court costs.

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. A service charge of 1.5 percent or $30, whichever is greater, may be added to any unpaid balance in the student account as of the last working day of each month.
Financial Information

Payment of College Charges
All accounts are to be paid in full by August 15 for the fall semester and by January 15 for the spring semester. Methods of payment accepted include:

1. Check or money order. These should be mailed to our lock box address at:
   Manchester College
   4000 Solutions Center
   Chicago, IL 60677-4000

2. Credit Card. Credit cards accepted are VISA, MasterCard, and Discover. Payment by credit card can be processed in the Student Financial Services Office via phone, mail, or e-mail, or online at MCConnect. Credit card payments CANNOT be processed at the lock box address and will be forwarded to Manchester College for processing, causing a substantial delay. The mailing address for Student Financial Services is:
   Manchester College
   604 E. College Ave.
   P.O. Box 365
   North Manchester, IN 46962

3. Monthly Payment Option. Manchester College partners with Tuition Management Systems, Inc. (TMS) for interest-free, monthly payments. Yearly costs may be paid over a ten, nine, or eight month equal payment schedule beginning July, August or September and ending in April. The amount budgeted to pay must equal the cost for the academic year to be considered successful. Full details are available at www.afford.com, 888-713-7240 or in the Student Financial Services Office.

Refunds
Tuition and Fees
In case of official withdrawal from the College, a refund on fall or spring semester tuition and fee charges, less a withdrawal charge, is made according to the following schedule:

- withdrawal before the official start of classes: 100 percent refund less $50 cancellation fee
- withdrawal during Change of Course days: 100 percent refund less $250 cancellation fee
- withdrawal during the first and second weeks (4-10 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 student activities fee or residential hall program fee (if applicable) made after the official start of classes

Housing
In case of official withdrawal from the College, a refund on room charges is made according to the same schedule as 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. No refund of the residence hall programming fee is made after the official start of classes.
Board

Students who withdrawal from the College or leave the pre-paid board plan after the beginning of the semester are entitled to a refund according to the same schedule as tuition refunds.

January Session

Students who are enrolled full time in the fall and/or spring semesters and who choose not to enroll for a January session course are not eligible for tuition, fees, or room and board refunds. Students who are enrolled in a January session class that requires them to be off campus for at least one full week may be eligible for a board refund. Board refund applications are available in the Office of Academic Affairs and must be submitted by December 1.

Changes in Enrollment

Changes in enrollment that affect course load after Change of Course days will result in adjustments in charges and/or refunds according to the previously mentioned refund policy.

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 hour 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 a refund of the applied music instruction charge according to the same schedule as tuition refunds.

Return of Title IV Federal Student Aid

Students who receive Title IV funding (Federal Pell Grant, Federal Supplemental Education Opportunity Grant (FSEOG), Federal Stafford Loans, PLUS or Perkins Loan) and completely withdraw from the college are subject to the Title IV return of funds calculation, as mandated by the Department of Education. The Title IV refund calculation is different than the College’s refund calculation; therefore, a student who withdraws before completing 60 percent of an enrollment period may owe the College for charges no longer covered by returned federal aid.

Under the Title IV Return of Funds calculation, the amount of Title IV aid a student has earned is determined by the percentage of days enrolled during a semester. This percentage is determined by dividing the number of days enrolled by the number of calendar days in the semester, including weekends and holidays. The student may retain the amount of aid earned. Any aid not earned will be returned to the appropriate programs. Once the attendance percentage has reached 60 percent, all Title IV aid is considered earned.

The date of a student withdrawal is determined by the College as follows:

- the student began the prescribed withdrawal process;
- the student otherwise provided the school with official notification of the intent to withdraw; or
Financial Information

- for “unofficial withdrawals,” the midpoint of the semester for which Title IV aid was disbursed (unless the institution can document a later date).

The federal return of funds policy requires that Title IV funds be returned in the following order:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Perkins Loans
- Federal PLUS Loans
- Federal Pell Grants
- Federal SEOG

Payment of Refunds

Various government student financial aid programs have specific requirements regarding the distribution of refund monies. Consequently, refunds are distributed according to the guidelines governing refunds for each source of funds drawn upon to pay educational costs, including any or all Federal Title IV funds. Refunds of $100 or less may be paid directly to a student. Refunds exceeding $100 are paid jointly to students and parents unless the student clearly establishes complete responsibility for initial payment of College charges. Students can request, in writing, for the College to hold a tuition account credit balance and apply it to future expenses.

Additional Information

See the Manchester College Source student handbook for additional information regarding some financial policies.
Charges for 2007-2008

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) ........ $21,000
Student Activities Fee (student assessed) ............................................ 110
Residence Fee (programming fee, student assessed) ......................... 60
Technology Fee (resident students) ..................................................... 530

Room Charges
East Hall – Double Occupancy ......................................................... 4,500
Schwalm Hall – Double Occupancy ..................................................... 4,750
East and Schwalm Halls – Single Occupancy .................................... 6,000
Schwalm Hall Suites – Double Occupancy ........................................ 5,180
Schwalm Hall Suites - Single Occupancy ......................................... 6,500
Garver Hall – Double Occupancy ...................................................... 4,860
Garver Hall – Single Occupancy ....................................................... 6,300
Helman and Oakwood Halls – Double Occupancy ......................... 5,250
Helman and Oakwood Halls – Single Occupancy ............................ 6,800
East Street Apartments (double occupancy/two to a room) ............... 5,250
East Street Apartments (single occupancy/one to a room) ............... 6,800

Meal Plans
Block Plan meals (fall 325; spring 280) + $25 MC Flex Dollars ........ 2,950
Block Plan meals (fall 230; spring 195) + $100 MC Flex Dollars ....... 2,950
Block Plan meals (fall 160; spring 140) + $25 MC Flex Dollars ....... 2,580
Block Plan meals (fall 80; spring 70) (optional non-resident students) 1,420

Total Basic Costs Per Year for Double Occupancy and 20 Meal Plan
Total Basic Costs, Per Year – East Hall ........................................... 29,150
Total Basic Costs, Per Year – Schwalm Hall .................................... 29,400
Total Basic Costs, Per Year – Garver Hall ....................................... 29,510
Total Basic Costs, Per Year – Helman and Oakwood Halls .......... 29,900

Other Fees and Charges
New Student Orientation Fee ............................................................. 125
Housing Security Deposit ................................................................. 100
Technology Fee for Off-Campus Students (per semester) .............. 215
Tuition, part time (enrollment in less than 12 S.H. per semester) per S.H. 670
Summer Enrollment per S.H. ....................................................... 420
Summer Room – Double .................................................................... 325
 – Single ......................................................................................... 475
Summer Cable TV per session ............................................................. 75

Service Charges
Cancellation of Registration (before classes begin) ......................... 50
Change of Course (student initiated after scheduled change of course period) 20
Individual Proficiency Examination Fee (per examination) ............ 50
Late Enrollment/Registration Payment ............................................. 35
Placement Service Registration Fee (not charged to enrolled students) 30
Withdrawal Charge (during Change of Course days) ....................... 250
Withdrawal Charge (after Change of Course days in addition to refund policy) 50
Transcript of Academic Record .......................................................... 5

Financial Information

*Applies to PE 101: bowling, hydroaerobics, lifeguarding and swimming
I FOUND

SUPPORT.

My parents always taught me that I could be anything I wanted to be. At Manchester, I found a similar level of support and encouragement in the comfort of a small community. My professors are amazing. They love their subjects, and it is apparent through their teaching. They get so excited; it’s impossible to get bored in class. Not only do they give captivating lectures, my teachers are friendly and helpful outside the classroom, too. I love it here, and I love chasing my dreams.

SHEENA - FIRST YEAR

Find your place at Manchester College
Financial Aid*

Financial aid is an important factor for many students, and 100 percent of Manchester College students receive some combination of grants, scholarships, loans, and work. Student Financial Services will determine a student’s eligibility for financial aid by using the results of the Free Application for Federal Aid (FAFSA) as well as the student’s academic records, and funds available.

The following steps must be taken for a student to receive a financial aid package from Manchester College:

1. Apply for admission and be admitted to Manchester College. Eligibility for academic scholarships from the College is determined through the admission process.
2. Submit a FAFSA. Eligibility for federal and state grants and loans is determined through this process. The student must designate the results be sent to Manchester College, and Indiana students must have a receipt date between Jan. 1 and March 10 to be considered for state grant eligibility.
3. Submit any additional documentation requested by the Office of Financial Aid.

