



Welcome to Eastern Mennonite University

Greetings and welcome to Eastern Mennonite University in 2018! I am glad you are here and I believe your precious time among us at EMU will be filled with significant academic, spiritual and social growth and many achievements.

EMU is a “Christian university like no other.” We are committed to “prepare students to serve and lead in a global context” in the spirit of Micah 6:8: “to do justice, love mercy, and walk humbly with God.” Our faculty and staff will inspire and challenge you to take seriously our values of Christian discipleship, service, community, and peacemaking.

You will grow in wisdom, faith and compassion as you meet people from different cultures and with unique life experiences. You will make new friends for life as you prepare for a future career. You will leave a legacy as you shape our community in powerful and positive ways.

May God be present as you discover your gifts, discern your calling, and journey with us in the years ahead!

Blessings to you,

A handwritten signature in cursive script, reading "Susan Huxman".

Susan Schultz Huxman, PhD
President, Eastern Mennonite University

Undergraduate Catalog 2018-19 Eastern Mennonite University

1200 Park Road
Harrisonburg, VA 22802-2462
Phone: 540-432-4000
Fax: 540-432-4444
Email: info@emu.edu
Website: www.emu.edu

The information in this Undergraduate Catalog applies to the academic year 2018-19. The university reserves the right to change programs of study, academic requirements, the announced university calendar and other matters described herein without prior notice, in accordance with established procedures. This Undergraduate Catalog is descriptive and is not to be construed as a legal contract.

Acknowledgements

Editor: Deirdre L. Smeltzer
Managing editor: Ronda Rittenhouse

Notice of Nondiscriminatory Policy as to Students

Eastern Mennonite University does not discriminate on the basis of sex, race, color, age, handicap, national/ethnic origin, sexual orientation, or gender identity in administration of its employment and educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. EMU's designated coordinator for matters related to nondiscrimination is Fred Kniss, Provost's Office, telephone: 540-432-4105.

Title IX

In accordance with the requirement of the Title IX Education Amendments of 1972, EMU's designated Title IX coordinator, Irene Kniss, shall be responsible for coordinating the university's compliance with its responsibilities under Title IX. "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

For more information regarding Title IX policies and procedures, go to <https://emu.edu/titleix/>. If you have questions contact Title IX coordinator, Irene Kniss at 540-432-4302 or titleixcoordinator@emu.edu.

Family Educational Rights and Privacy Act

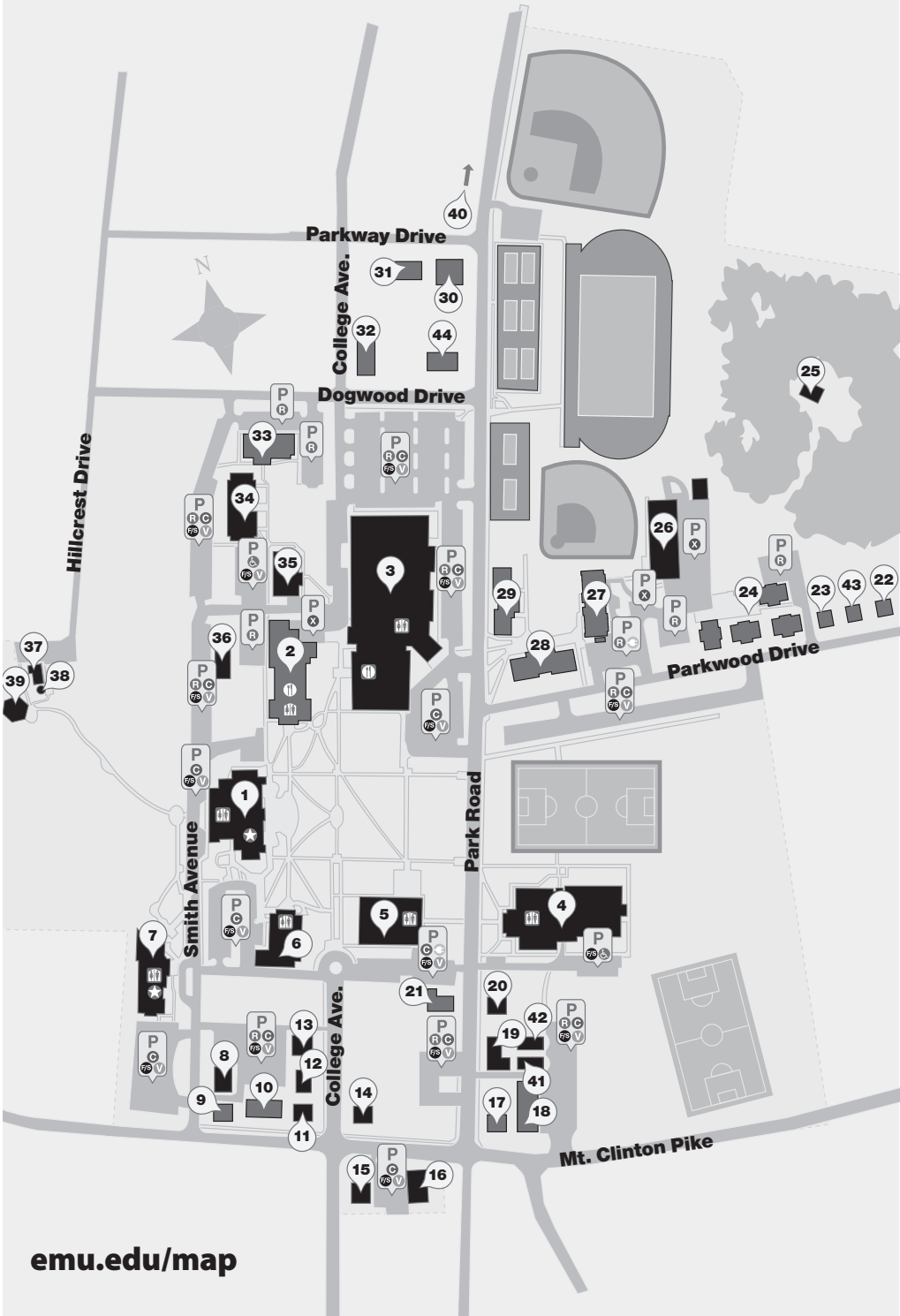
Eastern Mennonite University annually informs students of the Family Educational Rights and Privacy Act of 1974. This act, with which the institution intends to comply fully, was designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the act. This policy appears in its entirety in the EMU student handbook. Questions concerning the Family Educational Rights and Privacy Act may be referred to the university registrar's office.



Table of Contents

Campus Map	4	Liberal Arts	154
2018-19 Calendar	6	Mathematical Sciences	157
Introduction	7	Music	168
Academic and Degree Information ..	11	Nursing	178
EMU Core Curriculum	25	Psychology	187
Applied Social Sciences	37	Visual and Communication Arts....	193
Bible, Religion and Theology	55	Special Programs	206
Biology	64	Academic Support	224
Business and Leadership	77	Admissions	227
Chemistry	94	Tuition and Fees	233
Education	101	Financial Assistance	235
Health and Physical Education	115	Administration and Faculty	238
History	125	Index	250
Language and Literature	136		

CAMPUS MAP








emu.edu/map








OFFICE AND DEPARTMENTAL DIRECTORY

Building number and phone extension
(From off campus, dial 540-432-xxxx)

BUILDING KEY

-  **Information**
-  **Public restrooms**
-  **Food**
-  **Academic**
-  **Residential**

PARKING KEY

-  **Residential**
-  **Visitor**
-  **Faculty/staff**
-  **Commuter**
-  **Handicapped**
-  **Restricted**
-  **Electric/hybrid**

Academic Success Center	5	4254	Institutional Research	1	4304
Admissions, Undergrad	1	4118	Intensive English Program	34	4059
Admissions, Seminary	7	4257	International Student Services	3	4459
Advancement	1	4203	Language & Literature Dept.	34	4168
Alumni/Parent Engagement	1	4294	Library	5	4175
Apartment Rentals	26	4662	LOM Program	8	4981
Applied Social Sciences Dept.	34	4450	MA in Biomedicine	19	4338
Art Galleries			MA in Counseling	7	4243
Sadie Hartzler Library	5		MA in Education	1	4350
Student Gallery	3		Mail Room	1	4253
Athletics	3	4440	MainStage Theater	3	
Auxiliary Services	26	4662	Marketing & Communications	1	4056
Bach Festival	6	4652	Martin Chapel	7	
Bible, Religion & Theology Dept.	34	4463	Mathematical Sciences Dept.	4	4400
Biology Dept.	4	4400	MBA	1	4150
Bookstore	3	4250	MS in Nursing	1	4186
Box Office	3	4582	Multicultural Programs	3	4458
Business & Leadership Dept.	1	4150	Museum (D. R. Hostetter)	4	4400
Business Office	1	4575	Music Dept.	6	4225
Campus Ministries	3	4196	Music Studios	11	4242
Career Services	3	4131	Nursing Dept.	1	4186
Center for Interfaith Engagement	7	4674	Preparatory Music	6	4277
Center for Justice and Peacebuilding	16	4490	President's Office	1	4100
Chemistry Dept.	4	4400	Printing Services	26	4543
Church Relations	1	4589	Provost	1	4105
Common Grounds Coffeehouse	3	4675	Psychology Dept.	34	4463
Computer Labs	1, 4, 5		Recreational Sports	3	4133
Counseling Services	13	4317	Registrar	1	4110
Cross-Cultural Program	1	4591	RN-BS Program	1	4983
Development	1	4200	Royals' Den (snack shop)	3	4335
Dining Hall	2	4311	Security	26	4911
Disability Support Services	5	4233	Seminary	7	4260
Discovery Room	4	4400	Shenandoah Valley Children's Choir	12	4650
Education Dept.	1	4142	Sports Information Office	3	4441
Facilities Management	26	4390	STAR Program	14	4651
Financial Assistance	1	4137	Strite Conference Suite	1	
Fitness Center	3	4341	Student Government	3	4135
Game Room	3	4375	Student Life	3	4135
Graduate Programs	8	4025	Studio Theater	3	
Health & Physical Education Program	3	4440	Summer Peacebuilding Institute	15	4653
Health Services	3	4317	Undergraduate Dean	1	4141
Help Desk/User Services	5	4357	Visual & Communication Arts Dept.	3, 35	4360
History Dept.	34	4463	Weather Vane	28	4338
Housing/Residence Life	3	4128	Weaver Wellness Suite	3	4317
Human Resources	1	4049	Yoder Arena (gymnasium)	3	
Information Systems	1	4357			

CAMPUS DIRECTORY

Anderson House	20	Horst House	44	STAR / Brunk House	14
Art Center, Esther K. Augsburg	35	Lehman Auditorium	6	Suter House	13
Bomberger House	23	MA in Biomedicine/ Rutt Annex D	41	Suter II House	21
Campus Center	1	MA in Biomedicine/ Rutt Annex E	42	Suter Science Center	4
Cedarwood	27	MA in Biomedicine/ Rutt House	19	SVCC / Blosser House	12
Center for Justice & Peacebuilding / Martin Store	16	Maplewood	28	Tolliver House	43
Discipleship Center	39	Mt. Clinton Apartments	10	Village Apartments	18
Dorothy Heatwole House	30	Music Studios / Lehman House	11	University Commons	3
Elmwood	29	Northlawn	2	WEMC / Astral Hall	37
Ernest Martin House	22	Observatory	38		
Eshleman House	32	Park Cabin	25		
Gnagey House	31	Parkwood Apartments	24		
Grad Programs / Heatwole II (Ammon)	8	Facilities Management	26		
Guild	36	President's Residence / 1919 Park Rd	40		
Hartzler (Sadie) Library	5	Redmond House	17		
Heatwole House	9	Roselawn Academic	34		
Hillside Suites	33	Seminary	7		
		SPI / H.D. Weaver House	15		

2018-19 Calendar

Fall Semester

August	14-15	Faculty/Staff Conference	
	24-27	New Student Orientation	
	27	Final Fall Registration	
	28	Fall Semester Classes Begin	8:00 a.m.
	29	Fall Semester Convocation	
October	12-14	Homecoming and Parents Weekend	
	17	Mid-Semester Recess Begins	4:40 p.m.
	22	Classes Resume	8:00 a.m.
November	20	Thanksgiving Recess Begins	5:05 p.m.
	26	Classes Resume	8:00 a.m.
December	10	Last Day of Classes	
	11	Final Exams Begin	
	14	Final Exams End	

Spring Semester

January	8	New Student Registration	
	9	Spring Semester Classes Begin	8:00 a.m.
	9	Spring Semester Convocation	
March	1	Mid-Semester Recess Begins	4:30 p.m.
	11	Classes Resume	8:00 a.m.
April	18	Academic and Creative Excellence Festival	
	19	Easter Recess Begins	
	22	Classes Resume	8:00 a.m.
	26	Last Day of Classes	
	29	Final Exams Begin	
May	2	Final Exams End	
	4	Baccalaureate	7:00 p.m.
	5	101st Annual Commencement	1:00 p.m.



INTRODUCTION

Historical Sketch

The year 1917 was a year of revolution and war—revolution in Russia and, for Americans, first-hand encounter with modern warfare as the U.S. entered World War I. It seems, in retrospect, an inauspicious time for pacifist Mennonites who abhor war and revolution to be launching a new educational venture. But the people of God respond to a time clock governed by faith.

Therefore, the humble beginning of Eastern Mennonite University in the peaceful Shenandoah Valley of Virginia provides a moving counterpoint to a year of rapine and violence seldom matched in the annals of human history.

Eastern Mennonite School, as it was first called, began as a Bible academy and is now a fully accredited university with over 1,800 students in the undergraduate, seminary and graduate programs. EMU was founded to provide a setting for young men and women of the Mennonite Church to deepen their biblical faith, study the liberal arts and gain specific skills in a variety of professions.

That tri-part objective has remained central to the purpose of the university, and its history is the story of an ever-broadening curriculum and program. In 1930 the university was accredited by the Virginia Board of Education as a junior college. Seventeen years later, in 1947, a four-year degree program was approved by the state of Virginia, and regional accreditation by the Southern Association

of Colleges and Schools was achieved in 1959.

By 1965 a graduate theological school had evolved. Eastern Mennonite Seminary, which seeks to prepare persons for Christian ministry—especially in the local congregation—offers an intensive, well-rounded program of biblical, theological, historical and practical studies.

During the early 1960s, the university instituted a unique interdisciplinary core curriculum, Christianity and Civilization. That program has evolved into a curriculum entitled the EMU Core which is not only interdisciplinary but also cross-cultural in its focus.

The first graduate program (other than seminary)—counseling—began in 1993. It was followed by two others in the next two years—conflict transformation and education. An adult degree completion program was established in 1994. A distinctive MBA program began in the fall of 1999 followed by a Master of Science in Nursing (MSN) program in 2010, an MA in Biomedicine in 2012 and the first Doctor of Nursing Practice (DNP) was offered in 2018.

The school's name was changed from "college and seminary" to "university" in August 1994.

Biblical studies, liberal arts, graduate programs and professional training—EMU is still evolving, but its roots reach deep into Mennonite heritage which takes history seriously and reveres humble service guided by faith and knowledge.

EMU Mission, Vision, Values

What does the Lord require of you, but to do justice, love mercy, and to walk humbly with your God? — Micah 6:8

Mission

EMU prepares students to serve and lead in a global context.

Our community of learning integrates Christian faith, academic rigor, artistic creation and reflective practice informed by the liberal arts, interdisciplinary engagement, and cross-cultural encounter.

Vision

EMU will be renowned for academic excellence and faithful discipleship in addressing the most significant challenges in our complex world.

We seek to be a leader among Christian universities, united by a hopeful and enquiring spirit, cultivating meaningful relationships locally and globally, and engaging the rich diversity of human identity, experience, and need.

Values

EMU's mission and vision are grounded in the enduring biblical values of Christian discipleship, community, service, and peace.

These values are embodied throughout the university in our distinctive commitment to peacebuilding, social justice, cross-cultural engagement, and sustainability. Rooted in the Anabaptist tradition, we follow Jesus' call to bear witness to truth, serve with compassion, and walk boldly in the way of nonviolence and peace.

Accreditation

Eastern Mennonite University is accredited by the Southern Association of Colleges and Schools Commission on

Colleges to award associate, baccalaureate, master's, and doctorate degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Eastern Mennonite University. The university is certified to operate by the State Council of Higher Education for Virginia.

EMU's undergraduate and masters programs in nursing are approved by the Virginia Board of Nursing and accredited by the Commission on Collegiate Nursing Education. Contact the commission at 655 K Street, NW, Suite 750, Washington, DC 20001 or call (202) 887-6791. The school nurse certification program is approved by the Pennsylvania Department of Education.

The teacher education department at Eastern Mennonite University is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, re-licensure, or other purposes. All licensure programs are approved by the Virginia Department of Education. The English as a Second Language and Reading Specialist programs at EMU Lancaster are approved by the Pennsylvania Department of Education.

The social work program is accredited by the Council on Social Work Education, 1600 Duke Street, Alexandria, VA 22314-3421, (703) 683-8080.

To see any of the above accreditation documentation, contact the office of the provost.

EMU holds memberships in the Council of Independent Colleges, the Council of Independent Colleges of Virginia, the Association of Virginia Colleges and Universities, the National Association of Independent Colleges and the American Association of Colleges for Teacher Education.

The university is governed by a 20-member Board of Trustees appointed by the Mennonite Education Agency which coordinates the educational endeavors of the Mennonite Church, USA. The university is supported by and receives counsel from the alumni, parents, churches, friends of the university and the local community.

Location

Eastern Mennonite University is located in the heart of the scenic and historic Shenandoah Valley of Virginia. Situated in Harrisonburg, a city of 49,000 people, EMU is fronted on the east by the Massanutten and Blue Ridge mountain ranges. To the west lie the Alleghenies.

Only 125 miles from the nation's capital and 115 miles from Richmond, the state capital, EMU has an ideal location for historical and cultural field trips.

Harrisonburg is served by Interstate 81 as well as two national highways, U.S. 33 and 11. The Shenandoah Valley Regional Airport, about 15 minutes from the university, provides regular air service.

Campus and Facilities

The 90-acre campus contains 38 buildings nestled on a hillside overlooking the Shenandoah Valley.

The Campus Center, completed in 1986, houses administrative offices, classrooms, faculty offices and post office. This building replaces the former admin-

istration building which was destroyed by fire January 17, 1984.

Completed in 1968, the Daniel B. Suter Science Center houses classrooms and laboratories as well as the planetarium, museum, greenhouse and Conviron plant growth chamber. Extensive renovations were completed in 2015.

Adjacent to the Science Center and including historic Park Woods is the 14-acre Arboretum featuring perennials, shrubs and the Acker Nut Grove for research in native nuts.

The Chester K. Lehman Auditorium, houses the music department, including classrooms, practice rooms and a recital hall. The main auditorium seats 900 and has a 22-rank Reuter pipe organ as well as a Bösendorfer concert grand piano.

Between the Science Center and the Lehman Auditorium is the Sadie A. Hartzler Library building which opened in 1971. It offers a mix of quiet study carrels and areas for group work. In addition to books and periodicals, there are numerous public access computers, a computer lab, and wireless access through the entire building. The building houses the Menno Simons Historical Library, the EMU Archives, the Academic Success Center, and the Information Systems Helpdesk. The Hartzler Library Art Gallery is located on the second floor and features local and international art throughout the academic year. In the fall of 2010 high-efficiency photovoltaic panels capable of generating 104.3 kilowatts of electricity were installed on the library roof.

Outdoor athletic facilities include a multi-purpose artificial turf field, the Bomberger Field for soccer, the Gehman Field for softball, varsity baseball field, lighted tennis courts, sand volleyball courts and outdoor basketball courts.

The campus provides housing options for students in four traditional residence halls, two intentional community houses, and suites/apartments. Cedarwood,

Elmwood, and Maplewood Residence Halls are all LEED (Leadership in Energy and Environmental Design) certified buildings and house student residents. Students who are junior status or 20 years of age or older may apply to live in a suite/apartment with 2-4 other students. Since this is a competitive process, additional criteria are considered for housing placements. Northlawn Residence Hall, also houses the dining hall which serves cafeteria style meals for students with continuous, unlimited service for those living in the traditional residence halls and a block plan for those juniors living in Hillside Suites and Parkwood Apartments. Roselawn, a former residence hall, is now home to the Intensive English Program, several academic departments and provides additional classroom and office space.

Astral Hall houses the transmitter for WEMC-FM 91.7, Virginia's first public radio station, which serves the central Shenandoah Valley with the global perspective of BBC news as well as a rich blend of classical, jazz, folk, sacred and world music. The program schedule is at www.wmra.org.

The Discipleship Center provides a hilltop setting for informal gatherings. The center was built in 1975 in memory of Frank T. Harman.

Just a few hundred feet south of the Campus Center is the Seminary Building.

North of Northlawn residence hall lies the Esther K. Augsburg Art Center. The facility houses a design and print-making studio, painting and drawing studio, ceramics/3-D studio, digital media lab and darkroom. The building features

specialized art-making equipment, student workspace, and art-specific health and safety features including specialized ventilation.

The University Commons is a multipurpose facility with approximately 138,000 square feet of space for athletics, student life and special events as well as the Royals' Den (snack shop) and the University Bookstore. The building also contains the faculty offices for the Visual and Communication Arts department. The former Gymnasium-Student Center, renovated in the summer of 2010, is the location for the 200-seat Main Stage Theater, the Lee E. Eshleman Studio Theater, and theater tech space. In addition, the renovated building houses the Margaret Martin Gehman Art Gallery, a digital media classroom, and expanded space for the Common Grounds Coffeehouse.

In addition to the Harrisonburg campus, EMU also operates a site in Lancaster, Pennsylvania for non-residential working adults. This site, known as EMU at Lancaster, is located at 1846 Charter Lane in the Greenfield Corporate Park. Programs offered at this location include RN to Bachelor of Science in Nursing, Bachelor of Science in Leadership and Organizational Management, Aviation Concentration, a broadening range of EMU undergraduate core courses, Master of Divinity, Master of Arts in Christian Leadership and Master of Arts in Education. The facility houses four classrooms and administrative offices which supports online, blended and face-to-face program course delivery.



ACADEMIC AND DEGREE INFORMATION

The Baccalaureate Degree

The baccalaureate degree at Eastern Mennonite University assumes an ability to think logically, act rationally and perform creatively. It reflects sustained study in the arts and sciences. The bearer of the degree will have completed an academic major in a discipline or a defined course of study at the post-secondary level.

Undergraduate Academic Programs

Majors

The baccalaureate degrees offered are the Bachelor of Arts or the Bachelor of Science in the following majors:

- ▶ Accounting*
- ▶ Art
- ▶ Bible, Religion, and Theology
- ▶ Biochemistry*
- ▶ Biology*
- ▶ Business Administration*
- ▶ Chemistry*
- ▶ Clinical Laboratory Science*
- ▶ Computer Science†
- ▶ Digital Media and Communication
- ▶ Economics
- ▶ Engineering*
- ▶ English
- ▶ Environmental Sustainability
- ▶ Global Development
- ▶ Health and Physical Education*
- ▶ History
- ▶ History and Social Science
- ▶ International Business

- ▶ Leadership and Organizational Management (degree completion program)*
- ▶ Liberal Arts
- ▶ Marketing*
- ▶ Mathematics*
- ▶ Music
- ▶ Nursing*
- ▶ Nursing (RN–BS degree completion program)*
- ▶ Organizational Leadership*
- ▶ Peacebuilding
- ▶ Peacebuilding and Development
- ▶ Photography
- ▶ Psychology*
- ▶ Recreation Leadership and Sport Studies
- ▶ Social Work
- ▶ Sociology
- ▶ Spanish Language and Hispanic Studies
- ▶ Writing Studies

* *Results in a Bachelor of Science degree.*
† *See departmental information for degree options.*

Pre-Professional and Professional Programs

The following pre-professional and professional programs are available:

- ▶ Early/Primary Education Licensure
- ▶ Elementary Education Licensure
- ▶ Secondary Education Licensure
- ▶ Pre-Engineering
- ▶ Pre-Professional Health Sciences

Minors

In addition to majors, the following minors are offered:

- ▶ Accounting
- ▶ Art
- ▶ Bible and Religion
- ▶ Biology
- ▶ Business Administration
- ▶ Chemistry
- ▶ Coaching
- ▶ Computer Science
- ▶ Criminology and Restorative Justice
- ▶ Digital Communication
- ▶ Digital Video Production
- ▶ Economics
- ▶ English
- ▶ Environmental Science
- ▶ Environmental Sustainability
- ▶ Gender Studies
- ▶ Global Development
- ▶ History
- ▶ History and Social Science
- ▶ Honors Program
- ▶ Human Resource Management
- ▶ Humanitarian Action
- ▶ Interfaith Studies
- ▶ Journalism
- ▶ Kinesiology and Exercise Science
- ▶ Leadership
- ▶ Marketing
- ▶ Mathematics
- ▶ Music
- ▶ Neuroscience
- ▶ Nonprofit Management
- ▶ Peacebuilding
- ▶ Philosophy and Theology
- ▶ Photography
- ▶ Physics
- ▶ Political Studies
- ▶ Pre-Law
- ▶ Psychology
- ▶ Religious and Intercultural Studies
- ▶ Sociology
- ▶ Spanish
- ▶ Theater
- ▶ Writing Studies
- ▶ Youth Ministry

Associate Degrees

The Associate in Arts degree may be earned with a major in:

- ▶ Bible
- ▶ Business Administration
- ▶ General Studies (See Liberal Arts major)
- ▶ Education: Para-Professional

The Associate in Science degree may be earned with a major in:

- ▶ Health Science

Accelerated Programs

The following accelerated programs are available to students who qualify:

- ▶ BS in Psychology to MA in Counseling
- ▶ BA in Global Development, Peacebuilding, or Peacebuilding & Development to MA in Conflict Transformation or Restorative Justice

Requirements for Baccalaureate Degrees

A minimum of 120 semester hours (SH) and a cumulative grade point average of 2.00 overall as well as within the major are required. (Some majors require a higher grade point average.) Each student takes the required general education courses, courses required to complete a major, and electives. A minor is optional.

A student who completes two majors, one of which leads to the BA degree and one to the BS, may specify which degree s/he will receive. Both majors will be recognized as having been completed under the single degree.

Alternatively, a student may receive both a BA and a BS degree from Eastern Mennonite University by completing a total of at least 150 semester hours including the requirements for two majors, one of which leads to the BA degree and one to the BS degree.

Residence Requirements

At least 30 SH (a minimum of 25% of the credits required for the degree)

must be completed through EMU. This will include the final 30 SH leading to graduation unless a written exception is approved. At least nine semester hours in the major and six hours in any minor must be taken in residence.

EMU Core Curriculum Requirements

See the catalog section on the EMU Core for details of EMU Core Curriculum requirements.

Major and Minor Requirements

Each student shall complete course requirements for one major as designated by the department. Completion of a minor is optional. Students are required to complete major, minor, and general education requirements as they appear in the EMU Catalog in effect when they first enrolled as a degree-seeking student. Upon request, students may be permitted to complete updated major or minor requirements if curriculum changes occur during their time of enrollment.

Curriculum outlines, listing required courses for each major and minor, are available from the university registrar's office.

Students who discontinue attendance at EMU for more than two consecutive semesters will be subject to any changes in curriculum requirements (general education and major/minor) which took place during their absence.

Student Assessment

The university reserves the right to require students to participate in institutional testing programs as part of ongoing assessment of student outcomes.

Requirements for Associate in Arts and Associate in Science Degrees

A minimum of 60 SH and a cumulative grade point average of 2.00 overall and within the major are required. Each student takes EMU Core courses as listed, a two-year major, and electives. A minor is optional.

At least 30 SH must be completed through EMU, including at least nine semester hours in the major and six hours in any minor.

Associate in Arts (AA) and Associate in Science (AS)

Each student satisfies EMU Core requirements as listed below.

Christian Faith

Anabaptist Biblical Perspectives3
Life Wellness2

Communication

Transitions1
College Writing3
University Research*1
Speech: Exploring Voice in Vocation . .2

Cross-Cultural Learning

Cross-cultural designate2-3
Foreign Language3

Critical Thinking

Creative Arts(1 course)
History.(1 course)
Literature(1 course)
Mathematics.(1 course)
Natural Sciences.(1 course)
Social and Behavioral Sciences. (1 course)

Total:minimum of 27 credits

*University Research will be taken only by first-year students who fulfill College Writing prior to enrollment at EMU.

Requirements for Students with a Previous Bachelor's Degree

A student who has earned a bachelor's degree from another regionally accredited institution satisfies the EMU Core requirements by completing the following courses:

- ▶ six semester hours of cross-cultural experience/designate courses (may be transferred)
- ▶ Anabaptist Biblical Perspectives (ABP) course
- ▶ CORE 401 Senior Seminar

The student must have completed at least one course in each of the following areas, either at EMU or at a previous college: natural science/mathematics; social/behavioral sciences; fine arts/humanities. A student whose first language is other than English may, upon assessment, be required to complete WRIT 130 College Writing and/or WRIT 150 Speech: Exploring Voice in Vocation.

Application for Degree and Commencement Participation

Students are eligible to participate in commencement activities provided degree requirements will be completed by December following spring commencement. Students are not considered a graduate in terms of transcript or diploma until final coursework is complete.

Students expecting to graduate must file an Application for Degree provided by the university registrar's office. To be included in commencement planning, students must submit the application for degree by November 1 prior to commencement.

Candidates for graduation are expected to be present for commencement. Degrees will be conferred in absentia upon written request to the provost's office.

Academic Policies

The academic calendar year consists of two 15-week semesters offered August/September through April/May and a May-August summer term.

The semester hour (SH) is used to designate credit earned. A full-time load is defined as 12-18 SH per semester. To register for more than 18 SH a student must obtain written approval from the university registrar.

First-year-level courses are numbered 100-199; sophomore, 200-299; junior, 300-399; and senior, 400-499. Courses marked with an asterisk (*) are normally offered in alternate years. See the schedule of course offerings, available from the university registrar's office, for final information on courses to be offered each semester.

Student Classification

A student's class level is determined by the number of semester hours earned by the beginning of each semester. Classification is as follows:

- 23 SH or fewer*—First-year
- 24-55 SH*—Sophomore
- 56-89 SH*—Junior
- 90 SH or more*—Senior

Grading System and Quality Points

A Excellent.

- A = 4.0 quality points
- A- = 3.7 quality points

B Very good.

- B+ = 3.3 quality points
- B = 3.0 quality points
- B- = 2.7 quality points

C Satisfactory.

- C+ = 2.3 quality points
- C = 2.0 quality points
- C- = 1.7 quality points

D Unsatisfactory.

- D+ = 1.3 quality points
- D = 1.0 quality point

F Failure. Zero quality points

I Incomplete. Allowed at the discretion of the instructor only in case of an emergency or other unforeseen problem. The instructor will determine the date by which the student must complete requirements for the course, and will submit the final grade, within the following time frames:

- ▶ An "I" grade for a fall semester course must be resolved to a final grade not later than March 31 of the following semester.
- ▶ An "I" grade for a spring semester course must be resolved not later than September 30 of the upcoming fall semester.
- ▶ An "I" grade for a summer course must be resolved not later than November 30 of the upcoming fall semester.

An "I" grade not resolved by the dates identified will be changed to an "F" by the University Registrar's Office.

P Pass. Does not calculate into grade point average. Given in certain courses designated Pass/Fail.

SP Satisfactory Progress. Indicates satisfactory achievement to date in a course which is intended to extend beyond the current grading period. This is not a final grade.

W Withdrawal.* Indicates the student withdrew from the course between the fifth and ninth weeks of the semester. Does not calculate into grade point average.

Pass/Fail Option.* Allowed in elective courses for juniors and seniors with university registrar's office approval by the end of the fourth week of the semester. A grade of C- or above submitted by the instructor will result in a pass grade on the student's record. Any grade below a C- is reported on the student's record as received from the instructor.

Repeat Courses. When a course is repeated, both the initial grade and sub-

sequent grade(s) appear on the transcript. Credit is awarded only once and the higher grade is computed into the grade point average.

**Deadlines will be prorated for courses that meet for a period shorter than a semester.*

Grade Point Average (GPA)

EMU uses the four-point system (A=4). The grade point average (GPA) is computed by dividing the number of quality points earned by the number of semester hours graded.

Continuing Enrollment

A continuing student is automatically awarded unconditional readmission for a subsequent year when meeting criteria outlined under "Continuance of Admission Status" in the Admissions section.

Academic Probation

Students with a cumulative GPA below 2.00 at the end of fall semester are considered to be on academic probation for the spring semester.

Academic Review

Unconditionally admitted students with a cumulative GPA below 2.00 or who received more than one F grade for the spring semester will be reviewed by the university registrar and the assistant dean at the end of the academic year. Students may be granted conditional readmission for the following semester or denied readmission for the following two semesters.

Students enrolled in the accelerated second degree nursing program will be reviewed at the end of each summer term.

Conditional admission granted to new students (see "Requirements for Admission," in the Admissions section) is for one year only, and the academic record of these students is reviewed by the university registrar and the assistant

dean after two semesters of enrollment. Those not meeting the criteria for unconditional readmission may be denied readmission or may be granted conditional readmission for one semester.

Conditional readmission, given on a semester-by-semester basis, limits the student's load to a maximum of 13 semester hours and requires a 2.00 GPA with no F grades in the semester for which it was granted. Failure to meet these criteria may result in denial of readmission for subsequent semesters.

A student whose academic progress is reviewed will receive a written report of the outcome from the university registrar within 30 days after the end of the semester. Any student who is denied readmission or who is granted conditional readmission may submit a letter of appeal to the chair of the Academic Review Committee within 10 days of being notified of the decision. A letter of appeal should include information of an academic nature. The Academic Review Committee will consider the appeal and report its decision to the student in writing within 30 days of receipt of the request.

Any student who chooses to go beyond the first appeal must direct a second letter of appeal to the undergraduate academic dean within 10 days of receiving the Academic Review Committee's decision on the first appeal.

Academic Honors

The Dean's List, compiled at the end of each semester, includes degree-seeking students who achieve a semester GPA of at least 3.75 with no W, I or F grades for 12 or more semester hours of standard grades (P grades not included).

Baccalaureate degree candidates for graduation from the traditional undergraduate program who have earned a cumulative grade point average of 3.60 or above with no grade below C- at EMU are considered honor graduates.

A student who receives a grade below C- in one course may retain eligibility for honors by repeating the course at EMU and earning a grade of C- or higher. The honor and corresponding grade point average are listed as follows:

Cum Laude: 3.60-3.79

Magna Cum Laude: 3.80-3.89

Summa Cum Laude: 3.90-4.00

To qualify for graduation honors as previously specified, a student must have completed at least 48 graded semester hours at EMU.

Grade Reporting

Grades will be available to students through myEMU (my.emu.edu) within one week after the close of each semester. A written copy of the grade report may be sent by student request to parents, guardians or other person designated by the student. Cash settlement of accounts may be required for the release of written grade reports.

Grade Appeal Process

Grade appeals are not subject to the normal grievance procedures. A student who wishes to appeal a grade must follow the timeline and steps listed below:

1. Timeline: An appeal to any grade assigned between September 1 and December 31 must be begun by February 15 of the following year. An appeal to any grade assigned between January 1 and May 15 must be initiated by July 1. An appeal to any grade assigned between May 16 and August 31 must be started by October 15.

2. Confer with the instructor who gave the grade, stating the reason(s) she/he feels a change of grade is warranted. At this conference the instructor has the obligation to explain to the student the basis for determining the grade which the student has been awarded.

3. If the instructor does not feel that a change in grade is warranted, the student may appeal to the chair of the department in which the course is offered.

4. A final appeal may be made to the undergraduate academic dean if the conference with the department chair does not result in a satisfactory resolution of the appeal. The student is responsible to ask the department chair to provide for the dean a written summary of their conference regarding the grade in question.

At each level of appeal, there is the responsibility to confer with the instructor who may be required to review the basis used in determining the grade which was awarded to the student.

All grade changes must be authorized by the person who agreed to the change and must use the formal grade change process of the university registrar's office.

Transcripts

To assure the confidentiality of academic records, any request for a transcript must be made in writing and must come from the student.

Requests should be made to the university registrar's office and should allow one week for processing. Cash settlement of accounts is required for release of transcripts.

Credit Taken by EMU Students at Other Institutions

A student must secure advance written approval from the university registrar before enrolling for work at another institution, if the credit is to be transferred and applied to degree requirements at EMU.

Transfer Credit Grades

In the traditional undergraduate program, credit will be awarded for appropriate transfer courses in which the student has earned a grade of C or better (or higher grade according to departmental requirements). All transfer courses will be

recorded with the same titles and grades as appear on the transcript from the previous school. Transfer credits will not be included in the EMU GPA, except for instances in which the student's enrollment at the other institution was sponsored by EMU.

Credit through Testing

A maximum of 30 credits earned through testing may be applied toward a degree. This includes credit earned through the programs described below as well as through any other testing program the university chooses to recognize. Individual programs may have more specific criteria. An exception to the maximum will apply for up to 36 nursing credits earned by testing through Excelsior College, Albany, New York.

Students in the traditional undergraduate program may apply CLEP/DSST credit toward EMU Core requirements only in the area of foreign language. Credit earned through Advanced Placement (AP) testing may be applied toward Core requirements as indicated by the university registrar's office. Students in the LOM and RN to BS programs may use approved testing options to meet EMU Core requirements where appropriate equivalents have been identified.

The Registrar's Office will transcript credit earned through EMU-administered testing only for students pursuing a degree at EMU.

Advanced Placement (AP) Credit

High school students taking the Advanced Placement examinations may receive university credit if they achieve a satisfactory score. Information on scores required and credit awarded may be obtained by contacting the university registrar's office.

Credit by Examination

Upon recommendation of the appropriate instructor, an EMU student may

request to earn credit or demonstrate proficiency in a course for which the student has not previously enrolled. A testing fee is required. The student initiates the request at the university registrar's office. Testing for foreign languages may occur through the CLEP process.