General Financial Aid Guidelines

Enrollment Requirements. Students receiving financial aid must maintain full-time enrollment, (a minimum of 12 semester hours) in each of the fall and spring semesters. There are circumstances in which part-time students demonstrating need may be awarded financial aid depending on the guidelines and availability of federal, state and institutional funding. Part-time students must enroll in a minimum of six hours to maintain eligibility for institutional funds and loans.

Degree Requirements. Students must be working toward their first baccalaureate degree to be eligible for federal, state or institutional grants and scholarships. Students who have completed a baccalaureate degree are eligible for loans only.

Satisfactory Academic Progress Requirements. All sources of financial aid require that students maintain satisfactory academic progress each year. Students must earn a minimum of 27 credit hours each year and earn a minimum grade point average. No more than six credit hours of repeated course work may be included in the 27-hour requirement. Minimum grade point average requirements can be found in the Academic Probations and Disqualification standards in the Academic Program Section of this Catalog (p. 22).

Satisfactory Academic Progress is evaluated at the end of each spring semester using the official records of the Registrar. Students will be notified of their suspended financial aid eligibility if they have not maintained academic progress and may contact Student Financial Services or the Registrar about possible solutions. Financial aid will be reinstated when satisfactory academic progress has been re-established.

Length of Eligibility. Financial aid packages are awarded one year at a time. All students must reapply for need-based financial aid each year. Manchester College funds are

*Financial aid descriptions are current as of December 2006. Rules, regulations and financial information required are subject to change by state and federal law.
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 receive only one Manchester College academic scholarship at a time. Manchester College funds are intended for use toward tuition, but may exceed tuition in some cases. For those students who demonstrate financial need, other grants and scholarships may be combined with academic scholarships. Adjustments will be made to aid awarded by the College if the sum of all scholarships and grants from the College exceeds the student’s billable costs.
Honors Scholarships
Two full-tuition Honors Scholarships are awarded. Recipients must apply for admission by Dec. 31 and participate in Scholarship Day.

Trustee Scholarships
Up to 40 Trustee Scholarships are awarded each year. Any student who is admitted by Dec. 31 and is awarded the Presidential Scholarship is invited to compete for the Trustee Scholarship at Scholarship Day.

Presidential Scholarships
Presidential Scholarships are awarded automatically at the time of admission based on SAT/ACT scores, class rank, college prep curriculum and grade point average.

Dean’s Scholarships
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 Awards
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.

Music Scholarships
A limited number of music scholarships of up to $1000 annually is available for incoming students with vocal or instrumental talents.

Other Scholarships
Connections Awards
In recognition of our commitments to and connections with the Church of the Brethren and our former students, a $3,000 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.

Church Matching Scholarships
Manchester College matches local church scholarships up to a total of $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 students cannot apply for these awards.

Multicultural Student Leadership Awards
The Multicultural Student Leadership Award is available to students of color. Eligible individuals must demonstrate academic potential, leadership, character and motivation. Recipients must complete 10 hours of service work per semester.
Grants (*Requires FAFSA.*

**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 also will 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 for each year of service (maximum of two). To qualify, the student must enroll full time at Manchester College within five years of completing his or her BVS service. The student also must be working on a first baccalaureate degree. The award will range from $375-$750 per year over four years of enrollment.

**Federal Pell Grant**
The Federal Pell Grant is awarded by the federal government. Awards are reserved for the neediest students and range from $400 to $4,050 for those demonstrating eligibility.

**Federal Supplemental Educational Opportunity Grant (FSEOG)**
Students with exceptional financial need and Pell Grant eligibility may be awarded this federal grant in amounts ranging from $100 to $4,000 per year. Awards 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 FAFSA by March 10 to be considered for these awards. The Commission determines the amount of a student’s award based on financial need and the cost of education.

**Freedom of Choice Grant (FOC)**
An Indiana resident who qualifies for an Indiana Higher Education Award also will receive a Freedom of Choice Grant if the student attends Manchester College. 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 $4,000, but may be limited by the total funds allocated to the College by the federal government. No payments or interest are due on the Perkins Loan until nine months after the student ceases to be enrolled at least half time. Interest is fixed at 5 percent.

**Federal Stafford Loans**
The Federal Stafford loan is a fixed rate loan with interest at 6.80 percent. Under the subsidized Stafford Loan program, the government pays any interest that accumulates...
Financial Aid

until six months after the student ceases to be enrolled at least half time. If the student does not qualify for the interest subsidy, the unsubsidized Stafford Loan is available. Under the unsubsidized program, the student is responsible for any interest that accumulates. Maximum annual loan limits are as follows: $3,500 for first year students, $4,500 for sophomores, and $5,500 for juniors and seniors.

A student’s loan is initiated when the Loan Request portion of the Financial Aid Response Form is completed. All first-time borrowers are required to complete a promissory note and entrance counseling before their loan proceeds are 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 fixed rate of 8.5 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 Student Financial Services at Manchester College.

Student Employment
Federal Work-Study Employment*
Students who have financial need may be awarded Federal Work-Study. Employment for such students indicates that their pay is partially subsidized by the federal government. The Office of Human Resources handles all on-campus student employment. Students can work a maximum of 20 hours per week during the academic year and 40 hours per week during breaks and in the summer. Employment is not guaranteed.

On-Campus Employment
Part-time campus employment is available to all MC students.

Off-Campus Employment
Off-campus jobs are available in the community. The Office of Career Services acts as a clearinghouse for some of these job opportunities.

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 that can be used at Manchester include funds secured through the Veterans Administration and the Vocational Rehabilitation Division of various states.

*Requires submitting Free Application for Federal Student Aid (FAFSA).
At Manchester I started fresh. No preconceived notions. No trying to be somebody else. Here I’m accepted as I am. Whether I’m on the soccer field, in the classroom or just hanging with friends, I can be myself. I belong here. At Manchester, people you don’t even know are there for you, ready to help no matter what you need. It’s not just a college—it’s more like a small town where it’s easy to fit in—any way you want.

Miranda — Senior

Find your place at Manchester College
Student Development

Manchester College is committed to providing quality programs and services that 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 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, preferences, personality, 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.

The Career Services Library contains references and resources to assist students in discovering career and employment options. References are listed by academic major for ease in locating materials. Another source of up-to-date career information is the Career Services website (www.manchester.edu/osd/career), which provides an abundance of information on careers, job searching, resumé writing, interviewing and links to job database websites. In addition, specific directories and job vacancy bulletins such as Career Horizons 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 effective job search strategies, resumé writing, interview techniques, and job correspondence are available. Seniors are encouraged to register with the Office of Career Services credentialing services, which refers student resumés and notifies students of job vacancies received in the office. On-campus interviews and off-campus job fairs provide students with the opportunity to interview for employment while still in college. The Office of Career Services also administers the Manchester College Employment Guarantee. (See page 13.)

Counseling

Manchester College offers a variety of counseling services and programs for students. This includes individual, couple and/or group counseling in such areas as interpersonal relationships, self-esteem, adjustment, stress management, depression, grief and loss, and other concerns that are emotional, spiritual or social in nature. The director of counseling services is a licensed clinical social worker. Other members of the counseling team hold graduate degrees and possess an appropriate
combination of education and/or experience to meet the counseling needs of students. In addition to the director of counseling, the counseling team members include: the director of multicultural affairs, the campus pastor, the director of residential life and a career counselor. The College counseling staff maintain relationships with community professionals and can make referrals as appropriate to meet a student’s individualized medical and/or counseling needs off campus when necessary. The confidentiality of the counseling relationship is honored by the College counseling staff.

Reconciliation Service
Manchester College offers a service 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 mediators for 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. For more information, contact Dr. Gary Zimmerman in the Department of Psychology.

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 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 to upperclass students.

Rooms are furnished with beds, dressers, desks, chairs and a bookcase. Students furnish their own linens as well as other supplies that fit personal needs. Laundry facilities are available in each residence hall.

All residence hall students are required to be on a food service meal plan. In addition, kitchenettes and microwave ovens are provided in each hall for special meal preparation and snacks.

Manchester has a limited number of apartments for students who are seniors, married or non-traditional students.

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 also are 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 counseling for personal and spiritual issues.

Indiana Reading Corps
Indiana Reading Corps has been active on the Manchester College campus since 1997. This educational program successfully matches Manchester students with elementary age children from 23 local schools to provide one-on-one reading sessions to help improve reading skills, comprehension and vocabulary. More than 150 Manchester students who participate give three to five hours a week as reading coaches for designated children who are reading below their grade level. Only these students who are work-study eligible can receive pay for being reading coaches, in addition to the satisfaction of helping a child. Student reading coaches are trained, supported and matched through an organized program run by professional staff.

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, orientation for minority and international students and informal gatherings at the Intercultural 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.

Office of Volunteer Services
Office of Volunteer Services 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.

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 while classes are in session. 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 of personal history and completed immunization record (including meningitis, two measles, mumps, and rubella, tetanus-diphtheria within 10 years and tuberculin skin test within the last year). The Health Record 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.

**Accident and Medical Insurance**

Manchester College requires all full-time students to have an active health insurance plan in effect while enrolled. Students are automatically enrolled in the insurance plan and charged accordingly unless proof of coverage by a personal or family medical plan is provided to the Business Office. All international students are required to be enrolled in the insurance plan.

This policy is designed to ease the burden of expense for illness or injury. The policy is broad and covers a majority of claims; however, it should not be considered a plan to pay all medical expenses incurred. A brochure describing the plan will be sent to all admitted students.

Students enrolled in the plan must complete claim forms obtained from the Office of Health and Counseling Services. A waiver card must be submitted by the stated deadline to the Business Office to be excluded from this policy.

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.

**Personal Property Insurance**

The College does not carry insurance on the personal property of faculty members, students or employees, and is not responsible for any damage, loss of property by fire, theft or other contingency.

**College Safety and Security**

Manchester College maintains its own Safety and Security Department that includes patrolling campus buildings and grounds, supervision of parking areas, and assisting with the maintenance of order in the College community. A fully trained, uniformed officer is on duty and patrolling the campus after 5 p.m. Monday through Friday, and 24 hours a day on all weekends and holidays. The officer may be contacted through their office at 1305 East St., or by phoning 260-982-5388. Telephones are available 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.

**Campus Policies**

Manchester College has policies and guidelines that define the actions of the College community and govern both the rights and the expectations of its members. The *Source*, the student handbook, provides a listing and rationale for all policies that apply to members of the College community. More details are available at www.manchester.edu/images/mcsource.pdf.
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.

**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 *Source*. All students, faculty and staff members’ cars must be registered and bear the identification decal, obtained at the Department of Safety and Security.

Vehicle owners will be held responsible for the proper use of their cars, even when driven by other people.

**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 may be published without students’ permission. These include name, dates of attendance, degrees earned, local and home address, e-mail address, phone number, major, participation in officially recognized activities and sports, height and weight and 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 that encourage student decision making, activity planning, and accountability in all areas of student activities, programming and recreation. Descriptions of each organization can be found at www.manchester.edu/images/mcssource.pdf.
Active student organizations include:

**Honorary Organizations**
- Alpha Psi Omega (Drama)
- Kappa Mu Epsilon (Mathematics)
- National Residence Hall Honorary
- Omicron Delta Epsilon (Economics)
- Psi Chi (Psychology)
- Sigma Pi Sigma (Physics)

**Clubs and Organizations**
- Association for Asian Awareness
- Amnesty International
- Black Student Union
- Book Sharing Collective
- Boom
- Campus Ministry Board
- Controlled Catastrophe (Improv Troupe)
- Dance Team
- Facts 4 Life
- Friends for Sexual Awareness
- Gender Café
- Habitat for Humanity
- Handbell Choir
- Hispanos Unidos
- Intercollegiate Ministries
- Kenapocomoco Coalition
- Literary Club
- Manchester Activities Council
- Manchester Admissions Recruiting Corps
- Manchester Association for Discussing History
- Manchester College International Association
- Manchester College Reconciliation Service (MCRS)
- Manchester College United Nations Association
- Manchester Students Against Sweatshops
- Newman Catholic Fellowship
- Simply Brethren
- Student Alumni Council
- United Sexualities

**Departmental Clubs**
- Accounting and Business Club
- American Chemical Society
- Computer Science Club
- Manchester College Athletic Training Club
- Manchester College Environmental Group
- Pre-Law/Mock Trial
- Psychological Society
- Social Service Club
- Sports, Health and Physical Education Club
- Student Education Association
- Students Pondering About Mathematics

**Governance and Judicial**
- Conduct Review Board
- Residence Hall Association
- Residence Hall Councils
- Security Cadets
- Student Budget Board
- Student Government Association

**Musical Ensembles**
- Cantabile
- A Cappella Choir
- Chamber Singers
- Choral Society
- Jazz Ensemble
- Manchester Symphony Orchestra
- Opera Workshop
- Symphonic Band

**Media**
- Aurora yearbook
- Oak Leaves newspaper
- Spectrum literary magazine
- WBKE radio station

**Intramural Program**
- Badminton – men, women, co-rec
- Basketball – men, women, co-rec
- Euchre
- Flag Football – men, women, co-rec
- Golf
- Indoor Soccer – men, women, co-rec
- 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
- Other activities upon request

The Student Activities Office, located in the College Union, houses the offices of the director of student activities, the Student Government Association, Residence Hall Association, Student Budget Board and Manchester Activities Council. The Student Activities Office is the clearinghouse for all student organizations and has several resources 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, in response to budget requests from registered student organizations. Each spring, students evaluate the overall program of campus activities which influences the student activities fee appropriations for the following year. This process provides the opportunity for all students to have input on out-of-class activities.
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 director and student supervisors of intramurals in consultation with student participants and the exercise and sports sciences department chair have responsibility for planning and implementing the program.

Intercollegiate 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 University, Defiance College, Franklin College, Hanover College, College of Mount St. Joseph, Rose Hulman Institute of Technology, 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. They must: (1) be in academic good standing, (2) make normal academic progress, (3) meet the 12 semester hour load requirement.

1. Academic Good Standing. Students must meet the standards listed below.

<table>
<thead>
<tr>
<th>Total semester hours</th>
<th>Ineligible if GPA is below</th>
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<tbody>
<tr>
<td>Attempted</td>
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<tr>
<td>0 - 15.50</td>
<td>1.40</td>
</tr>
<tr>
<td>16 - 27.50</td>
<td>1.60</td>
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<td>28 - 43.50</td>
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<td>44 - 59.50</td>
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<td>60 - 75.50</td>
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<tr>
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<td>2.00</td>
</tr>
<tr>
<td>92 - up</td>
<td>2.00</td>
</tr>
</tbody>
</table>

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). The office hours are 8 a.m. to 5 p.m. weekdays.

Food Services

The meal specifications are designed for balanced nutrition. Daily menus offer a wide variety of items featured on a regular basis. Theme meals and premium nights are scheduled each month, including holiday meals, ethnic nights and fun nights. Students are permitted unlimited seconds. Students may also transfer their meals to The Oaks, which offers grilled and fast-food items, and may select the daily special in their transferability. If a student is unable to eat due to work or a class conflict, a sack lunch may be ordered in advance. Sick trays also are available for ill students unable to eat in the College Union. MC Flex is available each semester with meal plans, and may be used in The Oaks, to treat a guest, or may be combined for a hall event. The director of dining services is available to assist students with special dietary concerns or needs.

Campus Store

New and used textbooks are available as well as a variety of school supplies, clothing, greeting cards and other items. The Campus Store is located in the College Union.

Student Mail

A College post office box is maintained on 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, meal and printing services, as well as school functions. The card is also used as a swipe card for student employees and VIA attendance. 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 all MC students. For information regarding on-campus employment opportunities, contact the Office of Human Resources, or visit www.hr.manchester.edu.

Information about off-campus employment is available at the Office of Career Services.

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 Conference Services. Each room can be equipped with linens, towel packs and pillows for each guest.
Manchester College is nearly 6,000 miles from my home, but that’s not how it feels. Professors take a real interest in who I am and who I can become. In my country, I would have been one of 50,000 at the university. Here, I see my teachers in the stands at our soccer games. For me, that’s something special—a reason to call Manchester College home.