CLEP/DSST Examinations

The university grants credit for general and subject examinations in the College-Level Examination Program (CLEP) and DANTES Subject Standardized Tests (DSST). Information on the CLEP/DSST programs may be obtained by contacting the Career Services Office.

Foreign Language Testing Option

Students may satisfy the foreign language requirement of the EMU Core Curriculum or earn foreign language credit by achieving the requisite score on the American Council on the Teaching of Foreign Language Oral Proficiency Interview. Credit will not be awarded for testing in English language. Contact the Career Services Office for details.

Service-Learning Credit

A maximum of 9 SH may be earned by persons who enter a term of voluntary service under mission and service agencies. Credit requirements are arranged on a contractual basis between the individual and the undergraduate academic dean's office prior to the term of service. Students are not considered to be enrolled at EMU while earning service-learning credit. For information on service-learning credit, contact the undergraduate academic dean's office.

Independent Study

Qualified students may undertake independent study as a means of increasing self-reliance and of being able to pursue a topic of special interest. It does not normally substitute for required courses and

does not duplicate regular course offerings of the university.

Sophomore status or higher is required to register for independent study. No more than two independent study courses may be taken in one year. Registration will use a 299 or 499 course number.

Before registering for independent study, the student submits a detailed proposal of the project in writing to the supervising faculty member. It must receive the approval of the faculty member, the department chair and the university registrar.

Academic Advising

Each student is assigned an academic advisor. Academic advisors assist students in planning a program of study reflecting their interests, abilities, and educational life goals. While the advisor assists the student in monitoring his or her academic progress, it is ultimately the student's responsibility to meet all academic requirements for his or her academic program and bachelor's degree. Furthermore, students are expected to familiarize themselves with the academic policies provided in the undergraduate catalog and the student handbook.

Registration

Course registration information is available through myEMU (my.emu.edu) and is provided to current students prior to each registration period. Students are responsible to consult an advisor prior to their initial registration for an upcoming semester. Students should also consult an advisor prior to making any schedule changes.

Students changing from full-time to part-time status who are receiving financial aid are required to notify the financial assistance office.

Students enrolled with an F-1 visa must maintain full-time enrollment and

should see the International Student Advisor with any related questions.

For semester-long courses*: courses may be added through the fifth day of classes, and courses may be dropped with no grade through the end of the fourth week. Courses dropped during the fifth through ninth weeks will be recorded with a W (withdrawal) grade. No course may be dropped after the ninth week of the semester.

If a student does not receive a passing grade in a course which has not been dropped, an F grade will be assigned.

**Add, drop, and withdrawal deadlines will be prorated for courses that meet for a period shorter than a semester. Specific dates are provided by the registrar's office.*

Registration for Graduate Courses

In selected cases a junior or senior student may be permitted to enroll in a graduate course to satisfy an undergraduate degree requirement or to apply toward a graduate program following completion of the bachelors degree. Policy and procedure details are available from the registrar's office.

Part-Time Enrollment

Part-time status is defined as a course load of 11 SH or fewer per semester. Admission to the university is required in order to enroll for six or more semester hours. Students may register for fewer than six hours by completing the necessary registration form available from the university registrar's office.

Auditing

Matriculated as well as non-matriculated students may audit lecture classes, provided they register and pay fees. Classes with a laboratory component (e.g. art, computer, physical activity, music performance and lab science courses) may be audited only with written approval of the

instructor. Regular attendance, preparation and examination are not required, and the student receives no credit. The audited course appears on the student's transcript with an "AU" grade. If a student chooses to test out of a course previously audited, full tuition will be charged. Audit-to-credit changes must be made by the last day to add classes. Credit-to-audit changes must be made by the last day to drop a class without record.

Senior Citizen Participation

The university welcomes senior citizens 62 years of age or older to attend classes by permission of instructor without registration. Individuals who would like access to course materials through the learning management system must register to audit the class.

Leaving the University Between Semesters

Students who do not plan to return to the university after the end of a semester should notify the institution of their intention by completing a form available from the registrar's office..

A student who is not enrolled at EMU for one semester or more must complete an application for readmission prior to re-enrollment.

Withdrawing from the University During a Semester

Undergraduate students who intend to withdraw from Eastern Mennonite University shall schedule a meeting with the Director of Retention (Campus Center, 321) who determines the official withdrawal date. It shall be no later than the date the student meets with the Director of Retention, but may be earlier. The official withdrawal date is based on class attendance dates and other extenuating circumstances. A student who withdraws during the semester must complete

an application for readmission prior to re-enrollment.

Medical Leave

Medical Leave is available for undergraduate students who, due to a documented serious physical or psychological condition, need to leave Eastern Mennonite University during the semester without completing their coursework or for students who cannot return to EMU due to a serious physical or psychological condition. A student requesting medical leave must meet with the Director of Retention (if possible) and complete the required forms, including documentation from a physician, licensed care provider or other qualified caregiver under licensed supervision.

A decision to approve or not approve the medical leave request will be made by the Director of Retention in consultation with the Medical Leave Committee, including but not limited to the Directors of Health Services and/ or Counseling Services. Full details of the medical leave policy may be obtained in the Student Life office or from the Director of Retention.

Students on medical leave may need to apply for readmission through the Admissions Office, which will contact the Director of Retention for approval of fitness to return to campus. There is no fee for the readmission application. It does not require a student to re-send any admissions documentation, unless they have attended another institution during their time away from EMU.

Medically Excused Status

Students may request a medically excused status if they are medically unable to complete the final forty percent of a semester in one or more, but not all, of their courses. Students may or may not intend to return to the University at the beginning of the following semester. A request is initiated in the same manner as

described for a medical leave. A student approved for medically excused status need not request permission to return to the University for the following semester unless conditions for returning were stipulated by the University at the time of departure.

Administrative Withdrawal

If a student has not attended a course/ courses on a regular basis (has multiple absences over a period of at least two weeks) and has not responded to efforts by the instructor or other EMU personnel to address the absences, the university registrar may administratively withdraw the student from the course(s.) The Primary Designated School Official will be consulted regarding the potential withdrawal of an international student.

Any decision to withdraw a student will be referenced with the Director of Retention and Undergraduate Academic Dean and made in consultation with the instructor of the course(s) involved. The withdrawal date will reflect the final date the student attended the course(s) according to instructor records.

For all types of withdrawals or leaves, refunds (if applicable) will be finalized by the business office according to written protocols in consultation with the financial aid office after the withdrawal or leave form has been completed and submitted to the business office. Students are generally required to check out of the residence hall within 48 hours of completing the withdrawal process or may be required to leave sooner in the case of an administrative withdrawal. At the time of withdrawal or leave, their ID will be deactivated and they will no longer have card access to residence or dining halls.

Leaving or Withdrawing while Subject to Disciplinary Processes

A student who leaves or withdraws from the university in the midst of a disciplin-

ary process remains subject to disciplinary procedures and outcomes. Outcomes may be determined whether the student is present for a disciplinary hearing or is absent.

Academic Forgiveness Policy

Students who are readmitted to EMU after an absence from enrollment at any college or university for at least four successive semesters may request to have the Academic Forgiveness Policy applied. To qualify, the student must: a) earn a 2.0 GPA for the first 12 SH following re-enrollment, and b) submit a written request to the Academic Review Committee. The following regulations govern this option:

- ▶ The request must be made within 60 days after completing the first 12 SH of credit following readmission.
- ▶ The option will be granted only once to a student.
- ▶ Eligible students will receive degree credit for only those courses in which grades of C or better were earned prior to readmission.
- ▶ Quality points earned for all courses completed prior to readmission will not be included in calculating the new cumulative GPA.
- ▶ All grades will remain on the transcript.

Class Attendance

Students are expected to attend all classes regularly, although attendance policies in specific courses are left to the discretion of the respective professor. Students are responsible for all work missed during absences.

Student Academic Integrity Policy

Eastern Mennonite University fosters a culture where faculty, staff, and students respect themselves and others. In this culture, faculty, staff, and students gain confidence in their desire and ability to

discover their ideas, construct new knowledge, and think critically about their own ideas and the ideas of others. In doing so, EMU community members grow as competent thinkers and writers.

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God.

A. At EMU, academic integrity means

- ▶ honesty in producing one's own work.
- ▶ use of documented course information and aids.
- ▶ submission of work that is one's own.
- ▶ honesty in representation of research results, one's credentials, and facts or opinions.
- ▶ honesty in use of technology, including cell phones and the Internet.
- ▶ honesty in acknowledging sources used in research and presented in papers and other assignments.
- ▶ honesty in establishing and maintaining the appropriate parameters of collaborative work.

B. Academic integrity includes

- ▶ using accurate quotations. When used, quotations are exact, word-for-word as they appear in the original document. Every quotation, including a short phrase or a single word if it is unusual, includes the required citation and quotation marks.
- ▶ using appropriate paraphrasing with documentation. Paraphrasing is more than rewording the original material. It must be nearly entirely in the writer's own words, using new phrases and synonyms. The writer may repeat technical terms. Place quotation marks around any exact words that are retained. The

sentence structure should not be the same as in the source. In the paraphrase, do not add interpretations, ideas, and assessments that are not in the original source.

- ▶ documenting and citing work that was created for a previous assignment or prior work, whether for the current course or for another one.
- ▶ using appropriate documentation when using words from a class speaker, including the class instructor, in an assignment, i.e. cite professors' lectures.
- ▶ using common knowledge appropriately. Common knowledge is information that is easily observed, commonly reported facts (George Washington was the first president of the United States.), or proverbs. Common knowledge does not need to be cited, but be certain that these words are in the public domain. When in doubt, ask the professor.
- ▶ using a dictionary to produce original work in a second language. When using software, like Google Translate, to translate words, sentences, or paragraphs from one's native language to the second language, the student is copying and not learning the language or applying skills learned in the classroom. Use a translation dictionary (I.E. English-Spanish, English-Bulgarian) to find the precise word or idiom needed to construct a sentence. Entries in a dictionary are more accurate than software that translates phrases and paragraphs. Professors would like to see your original work, not the work of a machine.

EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source.

(Adapted from the Council of Writing Program Administrators, 2005, www.wpacouncil.org.)

C. Academic integrity violation for students may be evidenced as a

1. Minimal Violation

A minimal violation of academic integrity codes includes doing the following **without appropriate documentation**:

- ▶ using a minimal number of distinguishing words from a source.
- ▶ re-arranging the word order of a sentence.
- ▶ producing a similar sentence or style from a source.
- ▶ using an idea or argument from a source.
- ▶ reproducing one's own work from a previous work.

(These items adapted from "Westmont College Plagiarism Policy" (2002) www.westmont.edu/academics/pages/provost/curriculum/plagiarism.)

2. Substantial Violation

A substantial violation of academic integrity codes includes (but is not limited to):

- ▶ cheating on a quiz, test, or exam.
- ▶ copying or attempting to copy someone else's work, including paraphrasing or quoting a professor's classroom lectures, handouts, and presentations without appropriate documentation.
- ▶ falsifying results and credentials, withholding data, misrepresenting facts.
- ▶ using someone else's work as one's own work.
- ▶ using quotations with no documentation.
- ▶ using an online source by copying and pasting with no documentation. Online sources may appear free. In this case, free means economically free. While a source may not be paid for, it is to be used only for its specified use. A citation must be given if words, graphics, or ideas are used.
- ▶ presenting material as one's own from a site that sells essays. Some of the papers-for-sale sites do have disclaimers that state the work must be cited. Remember, if a source can be found, the professor can also find it.

- ▶ frequently committing minimal violations within a single document or repeatedly over time.
- ▶ assisting another student to cheat or to copy one's own or someone else's work without appropriate documentation.
- ▶ using Google Translate or other software to translate work from one's native language to the language of instruction and submitting the work as one's own work.

Undergraduate academic departments and graduate units are responsible for establishing right-of-use parameters for non-print materials (e.g. presentations).

D. Procedures (Graduate, Seminary, and Undergraduate)

When a student violates academic integrity values, the student and professor/ advisor will work together to restore the student to community.

1. Procedures for Minimal Violations

When a first-time minimal violation is noted, the professor will use this as an opportunity to teach the student/s explicitly about academic integrity. A minimal violation should be reported to the respective dean's office using the Academic Integrity Violation form. When a second minimal violation occurs, either within the same class or in multiple classes with the same instructor, faculty will document this as a substantial offense using the Academic Integrity Violation form.

2. Procedures for Substantial Violations

At EMU, when academic integrity codes are violated to this level, the following procedure will be followed.

a) The professor will:

1. notify the student of the violation.
2. determine whether the student is guilty of the violation.
3. contact the respective chair or program director's office to check on

previous student violations in order to determine first, second or third offense.

4. document the finding and the action either taken (First-time offense) or repeated (Second and Third-time offenses) on the Violation of Academic Integrity Record.
 5. meet with the student to obtain the student's signature, either acknowledging her/his violation or acknowledging discussion in which the professor explained the charges to the student. In the event that a student refuses to sign, the professor will document that the violation was discussed with the student and the student refused to sign. (Under some circumstances, the professor may want to request another professor to be present as witness. Students have the option to include a faculty or staff member, e.g. academic advisor, student life personnel, coach.)
 6. submit the Violation of Academic Integrity Record to the respective chair or program director. Copies are forwarded to the dean.
- b) the Dean will:
1. for undergraduate students, inform the Vice President for Student Life of violations and actions taken.
 2. for all students, follow steps described below for Second and Third-time offenses.
- c) The student will either:
1. accept the decision or
 2. submit an appeal to the respective dean in writing within five (5) working days following notification of the Academic Integrity Violation report. Reasons for the appeal must be clearly stated and based on one of the following.
 - Significant and relevant new evidence,

- Alleged procedural error that may have affected the decision, or
- Unduly harsh and arbitrary consequences of the academic integrity violation.

On the basis of these factors, the dean will review the appeal and, in consultation with the course professor, make a decision to uphold or modify the academic integrity violation record. This decision will be communicated to the student in writing within five (5) days after the receipt of the appeal. The decision is final.

Each dean will maintain a database recording all violations of academic integrity reports. Reports of substantial violations will be kept as part of the student's permanent record, unless a report is withdrawn following appeal.

(Adapted from American Association of Collegiate Registrars and Admissions Officers (2007) Academic Dishonesty: Developing and Implementing Institutional Policy.)

E. Consequences for Students

1. First-time substantial violation: If a student cheats on a quiz, test, or exam or plagiarizes material in an assignment, the quiz, test, exam, or assignment receives an F or 0 grade at faculty discretion. For an extreme first-time offense, a professor may give the student an F for the course (e.g. essay taken from Internet, test answers from another source). At the discretion of the professor, educational and restorative outcomes could include enrolling in an Academic Integrity workshop provided by EMU's Writing Program Director, revising and re-submitting the assignment.

2. Second-time substantial violation: If the student repeats the above violation in the same or another course or commits another violation in the same or another course, a professor may give the student an F for the course, and the student may receive a Letter of Probation.

(See *Student Handbook*, University Policies, www.emu.edu/studentlife/studenthandbook.)

3. Third-time substantial violation:

If the student commits the violation for the third time, the professor may give the student an F for the course, and the student may receive a Letter of Indefinite Suspension/Disciplinary Withdrawal.

(See *Student Handbook*, University Policies.)

4. Upon re-enrollment and a subsequent violation, the professor may give the student an F for the course, and the student may be subject to a Letter of Dismissal at the discretion of the university.

(See *Student Handbook*, University Policies, www.emu.edu/studentlife/studenthandbook.)

5. When a professor gives a student an F for the course, the student will not be allowed to withdraw from the course. The student is prohibited from attending class after the professor assigns the F grade. The course continues to apply towards the number of credits the student is pursuing that semester.

Faculty and staff who violate academic integrity codes are subject to review by the provost's office.

The graduate, seminary, and undergraduate units use this policy for processing academic integrity violations with the exception of student appeal. (See above) This policy appears in yearly course catalogs; the *Student Handbook*; on graduate, seminary, and undergraduate websites; and at z://provost/policies. The Academic Integrity Policy flow chart is also available at z://provost/policies.

*Reviewed by Undergraduate Council, Graduate Council, and Faculty Senate
Adopted by Academic Cabinet, March 25, 2009;
Revised by Academic Cabinet, February 26, 2013
Revised by Academic Cabinet, November 19, 2014
Revised by Provost's Council, December 16, 2015*

Responsible Party

The provost is responsible for this policy.

Policy Review

This policy is to be reviewed annually.



EMU CORE

At Eastern Mennonite University we engage learning through combining the life of the mind and the heart and hands of a servant - a liberal arts education put into action. Our mission statement embraces these ideals:

EMU prepares students to serve and lead in a global context. Our community of learning integrates Christian faith, academic rigor, artistic creation and reflective practice informed by the liberal arts, interdisciplinary engagement, and cross-cultural encounter.

To that end, the EMU Core, our general education program at Eastern Mennonite University, is a call to action through active learning in the liberal arts emphasizing engaging faith, peacebuilding, creation care, experiential learning and cross-cultural participation.

Creative arts and humanities invite our students to examine and make meaning of their complex world. An understanding of social and behavioral sciences allows our students to explore the world of human diversity. Knowledge of the natural sciences and mathematics encourages students to employ skills in investigation leading to effective action. In today's world, with rapid technological changes, cultural shifts, and an information explosion, college graduates need to know how to learn, unlearn, and relearn. The kinds of work they may be doing in the future cannot even be imagined today. As a faith-based university committed to following God as revealed through scripture and the way of Jesus, we offer study in the liberal arts informed by the Anabaptist Mennonite faith. It is through such an education that our future generations will be equipped to "do justice, love mercy, and walk humbly with God" as they serve and lead in a global context.

EMU Core Learning Outcomes

- ▶ **Christian Faith:** Students will articulate Christian approaches, explain Anabaptist faith traditions and recognize expressions of these approaches and traditions in contemporary life.
- ▶ **Communication:** Students will enhance successful interpersonal collaboration by developing effective communication skills through written, oral, aural, visual, and technological forms.
- ▶ **Cross-Cultural Learning:** Students will develop a critical awareness of themselves and others in local and global contexts.
- ▶ **Critical Thinking:** Students will serve and lead in a global context by applying integrative learning, ethical reasoning, and problem-solving in the liberal arts.

EMU Core Outline

Christian Faith

Anabaptist Biblical Perspectives . . . . .	.3
Christian Identity and Witness. . . . .	.3
Life Wellness . . . . .	.2

Communication

Transitions . . . . .	.1
College Writing . . . . .	.3
University Research* . . . . .	.1
Speech: Exploring Voice in Vocation . .	.2
Writing Intensive Designates (2 courses)	

Cross-Cultural Learning

Cross-Cultural Social Science. . . . .	.3
Foreign Language . . . . .	.3
Cross-cultural designate	2-3
(May be Foreign Language)	
Community Learning	
Designate.	(1 course)

Critical Thinking

Creative Arts	(1 course)
History.	(1 course)
Literature	(1 course)
Mathematics.	(1 course)
Natural Sciences.	(1 course)
Senior Seminar.	(1 course)
Social and Behavioral	
Sciences	(1 course)

Total: Minimum of 35 credits, plus Writing Intensive and Community Learning designated courses

**University Research will be taken only by those first-year students who fulfill College Writing prior to enrollment at EMU.*

A course may be applied to only one EMU Core requirement, with the following exception: a course which meets an EMU Core requirement may also count as a Writing Intensive or Community Learning designate.

Codes used to indicate EMU Core designate courses in the Schedule of Undergraduate Course Offerings are listed with the designate descriptions below.

Christian Faith

Students choose one Anabaptist Biblical Perspectives course and one Christian Identity and Witness course offered by the Department of Bible, Religion, and Theology, as well as Life Wellness which focuses on stewardship of the body. All graduates are expected to recognize expressions of Christian approaches and Anabaptist traditions in contemporary life.

Refer to the Department of Bible, Religion, and Theology section for complete course descriptions.

Anabaptist Biblical Perspectives (ABP)

In Anabaptist Biblical Perspectives courses, students will show how reading the Bible informs how we live, while exploring major practices and beliefs of Mennonites and Anabaptists. The course must be completed through EMU.

ABP 101 Covenant and Community: An Introduction to the Bible . . . . .	.3
ABP 201 Ethics in the Way of Jesus. . .	.3
*BIST 212 And the Word Became Book: History of the Bible. . . . .	.3
*BIST 223 Four Portraits of Jesus: Reading the Gospels . . . . .	.3
*BIST 323 Life and Letters of the Apostle Paul. . . . .	.3
*BIST 341 Old Testament Studies. . .	.3
THEO 323 Biblical Theology of Peace and Justice . . . . .	.3

Christian Identity and Witness (CW)

In Christian Identity and Witness courses, students will explore major practices and beliefs of Christians and analyze religious, philosophical, cultural, and economic questions from a Christian perspective. The course must be completed through EMU or by taking an approved course at another Christian college.

CHST 212 Introduction to Youth Ministry	3
CHST 223 Spiritual Formation: Sacred Pauses	3
*CHST 234 Mission in a Changing World	3
CHST 312 Missiology	3
*CHST/HIST 365 Mennonite History and Thought	3
*CHST 372 Church Leadership for Transformation	3
CHST 435 Martyrs, Merchants, and Mendicants: 1500 Years of the Christian Movement	3
*HIST/CHST 365 Mennonite History and Thought	3
PHIL 201 Introduction to Philosophy	3
*PHIL 212 Ways of Knowing	3
*PHIL 334 Ethics: Conceptions of Personal Good	3
*PHIL 412 Philosophy of Religion	3
*REL 201 Introduction to Religious Studies	3
*REL 312 Topics in Religion	3
*REL 323 Contemporary Culture	3
*REL 423 Judaism, Christianity, Islam: Comparative Monotheisms	3
THEO 201 Introduction to Theology	3
*THEO 312 Topics in Christian Theology	3
*THEO 412 Contemporary Theology	3

Life Wellness

CORE 201 Life Wellness	2
----------------------------------	---

This largely experiential course focuses on creation care and stewardship of the body in relation to doing justice, loving mercy, and walking humbly with God. The course is not available for first-year students and is ideally taken at the sophomore level. (Education students seeking PreK-3, PreK-6, SPED, or Health and Physical Education (PreK-12) licensure, substitute HE 202 Health and Safety for CORE 201 Life Wellness.)

Communication

Students develop effective communication skills through a first-year writing course, an orientation and discussion course, two additional writing intensive designate courses, and speech communication.

College Writing

This first-year course develops academic reading, thinking, and writing skills in various discourse communities. Refer to the Department of Language and Literature section for complete course descriptions.

The following are guidelines to follow for writing placement. Decisions are made on an individual basis.

A student who scores 5 on the AP Language and Composition exam earns 3 hours of credit, satisfies the writing course requirement, and will enroll in CORE 120 University Research.

Students who wish to meet the EMU Core writing requirement through dual enrollment writing courses may be asked to demonstrate writing and research skills equivalent to the objectives of the EMU course WRIT 130 College Writing. The following points apply to instances where a student wishes to meet the EMU Core writing requirement through dual enrollment writing courses:

- ▶ Students with a grade below B in their dual enrollment writing course (or in the second semester of a two-part writing sequence) will be placed in WRIT 120 or 130 based on their ACT/SAT English scores and grades in junior and senior year high school English courses.
- ▶ The Director of the Writing Program may, upon review of a student's overall record, recommend that a student with a grade of B or better in dual enrollment writing enroll in a first-year writing course at EMU.

- ▶ The Director of the Writing Program may request a writing sample from a student in the process of deciding which EMU writing course/s to recommend.
- ▶ Students who have satisfied the writing course requirement through dual enrollment will enroll in CORE 120 University Research

If a student takes WRIT 110, 120, or 130 two times and does not pass, the Writing Program Director, in consultation with the undergraduate dean, will provide a recommendation regarding next steps for the student to gain readiness for our writing courses.

WRIT 130 College Writing 3

This course is taken by first-year students with an SAT Evidence-Based Reading and Writing score of 480-670 or an ACT English score of 19-26 and high school English grades of A and B in junior and senior courses.

WRIT 140 Advanced College Writing 3

This course is for first-year students with an SAT Evidence-Based Reading and Writing score over 670 or an ACT English score over 26 and for students who receive a score of 4 on the Advanced Placement (AP) Language and Composition exam.

WRIT 120 Introductory College Writing 3

This course is for first-year students who benefit from an introductory course developing skills for success in College Writing. Students with an SAT Evidence-Based Reading and Writing score below 480 or an ACT English score below 19 and high school English grades below B in junior and senior courses enroll at the introductory level. A grade of C- or better must be achieved in the course as a prerequisite for enrollment in WRIT 130 College Writing.

CORE 101 Transitions. 1

This course is for all first-year students. Students engage in small groups to explore the academic, empathic, and vocational skills that support a successful transition to EMU. Discussion and community-building is emphasized.

CORE 120 University Research. 1

This course is only for first-year students who have fulfilled their College Writing requirement prior to enrollment at EMU. Students participate in a guided study to be oriented to EMU's digital resources and research expectations as they complete a single research project. Students complete the study within 4-7 weeks during the second half of their first semester.

Writing Intensive Designates (WI)

Students complete two Writing Intensive (WI) designate courses in addition to College Writing or Advanced Writing noted above. WI courses emphasize writing as a way of learning and development of the writing process. Prerequisite for all WI courses: WRIT 130 or 140.

ACTG 422 Intermediate

- Accounting III 3
- *BIOCH 398 Advanced Cell Biology . 3
- BIOL 235 Ecology: Adaptation and Environment 4
- BIOL 307 Developmental Biology. . . 4
- BIOL 485 Faith, Science, and Ethics . . 2
- *BIST 323 Life and Letters of the Apostle Paul. 3
- BUAD 331 Organizational Behavior . . 3
- CCSSC 386 A Multicultural History of Washington D. C. (WCSC) 3
- CCSSC 387 The Urban Landscape: Race, Space, and Inequality (WCSC) 3
- CHEM 376 Drugs: Discovery, Design, and Action. 2
- *CHST/HIST 365 Mennonite History and Thought 3

CHST/HIST 435 Martyrs, Merchants, and Mendicants: 1500 Years of the Christian Movement . . . . .	.3
*CS 340 Analysis of Algorithms. . . . .	.2
*CS 350 System Administration . . . . .	.2
*ECON 311 Contemporary Economic Issues . . . . .	.3
*ECON 331 History of Economic Thought . . . . .	.3
*ECON 401 Development Economics	.3
ED 321 Management and Organization in Early Education. . . . .	.3
ED 401 Examining Foundations of Education . . . . .	.2
EDS 301 Introduction to Exceptionalities . . . . .	.3
EDS 451 Educational Foundations and Due Process . . . . .	.2
ENVS 430 Environmental Sustainability Capstone . . . . .	.2
*HIST/CHST 365 Mennonite History and Thought . . . . .	.3
*HIST 411 The History of Recent America, 1941-Present . . . . .	.3
HIST/CHST 435 Martyrs, Merchants, and Mendicants: 1500 Years of the Christian Movement . . . . .	.3
HUM 200 Foundations of Humanities . . . . .	.2
HUM 490 Seminar in Humanities . . . .	.4
MKTG 410 Strategic Marketing Management . . . . .	.3
*MATH 360 Geometry . . . . .	.3
NURS 310 Conceptual Framework of Nursing . . . . .	.2
NURS 437 Professionhood III. . . . .	.3
*PE 415 Exercise Physiology of Sport . .	.3
PSYC 341 Cognitive Psychology . . . . .	.3
PSYC 472 Research in Psychology. . . .	.2
PXD/SOC 225 Theories of Social Change . . . . .	.3
PXD 365 Social and Political Economy . . . . .	.3
*REC 309 Recreation and Sport Program and Event Planning. . . . .	.3
SOC/PXD 225 Theories of Social Change . . . . .	.3
SOC 392 Junior Seminar in Social Research. . . . .	.3
SOWK 330 Social Policy Analysis . . . .	.3
SOWK 400 Social Work Practice II. . . .	.3
SPAN 320 Constructing Identities. . . .	.3
SPAN 325 The Latino Experience. . . .	.3
THR 360 Playwriting . . . . .	.2
*THR 361 Screenwriting. . . . .	.2
VACA 282 Art History Western. . . . .	.4
WRIT 200 Introduction to Creative Writing . . . . .	.3
WRIT 210 News and Feature Writing.	.3
*WRIT 351 Fiction Writing Workshop . . . . .	.3
*WRIT 352 Creative Nonfiction Workshop . . . . .	.3
*WRIT 380 Expository Writing. . . . .	.1
*WRIT 381 Argumentative Writing . .	.1
*WRIT 383 Professional Writing. . . . .	.1

Speech: Exploring Voice in Vocation

WRIT 150 Speech: Exploring Voice in Vocation

Students develop compassionate listening and speech communication skills while exploring a calling within a discipline. This course is ideally taken in the spring semester of the first year. Prerequisite: WRIT 130, WRIT 140, or CORE 120. Refer to the Language and Literature section for complete course description.

Cross-Cultural Learning

Students complete at least three cross-cultural designate courses, including: an experiential component (usually CCSSC 201), at least one foreign language course, and an additional cross-cultural designate course, which may also be foreign language. Students also complete a community learning designate course.

CCSSC 201 Cross-Cultural Social Science.

This course provides the foundation for intercultural learning and is offered only in conjunction with an off-campus program.

Students choose a semester program, summer seminar, or WCSC residency to fulfill cross-cultural requirements.

Students may also satisfy the cross-cultural experience requirement by completing:

CCSSC 202 Cross-Cultural Learning Integration 0-1

In this course, students with qualifying previous cross-cultural experience reflect on their learnings to fulfill the experiential component of the cross-cultural. The student also elects three complementary courses (see the following list of cross-cultural designates), including a foreign language course, to complete the academic component of the cross-cultural requirement.

For additional information on any cross-cultural offerings, students are encouraged to contact the Cross-Cultural Programs Office.

Option 1: Semester Cross-Cultural Program

The semester program is the recommended cross-cultural option. Each semester program comprises 15 SH taken as five courses. A semester cross-cultural usually includes one faith course meeting the Christian Identity and Witness (CIW) requirement and a language course (where appropriate) fulfilling the foreign language requirement. Other coursework represents history and culture, additional language studies, or an area of faculty expertise, and fulfills cross-cultural designate credit. Course work during a semester cross-cultural does not satisfy EMU Core Critical Thinking requirements.

Semester cross-cultural programs scheduled for 2018-2019 include:

China (Fall 2018)

CCSSC 201 Cross-Cultural Social Science: China 3
 CCSSC 303 Community Development in China 3

CCLNG 112 Chinese Language 3
 CCHIS 308 Historical and Contemporary Issues in China. 3
 CCREL 308 Chinese Religion and Culture (CIW). 3

Guatemala and Spain (Spring 2019)

CCSSC 201 Cross-Cultural Social Science: Guatemala and Spain 3
 Spanish Language: (*two of the following courses, placement based on previous knowledge*): 6
 CCSPA 110 Elementary Spanish I
 CCSPA 120 Elementary Spanish II
 CCSPA 210 Intermediate Spanish I
 CCSPA 220 Intermediate Spanish II
 CCSPA 312 Advanced Conversational Spanish I
 CCSPA 322 Advanced Conversational Spanish II
 CCREL 304 Religion, Culture and Economics in Guatemala and Spain (CIW) 3
 CCSOC 302 Immigration, Globalization, Human Mobility. 3

Middle East (Spring 2019)

CCSSC 201 Cross-Cultural Social Science: Middle East 3
 CCLNG 110 Arabic Language 3
 CCREL 302 Religion & Culture in the Middle East (CIW) 3
 CCHIS 303 Contemporary Issues in the Middle East 3
 CCCHS 302 Christian Movement in the Mediterranean 3

Option 2: Summer Cross-Cultural Seminars (3-6 weeks)

Summer seminars provide exposure to cross-cultural contexts for 3-6 weeks. A three-week experience comprises the core experiential course. Six-week seminars include a second 3 SH course. The student elects complementary courses (see the following list of cross-cultural designates) to complete the required three cross-cultural courses. Cross-cultural

seminars scheduled for summer 2019 include:

Mexico (6 SH)

- CCSSC 201 Cross-Cultural Social Science: Mexico 3
- CCSPA Spanish Language (All levels available, 110-322) 3

Puerto Rico (3 SH)

- CCSSC 201 Cross-Cultural Social Science: Puerto Rico 3

Washington, DC (3 SH)

- CCSSC 201 Cross-Cultural Social Science: Washington, DC 3

South Africa (6 SH)

- CCSSC 201 Cross-Cultural Social Science: South Africa 3
- CCTHE 302 Ethics, Justice and Reconciliation in South Africa (CIW) 3

Seminar locations vary by year and are determined according to faculty expertise.

Cross-Cultural Designates (CC)

The following courses may be selected as cross-cultural designates to complete the number of required courses. (Please note that students entering EMU prior to Fall 2018 will need 9 SH to fulfill CC requirements unless they elect to pursue the revised Core requirements.)

- BIOL 161 Food and Population (Offered through EMU Lancaster) . 3
- *CMUS 201 Topics: World Music 2
- *ECON 401 Development Economics 3
- GEOG 231 Cultural Geography 3
- *ECON 411 International Economics . 3
- ENGL 201 Global Literature I 2
- ENGL 202 Global Literature II 2
- ENGL 203 Global Literature III 2
- ENGL 204 Global Literature IV 2
- HIST 121 Global Past I 2
- HIST 122 Global Past II 2
- HIST 123 Global Past III 2

- HIST 181 The Global Past I: Prehistory to 1500 3
- HIST 182 The Global Past II: 1500 to the Present 3
- *HIST 251 History of Africa 3
- *HIST 352 History of Women: Global Perspectives 3
- *HIST 432 History of the Middle East 3
- LANG 110 Elementary Arabic I 3
- LANG 120 Elementary Hindi I 3
- LANG 140 Elementary Mandarin Chinese I 3
- LANG 170 Elementary German I 3
- LING 250 Introduction to Linguistics 3
- LING 450 Methods of Language Teaching 3
- LING 460 Practicum in TESOL 3
- POL 113 International Relations 2
- *PPX 371 Peace and Security in East Asia 3
- PXD 375 Globalization and Justice . . 3
- REL 223 World Religions 3
- SOWK 360 Race and Gender 3
- SPAN 110 Elementary Spanish I 3
- SPAN 120 Elementary Spanish II 3
- SPAN 210 Intermediate Spanish I 3
- SPAN 220 Intermediate Spanish II . . . 3
- All 300- and 400-level SPAN courses may also serve as Cross-Cultural designates. See the Language and Literature section for a full listing.

All courses in semester and summer cross-culturals, including WCSC.

Other cross-cultural topics or area studies are offered periodically.

Option 3: Washington Community Scholars' Center (WCSC)

The Washington Community Scholars' Center (WCSC) provides students a semester or 10-week summer experience exploring cultural diversity, career-building internships, and connections between faith and vocation in Washington, D.C. See the Special Programs section for more information.

Foreign Language

Students complete at least one 3 SH course in a foreign language. Additional foreign language courses may serve as cross-cultural designates. Course offerings are linked with cross-cultural programs at EMU, and a variety of languages are offered each year. Refer to the Language and Literature section for course descriptions and placement information.

Testing is available through EMU Career Services for students who wish to receive credit for languages in which they are fluent. See the Academic and Degree Information section for details about obtaining language credit through testing.

Community Learning Designates (CL)

Students complete one Community Learning designate course. Community Learning (CL) courses integrate at least 15 hours of experiential learning in a community setting.

ACTG 481 Accounting Internship. . . 1-3
*ART 397 Elementary School Art
Methods [3 SH with practicum] . . . 3
*ART 398 Secondary School Art
Methods. 3
BIOL 219 Life Science Practicum . . . 1
*BIST 223 Four Portraits of Jesus:
Reading the Gospels 3
BUAD 461 Strategic Leadership in
Organizations 3
BUAD 481 Business Internship . . . 1-3
*CHEM 285 Environmental
Chemistry 4
CHST 312 Missiology 3
*CHST/HIST 365 Mennonite History
and Thought 3
CHST 451 Church Work Practicum . 3
CHST 473 Youth Ministry Practicum 3
CS 488 Computer Science
Internship 1-3
ECON 481 Economics Internship 1-3
ED 101 Exploring Teaching. 2
ED 252 Learning, Motivation, and
Assessment PFE. 3

ED 342 Reading/Diagnostic Reading . 2
EDS 331 Individualized Instruction. . 3
*ENGL 344 Ways of War & Peace . . 3
*ENGL 324 Page & Stage: Comedy . . 2
*ENGL 325 Page & Stage: Tragedy . . 2
*ENGL 348 American Manhood. . . . 3
ENVS 429 Environmental
Sustainability Internship 3
HAL 410 Disaster Response
Internship 3
*HIST 222 African-American History 3
HIST 441 History Internship 1-3
HONRS 431 Honors Teaching and
Leadership 0-2
LARTS 256 Commuter Cycling 1
LARTS 391 Peer Tutoring
Practicum II. 1-3
LEAD 281 Leadership Practicum. . . . 1
LEAD 481 Leadership Internship . . 1-3
MKTG 481 Marketing Internship . . 1-3
*MUED 341 Elementary School
Music. 3
*MUED 342 Secondary School Music 3
*MUED 412 Vocal Pedagogy. 2
*MUED 413 Piano Pedagogy 2
MUES 333 Chamber Ensemble. . . . 1
NURS 426 Nursing and the Family in
the Community. 3
NURS 431 Community Health. . . . 4
PE 210 Sophomore Practicum: KES . . 1
PE 301 Adapted Physical Education . 3
PE 410 Senior Internship. 4
*POL 250 Law, Justice and the Local
Context 3
PSYC 203 Developmental Case Study 1
PSYC 482, 483 Psychology Internship I
and II (must enroll in 2 semesters). 4
PXD 431 Peacebuilding and
Development Practicum 1-3
REC 211 Sophomore Recreation
Practicum. 1
REC 411 Senior Internship 4
SOC 409 Field Experience in
Sociology 3
SOWK 101 Exploring Social Work . . 3
SOWK 430 Senior Practicum in
Social Work 3
SPAN 330 Immigration Issues. . . . 3
*SPAN 360 Spanish for Health Care . 3

SPAN 470 Internship.	1-3
STEM 219 Science & Engineering Practicum.	1
VACA 262 Video Production.	4
VACA 354 Conservation Photography	4
VACA 367 Hybrid Storytelling	4
*VACA 465 Visual Storytelling: Nonfiction.	4
VACA 491 Internship	1-6
WCSC 285 Internship Theory and Practice (WCSC).	1
WRIT 470 Internship	1-3

Community Learning requirements are also fulfilled by the Clinical Lab Science Practicum.