Dapo - Jun '03

Find your place at Manchester College
The People

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4536 Talmadge Ct., Annandale, VA 22003

Term Expires in 2008:
Becky Ball-Miller—trustee-at-large
17156 C.R. 28, Goshen, IN 46528
Robert Barcus—Church of the Brethren South/ Central Indiana representative
2230 Brewster Road, Indianapolis, IN 46260
Sara Edgerton—alumni trustee
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3611 Morning Dew Drive, Friendsville, TN 37737
Phillip C. Wright—trustee-at-large
2015 Timberdale Ct., Fort Wayne, IN 46845
Elvin G. Zook—trustee-at-large
7235 Mansion Road, Chatham, IL 62629

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2118 Larkspur Drive, Elida, OH 45807
Richard D. Robins—trustee-at-large
17 Haskell Drive, Bratenahl, OH 44108

Term Expires in 2010:
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Philip Joseph—Church of the Brethren Michigan District representative
9220 S. Portage Point Drive, Onekama, MI 49675
Paula M.E. Mendenhall—trustee-at-large
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Richard D. Ringelstein—trustee-at-large
University of Illinois, Springfield, One University Plaza, MS PAC 563, Springfield, IL 62703
Alicia S. Roberts—alumna trustee
USA Funds, Inc., 10475 Crosspoint Blvd. Ste. 230, Indianapolis, IN 46256
Jerry A. Royer—trustee-at-large
229 Cascade Falls Drive, Folsom, CA 95630
Mark C. Sherman—trustee-at-large
Benefit Consultants, Inc., 9100 Keystone Crossing #610, Indianapolis, IN 46240
Cynthia Hoff Trochu—trustee-at-large
6541 Azalea Lane, Dallas, TX 75230
Susan B. Weybright—Church of the Brethren Northern Indiana District representative
64800 Maxwells Gate, Goshen, IN 46526

Term Expires in 2011:
Stanley J. Gilbert—Church of the Brethren Illinois/Wisconsin district representative
522 W. Sheridan Ct.
Peoria, IL 61614
Mary Ann Merryman—trustee-at-large
203 S. Hawthorne Drive, South Bend, IN 46617
Kenneth D. Metzger—trustee-at-large
3289 County Road 36, Auburn, IN 46706
Robert J. Schaefer—trustee-at-large
Smurfit-Stone Container Corp., 2363 Boulevard Circle, Ste. 4, Walnut Creek, CA 94595
Lowell Taylor—alumni trustee
2908 N. Freeport Rd., Polo, IL 61064
Charles J. Winger—trustee-at-large  
6687 Miami Woods Dr., Loveland, OH 45140

Honorary Trustees
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P.O. Box 501, North Manchester, IN 46962
J. Gordon Keever  
45 Terrace Park Blvd., Brookville, OH 45309

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A. Blair Helman, president emeritus of the College  

Parker G. Marden, president emeritus of the College, professor emeritus of sociology  

Faculty Emeriti
A. Ferne Baldwin, professor emerita of sociology and social work  

John E. Bales, associate professor emeritus of accounting  

Stephen A. Batzka, professor emeritus of art  

Dwight B. Beery, professor emeritus of physics  
B.A., Manchester College, 1959; M.S., Indiana University, 1962; Ph.D., Michigan State University, 1969.

John W. Beery, associate professor emeritus of music  

C. James Bishop, professor emeritus of history  

Kenneth L. Brown, professor emeritus of philosophy and peace studies  

Charles E. Boebel, professor emeritus of English  
B.A., Luther College, 1960; M.A., University of Iowa, 1962; Ph.D., University of Arizona, 1971.

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.

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  

William R. Eberly, professor emeritus of biology  

Barbara J. Ehrhardt, instructor emerita of biology, director emerita of Koinonia Environmental and Retreat Center  

David L. Eiler, professor emeritus of religion and philosophy  

June E. Enoch, associate professor emerita of education  
Faculty Emeriti

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

James K. Garber, director of development emeritus

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

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 Brebeck professor of economics
B.S., Manchester College, 1956; M.A., Indiana University, 1958; Ph.D., 1964.

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.

Robert G. Jones, associate professor emeritus of music/woodwinds, director emeritus of orchestra
B.S., Northern Arizona University, 1961; M.M., Wichita State University, 1963.

Dorothy B. Keller, professor emerita of sociology and social work

Robert S. Keller, professor emeritus of sociology and social work

Charles D. Klingler, professor emeritus of English

Joyce L. Leckrone, acquisitions/circulation librarian emerita

Wilson B. Lutz, professor emeritus of 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

Dale E. McCauley, associate professor emeritus 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.
Faculty and Administrative Staff

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

Richard W. Robison, professor emeritus of
education
B.A., LaVerne College, 1961; M.A.T., Michigan
State University, 1968; Ph.D., 1974.

James E. Rowe, associate professor emeritus of
mathematical sciences
B.S., Manchester College, 1950; M.A.,
University of Illinois, 1959.

Jo Ann Schall, associate professor emeritus of
education, director emeritus of teacher
education
B.S., Manchester College, 1959; M.A.,
Michigan State University, 1962.

James T. Streator, 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.

Cabinet, 2006-2007

President
Jo Young Switzer (1982-87, 1993),
professor of communication studies
B.A. Manchester College, 1969; M.A.,
University of Kansas, 1977; Ph.D., 1980.

Executive Vice President
David F. McFadden (1993), assistant
professor of political science
B.A., Manchester College, 1982; M.S.,
Claremont Graduate School, 1987; Ph.D.,
1995.

Vice President and Dean for
Academic Affairs
Glenn R. Sharfman (2005), professor of
history
B.A., Miami University, 1983; M.A., University

Vice President for Student
Development
B.S., Elizabethtown College, 1974; M.Ed,
Millersville State University, 1978; Ph.D.,
Bowling Green State University, 1993.

Vice President for Finance
and Treasurer
B.S., Manchester College, 1970; CPA

Vice President for College
Advancement
E. Michael Eastman (2005)
B.A., Anderson University, 1972; M.A., The
Ohio State University, 1975; Ed.D., Ball State
University, 1998.

Faculty and
Administrative Staff
2006-2007

James R. C. Adams (1957), professor of
art, chair of the department of art, co-director
of curriculum, interim director of the honors
program
B.A., George Washington University, 1951;
M.F.A., Institute Allende incorporated to the
University of Guanajuato, 1952.

Mark J. 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.

Brenton E. Archer (1978), programmer/
analyst

Leslie A. Augustyniak (2003), assistant
director of recruitment

Brice W. Bedke (1995), assistant professor of
exercise and sport sciences, health and
physical education, head athletic trainer
B.A., Brigham Young University, 1993; M.S.,
University of Oregon, 1995.
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<th>Name</th>
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<td>Jeffrey A. Beer</td>
<td>(2006), athletic training assistant</td>
<td>A.B., Manchester College, 1965; M.S., Miami University, 1968; Ph.D., Florida State University, 1975.</td>
</tr>
<tr>
<td>Stanley K. Beery</td>
<td>(1979), professor of mathematics</td>
<td>Professor of mathematical sciences A.B., Manchester College, 1965; M.S., Miami University, 1968; Ph.D., Florida State University, 1975.</td>
</tr>
<tr>
<td>Marcia L. Benjamin</td>
<td>(1987), professor of communication studies</td>
<td>B.S., Manchester College, 1978; M.A., Ohio University, 1980; Ph.D., Purdue University, 1993.</td>
</tr>
<tr>
<td>Jill L. Biehl</td>
<td>(1974), administrative assistant, admissions</td>
<td></td>
</tr>
<tr>
<td>Dagny M. Boebel</td>
<td>(1986), professor of English</td>
<td>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.</td>
</tr>
<tr>
<td>Tonya C. Brown</td>
<td>(1999), database manager, technical support technician</td>
<td>B.S., Purdue University, 1988.</td>
</tr>
<tr>
<td>Barbara J. Burdge</td>
<td>(2003), assistant professor of social work</td>
<td>Assistant professor of social work, director of social work program B.A., Indiana University, Bloomington, 1994; M.S.W., Indiana University, Indianapolis, 1998.</td>
</tr>
<tr>
<td>Dale E. Carpenter</td>
<td>(2006), human resources director</td>
<td>B.A., Indiana University, 1974; J.D., 1988; P.H.R.</td>
</tr>
<tr>
<td>Brenda K. Carver</td>
<td>(1992), graphic designer</td>
<td></td>
</tr>
<tr>
<td>Daniel R. Chudzynski</td>
<td>(1998), graphic designer, webmaster</td>
<td></td>
</tr>
</tbody>
</table>
John L. Deal (2005), assistant professor of economics, chair of the department of economics  

Debora E. DeWitt (1991), associate professor of music, chair of the department of music  
B.A., Calvin College, 1983; M.M., Michigan State University, 1987; Ph.D., 1996.

Eric R. Dougall (2006), men’s basketball assistant coach  
B.S., University of Wisconsin - LaCrosse, 2005.

Kim A. Duchane (1992), associate professor of exercise and sport sciences  
B.S., Northern Michigan University, 1978; M.A., Sam Houston State University, 1987; Ph.D., Texas Woman’s University, 1996.

Joshua N. Dzurick (2005), instructor of exercise and sport sciences, women’s basketball coach  

Vicki L. Eastman (2006), instructor of education  

Richard B. Espeset (1995), instructor of exercise and sport sciences, head baseball coach  

Janis K. Fahs (1996), associate professor of accounting, chair of the department of accounting and business  

James R. Falkiner (2006), Mark E. Johnston professor of entrepreneurial studies and senior development officer  

Alan L. Flory (2004), tennis coach  

Erin R. Foreman, (2006), instructor of athletic training  
B.S., Ball State University, 2004; M.S., West Virginia University, 2006.

Abigail A. Fuller (1996), associate professor of sociology, chair of the department of sociology and social work  
B.A., Colgate University, 1982; Ph.D., University of Colorado at Boulder, 1995.

Leslie L. Gahl (1991), director of campus safety and security  

Christopher W. Garber (1999), associate vice president for financial affairs and director of operations  
B.S., Manchester College

Beate C. Gilliar (1993), associate professor of English  

Suzanne B. Gindin (2004), assistant professor of music  

David L. Good (1980), grounds coordinator, men’s soccer coach  

Robin J. Gratz (1983), librarian, director of the library  

Katy Gray Brown (2007), assistant professor of philosophy  

Shanon L. Green (2006), student activities director  
B.A., Edinboro University, 1993; M.A., Bowling Green State University, 1996.

Lisa A. Gregory (2003), administrative assistant of alumni relations  
B.S., University of Saint Francis, 2002.

W. Shannon Griffith (2004), assistant professor of exercise and sport sciences, head football coach  
B.G.S., Ball State University, 1991; M.A., Ball State University, 1997.

Melissa L. Grinstead (1989), director of advancement services  
Joy L. Groninger (1980), director of publications and design
B.A., Purdue University, 1968; M.A., 1971.

Lana L. Groombridge (1976), professor of exercise and sport sciences, chair of the department of exercise and sport sciences
B.S., Manchester College, 1966; M.S., Indiana University, 1972; Ed.D. Ball State University, 1998.

Korrine M. Gust (1999), assistant professor of education
A.A. Manchester College, 1983; B.S., Saint Francis College, 1986; M.S., 1996; Ed.D., Ball State University, 2006.

Larry M. Gyrion (1999), telecommunications coordinator, technical support
B.S., Manchester College, 1979; M.A., Purdue University, 1993.

Kathryn Carlson Heler (1997), associate professor of accounting and business

Maria Herrera (2004), admissions counselor

David J. Hicks (1986), associate professor of biology
B.A., Colgate University, 1974; M.S., Cornell University, 1978; Ph.D., 1982.

Marcia A. Hicks (1999), supervisor of custodial services

Adam R. Hohman (2001), assistant director of admissions

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, Ph.D., University of Utah, 2005.

Angela R. Huffman (2006), admissions field representative

Mark W. Huntington (1984), professor of exercise and sport sciences, director of athletic training program
B.S., Manchester College, 1976; M.S., Boston University, 1979; P.E.D., Indiana University, 1994.

Deborah L. Hustin (1986), coordinator of information technology service operations and support services
B.A., Colgate University, 1974; M.A., Duke University, 1976.


Wendi A. Hutchinson (1999), director of church relations, associate director of Lilly Theological Exploration of Vocation grant

Max L. Ihnen (2000), systems administrator
A.S., Purdue University, 1995.

Sunday A. Isang (2002), assistant professor of communication studies
B.A., Northern Illinois University, 1980; M.A., Western Illinois University, 1984; Ph.D., Howard University, 1996.

Thomas S. Jarman (1989), associate professor of exercise and sport sciences, director of athletics, head wrestling coach

Nathan W. Jensen (2005), assistant football coach
B.S., Defiance College, 2004.

Stuart D. Jones (2002), executive director of success center, director of conference services
B.A., Purdue University, 1983; M.A., Christian Theological Seminary, 1990.

Terri L. Jones (2003), administrative assistant, Office of the President

Martha E. Judge (1992), associate director of athletics, softball coach

Allison J. Keating (1998), senior business analyst
A.S., Indiana University, 2005.


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.

Cheryl L. Krueckeberg (2004), assistant professor of social work, director of the gerontology program B.A., Purdue University, 1976; M.Div., McCormick Theological Seminary, Chicago, 1980; M.S.W., Loyola University of Chicago, 1992.


Nicholas F. Marinello (2005), residence hall director B.S., Central Michigan University, 2005.


Nancie L. Meyer (2001), campus store manager
<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Role</th>
<th>Institution(s)</th>
<th>Dates</th>
<th>Description/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carole M. Miller-Patrick</td>
<td>Faculty and Administrative Staff</td>
<td>Indiana Reading Corps program site supervisor</td>
<td>2002</td>
<td>B.A., East Carolina University, 1975.</td>
</tr>
<tr>
<td>Gary E. Montel</td>
<td>Faculty and Administrative Staff</td>
<td>executive director of alumni relations</td>
<td>1988</td>
<td>B.S., Manchester College, 1965.</td>
</tr>
<tr>
<td>Kimberly M. Myers</td>
<td>Faculty and Administrative Staff</td>
<td>instructor of communication studies</td>
<td>2006</td>
<td>B.A., Purdue University, 2001; M.A., 2006.</td>
</tr>
<tr>
<td>Amanda L. Myers-Walls</td>
<td>Faculty and Administrative Staff</td>
<td>admissions counselor</td>
<td>2003</td>
<td>B.S., Manchester College, 2003.</td>
</tr>
<tr>
<td>Jacquilline Nagila</td>
<td>Faculty and Administrative Staff</td>
<td>director of multicultural affairs</td>
<td>2006</td>
<td>B.A., College of St. Benedict, 2004; M.S., Indiana University, 2006.</td>
</tr>
<tr>
<td>Steven S. Naragon</td>
<td>Faculty and Administrative Staff</td>
<td>associate professor of philosophy, chair of the department of religion and philosophy</td>
<td>1991</td>
<td>Sabbatical leave, spring 2007.</td>
</tr>
<tr>
<td>Ejenobo R. Oke</td>
<td>Faculty and Administrative Staff</td>
<td>instructor of art</td>
<td>2006</td>
<td>B.A., Manchester College, 1997; M.F.A., Norfolk State University/Old Dominion University, 2001.</td>
</tr>
<tr>
<td>Jeffrey P. Osborne</td>
<td>Faculty and Administrative Staff</td>
<td>assistant professor of chemistry</td>
<td>2004</td>
<td>B.A., Goshen College, 1992; Ph.D., University of Illinois, 1999.</td>
</tr>
<tr>
<td>Angela M. Panza</td>
<td>Faculty and Administrative Staff</td>
<td>admission counselor</td>
<td>2006</td>
<td>B.A., Purdue University, 2005.</td>
</tr>
<tr>
<td>Jennifer M. Perusek</td>
<td>Faculty and Administrative Staff</td>
<td>assistant director, college advancement</td>
<td>2006</td>
<td>B.A., University of St. Thomas, 2006.</td>
</tr>
<tr>
<td>Leslie L. Pettit</td>
<td>Faculty and Administrative Staff</td>
<td>manager of development information</td>
<td>1989</td>
<td>B.A., Manchester College, 1979.</td>
</tr>
<tr>
<td>Ryan D. Phillips</td>
<td>Faculty and Administrative Staff</td>
<td>residence hall director</td>
<td>2006</td>
<td>B.S., Central Michigan University, 2006.</td>
</tr>
<tr>
<td>Charles Plakosh</td>
<td>Faculty and Administrative Staff</td>
<td>director of audio technologies</td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>Bill J. Potter</td>
<td>Faculty and Administrative Staff</td>
<td>residence hall director</td>
<td>2006</td>
<td>B.S., St. Cloud University, 2005.</td>
</tr>
<tr>
<td>Kimberly J. Reinoehl</td>
<td>Faculty and Administrative Staff</td>
<td>assistant director of admissions</td>
<td>1998</td>
<td>B.A., Manchester College, 1998.</td>
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</table>

James D. Riley (2004), professor of education, director of teacher education, chair of the department of education
B.A., Oakland University, 1969; M.A.T., Oakland University, 1972, 1973; Ph.D., Syracuse University, 1976.