Critical Thinking

Students choose a course from each content area of Creative Arts, History, Literature, Mathematics, Natural Sciences, and Social and Behavioral Sciences to develop critical thinking. The Senior Seminar provides opportunity for making connections throughout the undergraduate experience.

Creative Arts (CA)

Students practice creative process through experiential engagement with the arts.

*CHMUS 211 Music for the Congregation.	3
CMUS 114 Appreciating Music Making (Offered through EMU Lancaster) .3	
CMUS 116 Appreciating Music Making	2
*CMUS 201 Topics: Folk Rock to Hip Hop: An Introduction to American Popular Music	2
*CMUS 201 Topics: Introduction to Music Technology	2
*CMUS 201 Topics: Listening to Film.	2
*CMUS 201 Topics: World Music.	2
MUED 131 Piano Proficiency Class I .1	
MUED 132 Piano Proficiency Class II	2
*MUED 341 Elementary School Music.	2-3

*MUED 342 Secondary School Music.	3
MUES 310 The University Choir	1
MUES 321 Emulate Chamber Ensemble.	1
MUES 322 Chamber Singers.	1
MUES 331 Chamber Orchestra.	1
MUES 332 Wind Ensemble	1
MUES 333 Chamber Ensemble.	1
MUES 341 EMU Jazz	1
MUPS 2xx, 3xx Performance Studies.	1-2
PEM 145 Rhythmic Activities	1
THR 100 Acting for the Stage and Screen	2
THR 210 Technical Theater	2
THR 230 Theater Topics.	2
THR 360 Playwriting	2
*THR 361 Screenwriting.	2
THR 300 Directing for the Theater.	2
VACA 121 Drawing.	4
VACA 131 Three-Dimensional Design	4
VACA 141 Foundations of Design.	4
VACA 151 Photography 1	2
VACA 222 Painting.	4
VACA 232 Ceramics	4
VACA 323 Printmaking and Watercolor Painting	4
VACA 397 Elementary School Art Methods.	3
WRIT 200 Introduction to Creative Writing	3
*WRIT 351 Fiction Writing Workshop	3
*WRIT 352 Creative Nonfiction Workshop	3
*WRIT 370 Poetry Writing.	3

History (HI)

History coursework cultivates analysis and empathic learning across societies, political systems and cultures of all times.

*ECON 331 History of Economic Thought	3
HIST 111 U.S. History I.	2
HIST 112 U.S. History II	2
HIST 113 U.S. History III	2
HIST 121 Global Past I.	2

HIST 122 Global Past II . . . . .	.2
HIST 123 Global Past III . . . . .	.2
HIST 181 Global Past I: Prehistory to 1500 . . . . .	.3
HIST 182 Global Past II: 1500 to the Present . . . . .	.3
*HIST 231 Medieval Europe . . . . .	.3
*HIST 352 History of Women: Global Perspectives . . . . .	.3
HIST 385 Monuments to Murals: Exploring Social Issues Through D.C.'s Public Art (WCSC) . . . . .	.3
*SPAN 302 Dictatorships and Social Movements . . . . .	.3
*SPAN 425 Indigenous People and Conquest . . . . .	.3
*THR 200 Survey of World Theater History . . . . .	.2

Literature (LI)

Literature coursework cultivates analysis and empathic learning across societies, political systems and cultures through texts.

ENGL 201 Global Literature I . . . . .	.2
ENGL 202 Global Literature II . . . . .	.2
ENGL 203 Global Literature III . . . . .	.2
ENGL 204 Global Literature IV . . . . .	.2
ENGL 230 Introduction to Poetry . . . . .	.2
All 300-level ENGL courses also fulfill the Core Literature requirement. (See the Language and Literature section for a complete listing)	
*SPAN 301 The Art of Storytelling . . . . .	.3
*SPAN 420 Narratives of Trauma and Resilience . . . . .	.3
*SPAN 430 Marginalized Voices . . . . .	.3
*THR 200 Survey of World Theater History . . . . .	.2

Mathematics

The mathematics requirement ensures that all students are able to communicate effectively in the numerical forms required in the liberal arts and the specific disciplines they pursue.

Students may meet the mathematics requirement in the following ways.

- ▶ Receiving credit for any EMU course with a MATH or STAT prefix. See available courses and prerequisites in the mathematical sciences section.
- ▶ Receiving credit through the Advanced Placement exams in either Statistics or Calculus.

Natural Sciences (NS)

Natural Sciences coursework emphasizes scientific inquiry as a method for learning about life.

(Please note that students entering EMU prior to Fall 2018 will need at least 3 SH to fulfill NS requirements unless they elect to pursue the revised Core requirements.)

BIOL 105 Science in Society: Controversy and Certainty . . . . .	.2
BIOL 145 Nutrition . . . . .	.2
BIOL 155 Biological Explorations . . . . .	.3
BIOL 173 Concepts in Biology . . . . .	.4
*BIOL/PSYC 451 Neuropsychology . . . . .	.3
CHEM 105 Chemistry for the Life Sciences . . . . .	.2
CHEM 155 Matter and Energy . . . . .	.3
CHEM 223 General Chemistry I . . . . .	.4
ENVS 135 Earth Science . . . . .	.2
ENVS 145 Environmental Science . . . . .	.2
*ENVS 235 Sustainable Food Systems . . . . .	.2
PHYS 252/253 University Physics I/ Lab . . . . .	.4

Social and Behavioral Sciences (SB)

Social and Behavioral Sciences coursework develops problem-solving strategies by inviting students to analyze and respond to real world situations.

(Please note that students entering EMU prior to Fall 2018 will need at least 3 SH to fulfill SB requirements unless they elect to pursue the revised Core requirements.)

BUAD 111 Exploring Business . . . . .	.3
BUAD 221 Principles of Management . . . . .	.3
ECON 201 Survey of Economics . . . . .	.3

ECON 211 Principles of Microeconomics. . . . .	.3
ECON 212 Principles of Macroeconomics . . . . .	.3
LEAD 300 Leadership Theory and Practice . . . . .	.3
POL 111 Comparative Politics. . . . .	.2
POL 112 American Politics . . . . .	.2
POL 113 International Relations. . . . .	.2
PSYC 101 General Psychology. . . . .	.3
PSYC 202 Developmental Psychology .3	
PSYC 221 Social Psychology . . . . .	.3
PXD 151 Exploring Conflict and Peace . . . . .	.3
SOC 101 Introduction to Sociology .3	
SOC/SOWK 210 Social Stratification .3	
SOC 330 The Family in Social Context . . . . .	.3
SOC 375 People, Place, and Community: The Politics and Practice of Community Development (WCSC) . . . . .	.3
SOWK 200 Social Behavior and Diversity . . . . .	.3

Senior Seminar

This team-taught course provides an opportunity for students to reflect on their life journeys and synthesize their

undergraduate experience as they consider their transition from EMU. The course focuses on identity formation, the process of being and becoming, and finding voice. A chosen theme frames volitional and reflective inquiry. Registration is limited to students in their final year of enrollment.

Senior Seminars for 2018-19 include:

Fall 2018

CORE 401 Senior Seminar: Dealing with Suffering and Loss . . . . .	.2
CORE 401 Senior Seminar: Stairway to Heaven . . . . .	.2

Spring 2019

CORE 401 Senior Seminar: On Trails .2	
CORE 401 Senior Seminar: Peace Plates . . . . .	.2

The following courses also fulfill the Senior Seminar requirement.

HONRS 401 Worldview Seminar . . . . .	.2
WCSC 485 Servant Leadership fulfills the EMU Core Senior Seminar requirement for students who have earned 90 SH prior to enrollment in WCSC.	

Senior Seminar (CORE)

Dealing with Suffering and Loss

2

Everyone suffers loss at one time or another and we are often left without resources to cope when such things happen, whether that experience is what we consider insignificant loss or a more catastrophic loss. This course seeks to allow us to encounter our own experiences of suffering and loss, to learn from others' experiences, and to offer practical resources for dealing with the inevitable human experiences of hardship. The range of themes include catastrophic loss, our cross-cultural experiences, our relationships, our fears of the future and our vocation. Readings, guest lectures, an interview project and reflections on faith and spirituality will be integral parts of the course.

On Trails: The Art and Meaning of Pilgrimage **2**

This senior seminar will explore pilgrimage and walking as a central part of the human experience. The purpose of the course is to guide students into an investigation of their past stories and their future vocations, using trails as the path to do so. The class will explore the meaning and the significance of pilgrimage through study of biblical texts, 17th century Japanese poetry, and contemporary American and European texts. The class will be experiential: students will write, read, and tread their own texts as they explore trails in small groups and as a class. Writing and art journaling will be a significant component of the course.

Peace Plates: Conflict, Food, and You as a Global Servant Leader **2**

Sociologist Krishnendu Ray (2016) explains food as a “vehicle for what you left behind and for what you are entering into.” Food has also been effective in community building and diplomacy, from between nations to between significant others. This course will explore the “Conflict Cuisines” via local ethnic restaurants and food systems in and beyond Harrisonburg, Virginia, a city with a refugee resettlement program managed by Church World Service, to help students connect the global, the local, their majors, and their futures as servant leaders.

Stairway (or Stairways) to Heaven: Music, Literature, and Meaning **2**

This course will afford students and instructors the opportunity to reflect on others’ as well as their own experiences of music making and listening to cultivate a more nuanced understanding of aesthetics. Specifically the class will examine the intersections of art and literature and their capacities and limitations as a source of meaning in life. Reading, listening, thinking, writing, and conversing about these issues will help students reflect on their EMU education, including individual cross-cultural experiences, and cast personal visions for purposeful, productive, and joyful lives after graduation.

**Indicates courses offered in alternate years.*



APPLIED SOCIAL SCIENCES

Faculty

Deanna Durham

Ryan Good (WCSC)

Jennifer Holsinger (chair)

Carol Hurst

Melody Pannell

Gloria Rhodes

Tim Seidel

Carolyn Stauffer

Majors

- ▶ Environmental Sustainability with concentrations in:
 - Environmental Science
 - Environmental and Social Sustainability
- ▶ Global Development
- ▶ Peacebuilding
- ▶ Peacebuilding and Development
- ▶ Social Work
- ▶ Sociology

Minors

- ▶ Criminology and Restorative Justice
- ▶ Environmental Sustainability
- ▶ Global Development
- ▶ Humanitarian Action
- ▶ Peacebuilding
- ▶ Sociology

The department of applied social sciences offers majors in social work, sociology, peacebuilding, global development, peacebuilding and development, and environmental sustainability. These programs equip students to embody EMU's mission to "follow Christ's call to witness faithfully, serve compassionately and walk boldly in the way of nonviolence and peace."

The department focuses on understanding and promoting constructive social change toward peace, justice, equity and well-being for people in situations affected by conflict, oppression, poverty, and inequality. We equip students to think critically, clearly, and creatively about the most pressing social challenges—both locally and globally—and provide opportunities for students to discover their vocation, explore their passions, and become active and engaged members of their communities.

Operating from a strong social justice lens and a cross-cultural perspective, the department prepares students to engage professionally through reflective practice – a balance of action and reflection. All programs within the department emphasize interaction with the local community, the church, the nation, and the world at large and all programs require a practicum or internship experience.

In addition to the six majors, the department also offers supporting minors in criminology and restorative justice, environmental sustainability, humanitarian action, global development, peacebuilding, and sociology.

Careers in the applied social sciences include social work, international and community development, peacebuilding, environmental sustainability, public sector social services, refugee and humanitarian assistance, mediation and conflict transformation/resolution, and public policy advocacy.

Major in Sociology (39 SH)

Jenni Holsinger, advisor

The field of sociology provides a well-established platform for the study of how social relations, institutions, and communities shape us and how we, in turn, shape them. The major invites students to actively engage with a vision for just communities, offering students the opportunity to generate scholarship and activism that addresses significant and complex social problems facing our world today.

The sociology major includes concentrations in 1) criminal justice, 2) environmental studies, 3) planning and public administration, 4) human and social services, 5) anthropology, and 6) business and management. The major creates a pathway for students to enter work opportunities related to law, management, community development, religious ministry, environmental planning, public policy, and many other professions.

As part of the sociology major at EMU, students will be involved in an innovative collaboration among Mennonite educational institutions, having the opportunity to take courses from faculty members at Bluffton University (Ohio) and Goshen College (Indiana). These courses are offered in various distance education formats.

The major consists of the following 39 SH:

Required Core Courses (21 SH)

STAT 120 Descriptive Statistics . . . . .	.2
SOC 101 Introduction to Sociology . . .	.3
SOC 210 Social Stratification OR	
SOWK 360 Race and Gender . . . . .	.3
SOC 225 Theories of Social Change . . .	.3
SOC 336 Methods of Social Research . .	.3
SOC 392 Junior Seminar in Social Research (shared online with the col- laborative) . . . . .	.3
SOC 409 Field Experience . . . . .	.3
SOC 410 Senior Capstone	1

Sociology Electives

Choose 12 SH from the following courses:

SOC 201 Sociology of Health . . . . .	.3
SOC 210 Social Stratification OR	
SOWK 360 Race and Gender . . . . .	.3
SOC 245 Environment and Society . . .	.3
SOC 255 Social Movements . . . . .	.3
SOC 330 Family in the Social Context	.3
SOC 350 Urban Sociology . . . . .	.3
SOC 360 Criminology . . . . .	.3
PXD 365 Social and Political Economy . . . . .	.3
SOC 442 Teaching of Sociology . . .	1-3

Micro-level Processes

Choose 3 SH from the following courses:

BUAD 221 Principles of Management . .	.3
BUAD 331 Organizational Behavior . .	.3
BUAD 465 Project Management and Grantwriting . . . . .	.3
ECON 211 Principles of Microeconomics . . . . .	.3
PXD 261 Community & Conflict Analysis Techniques . . . . .	.3
PXD 341 Mediation and Facilitation . .	.3
PXD 331 Restorative Justice & Trauma Awareness . . . . .	.3
*PXD 451 Program Evaluation . . . . .	.3
PSYC 221 Social Psychology . . . . .	.3
PSYC 301 Psychology of Interpersonal Relationships . . . . .	.3
SOWK 200 Social Behavior and Diversity . . . . .	.3

Macro-level Processes and Social Institutions

Choose 3-4 SH from the following courses:

ECON 201 Survey of Economics . . . .	.3
ECON 212 Principles of Macroeconomics . . . . .	.3
*ENVS 235 Sustainable Food Systems .	.2
POL 112 American Politics . . . . .	.2
*POL 230 International Norms and Institutions . . . . .	.3
*POL 250 Law, Justice and the Local Context . . . . .	.3
PXD 375 Globalization and Justice . .	.3
PXD 485 Global Development . . . . .	.3

SOWK 220 History and Philosophy of Social Welfare	3
SOWK 330 Social Policy Analysis	3
SPAN 330 Immigration Issues	3

Additional courses offered by Bluffton University or Goshen College may substitute for major requirements with advisor approval.

Major in Social Work (61 SH)

Carol Hurst and Melody Pannell, advisors

The EMU social work program prepares students for generalist social work practice with individuals, families, groups, and communities within the context of various human service organizations. EMU is accredited by the Council on Social Work Education, the national accrediting and standard-setting agency for both graduate and undergraduate social work programs. Graduates qualify for Baccalaureate in Social Work (BSW) licensure exams and for opportunities in Master of Social Work advanced standing programs. The EMU Social Work Program's emphasis on social justice and cross-cultural learning in domestic and international venues is distinctive.

Professional social work practice requires broad liberal arts understanding, attention to ethical standards, self-awareness, and self-care in order to provide compassionate care to others. Practical service learning and community engagement, language study, and cross cultural experience build capacity to care competently for diverse persons. The curriculum includes course sequences in the discipline's focus areas including Human Behavior and Social Environment (HBSE), policy, and practice. HBSE courses are SOWK 200, SOWK 210, and SOWK 360, which provide social scientific understandings of patterns of human behavior. Policy courses include POL 111 or POL 112, SOWK 220,

and SOWK 330. These courses provide perspective on government and legislative advocacy on behalf of vulnerable populations and social programs. Practice courses provide structured skills practice. These courses include SOWK 310, SOWK 400, and SOWK 410, respectively called Practice I, II, and III. Practice I focuses on micro or direct one-to-one interpersonal skills. Practice II focuses on mezzo or family and group interpersonal skills. Practice III focuses on macro or community and organizational leadership skills. Students can develop knowledge in particular interest areas through class projects, reading, choice of the elective social work topics courses, and selection of field practicum settings.

Students apply for formal admission into the social work program during their sophomore year. Transfer students apply to the program during their first year of enrollment at EMU. The social work program does not grant credit for life experience or previous work experience. Admission to and continuation in the social work program is contingent upon academic performance (a minimum of C in all social work/sociology courses required in the major and a minimum overall GPA of 2.5) as well as personal qualities essential for working with people such as a value orientation consistent with the profession, sensitivity to needs of people, self-awareness, and a sense of personal and global responsibility.

Career opportunities for social workers include medical social work, substance and alcohol addiction recovery, adoption and foster care agencies, juvenile justice and corrections, domestic violence prevention, public sector social services, disaster relief, mental health agencies, counseling services, adult education, refugee programs, residential geriatric facilities, day programs for the elderly or children, emergency family shelters, migrant education, halfway homes, judicial/court programs, youth/child sup-

port, developmental disabilities support programs, rape crisis and other hotline services, mediation, health and wellness agencies, and after-school care.

The major consists of the following 61 SH:

ECON 201 Survey of Economics	OR	
ECON 212 Principles of Macroeconomics	OR	
PXD 365 Social and Political Economy . . . . .		.3
STAT 120 Descriptive Statistics . . . . .		.2
POL 111 Comparative Government	OR	
POL 112 American Politics . . . . .		.2
PSYC 101 General Psychology . . . . .		.3
PSYC 202 Developmental Psychology .		.3
SOC 101 Introduction to Sociology . .		.3
SOC 336 Methods of Social Research .		.3
SOWK 101 Exploring Social Work . . .		.3
SOWK 200 Social Behavior and Diversity . . . . .		.3
SOWK 210 Social Stratification. . . . .		.3
SOWK 220 History and Philosophy of Social Welfare . . . . .		.3
SOWK 310 Social Work Practice I . . .		.3
SOWK 330 Social Policy Analysis . . .		.3
SOWK 360 Race and Gender . . . . .		.3
SOWK 400 Social Work Practice II . . .		.3
SOWK 410 Social Work Practice III . .		.3
SOWK 430 Senior Practicum in Social Work . . . . .		.12
SOWK Elective (Topics selection) . . . .		.3

Major in Peacebuilding and Development (44-48 SH)

Deanna Durham and Tim Seidel, advisors

The peacebuilding and development major prepares students for professional practice in the fields of peacebuilding and international and community development. It focuses on understanding and promoting constructive social change toward peace, justice, and well-being for people in situations affected by conflict, poverty, and inequality.

The major has an emphasis on the development of practical skills through experiential learning grounded in extensive in-class simulations, on campus and local practice opportunities, and a practicum in the field. The required practicum is typically completed through the Washington Community Scholars' Center in Washington, D.C., through the grant-supported International Peacebuilding and Development Practicum (IPDP), or through a local or student-initiated experience. It provides experience and opportunities for networking and skill development.

This focus on practice is paired with rigorous interdisciplinary grounding in theories of violence, peace, and social change as well as investigation of theological, philosophical, economic, political, cultural, and ecological motivations for change.

To graduate with this major, students must be admitted to the program. This normally will occur by application during the spring semester of the sophomore year. Transfer students beyond the sophomore level will apply for admission after their first semester at EMU. Only students admitted to the program will be permitted to participate in program practica.

Students seeking admission to the program must meet the GPA standards of 2.0 overall, earn at least a C in all PXD courses, and complete an application process. Students must achieve at least a C in all upper-level PXD courses for graduation with the major.

PXD majors are required to take one Summer Peacebuilding Institute (SPI) course that may substitute for any other requirement (as approved by their PXD advisor). Exposure to the Summer Peacebuilding Institute of the Center for Justice and Peacebuilding provides students with a unique opportunity to connect with professionals in peacebuilding and related areas of practice. Students are

eligible to take SPI courses in the summer of their junior or senior year.

Graduates are prepared for graduate study or entry-level positions in non-governmental, government, non-profit, and private organizations whose missions are to address social problems and to create and sustain social change. Areas of practice could include peacebuilding and community and international development, mediation and conflict transformation/resolution, peace and justice activism, collaborative problem solving, community organizing, program evaluation, peace education, victim assistance programs, community-based correctional and rehabilitation agencies, schools, judicial services, law enforcement, adult and juvenile probation and parole supervision, work release facilities, anti-human trafficking organizations, research, restorative justice, law, and social and public policy analysis and advocacy.

The major consists of the following 44-48 SH.

Foundation (12-14 SH)

- PXD 151 Exploring Conflict and Peace
OR
- SOC 101 Intro to Sociology 3
- PXD 225 Theories of Social Change . . 3
- STAT 120 Descriptive Statistics 2
- SOC 336 Methods of Social Research .3
- PXD 431 PXD Practicum 1-3

Core Theory (12 SH)

- PXD 345 Peacebuilding Theory and
Action 3
- PXD 485 Global Development 3

Choose two of the following courses:

- SOC 255 Social Movements 3
- PXD 335 Understanding Violent
Conflict 3
- PXD 375 Globalization and Justice . . 3

Core Practice/Skills (12 SH)

- PXD 261 Community and Conflict
Analysis Techniques. 3
- PXD 341 Mediation & Facilitation. . . 3

Choose two of the following courses:

- PXD 331 Restorative Justice & Trauma
Awareness 3
- *PXD 451 Program Evaluation 3
- SOWK 330 Social Policy Analysis. 3
- BUAD 465 Project Management &
Grantwriting 3

Supporting Theory (8-10 SH)

Bible and Religion

- THEO 323 Biblical Theology Peace/
Justice 3

Economics

- PXD 365 Social and Political Economy
OR
- *ECON 401 Development
Economics 3

Politics

Choose one of the following courses:

- POL 113 International Relations. 2
- PPX 421 Genocide of the 20th
Century 4
- PPX 431 Political Reconciliation 4

Summer Peacebuilding Institute (3 SH)

Choose one course to replace one core course as approved by PXD advisor.

Major in Peacebuilding (36-38 SH)

Deanna Durham, Gloria Rhodes, and Tim Seidel, advisors

Whereas the peacebuilding and development (PXD) major is designed for students who want a focus in both peacebuilding and development, the peacebuilding major is designed as a stand-alone major for students particularly interested in careers in conflict transformation and restorative justice. This major benefits students with bi-vocational interests. It cannot be taken as a double major with the PXD major or the global development major.

The major consists of the following 36-38 SH.

Foundation (12-14 SH)

PXD 151 Exploring Conflict and Peace

OR

SOC 101 Intro to Sociology 3

PXD 225 Theories of Social Change . . 3

STAT 120 Descriptive Statistics 2

SOC 336 Methods of Social Research .3

PXD 431 PXD Practicum 1-3

Core Theory (12 SH)

SOC 255 Social Movements 3

*PXD 335 Understanding Violent
Conflict 3

PXD 331 Restorative Justice & Trauma
Awareness **OR**

THEO 323 Biblical Theology
Peace/Justice. 3

PXD 345 Peacebuilding Theory and
Action 3

Core Practice/Skills (6 SH)

PXD 261 Community & Conflict
Analysis Technique. 3

PXD 341 Mediation & Facilitation . . 3

Electives (6 SH)

Any course not taken above.

*PXD 451 Program Evaluation 3

BUAD 465 Project Management &
Grantwriting 3

SOWK/SOC 210 Social Stratification .3

SOWK 360 Race and Gender 3

SOWK 330 Social Policy Analysis . . . 3

*ENGL 344 Ways of War and Peace . . 3

Major in Global Development (36-38 SH)

*Deanna Durham, Gloria Rhodes, and Tim
Seidel, advisors*

Whereas the peacebuilding and development (PXD) major is designed for students who want a focus in both peacebuilding and development, the global development major is designed as a

stand-alone major for students particularly interested in careers addressing social, political, and economic inequality and injustice. This major benefits students with bi-vocational interests. It cannot be taken as a double major with the PXD major or the peacebuilding major.

Foundation (12-14 SH)

PXD 151 Exploring Conflict and Peace

OR

SOC 101 Intro to Sociology 3

PXD 225 Theories of Social Change . . 3

STAT 120 Descriptive Statistics 2

SOC 336 Methods of Social Research .3

PXD 431 PXD Practicum 1-3

Core Theory (12 SH)

ECON 201 Survey of Economics **OR**

ECON 212 Principles of
Macroeconomics 3

PXD 365 Social and Political Economy
OR

*ECON 401 Development Economics 3

PXD 375 Globalization and Justice . . 3

PXD 485 Global Development 3

Core Practice/Skills (6 SH)

Choose two of the following courses:

PXD 261 Community & Conflict
Analysis Technique. 3

*PXD 451 Program Evaluation 3

SOWK 330 Social Policy Analysis . . . 3

BUAD 465 Project Management &
Grantwriting 3

Electives (6 SH)

Any course not taken above.

*PXD 335 Understanding Violent
Conflict 3

PXD 345 Peacebuilding Theory and
Action 3

SOC 255 Social Movements 3

POL 113 International Relations 2

BUAD 331 Organizational Behavior . . 3

*ECON 311 Contemporary Economic
Issues 3

NURS 431 Community Health. 4

Accelerated Program: BA in Peacebuilding and Development, Peacebuilding, or Global Development to MA in Conflict Transformation or MA in Restorative Justice

Gloria Rhodes, advisor

The accelerated program is a collaboration between EMU's undergraduate department of Applied Social Sciences and the graduate program of the Center for Justice and Peacebuilding. The program is designed to award exceptional and/or non-traditional students a BA in Peacebuilding and Development, BA in Peacebuilding, or BA in Global Development, and an MA in Conflict Transformation or MA in Restorative Justice through an accelerated curriculum (typically completed in five years). Students should express interest in the program during their first year as an undergraduate or as soon as possible so they can be assigned an advisor, plan their course of study and determine financial assistance.

Students will formally apply to the graduate program (usually during the third year of undergraduate studies). If admission is granted they will continue with the accelerated curriculum; if their application is denied, they will continue with the standard undergraduate curriculum without penalty. Students must have a minimum GPA of 3.25 and an EMU faculty recommendation in order to apply to the graduate program.

Curriculum

The undergraduate curriculum for the BA/MA accelerated program requires completion of the EMU Core curriculum and the Peacebuilding and Development major, or the individual Peacebuilding major (36-38 SH) or the Global Development major (36-38 SH). Upon successful application to the graduate program, and completion of a minimum

of 105 undergraduate semester hours, students will then take an additional 45 SH to complete the graduate degree.

Undergraduate students pursuing the accelerated program are asked to develop a rich portfolio of experiences that demonstrate their experience and awareness of national and global issues. To that end, students are asked to participate in the Washington Community Scholars' Center (WCSC) program including completing a summer or semester-long internship or the equivalent (e.g. a significant practice experience such as the 3-month International Peacebuilding and Development Practicum (IPDP) program or other by approval). Students are also required to complete a cross cultural semester or equivalent (e.g. satisfied by international student status, or evidence of 3 months in a cross-cultural context).

Once a candidate is accepted into the graduate program, their fourth year will include classes at both the undergraduate and graduate levels. Attendance at the Summer Peacebuilding Institute between the fourth and fifth years is required, and the student will typically conclude master's degree requirements in the final (fifth) year. Further details are available from the peacebuilding and development coordinator, the accelerated program advisor, and the Center for Justice and Peacebuilding registrar or admissions coordinator.

Major in Environmental Sustainability (49 SH)

Concentration: Environmental and Social Sustainability

Jenni Holsinger, advisor for Environmental and Social Sustainability Concentration, Applied Social Sciences Department.

Concentration: Environmental Science (see biology section)

James Yoder, Matthew Siderhurst, and Douglas Graber Neufeld, advisors for Environmental Science Concentration, Biology Department.

The environmental sustainability major provides an interdisciplinary approach to sustaining the quality of our natural world with an emphasis on the inter-relationships between the natural world and the social world. The environmental sustainability curriculum recognizes a balance between technical training and the broad education of a liberal arts philosophy.

The major is designed around an understanding that effectively addressing the pressing environmental problems of our times demands a multifaceted approach that requires both depth in an area of focus and breadth in understanding the perspectives of different disciplines. Students gain depth by choosing to concentrate on either natural science or social science aspects of environmental sustainability while retaining breadth through coursework that combines essential elements from both social science and natural science to bring a holistic and integrated perspective.

The environmental and social sustainability concentration is housed in the department of applied social sciences and focuses on social, economic, and political aspects of environmental sustainability. The coursework in the various social sciences prepares students to work in the areas of environmental education and advocacy, environmental law, policy and planning, and sustainable business.

The curriculum for environmental sustainability is conceptualized as three stages. Students from both concentrations begin their coursework together in two introductory courses that set the foundation for further work. Students then take a set of required and elective courses in their chosen concentration that gives depth in their area of focus with additional electives in the alternative concentration, which gives breadth to their understanding of sustainability. Finally, students from both concentrations come back together in a series of three courses

that serve to integrate the natural science and social science perspectives of sustainability.

A major in environmental sustainability consists of the following 49 SH.

Core Courses: Introduction to Sustainability (11 SH)

BIOL 173 Concepts in Biology: Unity and Diversity of Life	4
BIOL 235 Ecology: Adaptation & Environment.	4
SOC 245 Environment and Society . . .	3

Core Courses: Integration (18 SH)

*ENVS 205 Environmental Applications of GIS	3
*ENVS 325 Environmental Ethics . . .	2
*ENVS 365 Environmental Risk Assessment and Policy	2
*ENVS 385 Conservation Biology . . .	4
STAT 120 Descriptive Statistics OR	
STAT 220 Inferential Statistics.	2
ENVS 429 Environmental Sustainability Internship	3
ENVS 430 Environmental Sustainability Capstone	2

Concentration: Environmental and Social Sustainability

Required Supporting Courses (6 SH):

SOC 225 Theories of Social Change . .	3
SOC 336 Methods of Social Research .	3

Choose 6 SH Economics electives:

ECON 201 Survey of Economics OR	
ECON 211 Principles of Microeconomics OR	
ECON 212 Principles of Macroeconomics	3
*ECON 300 Environ. and Ecological Economics	3
*ECON 401 Development Economics	3
PXD 365 Social and Political Economy	3

Choose 6 SH Sociology electives:

SOC 210 Social Stratification 3
 SOC 255 Social Movements 3
 SOC 350 Urban Sociology. 3
 SOWK 360 Race & Gender 3

Choose one environmental science elective:

BIOL 225 Molecules, Genes, and
 Cells. 4
 *BIOL 327 Advanced Microbiology . . 4
 *BIOL 358 Natural History of the
 Shen. Valley 4
 *BIOL 378 Plant Ecophysiology 4
 *BIOL 388 Entomology 3
 CHEM 155 Matter and Energy. 3
 CHEM 223 General Chemistry I 4
 *CHEM 305 Alternative Energy 2
 ENVS 145 Environmental Science . . . 2
 ENVS 135 Earth Science. 2
 *ENVS 235 Sustainable Food Systems.2
 *ENVS 335 Soil Science 2

**Minor in Criminology
 and Restorative Justice
 (18 SH)**

Jenni Holsinger, advisor

The minor is designed for students who are interested in engaging with criminal justice systems as agents of change actively working towards a society that envisions justice as restorative and transformative.

Core Courses (9 SH)

*POL 250 Law, Justice and the Local
 Context 3
 PXD 331 Restorative Justice and
 Trauma Awareness 3
 SOC 360 Criminology 3

Electives (9 SH)

Choose one of the following courses:

*PXD 261 Community and Conflict
 Analysis Techniques 3
 SOC 210 Social Stratification 3
 SOC 350 Urban Sociology 3

SOWK 200 Social Behavior and
 Diversity 3

Choose two of the following courses:

PXD 341 Mediation and Facilitation . 3
 PXD 375 Globalization and Justice . . 3
 SOWK 360 Race and Gender 3
 THEO 323 Biblical Theology of Peace
 and Justice 3

**Minor in Environmental
 Sustainability (17-19 SH)**

Jenni Holsinger, advisor

Core Courses

BIOL 173 Concepts in Biology: Unity
 and Diversity 4 **OR**
 ENVS 145 Environmental Science . . . 2
 *ENVS 385 Conservation Biology. . . 4
 SOC 245 Environment and Society. . . 3
 ENVS 430 Environmental Sustainability
 Capstone 2

Electives

Choose one course from each of the two sustainability major concentrations' core or electives lists. 6

**Minor in Global
 Development (17-18 SH)**

Tim Seidel, advisor

This minor provides basic understandings of assessment, mobilization, and empowerment for students preparing to work in the fields of community or international development.

Core (12 SH)

PXD 261 Community and Conflict
 Analysis Techniques 3
 PXD 365 Social and Political Economy
OR
 *ECON 401 Development Economics 3
 PXD 375 Globalization and Justice . . 3
 PXD 485 Global Development. 3

Electives

Choose two of the following courses:

- BUAD 331 Organizational Behavior . . .3
- POL 113 International Relations2
- PXD 225 Theories of Social Change . .3
- PXD 451 Program Evaluation3
- SOC 255 Social Movements3
- SOWK 210 Social Stratification.3

Minor in Peacebuilding (18 SH)

Tim Seidel, advisor

The minor in peacebuilding provides students an opportunity to become familiar with the theories and processes of peacebuilding practice.

Core Courses

- PXD 225 Theories of Social Change . .3
- PXD 261 Community & Conflict
Analysis Technique.3
- PXD 345 Peacebuilding Theory and
Action3
- PXD 341 Mediation & Facilitation **OR**
PXD 451 Program Evaluation3

Electives

Choose two of the following courses:

- *ENGL 344 Ways of War and Peace . .3
- *ENGL 315 Global Novels, Global
Conflicts3
- *PXD 335 Understanding Violent
Conflict3
- *PXD 451 Program Evaluation3
- SOC 255 Social Movements3
- THEO 323 Biblical Theology Peace/
Justice3

Minor in Sociology (18 SH)

Jenni Holsinger, advisor

- SOC 101 Introduction to Sociology . .3
- SOC 225 Theories of Social Change . .3
- SOC 336 Methods of Social Research
OR
*PXD 451 Program Evaluation3

Electives (9 SH)

- Any SOC courses9

Students are encouraged to consult with the sociology advisor in outlining a minor.

Minor in Humanitarian Action (21 SH)

Peter Dula, advisor

The minor in humanitarian action prepares the graduate for entry-level involvement in agencies responding to humanitarian situations, including disasters around the world. Students pursuing this minor must work carefully with the major advisor and the Humanitarian Action Leadership (HAL) director to coordinate their choice of courses.

Required Courses (9 SH)

- HAL 350 Crisis, Humanitarian Aid and
Disaster Recovery.3
- LEAD 300 Leadership Theory and
Practice3
- HAL 410 Disaster Response
Internship3

Electives (12 SH)

A cohesive sequence of elective courses fitting the student's major and interests will be chosen in consultation with the HAL advisor. A maximum of 6 SH applied toward EMU Core or major requirements may apply toward this minor.

- ACTG 221 Financial Accounting3
- *ACTG 433 Non-profit and
Governmental Accounting.2
- BIOL 205 Introduction to
Microbiology2
- BIOL 145 Nutrition Fundamentals . . .2
- BUAD 221 Principles of Management.3
- BUAD 331 Organizational Behavior . .3
- *BUAD 431 Human Resource
Management3
- CHST 223 Spiritual Formation3

*CHST 234 Mission in a Changing World . . . . .	.3	*POL 230 International Norms and Institutions . . . . .	.3
CHST 312 Missiology . . . . .	.3	PSYC 301 Psychology of Interpersonal Relationships . . . . .	.3
ECON 201 Survey of Economics . . . . .	.3	PXD 225 Theories of Social Change . . . . .	.3
*ECON 411 International Economics .3		PXD 341 Mediation and Facilitation . .3	
*ENVS 205 Environmental Applications of GIS . . . . .	.3	*PXD 335 Understanding Violent Conflict . . . . .	.3
*ENVS 385 Conservation Biology4		PXD 345 Peacebuilding Theory and Action . . . . .	.3
GEOG 231 Cultural Geography3		PXD 375 Globalization and Justice . . .3	
HIST 182 The Global Past II: 1500 to the Present . . . . .	.3	*PXD 451 Program Evaluation3	
*HIST 251 History of Africa3		PXD 485 Global Development3	
*HIST 432 of the Middle East3		REL 223 World Religions3	
NURS 426 Family in Community . . .3		THEO 323 Biblical Theology of Peace and Justice . . . . .	.3
NURS 431 Community Health3			
POL 113 International Relations2			

Peacebuilding and Development (PXD)

151 Exploring Conflict and Peace

3

This course introduces students to theories, key terms, concepts, and skills related to peace and conflict in war and violence, and justice and peacebuilding. Students will discover and attend to their own conflict styles, learn about introductory skills for dealing with conflict on an interpersonal level, become familiar with factors contributing to conflict at the community, national and international levels and explore peacebuilding as a framework for addressing conflict. An overview of current global issues is central to the course along with an exploration of rights, roles and responsibilities for individuals and nations.

225 Theories of Social Change

3

This course is designed as an introduction to key sociological theories, with a focus on how these impact the dynamics of social change. The theories covered range from micro social-psychology perspectives to macro-structural approaches. The course specifically interrogates how ideas about the nature of social relations influence our perceptions of how social systems are constructed, deconstructed and reconstructed. The course opens up the space for students to reflect on their own personal life journeys as well as provides the opportunity for vigorous debate around real-time contemporary issues and engagement with how theoretical frameworks actively shape the macro sphere and our collective lives. Most importantly, students experience how social theories are driving agents of change on the personal, local and global levels. Registration priority is given to students whose programs require this course. Prerequisite: PXD 151, SOC 101 or SOC 201 (SOC 225)

261 Community and Conflict Analysis Techniques

3

In order to promote sustainable change, it is important to understand the context in which we work. This course provides an introduction to social situation assessment strategies and conflict analysis. Students will complete a personal and community conflict assessment and consider how such analysis supports and contributes to change efforts including development and peacebuilding practice. Registration priority is given to students whose programs require this course.