H. Kendall Rogers (1979), professor of religion and philosophy

Staatsexamen, Philipps University, 1974; Ph.D., Philipps University, 1976; D.Min., Bethany Theological Seminary, 1988.

Jolane E. Rohr (1991), director of admissions

Thelma S. Rohrer (1996), instructor of art, director of the office of the international studies and academic enrichment, director of Pathways program

Terese A. Salupo-Bryant (1999), associate professor of chemistry. Sabbatical leave, full year.
B.S., University of Dayton, 1986; Ph.D., The Ohio State University, 1994.

Meghann F. Savard (2006), women's basketball assistant coach
B.S., Defiance College, 2006.

Heather A. Schilling (2003), instructor of education

Rita J. Schroll (1966), administrative assistant, college advancement

Cindy L. Seitz (2005), senior accountant
B.S., Gannon University, 1980; C.P.A.

Douglas A. Shoemaker (1999), director of sports information
B.S., Manchester College, 1998.

Sonia L. Smith (2002), assistant to the campus pastor

Amy K. Spears (2006), development officer, college advancement

J. Scott Stan (2000), assistant professor of exercise and sport sciences, head women's soccer coach, athletic administration assistant

Charles M. Stanton (1992), associate professor of mathematics and computer science
B.A., Wesleyan University, 1964; Ph.D., Stanford University, 1969.

Doris F. Stephenson (1976), librarian, interlibrary loan/technology librarian

Stacy S. Stetzel (2006), instructor of education

Scott K. Strode (1974), professor of communication studies, director of theatre, chair of the department of communication studies

Kelsey D. Swanson (2006), admissions counselor
B.S., Manchester College, 2006.

Jerry E. Sweeten (2004), assistant professor of biology, director of environmental studies
B.S., Manchester College, 1975; M.A., Ball State University 1982; Ph.D., Purdue University, 1996.

Julie K. Talz (2001), associate dean of students, director of residential life
B.A., Marquette University, 1995; M.A., University of Georgia, 1997.

Melissa F. Templin (2006), administrative assistant, college advancement
Faculty and Administrative Staff

Danette Norman Till (2004), director of counseling
B.S.W., Manchester College, 1985; M.S., Indiana Wesleyan University, 1990; M.S.W., Indiana University, 1993.


Janina P. Traxler (1979), professor of French, chair of the department of modern languages

Heather C. Twomey (2000), associate professor of accounting

Mathew W. Unger (2006), director of performing arts technologies
B.S., Manchester College, 2006

Polina Vlasenko (2005), assistant professor of economics

Gina L. Voelz (1999), director of financial aid
B.S., Ball State University, 1986; M.S., Indiana University, 1992.

Tara L. Vogel (1999), director of health services
R.N., Community Hospital School of Nursing, 1981.

Darla S. Vornberger (1998), associate librarian, technical services/serials librarian.

Christer G. Watson (2004), assistant professor of physics


Kari L. Weaver (2006), accountant
B.S., Huntington College, 2005.

Lindsey K. Weld (2005), residence hall director

Melissa K. West (2000), associate director of financial aid
B.S., Manchester College, 1999.

Albert A. Williams (1981), professor of biology, chair of the division of natural sciences, associate dean for academic affairs, co-director of curriculum

Leonard A. Williams Jr. (1982), professor of political science, chair of the department of history and political science
B.A., Southern Illinois University, 1974; M.A., 1976; Ph.D., The Ohio State University, 1981.

Neil J. Wollman (1978), professor of psychology; senior fellow, Peace Studies Institute
B.A., Northwestern University, 1972; M.S., California State University at Fullerton, 1976; Ph.D., Virginia Commonwealth University, 1978.

Derek L. Woodley (2006), intramural director
B.S., Minnesota State University, 1999.

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.

Alexis D. Young (2005), events specialist
B.S., Ball State University, 2005.

Dorothy S. Young (2006), administrative assistant, student development

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.
**Clinical Affiliations**

Manchester Clinic  
North Manchester, Indiana  
Pamela Higgins, medical director  
B.A., McPherson College, 1983; M.D., Indiana University School of Medicine, 1988.

Manchester Community Schools  
North Manchester, Indiana  
Kevin Watson, ATC  
B.S., Bowling Green State University, 1990.

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.

Brian Goff, clinical laboratory science program director  
B.S., Indiana Wesleyan, 1980; M.T., St. Joseph Hospital, Fort Wayne, 1980; M.A., Ball State University, 1999.

Saint Francis Hospital  
Beech Grove, Indiana  
Janice K. Fitzharris, medical director  
B.S., Indiana University, 1978; Ph.D., Indiana University, 1982; M.D., Indiana University, 1984.

DeAnne Maxwell, program director  
B.A., University of Indianapolis, 1982; M.T. (ASCP), CLS (NCA)

Kosciusko Community Hospital  
Warsaw, Indiana  
Christopher Branam, ATC  
Warsaw High School
### STATISTICAL INFORMATION
### FALL SEMESTER 2006
### Enrollment By Classification and Gender

#### FULL TIME

<table>
<thead>
<tr>
<th>Classification</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
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<tbody>
<tr>
<td>High School</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>First Year (0-27.75 hr.)</td>
<td>199</td>
<td>153</td>
<td>352</td>
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<td>Sophomores (28-59.75 hrs.)</td>
<td>118</td>
<td>131</td>
<td>249</td>
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<tr>
<td>Juniors (60-91.75 hrs.)</td>
<td>85</td>
<td>124</td>
<td>209</td>
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<tr>
<td>Seniors (92 hrs. and up)</td>
<td>88</td>
<td>110</td>
<td>198</td>
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<tr>
<td>Special</td>
<td>3</td>
<td>1</td>
<td>4</td>
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<tr>
<td>Post-Grad (non-degree)</td>
<td>4</td>
<td>3</td>
<td>7</td>
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<tr>
<td>Post-Grad (degree-seeking)</td>
<td>0</td>
<td>1</td>
<td>1</td>
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<td><strong>Total Full Time</strong></td>
<td>497</td>
<td>523</td>
<td>1,020</td>
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#### PART TIME

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<th>Classification</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
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<tbody>
<tr>
<td>High School</td>
<td>4</td>
<td>8</td>
<td>12</td>
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<tr>
<td>First Year</td>
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<td>0</td>
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<tr>
<td>Sophomore</td>
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<td>0</td>
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<td>Junior</td>
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<td>Senior</td>
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<td>1</td>
<td>7</td>
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<tr>
<td>Special</td>
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<td>3</td>
<td>7</td>
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<tr>
<td>Post-Grads (non-degree)</td>
<td>5</td>
<td>3</td>
<td>8</td>
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<tr>
<td>Post-Grads (degree-seeking)</td>
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<td>1</td>
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<tr>
<td><strong>Total Part Time</strong></td>
<td>21</td>
<td>15</td>
<td>36</td>
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**GRAND TOTAL**

<table>
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<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th><em>Total</em></th>
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<tbody>
<tr>
<td></td>
<td>518</td>
<td>538</td>
<td>*1,056</td>
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**Undergraduate Full-time Equivalency**

1,032

*Includes nine Manchester College students participating in off-campus programs (BCA and Study Abroad).
### State Distribution

<table>
<thead>
<tr>
<th>State</th>
<th>Number</th>
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<tr>
<td>Arizona</td>
<td>1</td>
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<td>California</td>
<td>1</td>
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<tr>
<td>Colorado</td>
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<td>Delaware</td>
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<td>Florida</td>
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<tr>
<td>Georgia</td>
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<tr>
<td>Idaho</td>
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<tr>
<td>Illinois</td>
<td>19</td>
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<tr>
<td>Indiana</td>
<td>865</td>
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<tr>
<td>Iowa</td>
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<td>Kansas</td>
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<tr>
<td>Kentucky</td>
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<tr>
<td>Maryland</td>
<td>5</td>
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<td>Massachusetts</td>
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<tr>
<td>Michigan</td>
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<td>Missouri</td>
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<td>Nebraska</td>
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<td>New Jersey</td>
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<td>New York</td>
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<td>Ohio</td>
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<tr>
<td>Oregon</td>
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<tr>
<td>Pennsylvania</td>
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<tr>
<td>Rhode Island</td>
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<tr>
<td>South Carolina</td>
<td>1</td>
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<td>Tennessee</td>
<td>1</td>
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<tr>
<td>Virginia</td>
<td>1</td>
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<tr>
<td>Wisconsin</td>
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<td><strong>TOTAL</strong></td>
<td><strong>983</strong></td>
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### Religious Affiliation