- 331 Restorative Justice & Trauma Awareness** **3**
 The course provides a critical introduction to the restorative justice and trauma healing fields. Restorative justice will be examined within the criminal and traditional justice systems in American as well as several international contexts. Trauma healing will be explored as a component of the restorative justice process, and both are situated in a larger peacebuilding framework. The importance and power of Dignity will be examined as a component of the restorative process in post-crime contexts and as a preventative aspect of violence. One of the “hands-on” segments of the course will be an Alternative to Violence Project training at Graterford Prison in Pennsylvania.
- * 335 Understanding Violent Conflict** **3**
 This course provides an overview of explanations of violence at the personal, group, societal and national levels. Causes of violence are context-specific, multi-causal, multi-dimensional and may result from a variety of political and social, socioeconomic, and resource and environmental factors. The relationship between violence and social change will be explored. There will be special focus on explanations of war, terrorism, gun violence, and identity-based violence (gender-based, hate crimes, etc.). (Fall 2019)
- 341 Mediation and Facilitation** **3**
 This course is an introduction to the theory and practice of mediation and facilitation, two processes for conflict transformation. Students will learn about conflict, group dynamics theory, teambuilding, and leadership for transforming conflict. Students demonstrate learning through role plays and facilitation on campus of conversation on issues that cause tension. With its emphasis on practical applications, the course is useful for those planning to work in church ministry, business, education, social work, and many other areas. First- and second-year students by permission of instructor only.
- 345 Peacebuilding Theory and Action** **3**
 The course will explore the theoretical bases for peacebuilding analysis and action. Given the interdisciplinary nature of the field, this course will draw on a number of theoretical streams to understand the assumptions that guide peace practitioners in action and reflection on their peacebuilding efforts. Prerequisite: PXD 225 or permission of instructor.
- 365 Social and Political Economy** **3**
 This course introduces students to the interdisciplinary fields of social and political economy and the role that social, economic, political, cultural and environmental/ecological processes play in shaping society. Students will consider the political economy of various social problems such as poverty, war, terrorism, and protracted social conflict.
- 375 Globalization and Justice** **3**
 The task in this class is to examine the debates about globalization. Is it new? Is it a force for good or bad? Does it bring people together or drive them apart? Is it a homogenizing or fragmenting force? What, or who, drives it? Is ‘globalization’ just another word for ‘Westernization’? How is it being resisted? We will also engage a further set of questions concerning theology and the church. How is globalization affecting the church? What does it mean to think in terms of a church whose center of gravity is no longer Europe and North America (if it ever was)?
- 431 Peacebuilding and Development Practicum** **1-3**
 A practicum provides PXD majors (and minors by permission) opportunities for practical off-campus experience in settings related to the field. Many students complete the practicum requirement by participating in the Washington Community Scholars’ Center. Other local and global placements, including the possibility of an international practicum placement through the International Peacebuilding and Development Practicum (IPDP) program, may be pursued in coordination with the student’s advisor.
- 48 • Applied Social Sciences**

- 441 Leadership Practicum** **1**
Students gain leadership experience through leading program efforts or related student clubs in a variety of areas on campus and within the community. They reflect on leadership styles and analyze their own methods of communication and leadership through direct immersion. By permission only.
- 442 Teaching of Sociology** **1-3**
Students interested in mentored teaching practice have the opportunity through this class to cultivate professional skills and to deepen understanding of discipline-specific content. Students can earn credit by serving as teaching assistants for SOC 101 or PXD 151. Enrollment is limited to majors or minors in the department. Prerequisite: junior/senior status by permission only.
- * 451 Program Evaluation** **3**
This course is designed to help students explore the theory and practice of program evaluation, especially if interested in working in social service, business development, mission-related programs or projects, and local or international NGOs. The course will review the current range of thinking on the philosophies, purpose, and structure of program evaluation, with an emphasis on how to use qualitative methods in evaluations. Students will gain hands-on experience in how to design an evaluation, how to determine the appropriate methods and collect data, and an analysis of on-going program evaluation and evaluation reports. Sociological and anthropological approaches will provide the theoretical and philosophical background for our work, but the focus will be on practical applications of qualitative methodology in evaluation. Prerequisite: SOC 336 (PAX 516) (Fall 2019)
- 485 Global Development** **3**
An examination of socio-economic development focusing on third world populations and global dynamics sums up the course. This includes a brief survey of development theories, sociological concepts in the application of developmental models at the international, national, regional and community levels, and the role of the church in development. Enrollment limited to seniors except with permission of instructor. (PAX 585)
- 494 Foundations for Justice and Peacebuilding I** **6**
In this course a team of faculty members coaches students as they acquire foundational knowledge and practice the core skills for peacebuilding: analysis, theory, research, planning, and practice. Students work individually and in teams to apply theories and skills to cases that progress in complexity from interpersonal and small group to organizational level conflicts. Students also increase their self-awareness as well as their capacity for professional judgment and reflective practice. Accelerated program students only. (PAX 534)
- 495 Foundations for Justice and Peacebuilding II** **6**
In this course a team of faculty members coaches students as they further develop their knowledge and skills for dealing with conflict and situations of injustice. Students work individually and in teams to apply new ideas and skills to cases that progress in complexity from the community to the national and to the global level. Students continue to develop their self-awareness as well as their capacity for professional judgment and reflective practice. Accelerated program students only. (PAX 634)
- 499 Independent Study** **1-3**

Sociology (SOC)

101 Introduction to Sociology

3

In this course students will be introduced to the sociological method and to key theoretical perspectives that engage their sociological imagination around issues such as culture, race, gender, deviance, socialization, and stratification. This encounter will challenge students to analyze and observe life from diverse vantage points as they learn to systematically reflect on how and why individuals and groups behave as they do.

201 Sociology of Health

3

This course examines not only the social contexts that shape health and illness but also how these critically impact the provision as well as outcomes of medical care. The course is organized around social engagement at the micro, mezzo, and macro levels. This provides the sociology content required for MCATs. (not offered 2018-19)

210 Social Stratification

3

This course on human behavior in the social environment focuses on theories of social stratification and inequality. Students will explore various interpretations of the causes and consequences of inequality within the United States. Enrollment priority given to majors in the department. (SOWK 210)

225 Theories of Social Change

3

This course is designed as an introduction to key sociological theories, with a focus on how these impact the dynamics of social change. The theories covered range from micro social-psychology perspectives to macro-structural approaches. The course specifically interrogates how ideas about the nature of social relations influence our perceptions of how social systems are constructed, deconstructed and reconstructed. Most importantly, students experience how social theories are driving agents of change on the personal, local and global levels. Registration priority is given to DASS majors and students whose programs require this course. Prerequisite: PXD 151 or SOC 101 or SOC 201. (PXD 225)

245 Environment and Society

3

The goal of this course is for students to develop a critical understanding of the dominant trends that have shaped environmental policy in the United States over the past 150 years. Key historical approaches include conservationism, deep ecology, ecofeminism, and the environmental justice movement. Throughout the course's duration students will interrogate how perceptions regarding the environment play a central role in regulating how they interact with their natural surroundings.

255 Social Movements

3

This course provides a sociological framework for understanding the ways that people, working together, attempt to alleviate social problems. We begin by exploring and evaluating models and tactics of making change. We then examine forms of collective behavior, ending with a focus on social movements comprised of organized groups attempting to influence various audiences. Sociological theories are applied to historical and contemporary cases that involve violent and nonviolent tactics.

330 Family in the Social Context

3

Students explore contemporary family structure and dynamics from historical, cross-cultural, developmental, and practical perspectives. This course provides an overview of courtship, marriage, gender roles, parenting, aging, family crisis, and conflict resolution.

- 336 Methods of Social Research** **3**
The course provides an introduction to social research methods and prepares students to analyze, interpret, and critique quantitative social science research. Over the course of the semester students design and develop a research proposal. At various times during the semester the class will meet in a computer laboratory in order to access research tools and statistical software. Enrollment priority given to majors in the department. Prerequisite: STAT 120 and SOC 101 or SOC 201.
- *350 Urban Sociology** **3**
In this course students explore their connection to an increasingly urban world by examining patterns of urban settlement, theories of urbanism, the “community question,” and the problems and possibilities of urban life through the perspectives of urban planning. The course includes a focus on the roles of race, class, gender, and nativity as factors influencing social interaction and use of space in urban environments. Prerequisite: SOC 101 or SOC 201.
- 351 Topics in Sociology** **3**
Courses on a variety of topics in sociology are offered on a rotating basis depending on student and faculty interest.
- 360 Criminology** **3**
This course is an introduction to crime and society centered on criminological theories and methods and the ways such theories are integrated within public policy and the criminal justice system. Content also includes an examination of alternative forms of justice and restorative approaches. Prerequisite: SOC 101 or SOC 201.
- 392 Junior Seminar in Social Research** **3**
Students examine the philosophy of science in sociology and gain experience in the practice of social research through work on individual projects. To be taken spring semester of the junior year. Offered as part of the sociology online collaborative. Prerequisite: SOC 336.
- 409 Field Experience in Sociology** **3**
Experience in the practice of sociological analysis or social research outside the classroom. Prerequisite: SOC 392.
- 410 Senior Capstone** **1**
This course is designed as a summative experience for sociology majors. Questions related to academic conferences, resume writing, graduate school application, and sociology as a vocation will be addressed. Students may complete their research and writing, culminating in a formal presentation of their work. Prerequisite: SOC 392.
- 442 Teaching of Sociology** **1-3**
Students interested in mentored teaching practice have the opportunity through this class to cultivate professional skills and to deepen understanding of discipline-specific content. Students can earn credit by serving as teaching assistants for SOC 101 or PXD 151. Enrollment is limited to majors or minors in the department. Prerequisite: junior/senior status by permission only.
- 499 Independent Study** **1-3**
Individual study arrangement. Open to juniors or seniors with faculty approval.

Social Work (SOWK)

101 Exploring Social Work

3

This entry-level course introduces the core competencies, skills, ethics and values necessary for generalist social work practice in contemporary society. Services, policies and practices are presented along with the unique experiences of marginalized populations affected by various social problems. Students participate in human service agency visits and engage in a 20-hour community learning volunteer experience.

200 Social Behavior and Diversity

3

Social work has historically used the idea of person-in-environment and has developed a multidimensional understanding of human behavior inclusive of human diversity related to gender, class, race and ethnicity, culture, sexual orientation, and disability. This course follows a multidimensional approach highlighting case studies and focusing on biological, psychological, social, and spiritual dimensions of persons; as well as multiple contextual dimensions of environment including physical, cultural, social structural, family, small group, organizational, community, and social movement.

210 Social Stratification

3

This course on human behavior in the social environment focuses on theories of social stratification and inequality. Students will explore various interpretations of the causes and consequences of inequality within the United States. Enrollment priority given to majors in the department. (SOC 210)

220 History and Philosophy of Social Welfare

3

This course explores the historical roots of social welfare and the development of social welfare philosophy and policy in the United States through a historical overview of society's helping process toward diverse populations-at risk. This course describes and critiques historical and current social welfare organizations - their policies, programs, and services. Attention is given to developing professional values to undergird the helping process. Recommended prerequisite: SOWK 101.

310 Social Work Practice I

3

This course combines the theories of social work practice with the learning of social work practice skills using common models and theoretical frameworks. This course provides structured practice of the fundamental interpersonal skills required for effective social work practice teaching interviewing skills and critical thinking about interview processes, (from intake through termination) and focusing primarily on using those skills with individuals. Students will apply social work ethical principles to learning exercises, real and/or simulated case situations that evolve their understanding professional social work roles and responsibilities. Course is restricted to students who have formally declared their social work major with the registrar's office. Prerequisites: SOWK 101, SOWK 200 or PSYC 202.

330 Social Policy Analysis

3

This course provides an overview of social welfare policy (including social insurance, public welfare, and social services) in the global context. Generalist social work practitioners need to understand how global, national, state, and local policies affect the delivery of human services, and the importance of social work advocacy both on behalf of vulnerable populations, and the organizations and programs that address human social problems. Students engage in research, analysis and critique of a national or state level social problem and its historic and contemporary social welfare policy responses. This course builds on content introduced in SOWK 220 Social Welfare History and Philosophy.

- 360 Race and Gender** **3**
This course focuses on the systemic nature of racism and sexism in the United States. Students will explore the social patterns and history that shaped these realities. And they will look at how class, poverty, age, education, power, and other elements contribute to social inequality related to race and gender. Students will develop conceptual tools that lead to informed, reflective and transformative interpersonal and institutional practices and policies. Prerequisite: SOC 101, SOC 201 or PSYC 101.
- 400 Social Work Practice II** **3**
This course has a generalist focus highlighting practice knowledge, theory and skills in working with families and groups. Skill development includes family systems theory, crisis intervention models, cultural competency and professional documentation. Ethical standards for maintaining professional values, boundaries and core competencies are included. Research skills are developed through this writing intensive course.
- 410 Social Work Practice III** **3**
Social Work Practice III focuses on social work macro practice at the group, community, and organizational levels. Practice III builds on generalist social work practice introduced in Practice I (Micro), Practice II (Mezzo), and policy practice introduced Social Policy Analysis. Course texts present holistic approaches to practice encompassing mind, body, spirit, and environment. Sustainability at the macro level as well as the personal-professional level is a thematic emphasis of the course. Students observe and evaluate ideas regarding communities, leadership of agencies and organizations, advocacy and interagency collaboration, and enhance self-understanding for practice in preparation for professional BSW macro roles and responsibilities. This course is restricted to social work majors accepted into the social work program. Prerequisite: SOWK 310.
- 420 Topics in Social Work** **3**
The following courses are approved social work topics courses: PSYC 331 Abnormal Psychology; PSYC 391 Introduction to Counseling; PXD 341 Mediation and Facilitation; PXD 331 Restorative Justice and Trauma Awareness; PXD 451 Program Evaluation through Qualitative Methods; PXD 485 Global Development; SOC 330 Family in the Social Context.
- 430 Senior Practicum in Social Work** **12**
The senior practicum is a semester-long, capstone experience for the social work major. Students will complete a 430-hour placement in an approved agency and will participate in weekly seminar sessions to process practicum experiences and integrate the CSWE Core Competencies, NASW Code of Ethics and EMU mission and values. Tools for self awareness and self care will be introduced. Students will complete program evaluations, take the ACAT Exam, and participate in an oral comprehensive final exam. All social work courses must be completed prior to the practicum.
- 441 Leadership Practicum** **1**
Students gain leadership experience through leading program efforts in a variety of areas on campus and within the community. They reflect on leadership styles and analyze their own methods of communication and leadership through direct immersion. By permission only.
- 499 Independent Study in Social Work** **3**
Independent research or readings in social work under the supervision of a faculty member. Designed for advanced students.

Humanitarian Action Leadership (HAL)

350 Crisis, Humanitarian Aid and Disaster Recovery

3

Crises threaten global human security today as never before. These crises are caused by a complex mix of natural hazards (i.e. floods, earthquakes, or drought) and human action or inaction. This course explores how humanitarian assistance and disaster recovery efforts can best promote resilience by reducing vulnerability and risk. The history and values of the humanitarian enterprise will be addressed along with the standards of response. Community and organizational responses to humanitarian crises will be examined, emphasizing efforts to improve aid quality and accountability, often in contexts of conflict.

***370 Leadership Skills and Traits for the Common Good**

3

Humanitarian workers throughout the world are faced with the need to collaborate, to quickly assess, plan and manage projects. We begin with a focus on personal formation including a focus on interpersonal and intercultural relationships along with leadership self-assessment and a plan for development. Also included are requisite skills for humanitarians including leading meetings, creating collaborative coalitions and partnerships, community assessments/action research and project planning and monitoring. Significant attention will be given to trauma and resilience at personal and community levels.

410 Disaster Response Internship

3

A required practicum provides HAL minor students with direct experience in a humanitarian situation either domestically or internationally. This will typically be during a summer and should be for at least 4 weeks. Internships will be arranged through the HAL center director and with relevant agencies such as Mennonite Disaster Service, Mennonite Central Committee, or other relief and development agencies.

**Indicates courses offered in alternate years.*



BIBLE, RELIGION AND THEOLOGY

Faculty

Peter Dula (chair)

Nancy Heisey

Andrea Dalton Saner

Carmen Schrock-Hurst

Andrew Suderman

Majors

- ▶ Bible, Religion, and Theology

Minors

- ▶ Bible and Religion
- ▶ Interfaith Studies
- ▶ Philosophy and Theology
- ▶ Religious and Intercultural Studies
- ▶ Youth Ministry

Other Programs

- ▶ Associate in Arts degree in Bible
- ▶ Ministry Inquiry Program

The Bible, Religion, and Theology department inspires and accompanies students in embodying God's call to follow the way of Jesus, empowering them to discern and participate in the Spirit's activity in the church and the world. To that end, students in the Bible and religion department are formed in:

- ▶ Interpretation of scripture: to introduce all EMU students to the biblical narrative, inviting them to consider an Anabaptist-Mennonite reading, and to show how it informs and animates their lives and the life of the church.
- ▶ Service to the church: to deepen the spiritual formation of Christian leaders and scholars equipped to imagine innovative models of community, ministry and mission inspired by scripture, the sixteenth century Anabaptists and the study of the church's global past and present.
- ▶ Theological and philosophical reflection: to draw on the convictions about God and creation that have animated the Christian tradition in order to engage economic, inter-religious, cultural, philosophical, and social perspectives so as to better practice gospel imperatives such as healing, confronting the powers of evil, and loving enemies.

Major in Bible, Religion, and Theology

The major consists of 36 SH of Bible, Religion, and Theology courses including the core classes listed below, a recommended concentration, and additional courses from the department to reach the minimum of 36 SH.

Careers in Bible and Religion include work in a variety of business settings in which innovation, global awareness and ethical commitments are valued; work in Christian camps, mission and service agencies; work as a high school Bible teacher, youth minister and pastoral team member.

The additional classes may be chosen to reinforce the concentration or to introduce the student to areas outside their concentration. Courses that carry the ABP course heading may not apply toward the 36 SH.

Core classes (14 SH)

HUM 200 Foundations of Humanities 2
 BIST 212 The Word Became Book: History of the Bible 3
 THEO 201 Introduction to Theology .3
 CHST 223 Spiritual Formation, Sacred Pauses 3
 THEO 323 Biblical Theology of Peace and Justice 3

Concentrations (9-15 SH)

Students are strongly encouraged to work closely with their advisor to design a concentration in an area of their choosing.

Sample concentrations:

Biblical Studies

*BIST 223 Four Portraits of Jesus: Reading the Gospels 3
 *BIST 323 Life and Letters of the Apostle Paul 3
 *BIST 341 Old Testament Studies . . . 3
 *REL 423 Comparative Monotheisms .3

Church History

*CHST 365 Mennonite History and Thought 3
 CHST 435 Martyrs, Merchants, Mendicants: 1500 Years of the Christian Movement 3
 *HIST 231 Medieval Europe 3
 *HIST 362 Renaissance and Reformation Europe 3

Congregational and Youth Ministry

CHST 212 Introduction to Youth Ministry 3
 CHST 260 Teaching, Ministry, Healthy Sexuality 3

*CHST 334 Almost Christian: Youth Ministry and Congregations 3
 *CHST 372 Church Leadership for Transformation 3
 CHST 451 Church Work Practicum . 3

Missiology

CHST 312 Missiology 3
 *CHST 234 Mission in a Changing World 3
 CHST 462 Mission Practicum 3
 REL 223 World Religions 3
 *REL 423 Comparative Monotheisms .3

Peace Studies

*THEO 412 Contemporary Theology .3
 *ENGL 344 Ways of War and Peace . .3
 *PXD 335 Understanding Violent Conflict 3

Philosophy

PHIL 201 Introduction to Philosophy .3
 *PHIL 212 Ways of Knowing 3
 *PHIL 334 Ethics: Conceptions of Personal Good 3
 *PHIL 412 Philosophy of Religion . . 3

Religious Studies

*REL 201 Introduction to Religious Studies 3
 REL 223 World Religions 3
 *REL 423 Comparative Monotheisms .3

Theology

*THEO 312 Topics in Theology 3
 *THEO 412 Contemporary Theology .3
 *PHIL 412 Philosophy of Religion . . 3

Minor in Bible and Religion

The minor in Bible and religion is designed for persons of any major who seek the enrichment of biblical, theological, religious, and philosophical studies in the integration of their profession with faith. Students will take 18 SH from courses listed under the Bible and

religion department (not to include Anabaptist Biblical Perspectives (ABP) courses). At least 12 semester hours must be 300- or 400-level courses.

Minor in Interfaith Studies

The minor in interfaith studies will provide students an opportunity to not only understand major faith traditions but wrestle with questions of how to relate across faith differences. Both the current political and social landscape as well as EMU's position on that landscape creates a new relevance for an interfaith studies minor.

Core (9 SH)

Choose three of the following courses:

- REL 223 World Religions 3
- *REL 423 Comparative Monotheisms .3
- *PXD 335 Understanding Violent Conflict 3
- *PHIL 412 Philosophy of Religion . . 3

Electives (9 SH)

- The core course not taken above 3
- PXD 431 PXD Practicum 1-3
- PXD 375 Globalization and Justice . . 3
- SOC 210 Social Stratification 3
- SOWK 360 Race and Gender 3
- PXD 341 Mediation and Facilitation . . 3
- HIST 432 History of the Middle East
OR 3 other approved history/politics area studies course 3

Minor in Religious and Intercultural Studies

The minor in religious and intercultural studies consists of 18 SH which will complement other Bible and religion majors and serve students interested in intercultural ministry in fields such as business, education, nursing, peacebuilding and development, and social work. It offers two tracks: religion, which focuses on deepening understanding of religion and

how Christian witness is carried out in a variety of religious settings, and theology, which strengthens understanding of the biblical and theological foundations for Christian witness. Both tracks emphasize Anabaptist understandings of peace as central to intercultural ministry.

Religion Track (18 SH)

- CHST 312 Missiology 3
- REL 223 World Religions 3

Choose two of the following courses:

- CHST 462 Mission Practicum. 3
- PXD 341 Mediation and Facilitation . 3
- *REL 201 Introduction to Religious Studies 3

Choose two of the following courses:

- PSYC 221 Social Psychology 3
- PXD 375 Globalization and Justice . . 3
- *REL 312 Topics in Religion 3
- *REL 423 Comparative Monotheisms .3
- THEO 323 Biblical Theology of Peace and Justice 3

Theology Track (18 SH)

- CHST 312 Missiology 3
- PXD 375 Globalization and Justice . . 3
- THEO 323 Biblical Theology of Peace and Justice 3

Choose one of the following courses:

- CHST 462 Mission Practicum. 3
- THEO 201 Introduction to Theology .3

Choose two of the following courses:

- *BIST 223 Four Portraits of Jesus: Reading the Gospels **OR**
- *BIST 323 Life and Letters of the Apostle Paul 3
- *BIST 341 Old Testament Studies . . . 3
- *PHIL 412 Philosophy of Religion . . 3
- PXD 485 Theories of International Development 3
- REL 223 World Religions 3
- *REL 423 Comparative Monotheisms .3
- *THEO 312 Topics in Theology 3
- *THEO 412 Contemporary Theology .3

Minor in Philosophy and Theology

The philosophy and theology minor is of interest to students who wish to pursue disciplined reflection about any subject area or career interest. It provides opportunities for critical thinking and building a solid intellectual foundation for faith and life. This minor offers a valuable credential for students interested in pursuing law or any other graduate degree.

Required Courses (12 SH)

PHIL 201 Introduction to Philosophy	.3
THEO 201 Introduction to Theology	.3
THEO 323 Biblical Theology of Peace and Justice	.3
*THEO 412 Liberation Theologies	.3

Choose two of the following:

*PHIL 212 Ways of Knowing	.3
*PHIL 334 Ethics: Conceptions of Personal Good	.3
*PHIL 412 Philosophy of Religion	.3

Minor in Youth Ministry

The minor in youth ministry is designed for persons who choose a major outside the Bible and religion department but who anticipate working with youth-related ministries in congregations or church agencies.

Required courses (18 SH)

CHST 212 Introduction to Youth Ministry	.3
CHST 223 Spiritual Formation, Sacred Pauses	.3
*CHST 334 Almost Christian: Youth Ministry in the Congregation	.3
*CHST 372 Church Leadership for Transformation	.3
CHST 473 Youth Ministry Practicum	.3
PSYC 391 Introduction to Counseling	
OR	
PXD 341 Mediation and Facilitation	.3

Associate in Arts Degree in Bible

This program allows the student to combine requirements from the EMU Core with a 30 SH concentration in biblical and church studies. Students complete elective credits as needed to reach the total of 60 SH required for the AA degree.

In addition to the EMU Core requirements (see EMU Core section), the following courses are required:

*BIST 212 And the Word Became Book: History of the Bible	.3
*BIST 223 Four Portraits of Jesus: Reading the Gospels or	.3
*BIST 323 Life and Letters of the Apostle Paul	OR
*BIST 341 Old Testament Studies	.3
CHST 435 Martyrs, Merchants, and Mendicants: 1500 Years of the Christian Movement	.3
PHIL 201 Introduction to Philosophy	
OR	
*PHIL 412 Philosophy of Religion	.3
REL 223 World Religions	.3
*THEO 312 Topics in Christian Theology	.3
BIST, CHST, PHIL, PXD, REL, THEO electives	.12

Ministry Inquiry Program

The Ministry Inquiry Program is an opportunity for students who have completed two or three years of studies, and who are considering pastoral ministry, to experience ministry first-hand. This 11-week summer program allows students to serve as a full-time intern within a congregation. Three semester hours of practicum credit may be earned. Registration and payment at the summer school tuition rate are required for earning practicum credit. See Special Programs section for additional information.

Anabaptist Biblical Perspectives (ABP)

101 Covenant and Community: An Introduction to the Bible **3**

This course surveys the content and the backgrounds of the Old and New Testaments (the Jewish Bible and the Christian Bible). It explores the themes that are developed through this library of writings, and how they come together to tell a broad story of God's work in the world. It invites students to consider the meaning of the Bible's story for our world.

201 Ethics in the Way of Jesus **3**

This course seeks to discern how following Jesus' way of peace with justice in the world is essential for interpreting the Bible on contemporary moral questions, in all aspects of life. The class will emphasize what it means to think ethically in a variety of areas, within the context of the Anabaptist tradition.

*Note: The following courses may also meet the EMU Core ABP requirement: *BIST 212; *BIST 223; *BIST 323; *BIST 341; THEO 323.*

Biblical Studies (BIST)

***212 And the Word Became Book: History of the Bible** **3**

Beginning with ways God's revelation is explained, this class follows the story of the Bible from oral tradition to written and copied texts, to collection and canonization, translation, dissemination through mission, and textual study, to modern versions of the Bible. Students also survey approaches to biblical interpretation and reflect on their own stories with the Bible in light of what they have learned about its own story. (Spring 2020)

***223 Four Portraits of Jesus: Reading the Gospels** **3**

Students explore the texts of the four canonical gospels, using narrative, inductive, and comparative approaches to deepen their knowledge of and insight about four ways that early believers told the stories of the life, teachings, death, and resurrection of Jesus. Through participation in contemporary community settings, students will reflect on ways that the gospel/good news can be visible in our own contexts. (Spring 2020)

***323 Life and Letters of the Apostle Paul** **3**

This course surveys Paul's writings, the deuterio-Pauline writings, and the account of Paul's life in Acts. It considers central themes in Paul's missiological and theological efforts, and introduces students to methods of biblical exegesis, including learning by peer reviews of each other's interpretational work. Students reflect on Paul's proclamation of the faithfulness of God in Jesus Christ and the faith response of humans to God's work. (Fall 2018)

***341 Old Testament Studies** **3**

This course invites students to explore a portion of the Hebrew Bible (e.g., Genesis-Exodus, Jeremiah, Job, Psalms) and provides an introduction to biblical interpretation and exegesis. Drawing on historical study, literary analysis, and dialogue with Jewish and other perspectives, students will develop their understanding of how these Old Testament texts continue to shape Christian faith and practice. (Fall 2019)

412 Elementary Hebrew**3**

This course introduces biblical Hebrew grammar and vocabulary. Students will memorize the most frequently occurring vocabulary and grammatical forms for ease of reading biblical texts, and will read basic narrative prose passages from the Hebrew Bible. Lecture videos based on a textbook are provided online; class time focuses on reading and practice exercises using a workbook and other resources. (BVOT 532) (Does not satisfy EMU Core Foreign Language Requirement.) Prerequisite: senior status or permission of instructor

423 Elementary Greek**3**

This course is a basic introduction to the language of the Greek New Testament. The course focuses on the basic grammar necessary for reading/translating the Greek New Testament as well as for doing more advanced Greek studies. Through classroom study, written exercises, quizzes and readings in the Gospel of John, students develop ability in discovering the form and function of words/phrases, build a basic vocabulary and discover the value of language study for biblical interpretation. (BVNT 531) (Does not satisfy EMU Core Foreign Language Requirement.) Prerequisite: senior status or permission of instructor.

499 Independent Study**1-3**

Church Studies (CHST)

101 Small Group Ministry Practicum I**1**

This practicum experience provides an opportunity for students to explore and develop interests in church leadership and ministry. Enrollment is limited to Ministry Assistants (MAs), who are required to lead weekly small groups in residence halls or off-campus.

212 Introduction to Youth Ministry**3**

Do you believe that the average North American youth has experienced hurt and a sense of abandonment by the adult culture? Drawing from Chap Clark's text, *Hurt 2.0*, we will explore this theory as we become familiar with current issues in North American youth culture. The basics of ministry for working with youth, prevention of sexual abuse, theories of adolescent faith development and self-care for youth workers are also taught. If you have an interest in working with young people in your profession this course is for you. Learning from guest speakers and observation of local youth work will also be a part of this course.

223 Spiritual Formation, Sacred Pauses**3**

In the midst of a crazy paced world would you like to find some peace? Join us on a journey of Christian spiritual formation where we search for daily spaces that April Yamasaki calls "Sacred Pauses." Using texts by Yamasaki and Foster we will learn to practice twelve spiritual disciplines, such as prayer, simplicity and meditation and we will discern their impact on our inward and outward journeys of faith. A weekly small group experience, a day-long silent retreat, and periodic meetings with a spiritual director are also part of this course.

234 Mission in a Changing World*3**

In a promising and perilous world that is constantly being reshaped by global economic realities, environmental degradation, endless conflicts, instant communication, and mass migration, the faithful church seeks to witness to the good news of the Kingdom of God. This course examines features of the high-risk, exploratory, and experimental nature of effective mission movements that have engaged the world in similar times of challenge and opportunity. Using insights from innovations demonstrated by Jesus, Paul, and many others through history including the early Anabaptists, students will examine, critique, design, and advocate appropriate approaches to mission in our present and future world. (Fall 2020)

- 260 Teaching, Ministry, and Healthy Sexuality** **3**
This course explores the meaning and purpose of human sexuality from a theological perspective. It is designed to meet curriculum requirements for Physical Education, Education, Bible and Religion majors, and to serve other students whose career interests include working with youth. It will prepare students to teach/lead/minister with youth and young adults on sexuality-related questions, including learning how to avoid and prevent sexual harassment and abuse. Sophomore standing required for enrollment. (HE 260)
- 312 Missiology** **3**
This course is designed to introduce students to the interdisciplinary field of missiology by examining Christian mission, as well as the issues raised by its critics, from various perspectives. These perspectives include biblical foundations of mission, a historical overview of missions, critical reflections on empire and globalization, current issues in mission, practical applications, and personal considerations for intercultural missionaries.
- *334 Almost Christian: Youth Ministry and Congregations** **3**
What does the faith of North American teens tell the North American church? Kenda Creasy Dean's textbook, *Almost Christian*, shows that the faith of the average American teen is not theologically sound, but is "Almost Christian." How does youth ministry address this challenge? This course will focus on congregationally based youth ministry that moves beyond an emphasis on programming, to ministry that is relational, innovative and community and congregationally based. Learning to involve the entire congregation in youth ministry and mentoring programs, as well as becoming familiar with baptismal and church membership materials for youth will also be a part of this course. (Fall 2019)
- *365 Mennonite History and Thought** **3**
A survey of the Anabaptist movement and Mennonites throughout the world from the sixteenth to twenty-first centuries. Issues include pacifism, wealth, political participation, community and tensions between faith and the dominant culture. Particular attention is given to the Anabaptist vision and its relevance for 21st century American life. (HIST 365) (Spring 2019)
- *372 Church Leadership for Transformation** **3**
What is the role of a faithful church and its leaders in today's conflicted world? Learn how God is using prophetic voices to provide congregational leadership in these days of church decline. Practice practical skills as you design a worship service, preach a sermon, learn about rituals of congregational life, interact with local church leaders and visit area churches. (Fall 2018)
- 435 Martyrs, Merchants, and Mendicants: 1500 Years of the Christian Movement** **3**
This course surveys stories of Christianity, from the first century of the Common Era up to the dawn of the Protestant Reformation. It describes successes and failures, traditions and innovations, as Christians spread west into Europe, east toward China, and south into Africa. Students will consider questions Christians have struggled with and evaluate choices Christians have made. Thinking about poverty and wealth, enculturation in mission, peace and war, church and state, women and men throughout these stories will allow intersections with 21st-century Christian realities. (HIST 435)
- 451 Church Work Practicum** **3**
Would you like to experience the inner workings of a congregation, and test your gifts for ministry? A program of study and supervised field experience in a congregation, church agency or related ministry. Special emphasis is placed on personal development for ministry, developing leadership skills and experiencing the many facets of ministry in the congregation.

462 Mission Practicum**3**

The purpose of the practicum is first-hand involvement in Christian ministry and witness in an intercultural setting. Radical Journey, SALT, and YES and other similar short-term programs may meet this requirement if arrangements are made with an adviser before beginning the placement. Summer placements in global South settings, or participation in a Washington Community Scholars' Center internship or other urban context are encouraged. RIS minors may integrate their practicum with a required practicum in their major, or within a semester-long cross-cultural, if arrangements are made beforehand with an adviser.

473 Youth Ministry Practicum**3**

Would you like to experience the challenge of hands-on ministry with youth? Participate in a supervised field experience in a congregation, camp or related ministry. The focus of the practicum is to gain first-hand experience working with youth, and to learn leadership skills and to grow in personal development.

499 Independent Study**1-3****Philosophy (PHIL)****201 Introduction to Philosophy****3**

This course introduces students to key figures in the Western philosophical tradition and to the major questions with which those figures wrestled. Students read a variety of classic philosophical texts paying particular attention to problems of knowledge and skepticism, mind and world, ethics and politics.

212 Ways of Knowing*3**

Students engage watershed questions of human knowing such as: how do we know? When can we know that someone is wrong regarding their knowledge claims? What is truth? Just how important is truth? Issues of perspective, context, social construction of knowledge and gender and cultural difference will be explored. (Fall 2019)

334 Ethics: Conceptions of Personal Good*3**

Students encounter classical conceptions of ethics and morality articulated by Aristotle, Kant, Mill and the traditions of ethical virtue. The course will explore the relative importance of reason, character and good consequences in determining the right and the good. Prerequisite: PHIL 201 or permission of the instructor. (Spring 2019)

412 Philosophy of Religion*3**

This course examines issues that arise for religious belief and practice from the phenomenon of the secular. Students read Charles Taylor's *A Secular Age* as well as Christian, Muslim and postcolonial responses to it. (Spring 2019)

Religion (REL)***201 Introduction to Religious Studies****3**

This course introduces a range of historical and contemporary approaches to the study of religion. Various theories and methodologies will be examined with special attention given to the functions of religion within culture and the insights this provides for Christians. (Fall 2019)

223 World Religions **3**

A historical and comparative study of the great religions of the world in order to understand values and meaning in specific cultural settings. The religions are evaluated at the level of their own claims and in light of biblical revelation. Special attention is given to a theology of religions, to emerging models of Christian witness to other religions, and to Christian theological development in the context of non-Christian religions.

***312 Topics in Religion** **3**

This course is designed to focus on issues that arise in the discipline of religious studies or at the intersection of Christian theology and other disciplines. Topics may include inter-religious dialogue, race and gender, political theory, economics, peacebuilding, and trauma theory. Consideration will be given to how theology may best enter into mutually enriching conversation with other religions and other academic disciplines. (Fall 2019)

***423 Judaism, Christianity, Islam: Comparative Monotheisms** **3**

This course will focus on the three monotheistic religions. The literature, beliefs and practices of each religion will be examined and similarities and contrasts noted. Specific religious themes will be compared in the context of the Christian interface with Judaism and Islam. (Fall 2019)

499 Independent Study **1-3**

Theology (THEO)

201 Introduction to Theology **3**

An overview of the role that theological reflection plays in the life of the believer and the church. Students will be exposed to different methods and understandings of theology, major issues in the history of theology, and key contemporary theological issues and debates.

***312 Topics: Liberation Theologies** **3**

An advanced study of key thinkers and topics in theology in order to more fully develop skills of theological analysis, discussion and presentation. Students gain an appreciation of the role of theology within the life of the church to become better prepared for a role in the church's theological task. Provides an intensive setting for reflection on theological understandings and inter-disciplinary conversation with theology. (Spring 2020)

323 Biblical Theology of Peace and Justice **3**

In this course, students study biblical materials relating to peace and justice. Aspects of the study are: the Old Testament's vision of creation, fall, deliverance, covenant, law, and prophetic critique; the New Testament's portrayal of Jesus, the One who fulfills the Old Testament prophetic vision—bringing salvation and establishing a community of justice and peace; the early church's interpretation of Jesus; and consideration of how the biblical vision of peace and justice applies to our modern world.

***412 Contemporary Theology** **3**

This course introduces students to the theological environment of the 21st century. Key theological thinkers, enduring problems and issues of this period are surveyed in order to develop an understanding of the distinctive theological challenges facing the church in the post-modern world. The course aims to develop a deeper understanding of the complex interaction between culture and theology and to help students appreciate and knowingly criticize various recent theological developments. (Fall 2019)

499 Independent Study **1-3**

**Indicates courses offered in alternate years.*



BIOLOGY

Faculty

Stephen Cessna

Jeff Copeland

Doug Graber Neufeld

Greta Ann Herin

Tara L. S. Kishbaugh (chair)

Kristopher Schmidt

Matthew Siderhurst

James M. Yoder

Majors

- ▶ Biochemistry
- ▶ Biology
- ▶ Clinical Laboratory Science
- ▶ Environmental Sustainability with concentrations in:
 - Environmental Science
 - Environmental and Social Sustainability

Minors

- ▶ Biology
- ▶ Environmental Science
- ▶ Environmental Sustainability
- ▶ Neuroscience

Teaching Endorsement

- ▶ Biology, Grades 6-12

Other Programs

- ▶ Associate in Science degree in Health Science
- ▶ Pre-Professional Health Sciences (PPHS)

The primary objective of the biology department is to prepare knowledgeable, capable, caring, reflective, and globally-aware scientists. We provide the coursework and skills required by students through rigorous scholarly inquiry, research, community service and intensive laboratory experimentation and field work. Our department is working to build a scientifically informed citizenry who will be engaged in the broader community. Students in the biology department are prepared in:

- ▶ A broad understanding of the breadth of the field of biology and the nature of science
- ▶ The ways in which science and religion influence each other
- ▶ Molecular and cellular biology
- ▶ Ecological and environmental biology
- ▶ A systems approach to biology
- ▶ Research

Major in Biology

James Yoder, Douglas Graber Neufeld, advisors

Required biology courses (28-31 SH)

Biology majors start their coursework with either BIOL 173 or BIOL 155 depending on prior academic achievements (see course descriptions for more details).

BIOL 173 Concepts in Biology: Unity and Diversity of Life	4
BIOL 225 Molecules, Genes and Cells.	4
BIOL 235 Ecology: Adaptation and Environment	4

Careers in Biology include environmental consultant, middle or high school teacher, physician, physical therapist, wildlife biologist, epidemiologist, immunologist, medical technologist, dentist, genetic counselor, veterinarian, biotechnologist, pathologist, and international agriculture consultant..

BIOL 245 Animal Form and Function	4
BIOL 485 Faith Science and Ethics OR	
*ENVS 325 Environmental Ethics.	2

In addition to the core courses listed above, students are required to take an upper-level course in each of three areas:

Molecular/Cellular requirement

Choose one of the following courses:

BIOCH 376 Foundational Biochemistry . . . . .	.3
*BIOCH 398 Advanced Cell Biology . . . . .	.3
*BIOCH 438 Molecular Genetics . . . . .	.3
*BIOL 327 Advanced Microbiology . . . . .	.3
BIOL 337 Immunology . . . . .	.3

Physiology/Systems requirement

Choose one of the following courses:

BIOL 307 Developmental Biology. . . . .	.4
*BIOL 378 Plant Ecophysiology . . . . .	.3
*BIOL 388 Entomology . . . . .	.3
BIOL 437 Advanced Human Anatomy	.4
BIOL 447 Advanced Human Physiology . . . . .	.4
*BIOL 478 Advanced Neurobiology . . . . .	.3

Ecology/Environment requirement

Choose one of the following courses:

*BIOL 358 Natural History of the Shenandoah Valley. . . . .	.4
*BIOL 378 Plant Ecophysiology . . . . .	.3
*BIOL 388 Entomology . . . . .	.3
*BIOL 465 Topics in Advanced Ecology . . . . .	.2
*CHEM 285 Environmental Chemistry . . . . .	.4
*CHEM 305 Alternative Energy . . . . .	.2
*ENVS 235 Sustainable Food Systems. . . . .	.2
*ENVS 335 Soil Science . . . . .	.2
*ENVS 365 Env. Risk Assessment and Policy. . . . .	.2

Research requirement (2 SH)

BIOL 255 Biology Research Seminar.1
--	----

Choose one of the following courses:

BIOL 279 Introductory Biology Research.	1
BIOL 479 Independent Biology Research.	1
BIOCH/CHEM 479 Biochemistry/ Chemistry Research	1

The research requirement may be satisfied by completing an NSF REU (Research Experiences for Undergraduates) program (no credit hours received). Requirement may also be satisfied by internship/practicum style experiences.

In addition, the biology major includes CHEM 223, CHEM 224 and at least one semester each of the following: organic chemistry, physics with laboratory, and calculus. Coursework in statistics is not required, but highly recommended, particularly STAT 220.

Enrollment in upper-level biology, biochemistry, chemistry and environmental science courses (BIOL, BIOCH, CHEM, ENVS 300s and 400s) requires a minimum cumulative GPA of 2.0 in all science and math courses (BIOL, BIOCH, CHEM, ENVS, MATH, PHYS). Students who fail to earn a C- in any coursework required for their major should promptly schedule a meeting with their advisor.

Pre-Professional Health Sciences Program (PPHS)

Steve Cessa, Jeff Copeland, Greta Ann Herin, Kris Schmidt, and Tara Kishbaugh, advisors

Biology majors interested in biomedicine enroll in the Pre-Professional Health Sciences Program (PPHS), which is designed for students anticipating entrance into a professional health science school such as medicine, physician assistant, dentistry, physical therapy, veterinary medicine, pharmacy, surgical assistant, radiological technician, occupa-

tional therapy, optometry, podiatry, osteopathy, radiology, or graduate education and research in any area of biomedicine. (For occupational therapy, see psychology section.)

Whereas most of the students in this program are biology majors, it is possible to major in biochemistry, chemistry, mathematics or another area in the university and succeed in the program if the required courses are completed. Since course requirements for the various pre-health programs vary, students should reference the advising guides on the Pre-Professional Health Sciences page (<https://emu.edu/pphs/>) for specific courses required for each program. Additional courses are required beyond those for the biology major. Because graduate schools value a broad education, a minor in a non-science area of interest is suggested.

Major in Biochemistry

Stephen Cessna, Tara Kishbaugh, advisors

See chemistry section.

Major in Biology, Teaching Endorsement for Grades 6-12

Stephen Cessna and James Yoder, advisors

This program will prepare students to teach biology by instructing them in the standards of the National Science Teachers Association (NSTA). The courses listed in the biology major (see previous pages) and the secondary education courses (see education section) make up the program for teacher licensure, grades 6-12.

Additional requirements for teacher endorsement include:

ENVS 135 Earth Science2
STAT 220 Inferential Statistics.2

Enrollment in upper-level biology, biochemistry, chemistry and environmental science courses (BIOL, BIOCH, CHEM, ENVS 300s and 400s) requires a minimum cumulative GPA of 2.0 in all science and math courses (BIOL, BIOCH, CHEM, ENVS, MATH, PHYS). Students who fail to earn a C- in any coursework required for their major should promptly schedule a meeting with their advisor.

Major in Environmental Sustainability

Douglas Graber Neufeld, Matthew Siderhurst and James Yoder, advisors for Environmental Science Concentration, Biology Department.

Jenni Holsinger, advisor for Environmental and Social Sustainability Concentration, Applied Social Sciences Department.

The environmental sustainability major provides an interdisciplinary approach to sustaining the quality of our natural world with an emphasis on the inter-relationships between the natural world and the social world. The environmental sustainability curriculum recognizes a balance between technical training and the broad education of a liberal arts philosophy.

The major is designed around an understanding that effectively addressing the pressing environmental problems of our times demands a multifaceted approach that requires both depth in an area of focus and breadth in understanding the perspectives of different disciplines. Students gain depth by choosing to concentrate on either natural science or social science aspects of environmental sustainability while retaining breadth through coursework that combines essential elements from both social science and natural science to bring a holistic and integrated perspective.

The environmental science concentration is housed in the biology and

chemistry departments and focuses on the ecological and chemical aspects of environmental sustainability. The solid coursework in natural sciences prepares students to work on such issues as biodiversity and loss of species, pollution and toxicology, land use and degradation, waste management, resource depletion and energy consumption, climate change, and alternative agriculture. Completion of the environmental sustainability major equips students to work in fields of conservation, environmental monitoring, agriculture, alternative energy promotion and development, sustainable development, environmental advocacy, and environmental education. In addition, the curriculum prepares students for graduate work in many areas related to environmental science.

Enrollment in upper-level biology, biochemistry, chemistry and environmental science courses (BIOL, BIOCH, CHEM, ENVS 300s and 400s) requires a minimum cumulative GPA of 2.0 in all science and math courses (BIOL, BIOCH, CHEM, ENVS, MATH, PHYS). Students who fail to earn a C- in any coursework required for their major should promptly schedule a meeting with their advisor.

The curriculum for environmental sustainability is conceptualized as three stages. Students from both concentrations begin their coursework together in three introductory courses, followed by a set of core integration courses, which set the foundation for further work. Students then take core and elective courses in their chosen concentration that gives depth in their area of focus, plus elective coursework in the alternative concentration which gives breadth to their understanding of sustainability. Finally, students from both concentrations come back together in a series of courses that serve to integrate the natural science and social science perspectives of sustainability. A major consists of 49 semester hours.

Core Courses: Introduction to Sustainability (11 SH)

BIOL 173 Concepts in Biology: Unity and Diversity of Life	4
BIOL 235 Ecology: Adaptation & Environment	4
SOC 245 Environment and Society . . .	3

Core Courses: Integration (18 SH)

*ENVS 205 Environmental Applications of GIS	3
*ENVS 385 Conservation Biology . . .	4
*ENVS 325 Environmental Ethics . . .	2
*ENVS 365 Environmental Risk and Policy	2
STAT 120 Descriptive Statistics OR	
STAT 220 Inferential Statistics	2
ENVS 429 Environmental Sustainability Internship	3
ENVS 430 Environmental Sustainability Capstone	2

Required Supporting Courses (9 SH)

BIOL 255 Biology Research Seminar . .	1
CHEM 223 General Chemistry I	4
*CHEM 285 Environmental Chemistry	4

Environmental Science electives (5 SH)

Choose 5 SH of the following courses:

BIOL 225 Molecules, Genes, and Cells	4
*BIOL 327 Advanced Microbiology . .	3
*BIOL 358 Natural History of the Shen. Valley	4
*BIOL 378 Plant Ecophysiology	3
*BIOL 388 Entomology	3
*BIOL 465 Topics in Advanced Ecology	2
CHEM 224 General Chemistry II	4
*CHEM 305 Alternative Energy	2
CHEM 315 Organic Chemistry I	4
CHEM 316 Organic Chemistry II . . .	4
*CHEM 325 Analytical Chemistry I . .	2
*CHEM 345 Analytical Chemistry II .	2

- ENVS 135 Earth Science 2
- *ENVS 235 Sustainable Food Systems.2
- *ENVS 335 Soil Science 2

Environmental and Social Sustainability electives (6 SH)

- Choose 6 SH of the following courses:*
- SOC 101 Introduction to Sociology . . 3
 - SOC 225 Theories of Social Change . . 3
 - SOC 336 Methods of Social Research .3
 - *PXD 261 Community & Conflict Analysis Tech. 3
 - PXD 375 Globalization & Justice . . . 3
 - SOC 210 Social Stratification 3
 - SOC 255 Social Movements 3
 - *SOC 350 Urban Sociology 3
 - SOWK 360 Race & Gender 3
 - BUAD 221 Principles of Management.3
 - BUAD 465 Project Management and Grantwriting 3
 - ECON 201 Survey of Economics . . . 3
 - ECON 211 Principles of Microeconomics. 3
 - ECON 212 Principles of Macroeconomics 3
 - *ECON 300 Environ. and Ecological Economics 3
 - *ECON 311 Contemporary Economic Issues 3
 - *ECON 401 Development Economics 3
 - *ECON 411 International Economics .3
 - PXD 365 Social and Political Economy 3
 - PXD 485 International Development .3

Concentration: Environmental and Social Sustainability (See Applied Social Sciences section.)

Major in Clinical Laboratory Science

Jeff Copeland, advisor

A major in clinical laboratory science consists of the 34 SH listed below followed by completion of the clinical program (usually one year) in an approved school of clinical laboratory science/

medical technology. In this program the student completes three years of study (a minimum of 90 SH) at Eastern Mennonite University and a fourth year at the school of clinical laboratory science/medical technology. EMU has articulation agreements with Clinical Laboratory Science programs at Sentara RMH Medical Center, Augusta Health Center, and Virginia Commonwealth University. Alternatively a student may elect to complete the biology major and enter the clinical program following receipt of the baccalaureate degree.

Major Requirements (34 SH plus clinical program)

- 16 SH in Biology, including:*
- BIOL 173 Concepts in Biology 4
 - BIOL 225 Molecules, Genes and Cells. 4
 - BIOL 205 Intro to Microbiology. 2
 - OR**
 - *BIOL 327 Advanced Microbiology . . 3
 - BIOL 337 Immunology 3
 - Additional BIOL course to reach 16 SH

- 16 SH in Chemistry or Biochemistry, including:*
- CHEM 223 General Chemistry I 4
 - CHEM 224 General Chemistry II. . . . 4
 - CHEM 315 Organic Chemistry I 4
 - OR**
 - BIOCH 152 Human Biochemistry . . . 2
 - CHEM 325 Analytical Chemistry I **OR**
 - CHEM 345 Analytical Chemistry II . . 2
 - Additional CHEM or BIOCH to reach 16 SH

- STAT 120 Descriptive Statistics **OR**
- STAT 220 Inferential Statistics 2

- The following courses are recommended:*
- *BIOCH 438 Molecular Genetics 3
 - BIOL 447 Advanced Human Physiology 4

Enrollment in upper-level biology, biochemistry, chemistry and environmental science courses (BIOL, BIOCH, CHEM, ENVS 300s and 400s) requires a minimum cumulative GPA of 2.0 in all science and math courses (BIOL, BIOCH, CHEM, ENVS, MATH, PHYS). Students who fail to earn a C- in any coursework required for their major should promptly schedule a meeting with their advisor.

Minor in Biology

A non-biology major may earn a minor in biology by taking at least 18 SH of biology courses. Because students of other majors will have a variety of reasons for desiring a biology minor, a fixed sequence of courses is not specified. However, two courses must be at the 300 or 400 level and up to two courses may be labeled as ENVS or BIOCH. Students are urged to consult with a biology faculty member in outlining a minor.

Minor in Neuroscience (18-21 SH)

Multiple disciplines have begun to incorporate neuroscientific methods to better understand human behavior (e.g., cognitive neuroscience, neuroeconomics, etc.). A minor in neuroscience will help prepare students for graduate studies in the neurosciences, but also help students to be savvy consumers in careers advocating “brain-based” practices.

- *BIOL 478 Advanced Neurobiology . . .3
- PSYC 101 General Psychology3
- PSYC 331 Abnormal Psychology3
- *PSYC/BIOL 451 Neuropsychology . . .3
- Research in a neuroscience topic2

Choose one of the following:

- BIOL 447 Advanced Human Physiology4
- PSYC 341 Cognitive Psychology3
- PSYC 342 Cognitive Psychology for the Health Sciences3

Choose one of the following:

- BIOL 255 Biology Research Seminar . .1
- PSYC 311 Psychological Research Design and Analysis.3

Minor in Environmental Science

The environmental science minor consists of the following courses for a total of 17-20 SH.

Core Courses (14-17 SH)

- BIOL 173 Concepts in Biology4
- OR**
- ENVS 145 Environmental Science . . .2
- *ENVS 385 Conservation Biology . . .4
- SOC 245 Environment & Society . . .3
- CHEM 223 General Chemistry.4
- OR** CHEM 155 Matter and Energy . . .3
- ENVS 430 Environmental Sustainability Capstone2

Electives (minimum 3 SH)

- ENVS 135 Earth Science2
- *ENVS 205 Environmental Applications of GIS3
- *ENVS 235 Sustainable Food Systems.2
- *ENVS 325 Environmental Ethics. . . .2
- *ENVS 335 Soil Science2
- *ENVS 365 Env. Risk Assessment and Policy.2
- BIOL 235 Ecology: Adaptation & Environment4
- *BIOL 358 Natural History of the Shen. Valley.4
- *BIOL 378 Plant Ecophysiology4
- *BIOL 388 Entomology3
- *BIOL 465 Topics in Advanced Ecology2
- *CHEM 285 Environmental Chemistry4
- *CHEM 305 Alternative Energy2

Minor in Environmental Sustainability (17-19 SH)

Core Courses

BIOL 173 Concepts in Biology: Unity and Diversity	4
OR	
ENVS 145 Environmental Science . . .	2
*ENVS 385 Conservation Biology. . .	4
SOC 245 Environment and Society. . .	3
ENVS 430 Environmental Sustainability Capstone	2

Electives

Choose one course from each of the two sustainability major concentrations' core or electives lists. 6

Associate in Science Degree in Health Science

This program allows the student to combine the requirements from the EMU Core with a concentration in health sciences, which includes courses from the biology and chemistry departments. An associates degree in the health sciences could prepare students to enter a radiology program or pursue other health science degrees, such as a physical therapy assistant.

Students need to reach a total of 60 SH to earn the AS degree. In addition to the EMU Core Requirements (see the EMU Core section), the following courses are required:

BIOL 112 Human Anatomy and Physiology I	3
BIOL 122 Human Anatomy and Physiology II	3
BIOL 145 Nutrition Fundamentals. . .	2
BIOL 205 Introduction to Microbiology	2
*BIOL 209 Medical Terminology. . . .	2
BIOL 485 Faith, Science, & Ethics . . .	2
CHEM 155 Matter & Energy	3
OR CHEM 223 General Chemistry I .	4
MATH 114 College Algebra OR	
MATH 144 Precalculus	2
STAT 120 Descriptive Statistics OR	
STAT 220 Inferential Statistics.	2
CS 105 Introduction to Computer Science.	2

Additionally, 11-12 credits from the following are required: BIOCH 152 , BIOL 173, BIOL 225, BIOL 245, CHEM 105, ENVS 235, PSYC 101 OR PSYC 202, SOC 201.

Biology (BIOL)

105 Science and Society 2

This course uses examples from recent news events as a means of introducing the nature of science and scientific inquiry and the role of science in society, culture, politics, and policy. This course meets for 7 weeks

112 Human Anatomy and Physiology I 3

Lecture and laboratory study of the cellular, histological, structural and functional aspects of human body systems. Homeostasis and regulatory principles are emphasized in illustrating normal physiological systems. Laboratory sessions utilize physiologic instrumentation, dissection of laboratory animals and observation of cadavers to demonstrate anatomic and physiological concepts. High school advanced biology or BIOL 155 and high school chemistry or CHEM 105 or CHEM 155 are recommended as preparation for this course.

122 Human Anatomy and Physiology II 3

A continuation of BIOL 112. Courses may be taken out of sequence only with instructor permission.

- 145 Nutrition Fundamentals** **2**
Basic principles of normal human nutrition with emphasis on energy and the nutrients—their properties, sources, functions and dietary requirements. Current and controversial issues in nutrition are included. This course meets for 7 weeks
- 155 Biological Explorations** **3**
Introductory course to biological science, with an emphasis on organism adaptations and life cycles (plant and animal, including human). The course also covers the philosophical and methodological foundations of biology, the scientific method, and an introduction to evolutionary biology. The course consists of lectures, interactive workshops, laboratory experiences, and discussions of current science news and issues. Students interested in a biology, chemistry, or environmental sustainability major place out of BIOL 155 by achieving two of three indicators: high school GPA of 3.5 or higher, Math SAT score of 530 (ACT score of 22 math), or composite SAT score of 1080 (ACT score of 21 total). If students are taking BIOL 155 as preparation for BIOL 173 they must achieve a B or greater in this course.
- 173 Concepts in Biology: Unity and Diversity of Life** **4**
Introductory course for biology majors or those interested in the biology major, emphasizing science as a method of learning about life. This course focuses on two biological issues of current interest to society—the impact of invasive species on ecosystems, and the challenge of infectious diseases. Lecture and laboratory experiences use these two issues as a springboard for learning fundamental concepts and methods in biology. In addition, the study of evolutionary biology is interwoven throughout the course, including issues related to the intersection of science and faith. Emphasis is placed on applying the scientific method, using instrumentation and basic laboratory skills for experimentation, writing scientific reports, and using computers for data analysis and presentation. This course is required for students continuing in the biology major. Students are eligible to take BIOL 173 if they have achieved two of three indicators: high school GPA of 3.5 or higher, Math SAT score of 530 or higher (ACT score of 22 math), or composite SAT score of 1080 or higher (ACT score of 21 total). If two of these three are not met, students must take BIOL 155, MATH 114, and CHEM 155 and earn a B or higher before enrolling in BIOL 173 and CHEM 223.
- 205 Introduction to Microbiology** **2**
An introduction to the biology and the medical impact and of viruses, bacteria, algae, fungi and protozoa, with laboratory emphasis on bacteria. Prerequisite: BIOCH 152 or BIOL 173.
- *209: Medical Terminology** **2**
This course is designed to provide the medical language and nomenclature background for students who plan to enter health care professions. Study of the uses of prefixes, suffixes, and word roots to formulate words describing meaningful medical conditions is emphasized as well as learning their definitions, correct pronunciation, and spelling. Using major body systems as a guide, students will learn the basic anatomic and medical terms related to the muscular, skeletal, respiratory, circulatory, digestive, reproductive, and urinary systems. No prerequisite. (Fall 2019)
- 219 Life Science Practicum** **1**
Experiential community learning in areas related to future vocation is coordinated with classroom instruction and reflection. Assigned shadowing or interactive experiences require 25-30 hours/semester outside of class. Typical experiences may involve hospitals, biomedical organizations, clinics, health departments, or life science education. Prerequisite: satisfactory completion of at least two biology courses and instructor permission.

- 225 Molecules, Genes and Cells** **4**
An examination of various aspects of cell biology, introducing basic understandings of biochemistry, cell biology, and genetics. Through classroom discussions and laboratory experimentation, students will become familiar with the current techniques and technological advances for the study of the biology of living cells. Prerequisite: BIOL 173.
- 235 Ecology: Adaptation and Environment** **4**
A foundation course in basic ecology and evolutionary biology with an emphasis on adaptations of animal and plants to their environment. The role of natural and sexual selection, species interactions, population dynamics, and landscape and community processes are investigated through a variety of projects, simulations, experiments, and field trips to representative ecosystems. Required for students continuing in the biology major, building on the experimental and investigative skills introduced in BIOL 173. Prerequisite: BIOL 173.
- 245 Animal Form and Function** **4**
A survey of the diversity of animals in nature including their classification and grouping characteristics. A comparative physiology approach is coupled with microanatomic investigations introducing the function and structure of major vertebrate body systems. Laboratory sessions involve mini-research projects that focus on animal physiology, bioassays, and histology. Prerequisite: BIOL 173.
- 255 Biology Research Seminar** **1**
This course is intended for sophomores but may be taken during the second semester of the first year. It is designed to provide an overview of the fundamental and theoretical aspects of research as well as the nature of science. Students will learn to evaluate primary literature, how to assess and interpret data and how to develop hypotheses from that data. Students will learn to how to design a research project to fill the gaps in the existing work and write a research proposal. Students will be evaluated on their interpretative skills as well as their scientific reading, writing, and oral presentations. This course meets for 7 weeks.
- 279 Introductory Biology Research** **1**
This course is the standard way that students will complete their second required credit in research. It is a single-semester research experience with significant laboratory skill-building in a technique. Pre- or co-requisite: BIOL 255.
- 307 Developmental Biology** **4**
An investigative study of the topics of gametogenesis, fertilization, embryogenesis and organogenesis. Molecular influences and cell interactions involved in differentiation and development are emphasized. Laboratory investigations use both descriptive and experimental approaches to study amphibian, bird and mammal development. A mini research project and paper are required. Prerequisite: BIOL 112 or 173 or equivalent.
- *327 Advanced Microbiology** **3**
A comprehensive study of the field of microbiology, emphasizing the principles of medical microbiology and human symbioses. Included in the discussion will be additional focus on disease, treatment, emerging infectious diseases, biotechnology and global public health. Topics will be discussed using lectures, short lab periods, case studies and problem-based learning. Prerequisite: BIOL 225. (Spring 2019)
- 337 Immunology** **3**
Survey of immunology including the nature of antigens and antibodies, the reactions between them, applications of these reactions to clinical diagnosis and the cellular events which occur during the immune response. Beneficial and pathological aspects of immunity are included. Prerequisite: BIOL 225.
- 72 • Biology**

- *358 Natural History of the Shenandoah Valley** **4**
This course focuses on identification and understanding of the flora, fauna, and geology of the Shenandoah Valley. Students investigate general principles of natural history while simultaneously developing a sense of “place” in the local region. Laboratories rely heavily on field trips. Prerequisite: BIOL 173 or permission of instructor. (Spring 2020)
- 369 Teaching of Biology** **1-2**
Practical experience in teaching of biology by working with a faculty member in a biology course. May include proctoring in self-paced courses, tutoring, assisting in the preparation and supervision of laboratories, or other teaching functions. A written self-evaluation is required. Prerequisite: consent of the instructor.
- *378 Plant Ecophysiology** **3**
A study of plant function (photosynthesis, energy partition, transpiration, nutrient acquisition, and growth), with a particular focus on plant responses to abiotic stresses (light, temperature, water, and mineral nutrient deficiency and excess) and biotic challenges (including herbivory, disease, and navigating mutualisms). Prerequisite: BIOL 225 or 235. (Spring 2019)
- *388 Entomology** **3**
This course explores the morphology, development, taxonomy, behavior, and physiology of insects and related groups such as spiders. The impact of insects on human health and agriculture is addressed as well as insect control. Laboratory work focuses on insect behavior, physiology, and the classification of insects to orders and common families. An insect collection is required and multiple collection techniques are introduced. Two lecture periods and one lab per week. Prerequisite: BIOL 173 or permission of the instructor. (Fall 2018)
- 437 Advanced Human Anatomy** **4**
Anatomical study of body systems using mammalian and human cadaver materials. Histological studies are correlated with the above anatomical studies. Laboratory work includes dissection, osteology and microscopy. Prerequisite: BIOL 245 or instructor permission.
- 447 Advanced Human Physiology** **4**
Investigative study of selected body systems including neuro-muscular, cardiovascular, respiratory, renal and endocrine physiology. Extensive laboratory work emphasizes quantification and experimentation while using live materials and physiologic instrumentation. Prerequisite: BIOL 112 or 173.
- *451 Neuropsychology** **3**
Survey of the anatomy and physiology of the nervous system, including loss of function studies. Emphasis is placed on the role of general physiological principles that affect human behavior. (PSYC 451) (Spring 2020)
- *465 Topics in Advanced Ecology** **2**
An advanced ecology course emphasizing population ecology and investigative field techniques. Extended field work focuses on topics such as animal behavior, population surveys, vegetative sampling, and landscape ecology. Specific topics covered vary depending on instructor. Also includes an introduction to ecological research design and data analysis. Prerequisite: BIOL 235. This course meets for 7 weeks. (Fall 2018)
- *478 Advanced Neurobiology** **3**
This course explores the interdisciplinary field of neuroscience with an emphasis on the biology of the nervous system. It includes the structure of the nervous system, how neurons communicate electrically and chemically, sensory systems, motor systems, and the neural basis of behavior. Two lecture periods and one lab per week. Prerequisites: BIOL 112 or BIOL 173. (Spring 2019)

479 Independent Biology Research**1-3**

Multi-semester research under the direction of a faculty member. Pre- or co-requisite: BIOL 255. Instructor permission required and dependent on student application. Student application is due 3 days before course registration period and includes: a resume with GPA and prior experience as well as suggested project description or interest in a particular lab and potential available time blocks. Students are placed in research labs or projects by the department.

485 Faith, Science, and Ethics**2**

Explores the relationship between science and Christian faith by investigating the philosophical foundations of science and their interactions with theology. Issues such as the “Big Bang,” creation/evolution, chance and complexity, human nature, environmental ethics, and bioethics are examined. A “worldview” term paper is required. Restricted to students majoring in the biology/chemistry departments or by instructor permission. This course meets for 7 weeks.

499 Independent Study**1-3**

A research or honors program that may be initiated at any point in the student’s studies upon approval by the department chair. The student registers only during the term when credit is to be granted and upon the approval of the research advisor. Highly recommended for biology majors.

Biochemistry (BIOCH)

152 Human Biochemistry**2**

Study of organic and inorganic compounds, especially those important in cellular intermediary metabolism and other biological processes. Prerequisite: CHEM 104 OR 2 years of high school chemistry (or AP Chemistry). This course meets for 7 weeks

318 Biochemistry- Molecular Biology Lab**2**

A hands-on overview of several major biochemistry and molecular biology laboratory techniques, including protein and nucleic acid purification, expression, and characterization; enzyme kinetics; gene amplification, cloning, and manipulation; and protein and gene bioinformatics. Each student will undertake a short research project. Prerequisites: BIOL 225 and CHEM 315.

376 Foundational Biochemistry**3**

A survey of structure – function relationships of biological molecules and systems. Emphasis is placed on enzymology, intermediary metabolism, and metabolic control. Laboratory focuses on protein chemistry and involves an extended independently guided research project in which students develop their own hypotheses and test them using the techniques learned early in the course. Prerequisite: CHEM 316.

398 Advanced Cell Biology*3**

A study of cellular architecture, communication, transport, motility, division, growth and death. Particular emphasis is placed on the study of cancer at the cellular level, and on a quantitative (mathematical) understanding of cellular movements. Students read and report on research articles. Prerequisite: BIOL 225. (Fall 2018)

438 Molecular Genetics*3**

A study of the mechanisms of gene structure, stability, replication, transmission, and expression in eukaryotes. Themes include molecular evolution, viruses (including HIV), and heritable diseases. Students read and report on research articles. Prerequisite: BIOL 225. (Spring 2020)

- 479 Biochemistry/Chemistry Research** **2**
Research under the direction of a faculty member. Permission required since enrollment is limited.
- 499 Independent Study** **3**

Environmental Science (ENVS)

- 135 Earth Science** **2**
An introduction to the study of the planet earth, including the processes by which we have synthesized the data and theories describing our planet. A major portion of the course is devoted to topics normally included in a geology course, but the course also includes an introduction to meteorology, climatology and oceanography. This course meets for 7 weeks.
- 145 Environmental Science** **2**
Survey of the human impact on natural and cultural ecosystems, including the processes by which the scientific data are collected and analyzed and theories describing our environmental impact formed. Focuses on problems associated with human population growth; the use of energy and other natural resources; and water, air and solid-waste pollution. Also presents interdisciplinary techniques for investigating and solving some of these problems. This course meets for 7 weeks.
- *205 Environmental Applications of GIS** **3**
This course introduces Geographic Information Systems (GIS) with an emphasis on their role in environmental and conservation practices. Students first learn basic GIS skills in ESRI's ArcGIS 10.3 software and then conduct an independent research project using GIS techniques. Projects may include but are not limited to local natural resource or landscape issues. Independent projects require an oral and poster presentation. Required for students in the environmental science track of the environmental sustainability major. (Fall 2019)
- *235 Sustainable Food Systems** **2**
This course explores questions of sustainability in global food systems. Agricultural, food transportation, food storage, and food processing and production systems are compared with regard to energy-use relative to nutrient-production efficiency, as well as social, cultural and economic sustainability aspects of food systems including international food commodity trade and food trade policy, food islands, farm-to-table restaurants, and small local organic production. This course meets for 7 weeks. Core Natural Science designate. Prerequisite: BIOL 173, SOC 245 or instructor approval. (Spring 2020)
- *325 Environmental Ethics** **2**
Different ethical theories concerning the environment will be articulated, with a focus on Anabaptist theological perspectives, and the role of ethics in civic society. Ethical perspectives are examined through their application to contemporary issues in sustainability. This course meets for 7 weeks. Prerequisite: BIOL 173. (Spring 2019)
- *335 Soil Science** **2**
This course is an introduction to the fundamental concepts of soil science, including soil genesis, classification and morphology, physics, chemistry, and hydrology. Particular emphasis is placed on soil maintenance and improvement for sustainable food production and mitigation of environmental problems. The course involves several short hands-on lab and field activities. This course meets for 7 weeks. Prerequisite: CHEM 223. (Fall 2019)

365 Environmental Risk and Policy*2**

This course addresses principles of risk assessment, perception and management, using issues in environmental contaminants as a frame. Examines how people individually and as a society perceive risk, and how risk is dealt with through policy options. This course meets for 7 weeks. Prerequisite: BIOL 173. (Spring 2019)

385 Conservation Biology*4**

A study of global biodiversity, its importance, and the environmental, social and economic factors that affect it. Current threats to biodiversity, including species extinction, habitat degradation, invasive species, and over exploitation of natural environments are examined. The class also focuses on efforts to manage and maintain biodiversity, including how human development, culture and social systems impact conservation efforts. Laboratory work will emphasize population ecology and animal and plant survey techniques as well ecological and economic modeling used to make management decisions. Prerequisite: BIOL 235 or instructor permission. (Fall 2019)

429 Environmental Sustainability Internship**3**

This course serves as a practical application of environmental principles and knowledge within a specific discipline of interest and as a way of gaining experience outside of EMU in an area of concentration. The internship will vary with a student's particular interest but typically involves either working on a research project or participating in an internship at an appropriate organization (e.g. environmental consulting firm, government agencies, conservation organization, agricultural research center or farm utilizing alternative/sustainable methods). Open to junior or senior level environmental sustainability majors only.

430 Environmental Sustainability Capstone**2**

An integrative capstone for all majors in environmental sustainability. A cohort of students apply their learning in the areas of natural sciences and social sciences to an environmental issue that has multidisciplinary components. Processing and reflection occur through weekly meetings with faculty and peers. Students write a substantial thesis centered on the environmental issue chosen. Seniors from related majors may participate with permission of instructor.

499 Independent Study**1-3****Science, Technology, Engineering, Mathematics (STEM)****219 Science and Engineering Practicum****1**

Experiential community learning related to future STEM vocations is coordinated with classroom instruction and reflective writing based on readings and experiences. Typical experiences include formal conversations with STEM alumni, tours of regional STEM business or laboratories, presentations by STEM professionals. Students will develop potential career plans and expand their understanding of possible vocations within STEM. This course will not discuss health science vocations. Open to first year and second year STEM majors only.

**Indicates courses offered in alternate years.*



BUSINESS AND LEADERSHIP

Faculty

Roxann Allen Kioko

Tammy Duxbury

Chris Gingrich

Leah Kratz

Jim Leaman (chair)

Joohyun Lee

Andy Miller

Majors

- ▶ Accounting
- ▶ Business Administration
- ▶ Economics
- ▶ International Business
- ▶ Marketing
- ▶ Organizational Leadership
- ▶ Recreation Leadership and Sport Studies

Minors

- ▶ Accounting
- ▶ Business Administration
- ▶ Economics
- ▶ Human Resource Management
- ▶ Leadership
- ▶ Marketing
- ▶ Nonprofit Management

Other Program

- ▶ Associate in Arts degree in Business Administration

Within the context of EMU's mission and philosophy, the vision of the department of business and leadership is a community of inquisitive and creative learners who, upon graduation, are prepared to succeed in meaningful and effective engagement as organizational leaders and as caring and responsible global citizens working for the common good. The unique approaches of the department prepare graduates to:

- ▶ Envision a community (local to global) where their self-interest reflects the needs of others and creation across time, distance and diversity,
- ▶ Act and lead from wholistic understanding of the broad purposes of business and organizations in society, with potential for both positive and negative impacts,
- ▶ Recognize the interconnected and critical role organizations have to address societal problems of poverty, injustice, oppression, conflict, and scarce resources,
- ▶ Demonstrate leadership as service to others, and in organizations to both internal and external stakeholders, and
- ▶ Value interdisciplinary perspectives and take integrated action to address the complexity and challenges of today and tomorrow.

The mission of the department of business and leadership at EMU is to prepare students for a life of service while being proactive participants in the marketplace, who promote the common good as responsible global citizens, and who have the skills to lead effectively in organizational settings.

The curriculum is structured to provide students with strategic values, skills, and knowledge. Values include integrity, justice, stewardship of resources, and an under-

Careers in Business and Leadership include public and private accounting, banking, insurance, operations and manufacturing, marketing and sales, human resource management, nonprofit management, computer information systems, financial management, economist and international business consultant, among many others.

standing of business as a service profession that is critical to God's providential care for humankind. Relevant skills will enable graduates to lead and manage effectively; these include critical thinking, applying effective problem-solving methodologies, communicating clearly both orally and in writing, working collaboratively in diverse settings, applying financial statement analysis to the stewardship of organizational resources, and using information technology in order to achieve organizational objectives. The curriculum is designed to ensure that students gain broad knowledge of the major functional areas of business and markets, including: economics, accounting, finance, marketing, human resources, information systems, management and operations. Further, strategic leadership requires an effective integration of these areas, and integration of the broad field with others.

The study of business and leadership at Eastern Mennonite University is set in the context of the university's comprehensive liberal arts curriculum that has a strong global perspective. Broad education in the liberal arts is critical to the development of effective organizational leaders because it enables them to respond quickly and effectively to the rapid change that characterizes contemporary society. This wholistic approach more effectively prepares professionals as opposed to technicians.

Learning experiences in the department are varied, with an increasing emphasis on collaboration and experiential learning. Course activities and assignments include case study analysis, simulation games, special projects, field experiences, guest speakers, and class discussion. Ethics and computer/technology skills are integrated throughout the curriculum. Internships in business and nonprofit organizations are encouraged for upper-level students—in good standing—to gain professional level work

experience prior to graduation. Emphasis is placed on learning and utilizing analytical skills, communication skills and decision-making techniques. Strategic use of group work develops students' ability to work effectively in a team environment.

To graduate with a departmental major, students must first earn admission to the department. This typically occurs during the spring semester of the second year, and late-entry transfer students apply for admission after their first semester at EMU. Students must have department admission to apply for an internship and several senior-level courses. Students seek admission to the department by completing an application and an interview with their advisor; they must meet the GPA requirement of 2.00 overall and 2.50 for major courses taken at EMU. Students must maintain these GPA standards to retain admission and to graduate from the department.