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<th>Affiliation</th>
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<td>Apostolic</td>
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<tr>
<td>Assembly of God</td>
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<tr>
<td>Baptist</td>
<td>45</td>
</tr>
<tr>
<td>Church of the Brethren</td>
<td>92</td>
</tr>
<tr>
<td>Church of Christ</td>
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<tr>
<td>Church of God</td>
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<tr>
<td>Congregational Christian</td>
<td>2</td>
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<tr>
<td>Disciples of Christ</td>
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<td>Episcopal</td>
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<td>Evangelical</td>
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<td>First Brethren</td>
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<td>Friends</td>
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<td>Grace Brethren</td>
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<td>Jewish</td>
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<td>Lutheran</td>
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<td>Mennonite</td>
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<td>Missionary</td>
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<td>Morman CJC Latter Day Saints</td>
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<tr>
<td>Muslim</td>
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<td>Nazarene</td>
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<td>Nondenominational</td>
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<td>Presbyterian</td>
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<td>Reformed Church in America</td>
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<td>United Methodist</td>
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### International

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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 I. Bruce Book Endowment for Modern Languages. Established through a generous gift by Beulah E. Book, class of 1939, the fund is in memory of her father, Professor I. Bruce Book and honors his commitment and sacrifice to the College and his family. Professor Book taught at Manchester for 14 years beginning in 1900-01. Several years were served with no salary. He later was general secretary of the Church of the Brethren. The fund supports the modern languages department by providing faculty development opportunities and non-recurring, non-budgeted items such as supplies, teaching aids, and laboratory equipment.

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 also may 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 Eldon R. Burke Memorial Scholarship Fund. This fund was established by Eldon R. Burke, a 1922 graduate of Manchester College and his wife Marie-Luise Burke. Dr. Burke taught at Manchester College from 1953-69 in the History and Political Science Department. In awarding scholarships, preference will be given to students interested in international relations or those with financial need.

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, half of the income from this endowment shall underwrite the accounting budget and half shall provide new funds to strengthen the program further.

The Joyce E. B. Gressley Memorial Fund. This fund was established in 2001 by Dr. Gene Gressley, widower of Joyce E. Burroughs Gressley. The fund serves as a lasting tribute to Mrs. Gressley's life and distinguished career. Mrs. Gressley's broad educational background is a reflection of her diverse interests. She received her bachelor's degree from Manchester in 1951 with a major in romance languages, later attained a master's degree in Spanish from the University of Colorado, as well as an additional bachelor's degree in accountancy from the University of Wyoming. As a certified public accountant, Mrs. Gressley ably served on a staff of the University of Wyoming for 17 years. Earnings from this fund provide assistance to the research agendas, and are used in enhancing the teaching abilities, of Manchester College faculty.

The Harry Henney '35 Lecture in Business and Science. Established at Manchester College on the occasion of his 90th birthday (March 14, 2003) by his daughter, Jane E. Henney '96, M.D., and family and friends; and in celebration of his distinguished service to education and his community, Woodburn, Indiana. The Henney Lecture is offered annually to link business and science, Harry Henney's majors at his alma mater, and education, his career for 40 years.

Mark E. Johnston Professorship of Entrepreneurship. Mark E. Johnston was a 1968 Manchester College graduate with a double major in history and business economics. Mr. Johnston, who retired in 1998, founded four businesses, and he was also interested in the "big picture" implications of his business ventures. The first company, Rehabilitation Consultants for Industry (RCI) was organized to meet the rehabilitation needs of injured workers. He founded three additional companies to provide services to workers with physical disabilities and medical needs: Sports Performance and Orthopedic Rehabilitation Therapies (SPORT), Medical Cost Containment (MEDCOST), and Worker Rehabilitation Services, Inc. (WRS). Each of these businesses provided services for disabled workers and also provided livelihoods for all of the employees. Mr. Johnston brought integrity and innovation to all he did. He was married to Janis Clark '69 Johnston and has children, Ryan and Megan. Mr. Johnston invested generously in his alma mater to open doors for students and to explore entrepreneurial studies. The purpose of this fund is to celebrate Mark E. Johnston's life by creating entrepreneurial opportunities for students. The professorship will help fulfill Mark Johnston's ambitions to teach, across disciplinary boundaries, entrepreneurial students who are passionate about making a difference in the world how to create their own companies. The fund also will provide funds to develop and support the Mark E. Johnston Entrepreneurship Program.

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 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 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.

Marden Library Endowment. Given by Parker G. Marden, 13th President of the College, and Ann Wagner Marden to provide books and other resources for the Library’s collection, especially about ideas that are important, controversial, and even divisive. Acquisitions should regularly include books that are banned somewhere.

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 Memorial Fund. This endowed fund shall be used and expended solely for items that are not normally provided in the physics department of Manchester College budget and that 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 Haupert Murphy. A member of the class of 1922, Mrs. Murphy completed her undergraduate degree in 1925 from the University of Chicago and her master’s 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
The 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 31 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.

Hildreth A. Sweeney Library Endowment Fund. This fund was established by Hildreth Killen '29 Sweeney because of her gratitude to Manchester College and her love for students, learning and library science through a generous bequest. Mrs. Sweeney served Indiana public schools for 40 years. She devoted 30 years to the Garrett Public Schools, teaching Latin for 10 years and then serving 20 years as head librarian. In addition to her undergraduate degree from Manchester College, she pursued graduate studies at Ball State University. She has been a wife and mother, losing both her husband and her son to untimely deaths. Earnings from the fund will be used with preference given first to the library, then to financial aid for deserving students, and finally for the general purposes of Manchester College.

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 for 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 more than 20 years. To commemorate Dr. Young’s deep appreciation and gratitude for good teachers, income from the fund is designated for 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 Office of the President 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 Ruth Layman Anderson Endowment Fund. This fund was established in 2001 by friends and classmates of Mrs. Anderson, a Manchester College graduate of the class of 1951,
as a tribute to her career and life. Earnings from the fund provide financial assistance to Manchester College students majoring in secondary education or in English.

The Max Allen Art Scholarship Fund. Established by the family of former 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 at Manchester 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 John Bales Endowed Scholarship for Managerial Accounting. In gratitude for his profound impact on their professional development, accounting alumni established this endowed scholarship in honor of John E. Bales, associate professor of accounting from 1977 to 2000. He shared generously of his broad knowledge with humor and gentle encouragement. The fund will provide financial assistance to deserving juniors and seniors majoring in managerial accounting.

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 to 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 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 C. James Bishop Endowed Scholarship Fund.** This scholarship has been funded by family, College friends and former students of Dr. C. James Bishop, professor of history from 1969-2000 to ensure that current and future Manchester students will have opportunities to expand their global awareness through international study. Scholarships will be awarded to upper class students to help underwrite the costs of studying abroad as part of a course sponsored by a member of the Department of History and Political Science. This scholarship will enable students who would not otherwise be able to have the experience of foreign travel and study to take advantage of such opportunities. Awards will be made on the basis of need and with consideration of how the proposed travel/study opportunity will benefit the recipients’ educational goals.

**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 Emmett R. and Helen G. Bowman Memorial Fund.** Established by their family and friends, this fund is a living endowment in memory of Emmett 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 Daniel W. Boyer and Oda Mitchel Boyer Music 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 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. Preference will be given to students in their junior or senior years of college. Juniors may reapply.

**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 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 that manufactures agricultural equipment and is 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. 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. 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 Elbert D. and Helen Kiracofe Brubaker Endowed Scholarship. The Elbert D. and Helen Kiracofe Brubaker Endowed Scholarship was established in 2004 by Elbert and Helen’s daughters, Pamela K. Brubaker ex’68 and Beverly A. Brubaker ’72, to honor their parents unstinting support of peace and reconciliation. Elbert was a conscientious objector during World War II and Helen worked with him in various CPS camps after their marriage in June of 1944. Helen attended Manchester in 1940; she and Elbert were long time supporters of Manchester. Income from the fund will provide scholarships for students with a major or minor in peace studies or planning to work in conflict resolution or peacemaking.

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. This 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 of 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.
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**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 '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 B.A. 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 Co. 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 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 Christian service. Barbara Lou, who was planning to enter Manchester College in September 1957, died in an automobile-train accident Aug. 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 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, Ill. 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 has been awarded annually since 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 students.
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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 Dresher Scholarship Fund. This fund was established by Edith Dresher, 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, was 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 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 fall 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, a farmer, elementary teacher and principal in Pulaski and White County, Ind. He began teaching at the age of 19 and taught for 40 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, Ind.

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 18 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 deceased parents, N. R. and Eliza B. Freed, who 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
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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. 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 that 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.

**Good Scholarship Fund.** This fund was created in 1970 in memory of Rex and Lorin Good by surviving spouses and others. In awarding the scholarship, qualifying students of the Monterey, Ind., area are given preferential consideration.

**Goshen City Church of the Brethren.** This fund was established by members of Goshen City Church of the Brethren, to encourage Goshen City Church 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 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.

**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 ’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 chair 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 Rev. Joseph and Mrs. Mildred Hanawalt Memorial Endowed Scholarship Fund. This fund was established by family and friends in honor of Joseph and Mildred Hanawalt. Joseph Hanawalt, a graduate of Manchester College, was a United Methodist minister serving churches in northern Indiana. The income from this fund is used to provide scholarships for United Methodist students attending Manchester College.

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 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 John J. “Jack” Hartman Fund for International Students. John J. “Jack” Hartman ’51 established this fund for his gratitude and the opportunities and support he received while attending Manchester College. His desire to foster international understanding and peace led him to establish this fund for international students through a generous bequest. The earnings from the fund are to provide financial aid to deserving students who are citizens of and reside in African countries, whom otherwise would not be able to obtain a college education. Awards are to be based upon financial need. Aid from the fund shall be only for promising individuals who seek opportunity for college education.

The Naomi and Paul Heestand Memorial Scholarship Fund. This fund was established in fall 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 ’43, and others, in memory of his wife Marjorie Miller ’42 Heisey. 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 to 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 is 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 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 B.S. degree in biology-chemistry. Greg was a third-year medical student in the Indiana University 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. and Helen L. Darley Hollinger Memorial Scholarship Fund.** The Rev. Kenneth W. and 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 three 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 Norman and Ruth Nichols Howard Endowed Scholarship Fund for Fine Arts.** This fund was established in honor of Norman and Ruth Nichols Howard. In awarding the scholarship, preference shall be given to students majoring (or who have stated their intention to major) in music, art, or other fields in the fine arts. Second preference shall be given to students who participate substantially in such programs or their organizations on campus. Should there be insufficient need for financial aid for students, support may be provided for fine arts events, or organizational or departmental support as directed by the academic dean.

**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. Jobes Memorial Scholarship Fund.** This fund was created in 1969 by a sizable bequest through the will of Pearl Jobes. 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, class of 1959, who 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 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 for 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. Preference is given to students majoring in music.
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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 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 and Hazel Keller Scholarship Fund. This fund was established in 1979 in recognition of the more than 30 years that Paul Keller ’35 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 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 Tilson and Dortha King Scholarship Fund. Earnings from the fund will provide financial aid to needy Manchester College students, without consideration of academic major, with first preference given to high school graduates from Auburn and/or Nappanee, Ind.

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 heartfelt 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 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 ’33, 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 Dec. 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 30 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 Pinecrest 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 William J. McCombs Scholarship. The William J. McCombs Scholarship established in 2004 by his mother, Betty B. McCombs, and by his sisters, Mary Beth Larkins and Lois Ann Rehrer, in memory of the 1980 accounting graduate and Certified Public Accountant. The scholarship will provide financial assistance to students attending Manchester College with special interest in accounting.

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 Kenneth Metzger Scholarship Fund. This fund was established in 2002 through a generous gift by Kenneth Metzger, a 1967 graduate of Manchester College's accounting and business program. Earnings from this endowed fund are used to support Manchester College Master of Accountancy students. The scholarship shall be awarded in addition to other financial aid that the recipient is already scheduled to receive. Students shall apply to the chair of the Department of Accounting and Business. The application will include an essay completed by the student on the topic of entrepreneurship. The selection will be made by a committee composed of the chair for the Department of Accounting and Business, one additional accounting and business faculty member and an accounting and business alumnus/a with an interest in entrepreneurship.

The Mikesell Scholarship Fund. This fund was established by D. Blaine ’37 and Charlotte Mikesell at Lake City Bank in Warsaw, Ind. 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 Nov. 25, 1964.

The Carol Barr Miller Memorial Scholarship Fund. Carol Barr Miller died in summer 1980 following the birth of her son, Robert David. Mrs. Miller was a 1974 graduate of Manchester College and taught third grade 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.
Endowed Scholarships

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 15 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. Clyde Motts graduated from Manchester College during the Great Depression. His older brother, Raymond, stayed home and worked on the farm so Clyde could get an education.

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 Dale L. and N. Jean Oxender Endowed Scholarship Fund for the Natural Sciences. The fund, established by family and friends, honors Dale L. Oxender, Ph.D., class of 1954, and N. Jean Oxender, M.A., class of 1955. Dale Oxender was a world-renowned researcher and mentor in biochemistry and genetics. Jean Oxender is a retired public school elementary teacher. Oxender scholarships shall be given to students nominated by the natural sciences faculty as having outstanding potential to excel and provide leadership in the natural sciences, and to bring honor to their alma mater.

The Mary K. Peabody Scholarship. Mary K. Peabody Scholarship in the Sciences is a tuition scholarship renewable for four years plus a one-time Imagination Grant of $2,500 for research or travel. It is funded by a generous gift from the Mary K. Peabody Endowment, which was matched by funds from the recent Lilly Endowment challenge. The scholarship honors Mary K. Peabody’s commitment to encouraging talented women and first generation college students to pursue the sciences. Qualifications for the award include: being female or a first generation college student (neither parent attended college); rank in the top 10 percent of high school class; a minimum 1200 SAT or 27 ACT; intention to major in biology, chemistry, mathematics, physics, or pre-medicine; and participation in the Scholarship Day program.

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 in November 1969.

**The Rufle Scholarship Fund.** The Rufle Scholarship Fund was established by the will of the late Anna Rufle of North Manchester, Ind., in memory of her parents, Ademar and Jane Packer Rufle. 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 Milton E. and Martha Lou Madeford-Shaw Business Scholarship Fund. This fund was established in 2005 by Martha Madeford-Shaw in honor of her husband, Dr. Milton E. Shaw. Dr. Shaw was a 1949 graduate of Manchester College with a degree in Business and
Endowed Scholarships

Social Studies. Preference in awarding the scholarship should be given to students with high academic achievement who intend to or are majoring in business, with preference to those interested in business administration.

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, Ind. 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, Ind.

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 Aug. 14, 1958, while returning home from the 250th anniversary celebration of the Church of the Brethren at Schwarzenau, Germany.

Howard E. Sollenberger Fund for International Study. This scholarship fund was established in memory of Howard E. Sollenberger who graduated from Manchester College in 1941. He served as the Director of the Foreign Service Institute of the Department of State and was a strong proponent of world understanding. Proceeds from the fund provide assistance to students with financial need who plan to engage in international study, with preference to students going to China or locations other than Europe or North America.

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 as well as contributions from friends and many former students of the College. 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/COORDINATOR of the Manchester String Festivals for 25 years, and long-time conductor of the Manchester College-Civic Symphony. Earnings from this fund provide financial support to promising junior or senior music students, with preference given to those majoring in strings and 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 Benjamin and Treva Timmons Memorial Scholarship Fund for Church Leadership Development. The Benjamin W. and Treva M. (Longanecker) Timmons Memorial Scholarship Fund for Church Leadership Development is to encourage and enhance church leadership, especially within the Church of the Brethren. Established in loving memory by their children, grandchildren and friends, the Timmons Fund shall primarily support juniors and seniors. It may be awarded to students planning on church leadership careers as well as other forms of church leadership.

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, Ind. 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 Uhrig, 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 60 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 Robert D. and Virginia E. White Manchester College Scholarship Fund.** This fund was established in 2003 through a generous gift by Virginia E. White in her honor and as a tribute to her late husband. Earnings from the fund shall provide scholarships for Manchester College students who previously graduated from a DeKalb County (Indiana) high school.

**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 Don 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 Laura McIntire Wilson Scholarship Fund. The Laura McIntire Wilson Scholarship was established by Laura McIntire Wilson in 2001. A 1932 graduate of Manchester College and an Alumni Honor Award recipient, Mrs. Wilson dedicated her career to education. This fund will provide financial assistance to deserving Manchester College students with preference to education majors.

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.
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Manchester College is committed to non-discrimination in campus life. The College does not discriminate on the basis of 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.