Many courses in the department have prerequisites; this requirement is met by earning a letter grade of C or higher on the prerequisite course before enrolling in subsequent courses (a grade of C- does not meet this requirement).

The department offers an Associate in Arts (AA) degree in business administration, the Bachelor of Arts (BA) degree in economics and international business, and the Bachelor of Science (BS) degree in all other major fields. Students have opportunity to pursue multiple majors in the department or combine their major with one or more minors. Academic advisors may counsel students on viable combinations, with encouragement to broaden their scope of study in the interest of obtaining a liberal arts education.

Associate in Arts in Business Administration

An associate degree is typically earned with credits completed in two academic

years. This 60 credit hour credential includes 25-29 hours from the EMU Core and the following courses from the department:

ACTG 221 Financial Accounting . . . . .	.3
ACTG 222 Managerial Accounting . . . . .	.3
BUAD 101 Business at EMU . . . . .	.3
BUAD 221 Principles of Management.3	
BUAD 331 Organizational Behavior . .3	
CIS 211 Spreadsheet and Data Management . . . . .	.1
CIS 251 Management Information Systems . . . . .	.3
ECON 201 Survey of Economics . . . . .	.3
MKTG 301 Principles of Marketing . .3	
Open elective courses to meet 60 SHs	

Major in Accounting

The major in accounting prepares students for a career in public, private, or non-profit accounting, or for graduate school. The Virginia Board of Accountancy requires applicants to pass the CPA exam and earn 150 semester hours before granting a CPA license. The Board of Accountancy also allows students to take the CPA exam upon completion of the undergraduate degree if they earned at least 24 semester hours in upper-level accounting courses. Accounting majors earn 22 semester hours in course credit and can earn the two additional semester hours by taking an accounting internship or the recommended Seminar in Accounting course.

The accounting major consists of the following courses for a total of 58 SH:

ACTG 221 Financial Accounting . . . . .	.3
ACTG 222 Managerial Accounting . . . . .	.3
*ACTG 321 Intermediate Accounting I . . . . .	.3
*ACTG 322 Intermediate Accounting II. . . . .	.3
*ACTG 341 Cost Accounting . . . . .	.3
*ACTG 421 Federal Income Tax . . . . .	.3
*ACTG 422 Intermediate Accounting III. . . . .	.3
*ACTG 432 Advanced Accounting . . . . .	.2

*ACTG 433 Nonprofit and Governmental Accounting. . . . .	.2
*ACTG 451 Auditing . . . . .	.3
BUAD 101 Business at EMU . . . . .	.3
BUAD 221 Principles of Management.3	
BUAD 301 Quantitative Decision Making . . . . .	.3
BUAD 411 Business Law. . . . .	.3
CIS 211 Spreadsheet and Data Management . . . . .	.1
CIS 251 Management Information Systems . . . . .	.3
ECON 211 Principles of Microeconomics. . . . .	.3
ECON 212 Principles of Macroeconomics . . . . .	.3
FIN 440 Financial Management . . . . .	.3
MKTG 301 Principles of Marketing . .3	
STAT 120 Descriptive Statistics. . . . .	.2

Major in Business Administration

The major in business administration provides a broad background for people entering a career in business or leadership in private, public, or nonprofit organizations. Job opportunities include management, marketing, banking and finance, production supervision, program management and other positions requiring skills in leadership, planning, organizing and implementation. Students are encouraged to develop an area of specialization by adding one or more minors.

Students interested in managing computer information systems should add a computer science minor to the business administration major.

The business administration major consists of the following courses for a total of 48 SH:

ACTG 221 Financial Accounting . . . . .	.3
ACTG 222 Managerial Accounting . . . . .	.3
BUAD 101 Business at EMU . . . . .	.3
BUAD 221 Principles of Management.3	
BUAD 301 Quantitative Decision Making . . . . .	.3
BUAD 331 Organizational Behavior . .3	

BUAD 411 Business Law	3
BUAD 461 Strategic Leadership in Organizations	3
CIS 211 Spreadsheet and Data Management	1
CIS 251 Management Information Systems	3
ECON 211 Principles of Microeconomics.	3
ECON 212 Principles of Macroeconomics	3
ECON 3XX Any 300 or 400 level ECON course	3
FIN 440 Financial Management	3
MKTG 301 Principles of Marketing . .3	
MKTG 311 Marketing Research3	
STAT 120 Descriptive Statistics.2	

Major in Economics

Economics helps explain markets and transactions, wealth and poverty, financial events, government programs and policies, and the structure of societies. As one of the classical disciplines, economics examines many of society's most fundamental and controversial issues and seeks to explain human behavior. The major in economics is designed for students with interests in either graduate studies (law, history, economics, business, sociology, political science, international affairs, conflict transformation, development) or immediate employment in the public or private sector.

The economics major consists of the following courses for a total of 49-50 SH:

ACTG 221 Financial Accounting.	3
BUAD 101 Business at EMU	3
CIS 211 Spreadsheet and Data Management	1
ECON 211 Principles of Microeconomics.	3
ECON 212 Principles of Macroeconomics	3
*ECON 300 Environmental and Ecological Economics	3

*ECON 311 Contemporary Economic Issues	3
*ECON 331 History of Economic Thought	3
*ECON 341 Intermediate Microeconomics	3
*ECON 342 Intermediate Macroeconomics	3
*ECON 401 Development Economics 3	
*ECON 411 International Economics 3	
PXD 375 Globalization and Justice . . .3	
STAT 120 Descriptive Statistics.2	
STAT 220 Inferential Statistics.2	
STAT 230 Regression and ANOVA . . .2	
BUAD 301 Quantitative Decision Making OR	
MATH 350 Linear Algebra	3
MATH 150 Elements of Calculus3	
OR MATH 185 Calculus I	4

Major in International Business

The major in international business is designed to prepare students for a management career in the international environment. It is grounded in an interdisciplinary approach in which the understanding of social structure, language, religion, and culture—in addition to a wide range of business skills—are seen as essential to the success of international business. International business majors are required to take part in cross-cultural experience in an international setting in order to develop skills in cross-cultural understanding, living and communication.

The international business major consists of the following courses for a total of 51 SH:

ACTG 221 Financial Accounting.	3
ACTG 222 Managerial Accounting . . .3	
BUAD 101 Business at EMU	3
BUAD 221 Principles of Management.3	
BUAD 331 Organizational Behavior . .3	
BUAD 461 Strategic Leadership in Organizations	3

CIS 211 Spreadsheet and Data Management	1
CIS 251 Management Information Systems	3
ECON 201 Survey of Economics	3
*ECON 401 Development Economics	3
*ECON 411 International Economics	3
FIN 440 Financial Management	3
MKTG 301 Principles of Marketing	3
PXD 375 Globalization and Justice	3
REL 223 World Religions	3
STAT 120 Descriptive Statistics	2
Any foreign language course beyond core	3
<i>Choose one of the following courses:</i>	
CCHIS any History course from cross-cultural experience	3
*HIST 432 History of the Middle East	3
*POL 230 International Norms and Institutions	3
*PPX 371 Peace and Security in East Asia	3
*SPAN 370 Hispanic American Civilization	3

Major in Marketing

This major prepares graduates for marketing jobs and careers in businesses, nonprofits, NGOs, and higher education. Students will learn the impact marketing has on larger cultural forces and as a significant dimension of social change, advocacy and getting unique and challenging messages into the social dialogue. The marketing major consists of a common core (40 SH) and then one of two tracks (8-9 SH) for a total of 48-49 SH. The media and design track teaches a set of skills that enable students to create media forms ranging from the single image, to visual and text campaigns and longer form video storytelling. In addition to learning the technical skills of design, the management track prepares students for leadership and oversight roles of the marketing process.

The marketing major consists of the following courses for a total of 48-49 SH:

BUAD 221 Principles of Management	3
CIS 211 Spreadsheet and Data Management	1
MKTG 301 Principles of Marketing	3
MKTG 311 Marketing Research	3
*MKTG 321 Consumer Behavior	3
*MKTG 330 Sales/E-Commerce	3
MKTG 410 Strategic Marketing Management	3
STAT 120 Descriptive Statistics	2
VACA 141 Foundations of Design	4
VACA 151 Photography I	2
VACA 142 Graphic Design I	2
VACA 242 Graphic Design II	2
VACA 344 Web Design and Social Media	4
VACA 381 Cinema and Visual Theory	2
WRIT 210 News and Feature Writing	3

Management Track

ACTG 221 Financial Accounting	3
BUAD 101 Business at EMU	3
BUAD 461 Strategic Leadership in Organizations	3

Media and Design Track

VACA 252 Photography II	4
VACA 345 Advanced Photoshop	4

Major in Organizational Leadership

The Organizational Leadership major prepares students for management of human capital and organizational systems. The major emphasizes the development of leadership and interpersonal skills in the context of leading organizations in dynamic conditions. Career opportunities for graduates include entry-level leadership roles in organizations, including team, program, and project management, or in human resource departments.

The organizational leadership major consists of the following courses for a total of 46 SH:

ACTG 221 Financial Accounting	3
ACTG 222 Managerial Accounting	3
BUAD 101 Business at EMU	3
BUAD 221 Principles of Management	3
BUAD 331 Organizational Behavior	3
BUAD 411 Business Law	3
BUAD 461 Strategic Leadership in Organizations	3
CIS 211 Spreadsheet and Data Management	1
CIS 251 Management Information Systems	3
ECON 201 Survey of Economics	3
ECON XXX Any 300 or 400 level ECON course	3
LEAD 300 Leadership Theory and Practice	3
MKTG 301 Principles of Marketing	3
BUAD 321 Human Resource Management OR	
BUAD 431 Seminar in Human Resource Management	3

Choose 6 SH in courses from this list:

PSYC 221 Social Psychology	3
PSYC 231 Applied Behavior Analysis	3
PSYC 301 Psychology of Interpersonal Relationships	3
*PSYC 351 Positive Psychology	3
PXD 341 Mediation and Facilitation	3

Major in Recreation Leadership and Sport Studies

This program prepares students for entry-level positions in a variety of fitness related careers, including commercial, municipal, corporate, or campus recreation, strength and conditioning coach or trainer, sports club management, athletic administration, sports promotion and marketing, and arena/stadium management. Each student will complete an EMU minor of their choice to provide focus in an area of personal interest. In addition to the required minor, the recre-

ation leadership and sports studies major consists of the following courses for a total of 41 SH:

BUAD 101 Business at EMU	3
BUAD 221 Principles of Management	3
CIS 211 Spreadsheet and Data Management	1
PE 101 Introduction to Health, Physical Education and Recreation	3
PE 301 Adapted Physical Education	3
PE 302 Motor Learning	2
PXD 341 Mediation and Facilitation	3
REC 205 Recreation and Sport Leadership	2
REC 211 Sophomore Practicum	1
REC 305 Risk Management in Recreation and Sport	3
*REC 309 Recreation and Sport Program and Event Planning	3
*REC 402 Facility Design and Supervision	2
REC 405 Recreation and Sport Administration	3
REC 411 Senior Internship	4
PEG 118 Lifeguarding (or satisfied by outside certification) OR	
HE 201 First Aid (or satisfied by outside certification)	1

Choose two of the following courses:

PEM 141 Teaching Individual Sports	2
PEM 142 Teaching Team Sports	2
PEM 143 Princ. of Fitness Cond. Strength Training	2
PEM 144 Experiential Education and Recreation Games	2

Minor in Accounting

This minor is designed for students who have an interest in developing specialized accounting skills but are not planning to enter public accounting.

The accounting minor consists of the following courses for a total of 18 SH:

ACTG 221 Financial Accounting	3
ACTG 222 Managerial Accounting	3

*ACTG 321 Intermediate Accounting I	3
*ACTG 322 Intermediate Accounting II.	3
*ACTG 341 Cost Accounting	3
BUAD 221 Principles of Management.	3

Minor in Business Administration

This minor is designed for students who want to develop a broad set of management skills to complement another major. It is especially valuable to strengthen programs in environmental science, pre-professional health sciences, social work, development, economics, marketing, visual and communication arts, and recreation leadership. Students must receive a grade of C or above in BUAD 101 Business at EMU and in BUAD 221 Principles of Management prior to enrolling in other courses in the minor.

The business administration minor consists of the following courses for a total of 18 SH:

ACTG 221 Financial Accounting.	3
BUAD 101 Business at EMU	3
BUAD 221 Principles of Management .	3
ECON 201 Survey of Economics	3
MKTG 301 Principles of Marketing . . .	3
*BUAD 321 Human Resource Management OR	
BUAD 331 Organizational Behavior . . .	3

Minor in Economics

The economics minor is attractive to students who seek to supplement their major with an economic perspective. This minor is of particular interest to students majoring in environmental science, peacebuilding and development, social work, history, pre-law, business, the health professions and similar programs.

The economics minor consists of the following courses for a total of 18 SH:

ECON 211 Principles of Microeconomics.	3
ECON 212 Principles of Macroeconomics	3
*ECON 341 Intermediate Microeconomics	3
*ECON 342 Intermediate Macroeconomics	3
ECON XXX any 300 or 400-level ECON course	3

Choose one of the following courses:

PXD 375 Globalization and Justice . .	3
ECON XXX additional ECON elective (300+)	3
ACTG, BUAD, CIS, FIN, or MKTG elective (200+)	2-3

Minor in Human Resource Management

The human resource management minor prepares students to work with the people systems of organizations and is a helpful complement to any field or major. It is designed for students who want to work in the increasingly strategic and complex functions of job analysis and planning, staffing (recruiting, selecting, and hiring), performance management, and training and development.

The human resource management minor consists of the following courses for a total of 18 SH:

BUAD 221 Principles of Management.	3
*BUAD 321 Human Resource Management	3
BUAD 331 Organizational Behavior . .	3
*BUAD 431 Seminar in Human Resource Management.	3
PXD 341 Mediation and Facilitation. .	3

Choose one of the following courses:

PSYC 221 Social Psychology	3
PSYC 231 Applied Behavior Analysis. .	3
*PSYC 351 Positive Psychology	3

Minor in Leadership

Nearly all working professionals with a bachelor's degree end up in organizational leadership roles. This minor prepares graduates to serve and lead in their own professional field area, regardless of university major or working career. This interdisciplinary minor starts with a small foundational core and then branches to discipline-specific leadership courses.

The leadership minor consists of the following courses for a total of at least 18 SH:

BUAD 221 Principles of Management.	3
LEAD 300 Leadership Theory and Practice	3

Choose three of the following courses:

*BUAD 321 Human Resource Management	3
BUAD 331 Organizational Behavior . .	3
BUAD 461 Strategic Leadership in Organizations	3
*CHST 372 Church Leadership for Transformation	3
*ENVS 325 Environmental Ethics.	2
*ENVS 365 Environmental Risk and Policy.	2
PSYC 221 Social Psychology	3
PSYC 231 Applied Behavior Analysis. .	3
PSYC 301 Psychology of Interpersonal Relationships	3
*PSYC 351 Positive Psychology	3
PXD 341 Mediation and Facilitation . .	3
REC 205 Recreation and Sport Leadership	2

Choose one of the following courses:

ENVS 429 Environmental Sustainability Internship	3
ENVS 430 Environmental Sustainability Capstone	2
LEAD 281 Leadership Practicum.	1
LEAD 481 Leadership Internship . .	1-3
NURS 437 Professionhood III.	3
PSYC 483 Psychology Internship II. . .	2
PXD 441 Leadership Practicum.	1

Minor in Marketing

The field and practice of marketing sits at the intersection of business and design; EMU's marketing minor introduces students to both fields. Students will learn the impact marketing has on larger cultural forces and a contributing factor in social change, advocacy and getting unique and challenging messages into the social dialogue.

The marketing minor consists of the following courses for a total of 18-19 SH:

MKTG 301 Principles of Marketing . .	3
VACA 141 Foundations of Design. . . .	4

Choose two of the following courses:

MKTG 311 Marketing Research	3
*MKTG 321 Consumer Behavior	3
*MKTG 330 Sales/E-Commerce	3
MKTG 410 Strategic Marketing Management	3

Choose a minimum of 5 SH from the following courses:

VACA 151 Photography I	2
VACA 142 Graphic Design I.	2
VACA 242 Graphic Design II	2
VACA 344 Web Design and Social Media	4
VACA 354 Conservation Photography	4
VACA 381 Cinema and Visual Theory	2
WRIT 210 News and Feature Writing	3

Minor in Nonprofit Management

Many EMU graduates serve in nonprofit management roles. This minor provides a basic toolkit for preparing to serve and lead in non-profit organizations.

The nonprofit management minor consists of the following courses for a total of 18-19 SH:

ACTG 221 Financial Accounting.	3
BUAD 221 Principles of Management.	3
CIS 211 Spreadsheet and Data Management	1

Choose one of the following courses:
 PXD 151 Exploring Conflict and Peace 3
 PXD 225 Theories of Social Change . . 3
 PXD 365 Social and Political Economy 3
 PXD 375 Globalization and Justice . . 3

Choose one of the following courses:
 BUAD 465 Project Management and Grant Writing 3
 BUAD 471 Topics: Nonprofit Management 3
 *PXD 451 Program Evaluation 3

Choose two of the following courses (5-6 SH):
 *ACTG 433 Nonprofit and Governmental Accounting. 2
 *BUAD 321 Human Resource Management 3
 BUAD 331 Organizational Behavior . 3
 *BUAD 431 Seminar in Human Resource Management. 3
 PXD 151 Exploring Conflict and Peace 3
 PXD 225 Theories of Social Change . 3
 PXD 365 Social and Political Economy 3
 PXD 375 Globalization and Justice . . 3

Accounting (ACTG)

221 Financial Accounting 3

A first course in accounting for business majors and minors as well as a useful introduction to accounting principles and practices and to interpreting financial statements for students in all majors. No background in accounting is assumed. The course includes a description and derivation of financial statements prepared by accountants and a discussion of a conceptual framework which provides rationale for accounting practices.

222 Managerial Accounting 3

This course provides a conceptual understanding of the elements of accounting for management planning, budgeting, control and decision-making. Topics include cost behavior, cost systems, CVP analysis, activity-based costing/management, and capital budgeting. Prerequisite: ACTG 221.

***321 Intermediate Accounting I 3**

A comprehensive study of the methods of financial accounting. Special emphasis is given to the theoretical basis for accounting. Topics include: time value of money, financial statements, accounting cycle, and accounting for current assets. Prerequisite: ACTG 222 and competency in Excel. (Fall 2019)

***322 Intermediate Accounting II 3**

Continuation of ACTG 321. Continued study of theory covering such topics as fixed assets, current and long-term liabilities, investments, error analysis, revenue recognition, and statement of cash flow. Prerequisite: ACTG 321. (Spring 2020)

***341 Cost Accounting 3**

Methods and procedures of ascertaining and distributing the costs of production materials, labor and overhead, the securing of unit costs under job order, and process methods of production. Prerequisite: ACTG 222 and competency in Excel. (Spring 2020)

***421 Federal Income Tax 3**

Emphasis on income tax provisions as they relate to individuals. There is some emphasis on tax provisions affecting businesses. Prerequisite: ACTG 222. (Fall 2018)

- *422 Intermediate Accounting III** **3**
Continuation of ACTG 322. Topics covered are issues related to intangible assets, income tax accounting, accounting for leases, shareholder equity, dilutive securities and an introduction to some advanced accounting topics. Prerequisite: ACTG 322. (Fall 2018)
- *432 Advanced Accounting** **2**
A study of advanced accounting procedures as they apply to business combinations. Other topics include partnership accounting and foreign currency transactions including hedging and foreign currency financial statement translation. Prerequisite: ACTG 422 (Spring 2019)
- *433 Nonprofit and Governmental Accounting** **2**
Emphasizes accounting issues unique to nonprofit organizations, including non-exchange transactions and lack of ownership interest. Content coverage also includes accounting and reporting for state and local governments and other nongovernmental organizations (NGOs). (Spring 2019)
- *445 Seminar in Accounting** **2**
This course is the culmination of theory, designed to synchronize concepts learned in the accounting curriculum while incorporating practical application. Taken during the senior year, this course will focus on current issues in accounting and best practices in industry through cases, simulations, research, and community engagement. (Spring 2020)
- *451 Auditing** **3**
Study of the work of an accountant as it relates to the examination and attesting to the reliability of management's financial reports. Topics include standards, legal liability, internal control, sampling, evidence and the auditor's report. Prerequisite: ACTG 321. (Spring 2019)
- 481 Accounting Internship** **1-3**
Work experience designed to integrate practice and theory and to give accounting majors insight into current policies, procedures and problems in all types of organizations. Frequent consultation with and written reports to the faculty advisor guide the student's experience. Travel and personal expenses are the student's responsibility. Can be done during the summer. Grading is on a Pass/Fail basis. This is highly recommended for accounting majors. Prerequisite: admission to the department and junior or senior standing; application at least one semester in advance; and a major GPA of at least 2.7.
- 499 Independent Study/Research** **1-3**
Supervised readings and/or research in accounting. Oral or written examinations and presentation of findings may be required.

Business Administration (BUAD)

- 101 Business at EMU** **3**
An introductory course to understand the function of and leadership in business and organizations. It provides information on the functioning and expectations of the organizations in society while having students consider how their skills and abilities can be developed and utilized in the organizational setting. The course will focus on development of specific skills in written and oral communication, and business etiquette. Corequisite WRIT 130.

- 111 Exploring Business** **3**
An introductory course in business administration. Provides students with a basic understanding of business and leadership and the role they play in American society. Provides a brief overview of all major functional areas of business. This course is recommended for non-majors or students considering a major in the department. Corequisite WRIT 130.
- 221 Principles of Management** **3**
This course provides an introduction to the principles and practices of management. Management is examined in its major functions: planning, leading, organizing and controlling. Examples from businesses and other organizations are reviewed to understand how these principles apply. Other courses in the curriculum build on the knowledge and understanding developed in this course.
- 301 Quantitative Decision Making for Business** **3**
An examination of quantitative techniques used in managerial decision making. Topics include use of probability distributions, forecasting, inventory planning, decision tables, decision trees, linear programming and networks. The course will emphasize applications using computer spreadsheets and software. Prerequisites: STAT 120, CIS 211, and admission to the department.
- *321 Human Resource Management** **3**
This course evaluates the primary personnel and human resource management functions and activities. Topical studies include recruiting, selecting, hiring and evaluating employees. Attention is also given to thorough job analysis, writing job descriptions and managing effective wage and salary programs. The course objective is to assist the student in becoming an effective line manager or human resource specialist. Prerequisite: BUAD 221. (Spring 2020)
- 331 Organizational Behavior** **3**
This course studies the management of human behavior in organizations. Behavioral topics include group dynamics, motivation, communication, ethical leadership, self-managed teams, and sustainability. Management topics include a review of managerial functions, planning and decision-making techniques, and organizational design. This course relies heavily on the case study method and effective communications skills to equip students for managerial and leadership roles. Prerequisite: BUAD 221 or PSYC 221.
- 411 Business Law** **3**
This course is designed to give students a working knowledge of important legal issues that affect the rights and responsibilities of American business persons and organizations. Students will develop an appreciation for the interrelationship between ethics, law and business decision-making. Students will develop an understanding of the foundation of the legal system as it relates to business; the law on management of the workforce; and the various dispute resolution alternatives.
- *431 Seminar in Human Resource Management** **3**
This course helps students to acquire basic knowledge about the legal relationships between employer and employee and understand the potential impact of each. Students will learn parameters for selecting, testing, disciplining and discharging employees; understand and apply federal and state laws against discrimination and harassment; and be prepared to follow government regulation of the workplace, including minimum and maximum wage hours, safety, health, compensation for injuries, and pension and health benefits. Prerequisite: BUAD 221 or consent of the instructor (Fall 2018)

- 461 Strategic Leadership in Organizations** **3**
Strategic Leadership in Organizations is a capstone course, intended to draw upon content learned in previous courses, such as management, accounting and finance, and marketing. It is primarily a course in business values and strategy and is designed to teach analytical thinking while understanding concepts of business strategy and competition. Important themes include effective and ethical leadership, sustainable business strategy and the role of organizational values. Prerequisite: Senior standing and departmental admission.
- 465 Project Management and Grant Writing** **3**
Most organizations accomplish their mission and manage much of their work through projects. This requires specific skills to manage not only individual projects but often a complex web of multiple and interrelated programs, working skillfully with diverse stakeholders, against demanding deadlines, and with limited resources. Students will improve their capacity to balance the art and science of managing projects by building technical competencies and adopting best practices of leadership and management, all through an integrated lens of leadership for the common good.
- 471 Topics in Business** **3**
Special topics courses are offered based on student and/or faculty interest, or to address significant contemporary issues in the field. Topics that have in the past been offered or considered include: entrepreneurship, microfinance, money and banking, and social media marketing.
- 481 Business Internship** **1-3**
Work experience designed to integrate practice and theory, to give business administration majors insight into current policies, procedure, and problems in all types of organizations. Frequent consultation with and written reports to the faculty advisor guide the student's experience. Travel and personal expenses are the student's responsibility. Can be taken during the summer. Grading is on a Pass/Fail basis. This is highly recommended for business administration majors. Prerequisite: Admission to the department, junior or senior standing, and a major GPA of at least 2.7. The internship director must approve the internship before it commences.
- 499 Independent Study/Research** **1-3**
Supervised readings and/or research in business. Oral or written examinations and presentation of findings may be required.

Computer Information Systems (CIS)

- 211 Spreadsheet and Data Management** **1**
Organizing, managing, and communicating data is critical in organizations today. Leaders and researchers with sound knowledge of the information contained in their data are better equipped to make strategic decisions and answer the complex questions in their discipline. This course provides a requisite skillset for using spreadsheet applications (Microsoft Excel and Google Sheets) for data analysis and a deeper set of tools for broad information management. This course is relevant to students of any major where data management and statistical analysis is helpful in their field.

251 Management Information Systems

3

An introduction to information resources within the context of an organization. The course focuses on the ways in which technology enables business to function more efficiently. Topics include the strategic importance of information, the technical components of information systems, and the business value created by using information systems. Prerequisites or co-requisites: BUAD 221 and CIS 211.

Economics (ECON)

201 Survey of Economics

3

An introductory economics course to help students understand economic policy and how/why goods and services are produced, distributed, and consumed. In addition to learning the tools and methods of economic analysis, this course examines the mechanisms, controls, and limits of economic activity in society and the interplay between markets, governments, and nature. Economics is a field and discipline (like sociology or psychology) that tries to explain why people, governments and countries do what they do; consequently, it is an important part of a liberal arts education. This is an introductory economics course for non-economics majors.

211 Principles of Microeconomics

3

An introduction to the forces affecting the production, distribution and consumption of goods and services by households and businesses and their interaction with government. It also examines the strengths and limitations of the market system.

212 Principles of Macroeconomics

3

An introduction to economics as a way of thinking with a focus on understanding how the economy as a whole functions. Major topics include economic growth, unemployment, and inflation in a mixed market system.

***300 Environmental and Ecological Economics**

3

Students will study many of the “gifts of nature” and how these scarce resources are used, and sometimes abused, by human activity. Students will review a wide variety of topics, primarily through the lens of economic analysis, learning the methods and tools necessary to measure resource flow and value. Most ecological issues, however, are inherently interdisciplinary; therefore social, political, scientific, moral, and theological perspectives will also be part of integrated learning. Integrated throughout the course will be filters to discover how markets allocate natural resources, why and how governments intervene in markets on environmental grounds, the appropriateness and effectiveness of public policies in this area, and testing knowledge and learning against benchmarks of overall and global sustainability. Prerequisite: ECON 201 or ECON 211 or ECON 212, or consent of the instructor. (Spring 2019)

***311 Contemporary Economic Issues**

3

This course examines the economic aspects of contemporary and controversial issues with social, political, and/or environmental implications. Topics may include deficits and debt, social security, the environment and energy policy, and healthcare, among others. Students will use economic theory, tools, and empirical analysis to identify, compare, and debate policy options that address the many dimensions of these issues while they also refine their own positions and arguments. Prerequisite: ECON 201 or ECON 211 or ECON 212, or consent of the instructor. (Spring 2020)

- *331 History of Economic Thought** **3**
 Survey of the various perspectives and writers on the development of economic thought. Examines the historical context from which the various perspectives arose and the role each played in shaping contemporary economic views. Prerequisite: ECON 201 or ECON 211 or ECON 212 or consent of instructor. (Spring 2020)
- *341 Intermediate Microeconomics** **3**
 Intermediate level analysis of supply and demand and the role of the price mechanism in organizing economic activity. Includes an evaluation of efficiency and equity issues. Prerequisite: ECON 201 or ECON 211. (Fall 2018)
- *342 Intermediate Macroeconomics** **3**
 Intermediate level analysis of the determinants of national income, output, employment, interest rates and the price level. Examines problems and policies related to unemployment, inflation, growth, and debt within the global economy. Prerequisite: ECON 201 or ECON 212. (Spring 2019)
- *401 Development Economics** **3**
 An investigation into the choices of low-income countries that seek development and growth. Explores theories of development and underdevelopment. Tools of economic analysis are applied to development issues. Prerequisite: ECON 201 or ECON 211 or ECON 212. (Fall 2019)
- *411 International Economics** **3**
 A study of the theory and methods of international trade and how trade is financed emphasizing the applied aspects of trade policy. Examines the causes and consequences of free trade and trade barriers, foreign exchange, factor movements, financial markets and instruments, and balance of payments. Prerequisites: ECON 201 or ECON 211 and ECON 212. (Spring 2019)
- 481 Economics Internship** **1-3**
 Work experience designed to integrate practice and theory, to give economics majors insight into current policies, procedure, and problems in all types of organizations. Frequent consultation with and written reports to the faculty advisor guide the student's experience. Travel and personal expenses are the student's responsibility. Can be taken during the summer. Grading is on a Pass/Fail basis. This is highly recommended for economics majors. Prerequisite: Admission to the department, junior or senior standing, and a major GPA of at least 2.7. The internship director must approve the internship before it commences.
- 499 Independent Study/Research** **1-3**
 Supervised readings and/or research in economics. Oral or written examinations and presentation of findings may be required.

Finance (FIN)

- 289 Investment Club** **1**
 Introductory to advanced levels, students will learn about personal investing within the broad context of personal finance and stewardship of money resources. Students with little to no background will start with the basics, while more advanced students work independently on instructor-guided projects at their unique level of understanding and interest. This course may be taken up to two times for credit, and more with audit. While Investment Club is open to students of all majors and levels, it is especially encouraged for juniors and seniors as preparation for their next phase of life and career.

440 Financial Management

3

An introductory course in the theory and practice of corporate financial management. Topics covered include the role and function of financial markets, interest rates, time value of money, valuation of financial assets, capital budgeting analysis, cost of capital, risk and return, capital structure decision, dividends and working capital management. Prerequisites: ACTG 222, CIS 211 (or current enrollment), EMU core MATH requirement completed, and admission to the department.

Leadership (LEAD)

281 Leadership Practicum

1

This is an opportunity for students to explore leadership and gain limited practical experience in an organizational or team setting. Students will log at least 40 contact hours and complete some reflective written reports. Travel and personal expenses are the student's responsibility. Can be taken during the summer. Graded on a Pass/Fail basis.

300 Leadership Theory and Practice

3

This course will focus on understanding leadership from theoretical and personal perspectives. From the theoretical perspective, it reviews historic and current thought on leadership including how power and identity influence leadership perceptions. From the personal perspective, students will develop their identity as a leader through reflecting on their own gifts, skills and leadership experiences in a practice setting.

481 Leadership Internship

1-3

Work experience designed to integrate practice and theory, to give LEAD majors insight into current policies, procedure, and problems in all types of organizations. Frequent consultation with and written reports to the faculty advisor guide the student's experience. Travel and personal expenses are the student's responsibility. Can be taken during the summer. Grading is on a Pass/Fail basis. This is highly recommended for LEAD majors. Prerequisite: Admission to the department, junior or senior standing, and a major GPA of at least 2.7. The internship director must approve the internship before it commences.

499 Independent Study/Research

1-3

Supervised readings and/or research in leadership. Oral or written examinations and presentation of findings may be required.

Marketing (MKTG)

301 Principles of Marketing

3

An introduction to marketing. Topics include market creation, product development, channels of distribution, consumer behavior, pricing, advertising, sales and marketing research. Aspects of international marketing and service marketing are included.

311 Marketing Research

3

Examines a scientific approach to confirmatory and exploratory research and its application to business. Topics include research design, secondary and primary data collection, measurement and scaling concepts, survey techniques, sampling procedures, and data analysis using both descriptive and inferential statistics. Prerequisites: STAT 120 and CIS 211.

321 Consumer Behavior*3**

A comprehensive study of behavioral models and concepts designed to help understand, evaluate, and predict consumer behavior. Deepens a student's knowledge about consumer psychology and applies the knowledge from the perspective of a marketing manager. Stresses analytical thinking about consumer psychology and prediction of how marketing tactics may influence demand for products and services. Prerequisite MKTG 301. (Spring 2020)

330 Sales/E-Commerce*3**

This course explores the dynamic realities and implications of sales and electronic commerce (e-commerce) from a marketer's perspective. Students learn a wide range of electronic commerce issues and platforms for marketers as a foundation for continuous and emerging learning in the dynamic e-commerce environment. Prerequisite MKTG 301. (Spring 2021)

410 Strategic Marketing Management**3**

This course takes a broad leadership view of the principles and practices of marketing. Topics include marketing structure, channels of distribution, consumer behavior, pricing, advertising, industrial marketing, telemarketing and marketing research. Aspects of international marketing and service marketing are included. Consumer behavior topics include psychological, sociological and anthropological variables that influence consumer motivation and actions. Prerequisite: MKTG 301.

481 Marketing Internship**1-3**

Work experience designed to integrate practice and theory, to give marketing majors insight into current policies, procedure, and problems in all types of organizations. Frequent consultation with and written reports to the faculty advisor guide the student's experience. Travel and personal expenses are the student's responsibility. Can be taken during the summer. Grading is on a Pass/Fail basis. This is highly recommended for marketing majors. Prerequisite: Admission to the department, junior or senior standing, and a major GPA of at least 2.7. The internship director must approve the internship before it commences.

499 Independent Study/Research**1-3**

Supervised readings and/or research in marketing. Oral or written examinations and presentation of findings may be required.

Recreation (REC)

205 Recreation and Sport Leadership**2**

This course focuses on the study and practice of leadership styles and direct leadership techniques for conducting organized recreation and sport programs for all ages.

211 Sophomore Practicum**1**

This is an opportunity for majors to explore involvement in the fields of recreation leadership and sport promotion, youth ministry, or kinesiology and sport science. A seasonal-level employment or volunteer position will be secured, with a suggested clock-hour involvement of fifty hours. Options include working in a university or high school athletic department, counseling at a summer camp, high school or university athletic training operation, or a physical therapy or adult fitness facility. Assignments will include several reflective exercises asking the student to explore characteristics of the profession and personal suitability to the field.

- 305 Risk Management in Recreation and Sport** **3**
Proactive approach to managing risks associated with conducting recreation and sport related programs. This course will emphasize safety as a foundation of quality program planning. The topics include legal concepts related to specific managerial functions, impacts on functions in recreation and sport environments that result in more efficient and successful operation and protection for the organization.
- *309 Recreation and Sport Program and Event Planning** **3**
The course focuses on the principles and approaches to planning and implementing recreation and sport programs and events. A philosophical and practical basis for preparing a variety of recreation programs will be covered. Non-majors by instructor permission only. (Spring 2020)
- *402 Facility Design and Supervision in Sports and Recreation** **2**
This class follows the facility planning and design process, from establishing and defining the need, to programmatic prioritization, to blueprint and specification development. Issues of supervision, management, and cost are considered. Applications will be for commercial and non-profit organizations; planning for both outdoor and indoor areas are addressed. (Fall 2018)
- 405 Recreation and Sport Administration** **3**
The course focuses on organization and administration practices such as budgeting and purchasing, office management, annual reports, supervision of personnel, working with boards and volunteer leaders.
- 411 Senior Internship** **4**
This course is the culminating professional development experience for recreation leadership and sport studies majors. The involvement consists of a pre-professional or entry-level position in a related organization or agency, preferably emphasizing the student's specialty or concentration. The time commitment is a minimum of 10 weeks and 200 hours. Assignments include a personal journal, a time log, and various reflective pieces asking the student to apply theory to practice, and evaluate personal suitability to the field. An on-site supervisor conducts monitoring and evaluation, with an EMU faculty assigned as institutional liaison. Prerequisites: Senior status and departmental approval.
- 499 Independent Study/Research** **1-3**
Supervised readings and/or research in recreation leadership. Oral or written examinations and presentation of findings may be required.

**Indicates courses offered in alternate years.*



CHEMISTRY

Faculty

Stephen Cessna
Tara L.S. Kishbaugh (chair)
Matthew S. Siderhurst
Laurie Miller Yoder

Majors

- ▶ Chemistry
- ▶ Biochemistry

Minor

- ▶ Chemistry

Teaching Endorsement

- ▶ Chemistry, Grades 6-12

Other Programs

- ▶ Pre-professional Health Sciences (PPHS)
- ▶ Chemistry or Biochemistry with Pre-law

Chemistry lies at the heart of many of the technological advances of the 21st century. It is central to our understanding of the workings of our environment and particularly, in the area of biochemistry, to our understanding of life itself. It is a major key to dealing with problems that arise in our health and environment. The chemistry/biochemistry curriculum is designed to provide a solid foundation in the major areas of chemistry—organic, analytical, physical and biological chemistry. An additional aim is to provide the opportunity for research experience for the student majoring in chemistry. Thus, a broad background for the wide variety of career options open to the chemistry or biochemistry major and a solid preparation for study at the graduate level are provided. Detailed curriculum guides are available from the department for several programs leading to specific occupational goals.

Major in Chemistry

Tara Kishbaugh, Matthew Siderhurst,
Laurie Miller Yoder, advisors

The major includes 33-35 SH in chemistry:

CHEM 223 General Chemistry I . . .	4
CHEM 224 General Chemistry II . . .	4
CHEM 315 Organic Chemistry I . . .	4
CHEM 316 Organic Chemistry II . . .	4
*CHEM 325 Analytical Chemistry I . .	2
*CHEM 345 Analytical Chemistry II .	2
*CHEM 405 Thermodynamics	3
*CHEM 406 Quantum Mechanics . .	3
BIOCHEM 376 Foundational Biochemistry	3
Chemistry or biochemistry elective .	2-4

Careers in Chemistry include analytical chemist for pharmaceutical manufacturing, healthcare/clinical technician, middle or high school teacher, physician; chemical engineer; research technician in academia or industry; health/safety/hazardous waste technicians; or public health professional.

Research requirement (2 SH)

Choose 2 SH from the following courses:

BIOL 255 Biology Research Seminar	.1
BIOL 279 Introductory Biology Research	1
BIOL 479 Independent Biology Research	1-2
BIOCH/CHEM 479 Biochemistry/ Chemistry Research	1-2

Requirement may be satisfied by completing an NSF REU (Research Experiences for Undergraduates) program (no credit hours received). Requirement may also be satisfied by internship or practicum style experiences.

Biology, Mathematics and Physics requirement (20 SH)

MATH 185 Calculus I	.4
MATH 195 Calculus II	.4
STAT 220 Inferential Statistics	.2
PHYS 252/253 University Physics I Lecture/Lab	.4
PHYS 262/263 University Physics II Lecture/Lab	.4
BIOL 485 Faith Science and Ethics	.2

Additional mathematics courses recommended for students who intend to pursue graduate studies:

STAT 230 Regression and ANOVA	.2
*MATH 285 Calculus III	.4

Enrollment in upper-level biology, biochemistry, chemistry and environmental science courses (BIOL, BIOCH, CHEM, ENVS 300s and 400s) requires a minimum cumulative GPA of 2.0 in all science and math courses (BIOL, BIOCH, CHEM, ENVS, MATH, PHYS).

Major in Chemistry, Teaching Endorsement for Grades 6-12

Stephen Cessna, advisor

This program will prepare students to teach chemistry by instructing them in the standards of the National Science Teachers Association (NSTA). The courses listed in the chemistry major (see chemistry section) and the secondary education courses (see education section) make up the program for teacher licensure, grades 6-12.

Additional requirements for teacher endorsement include:

ENVS 135 Earth Science	.2
------------------------	----

Choose one of the following courses:

BIOL 155 Biological Explorations	.3
BIOL 173 Concepts in Biology: Unity and Diversity of Life	.4
BIOL 205 Introduction to Microbiology	.2
ENVS 145 Environmental Science	.2

Enrollment in upper-level biology, biochemistry, chemistry and environmental science courses (BIOL, BIOCH, CHEM, ENVS 300s and 400s) requires a minimum cumulative GPA of 2.0 in all science and math courses (BIOL, BIOCH, CHEM, ENVS, MATH, PHYS). Students who fail to earn a C- in any coursework required for their major should promptly schedule a meeting with their advisor.

Major in Biochemistry

Stephen Cessna, Tara Kishbaugh, Laurie Miller Yoder, advisors

The major in biochemistry prepares students for graduate work in biochemistry or positions in the biotechnology industry.

BIOCH 376 Foundational Biochemistry	.3
-------------------------------------	----

- *BIOCH 398 Advanced Cell Biology .3
- *BIOCH 438 Molecular Genetics3
- BIOCH 318 Biochemistry & Molecular
Biology Lab2
- CHEM 223 General Chemistry I4
- CHEM 224 General Chemistry II. . . .4
- CHEM 315 Organic Chemistry I4
- CHEM 316 Organic Chemistry II. . . .4
- *CHEM 325 Analytical Chemistry I **OR**
- *CHEM 345 Analytical Chemistry II .2
- *CHEM 405 Thermodynamics **OR**
- *CHEM 406 Quantum Mechanics . . .3

Research requirement (2 SH)

- Choose 2 SH from the following courses:*
- BIOL 255 Biology Research Seminar. .1
 - BIOL 279 Introductory Biology
Research.1
 - BIOL 479 Independent Biology
Research.1-2
 - BIOCH/CHEM 479 Biochemistry/
Chemistry Research1-2

Requirement may be satisfied by completing an NSF REU (Research Experiences for Undergraduates) program (no credit hours received). Requirement may also be satisfied by internship or practicum style experiences.

Biology, Mathematics and Physics requirement (23-26 SH)

- BIOL 173 Concepts in Biology: Unity
and Diversity of Life4
- BIOL 225 Molecules, Genes and Cells 4
- BIOL 485 Faith Science and Ethics . . .2
- *MATH 150 Elements of Calculus . . .3
- OR**
- MATH 185 Calculus I.4
- MATH 195 Calculus II4
- OR**
- STAT 220 Inferential Statistics.2
- PHYS 252/253 University Physics I
Lecture/Lab4
- PHYS 262/263 University Physics II
Lecture/Lab4

Enrollment in upper-level biology, biochemistry, chemistry and environmental science courses (BIOL, BIOCH, CHEM, ENVS 300s and 400s) requires a minimum cumulative GPA of 2.0 in all science and math courses (BIOL, BIOCH, CHEM, ENVS, MATH, PHYS). Students who fail to earn a C- in any coursework required for their major should promptly schedule a meeting with their advisor.

Pre-Professional Health Sciences Program

Steve Cessa, Jeff Copeland, Greta Ann Herin, Kris Schmidt, and Tara Kishbaugh advisors

The chemistry or biochemistry major can be excellent preparation for a variety of professional health programs. Students interested in biomedicine or professional health careers enroll in the Pre-Professional Health Sciences Program (PPHS), which helps students prepare for entrance into a professional health science school such as medicine, physician assistant, dentistry, physical therapy, veterinary medicine, pharmacy, surgical assistant, radiological technician, occupational therapy, optometry, podiatry, osteopathy, radiology, or graduate education and research in any area of biomedicine. Students interested in health careers should reference the advising guides on the Pre-Professional Health Sciences page (<https://emu.edu/pphs/>) for the specific courses required for each program. Additional courses will be required beyond those for the biochemistry or chemistry major. Students who major in chemistry will need to take biology courses, such as:

- BIOL 173 Concepts in Biology: Unity
and Diversity of Life4
- BIOL 225 Molecules, Genes and Cells 4

Chemistry or Biochemistry with Pre-Law

The chemistry and biochemistry majors may be chosen as pre-law degree programs (see pre-law minor in the history section). Preparation in chemistry and/or biochemistry provides an excellent foundation for environmental or patent law, or work in public policy in relation to science.

Minor in Chemistry

Students who would like a broad background in chemistry without the complete major may choose the minor in chemistry.

For biology and environmental sustainability majors, the minor consists of 20-24 SH:

CHEM 223 General Chemistry I . . . .	.4
CHEM 224 General Chemistry II . . . .	.4
CHEM 315 Organic Chemistry I . . . .	.4

CHEM 316 Organic Chemistry II OR *CHEM 285 Environmental Chemistry4
--	----

Choose one of the following courses:

CHEM 316 Organic Chemistry II . . . .	.4
*CHEM 325 Analytical Chemistry I . . .	.2
*CHEM 345 Analytical Chemistry II . . .	.2
*CHEM 405 Thermodynamics . . . . .	.3
*CHEM 406 Quantum Mechanics . . . .	.3

Choose one of the following courses:

BIOCH 318 Biochemistry & Molecular Biology Lab . . . . .	.2
BIOCH 376 Foundational Biochemistry . . . . .	.3
*CHEM 285 Environmental Chemistry . . . . .	.4
*CHEM 305 Alternative Energy . . . . .	.2
*CHEM 376 Drugs: Discovery Design, and Action . . . . .	.2

For all other majors, the minor consists of 20 SH in chemistry or biochemistry at the CHEM 223 level or higher.

Chemistry (CHEM)

105 Chemistry for the Life Sciences

2

This course addresses basic concepts of chemistry as they pertain to the health sciences and is a good preparation for students who intend to pursue a career in nursing. This course will cover topics such as making measurements, dimensional analysis, atomic structure, types of bonding, as well as some introduction to reactions, particularly acids and bases. Prerequisite: high school algebra or equivalent. This course meets for 7 weeks.

155 Matter and Energy

3

This course addresses basic concepts of chemistry and physics in the context of social, environmental, and political issues. This course will cover topics such as atomic structure and bonding, the physics of energy, chemical reactions in air and water, and the nature of scientific inquiry. Two lectures and one laboratory per week. Prerequisite: high school algebra or equivalent.

223 General Chemistry I

4

A study of water, solutions, atomic and molecular structure, chemical bonding, and chemical reactions. Laboratory work involves quantitative, computational, and spectroscopic analyses of chemical systems that are relevant to the 'real world'. Three lectures and one laboratory period or field-trip per week. Prerequisite: high school chemistry or equivalent; minimum SAT score of 530 math and 1080 composite or ACT score of 22 math and 21 total. Students without the minimum SAT or ACT score must first pass MATH 114 College Algebra with a grade of B or higher.

224 General Chemistry II

4

A careful study of chemical reactions with respect to enthalpy, entropy, equilibrium, kinetics, and electrochemistry. Laboratory work involves the student-directed development of a technique for the quantitative and spectroscopic analyses of an environmentally important substance. Three lectures and one laboratory period or field-trip per week. Prerequisite: CHEM 223.

***285 Environmental Chemistry**

4

An introduction to concepts in atmospheric, aquatic, and terrestrial chemistry, pollution, and energy production and consumption. Students and faculty work together with members of the community at large to investigate local environmental issues, and to educate the community about these issues. Laboratory work includes common field sampling and analytical techniques, and statistical analysis of chemical data. Students are expected to design, conduct, and report on experimentation to confirm measurements of environmental analytes using multiple strategies. Three lectures and one laboratory period or field-trip per week. Prerequisite: CHEM 223. (Spring 2020)

***305 Alternative Energy**

2

This course will address understanding some of the current and emerging "energy alternatives" by looking at the chemistry underlying each means of energy production. Topics addressed will fall into three broad categories: electrochemistry (photovoltaics, fuel cells, batteries, etc.), thermodynamics (fuels) and nuclear chemistry. The course will have several short laboratory exercises to provide a hands-on introduction to several energy sources and students will pursue an in-depth project. Prerequisite: CHEM 223. (Spring 2020)

315 Organic Chemistry I

4

Organic chemistry is the study of the relationship between the three-dimensional structure and the reactivity of carbon compounds. The chemical and physical properties of organic compounds will be linked to an understanding of orbital theory, electronegativity, strain, and sterics. Reactions of simple organic compounds will be described in terms of electron movement (mechanisms) and kinetic vs. thermodynamic parameters. The laboratory will emphasize development of purification, isolation, and identification techniques, particularly chromatography, infrared spectroscopy, mass spectroscopy, and nuclear magnetic spectroscopy. Three lectures and one four-hour laboratory per week. Prerequisite: CHEM 224, with a minimum grade of C-.

316 Organic Chemistry II

4

This class builds on the reactions and mechanisms described in CHEM 315 so that 'new' mechanisms can be deduced based on the key principles of conformational preference, sterics, polarity and bond strength. Aromatic compounds as well as oxygen and nitrogen containing compounds are studied so that the chemistry of biomolecules can be introduced. Structure determination of increasingly complex compounds by instrumental techniques, such as GC-MS, NMR, and IR, will also be emphasized. The laboratory will involve multi-step transformations, purifications, and advanced structure determination using primarily instrumental techniques. Three lectures and one four-hour laboratory per week. Prerequisite: CHEM 315.

***325 Analytical Chemistry I**

2

An overview of the various aspects of analytical chemistry such as sampling, statistical analysis of data sets, quantitative and qualitative analysis, spectroscopy and chromatography, and trouble-shooting/ instrument design and maintenance. Emphasis will be given to Gravimetric and Titrimetric analysis, Ultraviolet and visible spectroscopy, Advanced GCMS and ion-selective electrodes. One lecture, four hours of laboratory. Prerequisite: CHEM 224 with a C or higher. (Fall 2018)

- *345 Analytical Chemistry II** **2**
An overview of the various aspects of analytical chemistry such as sampling, statistical analysis of data sets, quantitative and qualitative analysis, spectroscopy and chromatography, and trouble-shooting/ instrument design and maintenance. Emphasis will be given to Atomic spectroscopy, NMR spectroscopy including multi-dimensional analysis and nuclei beyond C and H, HPLC. One lecture, four hours of laboratory. Prerequisite: CHEM 224 with a C or higher. (Fall 2019)
- *376 Drugs: Discovery Design, and Action** **2**
The intended audience for the class is chemistry, biochemistry and biology students, particularly those who are interested in pre-professional health careers, industrial careers in biotechnology or pharmaceuticals, public health, or graduate work in chemistry, biochemistry or biology. In this class we will study the principles that govern the process of modern drug discovery and development to gain insight into the modes of activity of the major classes of drugs (antibiotics, antivirals, analgesics, anticancer, steroids, antihistamines, etc.). Students will primarily be evaluated based on appropriate scientific writing. When offered online, this course requires a few (typically 3) synchronous class meetings which will be scheduled in collaboration with the students. (Spring 2019, online) Prerequisite: CHEM 315
- *405 Thermodynamics** **3**
A computationally intensive foundational study of chemical thermodynamics and kinetics. Topics include gases, enthalpy, entropy, Gibbs free energy, chemical and phase equilibria, statistical thermodynamics, electrochemistry and chemical kinetics. Prerequisite: two semesters of math, recommended completion of MATH 195. (PHYS 405) (Fall 2018)
- *406 Quantum Mechanics** **3**
A mathematically intensive study of basic QM as related to atomic and molecular structures. Topics include the Schroedinger equation, the uncertainty principle, bound and scattering states, the hydrogen atom, and spectroscopy. Prerequisite: MATH 195 or instructor permission. (PHYS 406) (Fall 2019)
- 479 Chemistry/Biochemistry Research** **2**
Research under the direction of a faculty member. Permission required since enrollment is limited.
- 499 Independent Study** **1-3**
Independent study including preparation and presentation of a scholarly research paper, introduction to research, advanced syntheses, etc. May include topical seminars by staff or visiting lecturers. Prerequisite: departmental approval.

Biochemistry (BIOCH)

- 152 Human Biochemistry** **2**
Study of organic and inorganic compounds, especially those important in cellular intermediary metabolism and other biological processes. Prerequisite: CHEM 104 or 2 years of high school chemistry or AP Chemistry. This course meets for 7 weeks.
- 318 Biochemistry- Molecular Biology Lab** **2**
A hands-on overview of several major biochemistry and molecular biology laboratory techniques, including protein and nucleic acid purification, expression, and characterization; enzyme kinetics; and protein and gene bioinformatics. Each student will undertake a short research project. Prerequisites: BIOL 225 and CHEM 315

- 376 Foundational Biochemistry** **3**
A survey of structure – function relationships of biological molecules and systems. Emphasis is placed on enzymology, intermediary metabolism, and metabolic control. Three lecture periods per week. Prerequisite: CHEM 316.
- *398 Advanced Cell Biology** **3**
A study of cellular architecture, communication, transport, motility, division, growth and death. Particular emphasis is placed on the study of cancer at the cellular level. Students read and report on research articles. Prerequisite: BIOL 225. (Spring 2019)
- *438 Molecular Genetics** **3**
A study of the mechanisms of gene structure, stability, replication, transmission, and expression in eukaryotes. Themes include molecular evolution, viruses (including HIV), and heritable diseases. Students read and report on research articles. Prerequisite: BIOL 225. (Spring 2020)
- 479 Biochemistry/Chemistry Research** **1-2**
Research under the direction of a faculty member. Permission required since enrollment is limited.

Science, Technology, Engineering, Mathematics (STEM)

- 219 Science and Engineering Practicum** **1**
Experiential community learning related to future STEM vocations is coordinated with classroom instruction and reflective writing based on readings and experiences. Typical experiences include formal conversations with STEM alumni, tours of regional STEM business or laboratories, presentations by STEM professionals. Students will develop potential career plans and expand their understanding of possible vocations within STEM. This course will not discuss health science vocations. Open to first year and second year STEM majors only.

**Indicates courses offered in alternate years.*



EDUCATION

Faculty

Cathy K. Smeltzer Erb (chair)
Katherine R. Evans
Meg Sander (graduate director)
Ronald Shultz
Barbara Wheatley
Paul J. Yoder

Teaching Endorsements

- ▶ Early/Primary Education
Licensure (PreK-3) and
Elementary Education
Licensure (PreK-6)
- ▶ Special Education (K-12)
(prior to 2018-19)
- ▶ Secondary Education Licensure
(6-12)
 - Biology
 - Chemistry
 - Computer Science
 - English
 - History and Social Science
 - Mathematics
- ▶ All-Grade Education (PreK-12)
 - English as a Second Language
 - Foreign Language: Spanish
 - Health and Physical Education
 - Music: Instrumental;
Vocal/Choral
 - Visual Arts

Other Programs

- ▶ Add on endorsement:
Journalism
- ▶ Associate in Arts Degree in
Education: Para-Professional

The mission of the EMU teacher education program is to prepare competent, caring, reflective practitioners who advocate for children and youth, develop caring learning environments, initiate and respond creatively to change, value service to others, and teach boldly in a changing world through an ethic of care and critical reflection.

The teacher education program envisions preparing informed life-long leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These reflective practitioners will offer healing and hope in a diverse world. The successful teacher candidate demonstrates:

Scholarship: to acquire knowledge through the liberal arts, EMU Core and specialty area studies and to organize and integrate that knowledge across disciplines and cultures.

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems collaboratively and from multiple perspectives, and to make informed, research-based decisions to enhance student learning.

Professional Knowledge: to demonstrate pedagogical and professional knowledge in order to create, manage, and assess diverse environments conducive to learning and setting high expectations.

Communication: to acquire and use knowledge of effective verbal, nonverbal, and technological communication strategies to support student learning, to solve problems, and to create peaceable climates.

Careers in Education include teach at the early childhood, elementary, middle and high school levels; biology, chemistry, computer science, English, English as a second language, foreign language, health and physical education, history and social science, mathematics, music, special education, and visual arts.

Caring: to develop a nurturing spirit that honors diversity, advocates for students, integrates faith and ethics, and promotes peacebuilding in diverse settings.

Leadership: to demonstrate high aspirations for themselves and their profession and to influence positive change in educational settings.

Teacher candidates at EMU believe that individuals can learn to their full potential, and that effective teachers help students draw on the background of experience to construct their own learning.

The education department provides an extensive field-based curriculum that integrates theory and practical application in a variety of public and private school settings. Students are prepared to become teachers in preschool, kindergarten, elementary, middle school or secondary high schools. Curricula are designed to combine a Christian liberal arts background with an intensive professional preparation in education. The education department also operates an early learning center which affords opportunities for observation of child development and participation experiences with a model teacher.

Although requirements may vary from state to state, all states require licensure for teaching. Teacher education at EMU holds “state approved program” status and is accredited by the National Council for Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Education Preparation (CAEP). This assures graduates reciprocal licensure in most states. Currently, national recognition is held by Specialty Professional Associations in special education (CEC).

All students seeking licensure to teach shall make application for admission to teacher education and to student teaching. Application for admission to teacher education is made at the end of the fall semester of the sophomore year and application for admission to student teaching is made at the end of the fall

semester of the junior year. Transfer students are required to attend an education department transfer orientation meeting their first semester on campus.

Test preparation and remedial assistance is available for students seeking admission to the program. Students who wish to appeal a teacher education admissions committee decision should refer to the Teacher Education Handbook for appeal procedures.

Entrance and exit requirements including cut-off test scores for all teacher education programs are found in the Teacher Education Handbook which is available in the education office or online at www.emu.edu/education or www.emu.edu/education/test-scores. A basic skills assessment in reading, writing, and mathematics is required for admission to the teacher education program. Students with qualifying SAT/ACT scores meet the requirement. A Praxis Core Academic Skills for Educators: Mathematics score of 150 and the Virginia Communication and Literacy Assessment (VCLA) also meet the requirement. The Virginia Communication and Literacy Assessment (VCLA) is required for teacher licensure. The Reading for Virginia Educators (RVE) is required for early/primary education (preK-3), elementary education (preK-6), and special education (K-12). Admission to teacher education requires a 2.5 cumulative GPA, submission of an admissions portfolio and a teacher education interview. Admission to student teaching requires a 2.7 cumulative GPA. In addition, students must have a C or better in all education courses (courses with ED or EDS prefix and content area methods courses) to be admitted to student teaching. Exit requirements include meeting the Virginia cut off score requirements for the Praxis Subject Assessment (consisting of specialty area components); submission of a student teaching portfolio as part of ED 411; and an earned GPA of 2.7. Students

may obtain an additional endorsement without completing an approved licensure program by passing the Praxis Subject Assessment in the content area (Biology, Chemistry, English, History and Social Science, Mathematics, Visual Arts, Health and Physical Education, Foreign Language, and Music) with the exception of PreK-3, PreK-6, and Special Education.

Early/primary, elementary and special education programs require a liberal arts major outside the education department. Students enrolled in all-grade-level programs and secondary programs must major in the discipline of their teaching interest. All education programs require completion of a prescribed sequence of professional education courses. EMU offers the following state-approved teaching endorsement programs:

- ▶ Early/Primary Education, PreK-3
- ▶ Elementary Education, PreK-6
- ▶ Biology, 6-12
- ▶ Chemistry, 6-12
- ▶ Computer Science 6-12
- ▶ English, 6-12
- ▶ English as a Second Language, PreK-12
- ▶ Foreign Languages:
- ▶ Spanish, PreK-12
- ▶ Health and Physical Education, PreK-12
- ▶ History and Social Science, 6-12
- ▶ Mathematics, 6-12
- ▶ Music Education:
- ▶ Vocal/Choral, PreK-12
- ▶ Instrumental, PreK-12
- ▶ Special Education: General Curriculum (K-12) (prior to 2018-19)
- ▶ Visual Arts, PreK-12

The following endorsement area may be selected along with any of the above listed programs:

- ▶ Journalism

Advising takes place with faculty in the education department. Students enrolled in secondary and all-grade education programs must consult their education advisor and their content area advisor. Students completing minors must consult an advisor in their respective content areas.

Field Experiences

A wide range of experiences in schools is provided, beginning in the first year and culminating with student teaching. Students will be billed for travel and stipend expenses.

Early/Primary Education (PreK-3) or Elementary Education (PreK-6)

Professional Sequence for Early/Primary and Elementary Education

ED 101 Exploring Teaching. . . . .	.2
ED 201 Computers and Instructional Technology in Education. . . . .	.1
ED 231 Organizing for Learning. . . . .	.3
ED 232 Learning, Motivation, and Assessment (PreK-6) . . . . .	.3
ED 321 Management and Organization in Early Education. . . . .	.3
ED 331 Math in the Elementary School . . . . .	.2
ED 332 Science in the Elementary School . . . . .	.2
ED 333 Social Studies in the Elementary School . . . . .	.2
ED 301 Needs of Diverse Learners . . .	.3
ED 341 Language Arts. . . . .	.2
ED 342 Reading/Diagnostic Reading .3	
ED 343 Content Area Reading and Writing . . . . .	.2
ED 401 Examining Foundations of Education . . . . .	.2
ED 411 Reflective Teaching Seminar and Portfolio . . . . .	.1

Plus:

Early/Primary Education only

- ED 421 Student Teaching I: PreK-3 . . .7
- ED 422 Student Teaching II: PreK-3 . . .7

Elementary Education only

- ED 421 Student Teaching I: PreK-3 . . .7
- ED 423 Student Teaching II: 4-6.7

Recommended:

- *ART 397 Elementary School Art Methods.2
- *MUED 341 Elementary School Music.3

Twenty-four semester hours of the above are devoted to professional studies while 21 semester hours involve practica.

Early/primary and elementary licensure candidates must fulfill requirements for a liberal arts major outside the department and meet general program requirements. Additional licensure requirements are as follows:

- + required for PreK-6 licensure
- ++ required for PreK-3 licensure

- BIOL 155 Biological Explorations3
- CHEM 155 Matter and Energy.3
- +ECON 201 Survey of Economics . . .3
- ENGL 350 Literature for Children . . .3
- *ENVS 135 Earth Science2
- *ENVS 145 Environmental Science. . .2
- GEOG 231 Cultural Geography3
- HE 202 Health and Safety.2
- HIST 101 United States History I: Race and Reason2
- HIST 102 United States History II: Mechanization and Modernization .2
- HIST 103 United States History III: Power and Paradox.2
- HIST 181 Global Past I: Prehistory to 15003
- +HIST 182 Global Past II:1500 to the present.3
- MATH 114 College Algebra2
- MATH 120 Mathematics for Social Decision Making2

- MATH 134 Finite Math: Logic and Problem Solving.2
- MATH 136 Finite Math: Number Theory and Probability2
- +STAT 120 Descriptive Statistics. . . .2
- PEM 145 Rhythmic Activities1
- PSYC 202 Developmental Psychology .3
- PSYC 203 Developmental Case Study .1
- ++SOC 330 The Family in Social Context3

Elementary education candidates majoring in liberal arts are encouraged to select a minor from the following content areas: English, history, Spanish, art, music, math or sciences.

Special Education (K-12)

For students enrolled in Special Education licensure prior to 2018-19.

Licensure for special education in grade levels K-12 includes successful completion of general education requirements, a liberal arts major and supporting special education courses. Candidates work closely with their advisors to determine specialty emphases as outlined by the Virginia Department of Education. Special education licensure candidates must fulfill requirements for an academic major outside the department and meet general program requirements.

Special Education program candidates may receive an endorsement in early/primary or elementary education by extending their program into the fifth year.

Professional Sequence for Special Education

- ED 101 Exploring Teaching.2
- ED 201 Computers and Instructional Technology in Education.1
- EDS 301 Introduction to Exceptionalities.3
- EDS 331 Individual Instruction in the Content Areas for Students with Exceptionalities3

EDS 332 Adapting Curriculum for Students with Exceptionalities	4
EDS 333 Medical Issues and Assistive Technology for Individuals with Exceptional Learning Needs.	1
*EDS 351 Intervention Strategies for Middle and High School Learners with Exceptionalities	3
*EDS 371 Evaluation and Planning in Special Education.	3
EDS 381 Special Education Professional Field Experience.	2
*EDS 401 Supporting Positive Classroom Behavior	2
*EDS 451 Educational Foundations and Due Process	2
ED 341 Language Arts.	2
ED 342 Reading/Diagnostic Reading .	3
ED 343 Content Area Reading and Writing	2
ED 411 Reflective Teaching Seminar and Portfolio	1
EDS 461 Student Teaching: Elementary Exceptionalities	7
EDS 462 Student Teaching: Middle School/High School Exceptionalities	7

Twenty-four semester hours of the above are devoted to professional studies; 24 semester hours involve practica.

Additional licensure requirements are as follows:

BIOL 155 Biological Explorations	3
CHEM 155 Matter and Energy.	3
ENGL 355 Literature for Children OR	
ENGL 340 Literature for Adolescents .	3
*ENVS 135 Earth Science	2
HE 202 Health and Safety.	2
HIST 101 United States History I: Race and Reason	2
HIST 102 United States History II: Mechanization and Modernization .	2
HIST 103 United States History III: Power and Paradox.	2
HIST 181 The Global Past I OR	
HIST 182 The Global Past II	3

MATH 120 Mathematics for Social Decision Making	2
MATH 134 Finite Math: Logic and Problem Solving.	2
MATH 136 Finite Math: Number Theory and Probability	2
STAT 120 Descriptive Statistics	2
PSYC 202 Developmental Psychology .	3
PSYC 231 Applied Behavior Analysis. .	3
SOC 330 The Family in Social Context	3

A minor in a content area is recommended.

Secondary Education (6-12)

Licensure for secondary education includes completion of EMU Core requirements, academic major requirements and the professional education sequence. Students wishing to prepare for teaching any subject at the secondary level must consult their advisor in the education department and the department advisor representing the major area. Education and supporting courses required are as follows:

ED 101 Exploring Teaching.	2
ED 201 Computers and Instructional Technology in Education.	1
ED 251 Learning, Motivation and Assessment (6-12)	3
ED 252 Learning, Motivation and Assessment PFE	1
ED 301 Needs of Diverse Learners . .	3
ED 351 General Curriculum and Methods	1
ED 361 Special Methods PFE	1
ED 371, 372, 373, 374, 375, OR 376 Special Methods	2
ED 381 Reading and Writing Across the Curriculum (6-12).	2
ED 391 Middle School Curriculum and Organization	3
ED 401 Examining Foundations of Education	2
ED 411 Reflective Teaching Seminar and Portfolio	1

ED 451 Middle School Student Teaching . . . . .	.7
ED 452 High School Student Teaching . . . . .	.7

Seventeen semester hours of the above are devoted to professional studies while 19 semester hours involve practica.

Additional licensure requirement:

PSYC 202 Developmental Psychology .	.3
-------------------------------------	----

All-Grade Education (PreK-12)

Students majoring in art, English as a second language, foreign language, health and physical education, and music are licensed for pre-kindergarten through grade 12. Licensure requirements for All-Grade Programs (PreK-12) are listed in the art section, below for ESL, the language and literature section for foreign language (Spanish), the health and physical education section, and the music section.

Additional licensure requirement:

PSYC 202 Developmental Psychology .	.3
-------------------------------------	----

Teaching Endorsement in ESL

To teach in U.S. public schools, a student must combine an academic major with PreK-12 education courses. A teaching endorsement in ESL (Grades PreK-12) is approved by the Virginia Department of Education.

The two methods courses (LING 450 Methods of Language Teaching and LING 460 Practicum in TESOL) require admission to teacher education, and co-enrollment in LING 450 and ED 351 General Curriculum and Methods. Teacher candidates must comply with all teacher education require-

ments. Education and supporting courses required are as follows:

ED 101 Exploring Teaching . . . . .	.2
ED 201 Computers and Instructional Technology in Education . . . . .	.1
ED 251 Learning, Motivation and Assessment (6-12) . . . . .	.3
ED 252 Learning, Motivation and Assessment PFE . . . . .	.1
ED 301 Needs of Diverse Learners . .	.3
ED 351 General Curriculum and Methods . . . . .	.1
ED 381 Reading and Writing Across the Curriculum (6-12) OR	
ED 343 Content Area Reading and Writing . . . . .	.2
ED 391 Middle School Curriculum and Organization . . . . .	.3
ED 401 Examining Foundations of Education . . . . .	.2
ED 411 Reflective Teaching Seminar and Portfolio . . . . .	.1
ED 461 Elementary Student Teaching	7
ED 462 Middle/High School Student Teaching . . . . .	.7

Other licensure requirement:

PSYC 202 Developmental Psychology .	.3
-------------------------------------	----

ESL Curriculum

LING 250 Introduction to Linguistics.	.3
LING 260 Grammars of English . . . .	.3
*LING 360 Language Learning, Literacy, and Culture . . . . .	.3
LING 450 Methods of Language Teaching . . . . .	.3
LING 460 Practicum in TESOL . . . .	.3
Foreign Language (Intermediate II or above) . . . . .	.3

Associate in Arts Degree in Education: Para-Professional

Designed for students who enjoy working with children but plan for only two years of college, this program provides training for positions in day care centers

and as assistants in early childhood and elementary classrooms. Courses taken in this sequence may be applied to the education program by recommendation of the instructors, should the student decide to later complete the four-year degree program.

In addition to the EMU Core requirements (see EMU Core section), the following sequence of courses is outlined for this program:

Required Courses for Education: Para-Professional

ED 101 Exploring Teaching. . . . .	.2
ED 221 Professional Field Experience (Early Childhood) . . . . .	.2
ED 231 Organizing for Learning. . . . .	.3
ED 232 Learning, Motivation and Assessment (PreK-6) . . . . .	.3
ED 331 Math in the Elementary School . . . . .	.2
ED 332 Science in the Elementary School . . . . .	.2

ED 333 Social Studies in the Elementary School . . . . .	.2
ED 301 Needs of Diverse Learners . . .	.3
ED 321 Management and Organization in Early Education. . . . .	.3
ENGL 350 Literature for Children . . .	.3
HE 201 First Aid . . . . .	.1
HE 202 Health and Safety. . . . .	.2

OR

HE 260 Teaching, Ministry, and Healthy Sexuality. . . . .	.3
MATH 120 Mathematics for Social Decision Making . . . . .	.2
PEM 145 Rhythmic Activities . . . . .	.1
PSYC 202 Developmental Psychology .3	
PSYC 203 Developmental Case Study .1	
SOC 330 The Family in Social Context . . . . .	.3

Recommended:

ED 201 Computers and Instructional Technology in Education.1
---	----

Education (ED)

A grade of "C" or higher is required of all teacher education candidates in all ED/EDS courses.

101 Exploring Teaching 2

An exploratory course designed to provide the student a means for self-assessment as a potential teacher. Learning activities include directed observations and participation in school settings, analysis of teaching skills and discussions centering on constructivist theory, reflective teaching, and current issues in education. A 20-hour practicum is included. (1 SH content; 1 SH practicum)

201 Computers and Instructional Technology in Education 1

Students taking this course will be expected to develop proficiency in the following environments: word processing, databases, spreadsheets, drawing/graphics, PowerPoint presentations, WebQuest, web page design, iPhoto and iMovies. Students will be expected to utilize the skills gained in this course throughout the remainder of their educational program at EMU. Students will show evidence of their ability to utilize technology in the development of their e-Portfolio. Successful completion of this course allows students to meet the Virginia Technology Standards. Prerequisite: ED 101 or permission from chair.

221 Professional Field Experience (Early Childhood) 2

A participatory experience in nursery schools or day care centers. Required reading and seminars. Travel expenses are the student's responsibility. Prerequisite: Permission from chair.

231 Organizing for Learning 3

This course surveys elementary school curriculum from the teacher's perspective. It covers daily, weekly, unit, and yearly planning, classroom management, parent communication, and professional relationships. Art, music, and movement are given special consideration especially as they relate to integrated, interdisciplinary curricula.

232 Learning, Motivation, and Assessment (PreK-6) 3

A course designed to aid the pre-service teacher in understanding the development of PreK through grade 6 students. Focuses on learning, motivation, and assessment and subsequent implications for effective teaching. Topics include cognitive development, child and family, psychosocial and moral development, and needs of diverse learners. Motivation for learning and planning for essential learning outcomes are also integral to the course. Current theories and practices regarding assessment and accountability to various audiences are examined.

251 Learning, Motivation and Assessment (6-12) 3

Emphasis is placed on learning theories and principles, motivation development and assessment procedures. A framework for understanding the physical, cognitive, and psychosocial development of adolescents and subsequent implications for effective middle and secondary school instruction and evaluation is explored. Current theories and practices regarding assessment and accountability to various audiences are examined. Prerequisite: Cumulative GPA of 2.5.

252 Learning, Motivation and Assessment Professional Field Experience 1

A 40-hour professional field experience that focuses on observations and participatory experiences in grades 6 - 12. Grading is on a pass/fail basis. Corequisite: ED 251.

301 Needs of Diverse Learners 3

Addresses teaching students with diverse and special needs, including disabilities and giftedness. Explores concepts of ethnic, racial, linguistic, economic, and religious diversity in relation to differentiation. Inclusive settings and integrated services approach are examined. Prerequisite or corequisite: ED 331/2/3, ED 351, or PE 401.

321 Management and Organization in Early/Primary Education 3

Emphasis is on the priorities and practices of early childhood educators. Leadership, community/parent and school relationships, core curriculum and content, and management considerations are discussed. Includes a 20-hour practicum in a preschool setting. Prerequisite: ED 101. (2 SH content; 1 SH practicum) (Offered every fall)

Curriculum Block: ED 331, 332, 333 6
(Includes a 60-hour practicum)

A block of courses which provide foundations of curriculum development and implementation. Coursework on campus is integrated with practicum experiences in K-6 classrooms with a focus on local, state, and national curriculum standards.

Prerequisites: ED 231, ED 232 and a cumulative GPA of 2.5 (4 SH content; 2 SH practicum)

331 Math in the Elementary School 2

This course introduces methods of teaching mathematics in grades K-6 with significant attention to planning, instruction and assessment activities which are responsive to the needs of diverse learners of students. National Council of Teachers of Mathematics (NCTM) standards and Virginia Standards of Learning (SOLs) provide the content framework. Participants in the course will be involved in exploration, development and practical applications of inquiry, discovery, directed teaching, use of manipulatives, and other activities designed to prepare them for teaching mathematics in elementary schools.

332 Science in the Elementary School **2**

Active sciencing and teacher resourcefulness are emphasized in planning relevant, meaningful experiences for diverse learners. National Science Teachers Association (NSTA) standards and Virginia Standards of Learning (SOLs) provide the content framework. Emphasis is given to the importance of preparing children's learning environments so that science concepts can be taught through inquiry and active participation.

333 Social Studies in the Elementary School **2**

Introduces methods of teaching social studies in the elementary school. National Council for the Social Studies (NCSS) standards and Virginia Standards of Learning (SOLs) provide the content framework. Multicultural Education is stressed and students design a culturally responsive curriculum unit incorporating social studies facts, concepts and generalizations.

Literacy Block: ED 341, 342, 343 **7** **(Includes a 60-hour practicum)**

An integrated block of courses designed for students who plan to teach in pre-kindergarten through grade six. The 7-hour block of courses explores the development of spoken and written language and traces the development of reading from birth through pre-adolescence. Understanding the social and cultural contexts for language learning both at home and at school and knowing the cognitive and psychological factors that exist at various stages of development form the basis for planning the curriculum at school. (5 SH content; 2 SH practicum)

The course encompasses the following major strands of study:

- ▶ Language Development (Cognitive, Linguistic, Socio-cultural)
- ▶ Processes, Development and Assessment of Reading and Writing, Speaking and Listening
- ▶ Responding to Literature and Comprehensive Content Material
- ▶ Expressive language in storytelling, drama and choral reading
- ▶ Diagnosing and Adapting for Diverse Learners
- ▶ Integrating Reading and Writing in Content Areas

The practicum provides the students with opportunities to integrate and apply an integrated language arts perspective in a classroom setting. In addition, the student is engaged in assessing one child's literacy development and in planning and implementing an appropriate tutoring program and communicating with parents and caregivers. Prerequisite: Admission to teacher education.

341 Language Arts **2**

Examines the cognitive, linguistic and socio-cultural context for language development in home and school. Explores current understandings about teaching-learning processes in speaking, listening, reading and writing. Special attention is given to identifying the developmental stages of written word knowledge.

342 Reading/Diagnostic Reading **3**

Explores appropriate strategies for developing fluency in word recognition, recognizing the value of appreciation and enjoyment of literature in the process. Students learn appropriate strategies to assist diverse readers in constructing meaning from text and ways to use technology to improve literacy skills. Students organize and analyze assessment data to carefully monitor student progress, becoming constructive evaluators of literacy. Strategies are developed for organizing and using space, time and materials to promote the development of a literate environment.

- 343 Content Area Reading and Writing** **2**
 The processes of reading and writing provide a framework for all instruction. The varying needs of the learner are considered as strategies involving reading and writing across all curriculum areas are demonstrated and practiced. The role of vocabulary development and writing skills are included in the focus. Interactive journals engage the student in using writing as a tool for learning.
- Middle and Secondary Curriculum Block: ED 351, 361; plus 371, 372, 373, 374, 375 or 376** **4**
- 351 General Curriculum and Methods for Middle and Secondary Teaching** **1**
 Focusing on general overall curriculum and methods trends, concepts and procedures related to teaching in the 6-12 grade levels. Prerequisites: ED 251 and admission to teacher education.
- 361 Special Methods Professional Field Experience** **1**
 A 60-hour professional field experience in area high schools. Consists of assignments arranged to provide for breadth of experience within the scope of one's subject certification area. Grading is on a pass/fail basis. Prerequisites: ED 251 and admission to teacher education.
- 371 Special Methods for Middle and Secondary Teaching: Biology** **2**
 Focusing on the application of specific curriculum and methods concepts relevant to the student's certification area. Prerequisites: ED 251 and admission to teacher education.
- 372 Special Methods for Middle and Secondary Teaching: Chemistry** **2**
 Focusing on the application of specific curriculum and methods concepts relevant to the student's certification area. Prerequisites: ED 251 and admission to teacher education.
- 373 Special Methods for Middle and Secondary Teaching: English** **2**
 Focusing on the application of specific curriculum and methods concepts relevant to the student's certification area. Prerequisites: ED 251 and admission to teacher education.
- 374 Special Methods for Middle and Secondary Teaching: History and Social Science** **2**
 Focusing on the application of specific curriculum and methods concepts relevant to the student's certification area. Prerequisites: ED 251 and admission to teacher education.
- 375 Special Methods for Middle and Secondary Teaching: Mathematics** **2**
 Focusing on the application of specific curriculum and methods concepts relevant to the student's certification area. Prerequisites: ED 251 and admission to teacher education.
- 376 Special Methods for Middle and Secondary Teaching: Computer Science** **2**
 Focusing on the application of specific curriculum and methods concepts relevant to the student's certification area. Prerequisites: ED 251 and admission to teacher education.
- 381 Reading and Writing Across the Curriculum (6-12)** **2**
 The processes of reading and writing provide a framework for all instruction. The focus of this course examines literacy across the curriculum with emphasis on providing the classroom teacher with strategies to enhance literacy development. The course is designed to teach methods, techniques, and strategies to equip the classroom teacher to become a content literacy provider. Emphasis is placed upon conceptual definitions of reading and writing, implementing reading/writing strategies within a designed content field, and synthesis of current research addressing reading/writing/study skills, and critical thinking. Prerequisite: Admission to teacher education.

- 391 Middle School Curriculum and Organization** **3**
 Understanding the middle school concept, exploration of the curriculum, team planning and teacher roles, discipline and management practices and professional development are examined. Includes a 20-hour practicum in a middle school setting. (2 SH content; 1 SH practicum)
- 401 Examining Foundations of Education** **2**
 This course concentrates on issues facing American education today. Utilizing a contextual framework that reflects on the historical, philosophical, and sociological foundations of American education, the student analyzes, synthesizes, and evaluates issues/topics that are currently redefining the American educational system. Focus is placed upon discussion (both within class and on the class web page), out-of-class reading, research, and problem solving strategies. As a capstone course in the teacher education program, students will use a problem based learning approach to construct solutions to issues facing American education. The course chooses one particular trend to study each semester. Prerequisite: Admission to teacher education.
- 411 Reflective Teaching Seminar and Portfolio** **1**
 Regularly scheduled after school throughout the student teaching experience to assist prospective teachers in their efforts to promote thinking in all aspects of the curriculum, to explore effective teaching strategies, and to provide an unhurried time for reflection and to meet requirements for Virginia child abuse and neglect recognition and reporting curriculum. An electronic capstone portfolio is required for program completion. To be taken concurrently with student teaching.
- 421 Student Teaching I: (PreK-3)** **7**
- 422 Student Teaching II: (PreK-3)** **7**
- 423 Student Teaching (4-6)** **7**
 Designed for prospective early/primary education (PreK-3) and elementary education (PreK-6) teachers. Three integrated components comprise this experience: (1) Orientation and participatory experiences during the opening week of school, to be fulfilled in the setting where the student will later complete the supervised teaching assignment; (2) Two seven-week placements at two different grade levels and daily classroom teaching responsibilities under the supervision of a cooperating teacher, including observation, reflection, planning, implementation, evaluation, and conferencing; (3) ED 411 Reflective Teaching Seminar. Spring semester student teachers are required to take orientation and participational experiences during the opening week of school in the fall. Prerequisite: Admission to student teaching.
- 451 Middle School Student Teaching (6-12)** **7**
- 452 High School Student Teaching (6-12)** **7**
 Consisting of three integrated components: (1) Orientation and participatory experiences during the opening week of school, to be fulfilled in the setting where the student will later complete the student teaching assignment; (2) Two seven-week blocks of actual classroom experience at both middle and high school levels under the supervision of a cooperating teacher, including observation, reflection, planning, implementation, evaluation, and conferencing; (3) ED 411 Reflective Teaching Seminar. Spring semester student teachers are required to take orientation and participational experiences during the opening week of school in the fall. Prerequisite: Admission to student teaching.

461 Elementary Student Teaching (PreK-6) 7

462 Middle/High School Student Teaching (6-12) 7

A full semester program for art, English as a second language, health and physical education, foreign language, and music majors consisting of integrated components: (1) Orientation and participatory experiences during the opening week of school, to be fulfilled in the setting where the student will later complete the student teaching assignment; (2) Two seven-week blocks of classroom experience at both elementary and middle or high school levels under the supervision of a cooperating teacher, including observation, reflection, planning, implementation, evaluation, and conferencing; (3) ED 411 Reflective Teaching Seminar. Spring semester student teachers are required to take orientation and participational experiences during the opening week of school in the fall. Prerequisite: Admission to student teaching.

499 Independent Study 1-3

Individualized studies in specialized topics. Open to advanced students with approval.

Special Education (EDS)

301 Introduction to Exceptionalities 3

A course designed to provide a general overview of cognitive, learning and emotional exceptionalities for students preparing for a career in special education. This course will include an introduction to historical perspectives, theories, characteristics, medical aspects, educational implications, cultural perspectives and ethical issues in the practice of special education. These topics will be viewed in the context of normal patterns of development and the dynamic influence of culture and the family system. Prerequisite: Permission from the instructor.

Special Education Block: EDS 331, 332, 333 8
(Includes a 60-hour practicum)

An integrated block of courses which study the specialized curriculum and methods for teaching children with cognitive, learning and emotional disabilities. A 60-hour field/clinical experience in EDS 331/332 requires students to assist general and special education teachers in planning/adapting instruction, materials and curriculum for children with exceptionalities. Prerequisites: EDS 301 and a cumulative GPA of 2.5.

331 Individualized Instruction in the Content Areas for Students with Exceptionalities 3

Emphasizes the prescriptive creation of developmentally and disability appropriate curriculum in reading, language arts, social studies, math, science, and integrated arts. (2 SH content; 1 SH practicum) Prerequisites: EDS 301 and a cumulative GPA of 2.5.

332 Adapting Curriculum for Students with Exceptionalities 4

Focuses on adapting general education curriculum to provide an appropriate education to children with exceptionalities and develop commensurate skills in consultation, case management and collaboration. Students will design culturally and linguistically sensitive curriculum and lesson plans for case studies presented in academic, social, emotional and vocational areas. (3 SH content; 1 SH practicum) Prerequisites: EDS 301 and a cumulative GPA of 2.5.

- 333 Medical Issues and Assistive Technology for Individuals with Exceptional Learning Needs** **1**
Provides knowledge of current issues in specialized health care; augmentative and assistive technology to enhance communication, mobility and assessment; the effects of various medications; and universal precautions for safe environments. Students critique current technology resources for children and youth with special needs and plan instruction for the use of alternative and augmentative communication systems. Prerequisites: EDS 301 and a cumulative GPA of 2.5.
- *351 Intervention Strategies for Middle and High School Learners with Exceptionalities** **3**
A study of culturally and linguistically sensitive general and specialized curriculum and methods used for teaching children with learning disabilities, emotional disturbances and mental retardation in middle and secondary schools and the adaptations which can facilitate integration into general education classrooms. Instructional, evaluative, and self-determination strategies are identified. IEPs and lesson plans will be developed in transition, academic, adaptive behavior and vocational areas. A 15-hour field/clinical experience allows students to teach middle or secondary students with significant learning and/or behavior difficulties. (2 SH content; 1 SH practicum) (Fall 2018)
- *371 Evaluation and Planning in Special Education** **3**
A study of formal and informal diagnostic and evaluative procedures appropriate for children (K-12) with exceptional learning needs. Foci include understanding legal requirements for eligibility, providing prescriptions based on assessment data and general evaluation of instruction. This course has an emphasis on the development of the Individualized Education Plan (IEP). A collaborative “team” approach to due process will be emphasized. A 20-hour clinical experience is required during which the student will use a case study approach to the development of IEP’s. Prerequisites: EDS 301. (2 SH content; 1 SH practicum) (Spring 2020)
- 381 Special Education Professional Field Experience** **2**
This professional field experience is designed to give prospective teachers experience with exceptional persons through a concentrated 2 1/2-week (6-8 hours a day) placement in a school or community setting. Allows students to experience the demands and changing nature of the learning environment from their morning arrival to the end of a school or work day. Grading is on a pass/fail basis. (Offered summers only)
- *401 Supporting Positive Classroom Behavior** **2**
This course focuses on techniques used to support behavior change in children with disabilities. Systematic, peaceable classroom interventions are presented and students will learn strategies to prevent inappropriate behavior from occurring or escalating. Students are required to demonstrate various classroom behavior management strategies in the classroom and/or in simulations. (Fall 2018)
- *451 Educational Foundations and Due Process** **2**
This course involves an understanding of regular education and special education foundations and their respective linkages to the due process procedures of special education. (Fall 2019)

461 Student Teaching: Elementary Exceptionalities 7

462 Student Teaching: Middle School/High School Exceptionalities 7

For General Curriculum licensure:

Consisting of three integrated components: (1) Orientation and field experiences during the opening week of school, to be fulfilled in the setting where the student will later complete the student teaching assignment; (2) two seven-week blocks of classroom experience under the supervision of a cooperating teacher, including observation, participation, responsible teaching and conferencing; and (3) Reflective Teaching Seminar (see ED 411). Seven weeks are spent at the elementary (K-6) level and seven weeks at the secondary (6-12) level. Spring semester student teachers are required to take orientation and participational experiences during the opening week of school in the fall. Prerequisite: Admission to student teaching.

499 Independent Study 1-3

Individualized studies in specialized topics. Open to advanced students with approval.

English as a Second Language (LING)

250 Introduction to Linguistics 3

See course description in the Language and Literature section.

260 Grammars of English 3

See course description in the Language and Literature section.

***360 Language Learning, Literacy, and Culture** 3

This course considers how humans acquire their first language and other languages. How do power, personal identity, social inequalities and other socio-cultural factors influence acquisition of language and literacy skills? Of special interest are the challenges facing learners outside the mainstream culture who acquire skills in English as an academic language. Practical implications for teaching are considered. Prerequisite: Sophomore standing or permission of the instructor. (Spring 2019)

450 Methods of Language Teaching 3

Methods of Language Teaching emphasizes principles of teaching, practical methods, and adaptation of materials for teaching any language as a second language. The class is highly interactive and engages students in demonstration language lessons as both teachers and learners. It includes a 20-hour practicum. Prerequisite or corequisite: LING 250 or LING 260 or LING 360 and admission to teacher education.

460 Practicum in TESOL 3

Supervised teaching in an ESL classroom or in one-to-one instruction of English to non-native speakers of English. Lesson plans and reflections are prepared for each of 60 hours taught. Application for approval is due prior to registration week. Prerequisite or corequisite: LING 450, and admission to teacher education.

**Indicates courses offered in alternate years.*



HEALTH AND PHYSICAL EDUCATION PROGRAM

Faculty

Joohyun Lee

Roger E. Mast

(program director)

Carleen Overacker

Majors

- ▶ Health and Physical Education

Minors

- ▶ Coaching
- ▶ Kinesiology and Exercise Science

Teaching Endorsement

- ▶ Health and Physical Education, Grades PreK-12

The health and physical education program, housed in the education department, exists to promote a healthful, activity-oriented lifestyle and to develop competent health and physical education professionals.

Major in Health and Physical Education, PreK-12 Teaching Endorsement

This program will prepare students to teach health and physical education by instructing them in the standards of the National Association of Sport and Physical Education (NASPE).

BIOL 112 Human Anatomy and Physiology I	3
BIOL 122 Human Anatomy and Physiology II	3
BIOL 145 Nutrition Fundamentals . . .	2
HE 201 First Aid	1
HE 202 Health and Safety	2
HE 260 Teaching, Ministry, and Healthy Sexuality	3
HE 301 Athletic Training	2
PE 101 Introduction to Health, Physical Education and Recreation .	3
PE 302 Motor Learning	2
*PE 414 Biomechanics of Sport	2
*PE 415 Exercise Physiology of Sport .	3
PE 416 Fitness Administration and Assessment	2

Careers in Health and Physical Education include elementary or secondary physical education teacher, youth sports program director, developmental club sport coach/director, health educator, athletic coach, campus intramurals/recreation, youth pastor/ministry, adult fitness or sports club management and sports information director.

*PEM 141 Teaching Individual Sports	.2
*PEM 142 Teaching Team Sports	. . . . .2
PEM 143 Fitness, Conditioning, and Strength Training	. . . . . . . . . . .2
*PEM 144 Experiential Education and Recreational Games	. . . . . . . . . . .2
PEM 145 Rhythmic Activities	. . . . . . . . . . .1

**Professional Studies
Requirements (42 SH)**

(All professional studies courses must be passed with a grade of C or better.)

ED 101 Exploring Teaching	. . . . . . . . . . .2
ED 201 Computers and Instructional Technology in Education	. . . . . . . . . . .1
ED 251 Learning, Motivation and Assessment (6-12)	. . . . . . . . . . .3
ED 301 Needs of Diverse Learners	. . . . . . . . . . .3
ED 381 Reading and Writing Across the Curriculum (6-12)	. . . . . . . . . . .2
ED 401 Foundations of Education	. . . . . . . . . . .2
ED 411 Reflective Teaching Seminar and Portfolio	. . . . . . . . . . .1
ED 461 Elementary Student Teaching (PreK-6)	. . . . . . . . . . .7
ED 462 Middle/High School Student Teaching (6-12)	. . . . . . . . . . .7
PE 301 Adapted Physical Education	. . . . . . . . . . .3

Secondary Physical Education Block

ED 351 General Curriculum and Methods for Middle and Secondary Teaching	. . . . . . . . . . .1
*HE 401 Health Methods	. . . . . . . . . . .2
*PE 402 Middle and Secondary Physical Education	. . . . . . . . . . .3

Prerequisite courses: ED 101, ED 201,
ED 251, HE 202, HE 260.

Elementary Physical Education Block

*PE 401 Elementary Physical Education	. . . . . . . . . . .3
*PE 403 Assessment of Physical Activity	. . . . . . . . . . .1
*PEM 231 Movement Education	. . . . . . . . . . .1

Prerequisite courses:
ED 101, ED 251, PE 301 and PE 302.

**Additional licensure
requirement:**

PSYC 202 Developmental Psychology	.3
-----------------------------------	----

Admission prerequisites for the first semester of block courses: admission to Teacher Education; or 2.7 cumulative GPA and submission of Praxis CORE Academic Skills for Educators: Mathematics scores.

Admission prerequisite for the second semester of block courses: admission to Teacher Education.

The secondary and elementary physical education blocks are designed to combine actual in-school experience with curriculum theory, methods and student assessment. Travel expenses are the student's responsibility. The blocks are offered alternating fall semesters; the elementary block is offered in even years and secondary block in odd years.

Teacher candidates must comply with all teacher education requirements listed in the education section.

Minor in Coaching

This program is designed to give the candidate the necessary background knowledge and skills to coach youth and scholastic sports. This minor consists of 17-19 SH:

Core Requirements (11 SH)

HE 201 First Aid	. . . . . . . . . . .1
*PE 201 Principles of Coaching	. . . . . . . . . . .2
PE 203 Coaching Practicum	. . . . . . . . . . .1
PE 302 Motor Learning	. . . . . . . . . . .2
REC 405 Recreation and Sport Administration	. . . . . . . . . . .3
PEM 143 Fitness, Conditioning and Strength Training	. . . . . . . . . . .2

Choose one of the following (1-2 SH)

*PEM 141 Teaching Individual Sports	.2
*PEM 142 Teaching Team Sports	. . . . .2
PEV 151 Baseball	. . . . . . . . . . .1
PEV 152 Men's Basketball	. . . . . . . . . . .1
PEV 153 Women's Basketball	. . . . . . . . . . .1

PEV 154 Cross Country	1
PEV 155 Field Hockey	1
PEV 156 Men's Soccer	1
PEV 157 Women's Soccer	1
PEV 158 Softball	1
PEV 159 Track and Field	1
PEV 160 Women's Volleyball	1
PEV 161 Men's Volleyball	1
PEV 162 Men's Golf	1
PEV 163 Women's Golf	1

Choose two of the following:

BIOL 145 Nutrition Fundamentals . . .	2
HE 301 Athletic Training	2
*PE 414 Biomechanics of Sport	2
*PE 415 Exercise Physiology of Sport .	3
REC 305 Risk Management in Recreation and Sport	3
*REC 309 Recreation and Sport Program and Event Planning	3

Minor in Kinesiology and Exercise Science

This program is designed to be taken in conjunction with a biology major. Graduates of this program will be prepared to enter graduate school or immediately begin to apply their knowledge in a fitness-related occupation. This minor consists of 17 SH:

BIOL 145 Nutrition Fundamentals . . .	2
HE 201 First Aid	1
HE 301 Athletic Training	2
PE 210 Sophomore Practicum: KES . .	1
PE 302 Motor Learning	2
*PE 414 Biomechanics of Sport	2
*PE 415 Exercise Physiology of Sport .	3
PEM 143 Fitness, Conditioning, and Strength Training	2
PE 416 Fitness Administration and Assessment	2

Majors Activity Courses (PEM)

These courses provide recreation and health and physical education teaching majors and coaching minors the learning experiences necessary to develop expertise in the techniques, strategies, and methods to teach and/or coach the sport and content. The focus of the course is on development of professional knowledge of the activity, not on participation. The following courses are open to non-majors and minors by consent of instructor only.

*141 Teaching Individual Sports

2

Students will learn basic movement skills, learn to analyze skills and plan developmentally-appropriate learning and assessment. The course is based upon on the Teaching Games for Understanding (TGFU) approach. Students will develop tactical awareness and skill acquisition of the following individual sports: pickleball, badminton, tennis, yard games, bowling, golf, and archery. (Fall 2018)

*142 Teaching Team Sports

2

Students will learn the basic movement skills, learn to analyze skills and plan developmentally-appropriate learning and assessment. The course is based upon on the Teaching Based on the Teaching Games for Understanding (TGFU) approach. Students will develop tactical awareness and skill acquisition of the following team sports: soccer, team handball, basketball, lacrosse, field hockey, flag football, speedball, cricket, softball and ultimate Frisbee. (Fall 2019)

143 Fitness, Conditioning and Strength Training **2**

This course is designed for department majors and minors to learn how to apply scientifically sound concepts of exercise and fitness to activity, fitness improvement and strength training. The course will focus on all aspects of physical fitness and assessment including strength training, speed development, cardio, flexibility and program development. Registration priority is given to students whose programs require this course.

***144 Experiential Education and Recreational Games** **2**

The outdoor setting provides unique educational opportunities as the learner interacts with the natural environment. This course prepares prospective educators and recreation leaders to design, implement and evaluate various outdoor curriculum models and teaching strategies (including recreational pursuits, teambuilding, ropes courses and other outdoor activities). It provides students the opportunity to develop expertise in the use of developmentally-appropriate recreational, cooperative, and competitive games to enhance skill development and fitness and strategies for quickly and fairly placing students/people into groups. (Fall 2018)

145 Rhythmic Activities **1**

A course designed to provide the pre-service teacher (health and physical education, early childhood and elementary education) an aesthetic and kinesthetic movement experience in a variety of basic fundamental movement situations. The course includes: creative rhythmic movement, fundamental movement patterns, folk and line dance, square dance. The course also focuses on the development of the students' artistic and creative ability through the creation of an original movement routine.

***231 Movement Education** **1**

Teacher candidates will focus on skill themes and movement concepts as well as qualitative assessment skills needed to successfully teach pre-school through fifth grade physical education. The process will enable physical educators to successfully structure the development of physically literate students. This course must be taken as part of the elementary physical education professional block and includes a 60 hour practicum (also includes PE 401). Course prerequisites: ED 101, 251, PE 301, and 302. Admission prerequisites: First semester of block courses: Admission to Teacher Education recommended, 2.7 cumulative GPA and Praxis CORE Academic Skills for Educators: Mathematics scores required. Second semester of block courses: Admission to Teacher Education required. (Fall 2018)

General Activity Courses (PEG)

These courses are designed to provide opportunities for skills improvement, knowledge of the activity, to develop a personal lifestyle of physical fitness and activity, and the enjoyment of participation. Most classes are not offered every year and are not appropriate for all students. Please check the prerequisites carefully before registration.

^ 110 Aerobic Cross-Training **1**

This course is designed to provide opportunities to improve cardiovascular endurance through a planned program of various aerobic activities, knowledge of benefits of cross training, and the enjoyment of participation.

^111 Backcountry Travel **1**

The activity of backpacking will provide for knowledge acquisition, skill development, fitness improvement, and the enjoyment of participation. Students will also master specific campcraft and outdoor living skills for recreational camping, camp counseling, and school outdoor education situations.

- ^112 Bowling** **1**
This course is designed to provide opportunities for skills improvement, knowledge of bowling, fitness improvement, and enjoyment of participation.
- ^113 Canoeing** **1**
The activity of canoeing will provide for knowledge acquisition, skill development, fitness improvement, and the enjoyment of participation.
- 114 Cycling** **1**
This course is designed to provide opportunities for cycling skills improvement, knowledge of the commuter cycling movement, to learn and practice basic bike maintenance skills, fitness improvement, and enjoyment of participation.
- 115 Fitness, Conditioning and Weight Training** **1**
This course is designed to provide opportunities for skills improvement, knowledge of the activity, fitness improvement and the enjoyment of participation. The course experience is divided between cardiorespiratory endurance and strength training aspects of physical fitness. Registration priority is given to students whose programs require this course.
- ^116 Golf** **1**
This course is designed to provide beginning golf instruction and skill improvement, knowledge of golf rules and etiquette, fitness improvement, and enjoyment of participation. Varsity golfers by permission of instructor only.
- 117 Jogging/Walking** **1**
This course is designed to provide an introduction to the understanding of the benefits of engaging in regular physical activity. Students will participate in activities that foster the development of cardiovascular endurance, cardiovascular fitness and flexibility through a planned jogging/walking program. Varsity athletes by permission of instructor only.
- ^+118 Lifeguarding** **1**
Upon successful completion of the requirements of the course, students will obtain an American Red Cross Lifeguarding, CPR for the Professional Rescuer, and AED Essentials certification. Prerequisites: Students should be comfortable and competent in their swimming ability.
- ^119 Cave Exploration** **1**
The activity of cave exploration will provide for knowledge acquisition, skill development, fitness improvement, and the enjoyment of participation. Students will be exposed to caving as a personal recreational pursuit, particularly indigenous to Virginia's Shenandoah Valley and nearby West Virginia.
- 120 Table Tennis/Net Games** **1**
This course is designed to provide opportunities for personal skill development, development of net games strategies, and improvement personal fitness through your participation in the following net games: pickleball, badminton, volleyball, table tennis, spikeball and tennis.
- ^121 Skiing** **1**
This course is designed to provide opportunities for skills improvement, knowledge of skiing, fitness improvement, and enjoyment of participation.
- ^122 Snowboarding** **1**
This course is designed to provide opportunities for skills improvement, knowledge of snowboarding, fitness improvement, and enjoyment of participation.

- 123 Soccer** **1**
 This course is designed to provide opportunities for skills improvement, knowledge of soccer, fitness improvement, and enjoyment of participation.
- 124 Strength Training** **1**
 The course focuses on these various approaches for developing muscular strength and muscular endurance (isotonics, isometrics, isokinetics, plyometrics, circuit training) and the physiological responses and safety considerations of each.
- ^125 Beginning Swimming** **1**
 This course is designed to provide opportunity for skills improvement of basic stroke mechanics, breath control, increasing knowledge of swimming safety, developing individual comfortability in the water, fitness improvement, and the enjoyment of participation in swimming as a lifetime activity. Prerequisites: Little experience in swimming is required for this course, though the student should not fear the water.
- ^+126 Intermediate Swimming** **1**
 This course is designed to provide opportunity for skills improvement of stroke mechanics, increasing knowledge of swimming, developing individual workouts for fitness improvement, and the enjoyment of participation in swimming as a lifetime sport. Prerequisites: Some prior knowledge of freestyle, backstroke, and breast stroke is helpful for the student.
- ^127 Technical Rock Climbing** **1**
 Students successfully completing the course will be competent to purchase equipment intelligently, top-rope climb and rappel independently, and second lead climbers.
- 128 Beginning Tennis/Badminton** **1**
 This course is designed to provide opportunities for skills improvement, knowledge of tennis and badminton, fitness improvement, and enjoyment of participation.
- +129 Intermediate Tennis** **1**
 This course is designed to provide opportunities for advanced skills development, knowledge of the activity, fitness improvement and enjoyment of playing intermediate tennis, while also gaining an understanding of higher level of play. Prerequisite: PEG 128 or PEG 120 or permission of instructor.
- 130 Beginning Volleyball** **1**
 This course is designed to provide opportunities for skills development, knowledge of the activity, fitness improvement and enjoyment of playing volleyball, while also gaining an understanding of higher level of play.
- ^+132 Introduction to Scuba** **1**
 This course is designed to provide opportunity for exploration of the underwater world, by increasing knowledge of the underwater world as well as the comfort level that is required and the enjoyment of participation. The students will also, upon successful completion of the requirements of the course and the four Open Water training dives, obtain a PADI Open Water Diver Certification.

+ skill pre-assessment required ^ extra fee required

Varsity Sport Credit (PEV)

Students may earn one semester hour of elective credit per season for participation on a varsity athletics team or for serving as an athletic trainer. These credits receive pass-fail grading. Requirements include starting and finishing the season on the team, being an active team member in good standing, and completing an acceptable reflection paper on the selected topic. Students whose course load already includes 18 SH will be required to pay an overload fee to receive PEV credit.

PEV

151 Varsity Baseball	1
152 Varsity Basketball (Men)	1
153 Varsity Basketball (Women)	1
154 Varsity Cross Country	1
155 Varsity Field Hockey	1
156 Varsity Soccer (Men)	1
157 Varsity Soccer (Women)	1
158 Varsity Softball	1
159 Varsity Track and Field	1
160 Varsity Volleyball (Women)	1
161 Varsity Volleyball (Men)	1
162 Varsity Golf (Men)	1
163 Varsity Golf (Women)	1

HEV

101 Basic Athletic Training I	1
102 Basic Athletic Training II	1

Health (HE)

201 First Aid	1
Principles of administering first aid and adult CPR in all aspects to victims of accidents and sudden illnesses are covered. WFA, AWFA, WEMT, WFR, EMT-B, or Red Cross standard first aid (all with CPR credential) will satisfy.	
202 Health and Safety	2
This survey course examines general health and safety issues. As a state requirement for education licensure, the course content includes not only general information but also signs and symptoms of various disease states and possible means of intervention. Students are encouraged to evaluate their lifestyles to determine where modification would be beneficial. Fulfills Life Wellness credit for selected education students. Registration priority is given to students whose programs require this course. Prerequisite or corequisite: WRIT 130 or WRIT 140.	

260 Teaching, Ministry, and Healthy Sexuality 3

This course explores the meaning and purpose of human sexuality from a theological perspective. It is designed to meet curriculum requirements for Health and Physical Education, Education, Bible and Religion majors, and to serve other students whose career interests include working with youth. It will prepare students to teach/lead/minister with youth and young adults on sexuality-related questions, including learning how to avoid and prevent sexual harassment and abuse. Sophomore standing required for enrollment. (CHST 260)

301 Athletic Training 2

This course provides instruction in basic procedures for prevention, maintenance and rehabilitation of athletic injuries. Provides laboratory experience in taping, wrapping and usage of various modalities. Prerequisites: BIOL 112 OR BIOL 437.

***401 Health Methods 2**

The purpose of this course is to prepare students to meet the challenge of teaching health in elementary and secondary schools. Various methods, materials and evaluation techniques are examined. This course must be taken as part of the secondary physical education professional block (ED 351, PE 402). Course prerequisites: ED 101, 201, 252, HE 202, 260, and MATH 140. Admission prerequisites: First semester of block courses: Admission to Teacher Education recommended, 2.7 cumulative GPA and Praxis CORE Academic Skills for Educators: Mathematics scores required. Second semester of block courses: Admission to Teacher Education required. (Fall 2019)

Physical Education (PE)

101 Introduction to Health, Physical Education and Recreation 3

The significance and meaning of health, physical education, recreation, leisure, play, and sport in modern society are examined. Includes the theories of play, models of sport, and the recreational and sport movement in the United States. Role and scope of health, physical education, recreation and sport programs in the community, schools, commercial, and industrial settings are examined and the introduction to professional and career issues in the field.

***201 Principles of Coaching 2**

This course addresses issues common to all sporting experience (team management, practice organization, budgeting, facility and equipment usage, administrative relationships and scheduling). Class activities draw on life and sport experiences of students to develop principles of effective coaching at the community youth sports, middle and high school, and college levels. (Fall 2017)

203 Coaching Practicum 1

This practicum provides an on-the-job learning experience for students. A supervised placement is secured in a coaching role in a local youth sports or educational program. This course is not available for first-year students.

210 Sophomore Practicum: KES 1

This individualized course provides exposure for kinesiology and exercise science minors in professional adult fitness or sports medicine settings. A volunteer position is secured in a related agency for fifty clock-hours of involvement.

- 301 Adapted Physical Education** **3**
This is a combined study of academic course work and a 10-hour practicum experience designed to educate the student to meet the physical, motor, personal-social and learning needs of exceptional individuals, particularly those individuals with disabilities whose needs cannot be met in a mainstreamed physical education setting.
- 302 Motor Learning** **2**
The primary intent of this course is to become familiar with the learner, the learning environment and the process of learning in the motor skill context to provide physical educators and coaches with instructional decisions.
- *401 Elementary Physical Education** **3**
This course exposes students to elementary physical education history, theory, and practice and encourages them to develop appropriate teaching and management skills. This course must be taken as part of the elementary physical education professional block and includes a 60-hour practicum (also includes PEM 231 and PE 403). Course prerequisites: ED 101, 251, PE 301, and 302. Admission prerequisites: First semester of block courses: Admission to Teacher Education recommended, 2.7 cumulative GPA and Praxis CORE Academic Skills for Educators: Mathematics scores required. Second semester of block courses: Admission to Teacher Education required. (Fall 2018)
- *402 Middle and Secondary Physical Education** **3**
This course provides students the opportunity to develop the appropriate teaching and management skills for the middle and secondary physical education setting. This course must be taken as part of the secondary physical education professional block and includes a 60-hour practicum (also includes ED 351 and HE 401). Course prerequisites: ED 101, 201, 252, HE 202, and 260. Admission prerequisites: First semester of block courses: Admission to Teacher Education recommended, 2.7 cumulative GPA and Praxis CORE Academic Skills for Educators: Mathematics scores required. Second semester of block courses: Admission to Teacher Education required. (Fall 2019)
- *403 Assessment of Physical Activity** **1**
This course is designed to prepare students to effectively assess student learning in physical activity settings. Course content includes: basic theoretical and practical knowledge in measurement and evaluation techniques, developmentally appropriate assessment strategies and providing feedback in physical activity programs. Co-requisites or prerequisites: PE 401 and PEM 231 (Fall 2018)
- *414 Biomechanics of Sport** **2**
Biomechanics examines quantitative and qualitative descriptions of movement through task and video analysis of human movement. This segment of the course applies fundamental kinesiology and biomechanical principles to the human musculoskeletal system. Applications for physical educators and coaches are a primary focus. Prerequisites: BIOL 112 or BIOL 437, BIOL 122 or BIOL 447, PEM 143. Non-majors and minors by instructor permission only. (Fall 2019)
- *415 Exercise Physiology of Sport** **3**
This course focuses on the discipline of exercise physiology and explores the effects of physical activity on physiological processes and the effects of various physiological states on performance. This segment of the course explores the acute responses and chronic adaptations of the body to the stresses of exercise. Applications for physical educators and coaches are a primary focus. Prerequisites: BIOL 112 or BIOL 437, BIOL 122 or BIOL 447, PEM 143. Non-majors and minors by instructor permission only. (Spring 2019)

416 Fitness Administration and Assessment**2**

This class promotes familiarity and proficiency with methods and instrumentation in administering and assessing individual fitness and establishing a base for developing exercise prescriptions and other lifestyle alternatives to improve health and fitness. This class includes advanced study in administration of prescribing and assessing of the acute and chronic adaptations of the body to the stresses and health benefits of exercise students encounter. An application of theories and practices that will prepare them for an accredited health and fitness certification. Prerequisites: BIOL 112 or BIOL 437, BIOL 122 or BIOL 447, PEM 143, PE 414, PE 415.

499 Independent Study**1-3**

**Indicates courses offered in alternate years.*

Information on the Recreation Leadership and Sport Studies major is located in the Business and Leadership Department section.



HISTORY

Faculty

Ji Eun Kim
Mark Metzler Sawin
(chair)
Kimberly Schmidt
(WCSC)
Mary S. Sprunger

Majors

- ▶ History
- ▶ History and Social Science

Minors

- ▶ Gender Studies
- ▶ History
- ▶ History and Social Science
- ▶ Political Studies
- ▶ Pre-Law

Teaching Endorsement

- ▶ History and Social Science, Grades 6-12

History is the story of the past experience of humankind. The courses offered by the department are planned to provide a comprehensive overview of the American, European and non-Western segments of historical studies. A conscious effort is made to be critical in analysis and to view the saga of human experience through an Anabaptist peace and justice lens. The pre-law, political studies and gender studies minors place such critical analysis in a contemporary, comparative and globalizing context. The study of history results in important transferable skills, such as critical thinking, research, synthesis, verbal communications, and a broad understanding of the world and human nature. A major in this department prepares the student for future specialization, teaching, library science, research, law, journalism, and various forms of Christian service. It also serves as a good liberal arts orientation for those who prefer not to specialize.

Major in History

A major consists of 33 SH in history including:

HIST 101 US History I: Race & Reason (to 1860)	2
HIST 102 US History II: Mechanization & Modernization (1860-1936)	2
HIST 103 US History III: Power & Paradox (1936-present)	2
HIST 121 Global Past I: Civilization (to 1400)	2
HIST 122 Global Past II: Modernization (1350-1800)	2
HIST 123 Global Past III: Globalization (1800-present)	2

Careers in History include secondary education; public service; law; mediation; jobs at local, state and national government agencies; international development; graduate studies; library degree; and archival, library or museum work.

HUM 200 Foundations of Humanities . . . . .	.2
HUM 490 Seminar in Humanities . . .	.4
Additional HIST, HUM, or CCHIS courses . . . . .	.15

(For the 2018-19 academic year, HIST 181 Global Past I and HIST 182 Global Past II should be substituted for HIST 121, 122, & 123)

Majors are strongly encouraged to divide their courses among various regions and periods. In addition, majors contemplating graduate study in history are advised to acquire a high level of proficiency in at least one foreign language.

Major in History and Social Science

This interdepartmental major of 42-43 SH consists of the following:

United States History (6 SH)

<i>Choose 6 SH from the following courses:</i>	
HIST 101 US History I: Race & Reason (to 1860) . . . . .	.2
HIST 102 US History II: Mechanization & Modernization (1860-1936) . . . . .	.2
HIST 103 US History III: Power & Paradox (1936-present) . . . . .	.2
*HIST 222 African American History .3	
*HIST 312 19th Century America . . .3	
*HIST 321 Modernizing America3	
*HIST 411 History of Recent America .4	

(Students pursuing teacher licensure are required to take HIST 101, 102, & 103, and are strongly encouraged to take an additional US history course as well.)

European and World History (6 SH)

<i>Choose 6 SH from the following courses:</i>	
HIST 121 Global Past I: Civilization (to 1400) . . . . .	.2
HIST 122 Global Past II: Modernization (1350-1800) . . . . .	.2

HIST 123 Global Past III: Globalization (1800-present) . . . . .	.2
*HIST 231 Medieval Europe . . . . .	.3
*HIST 362 Renaissance & Reformation . . . . .	.3
*HIST 391 Birth of Modernity in Europe . . . . .	.3
*HIST 461 Modern Europe: 1800 to present . . . . .	.3

(Students pursuing teacher licensure are required to take HIST 121, 122, & 123 and are strongly encouraged to take an additional European history course as well. For the 2018-19 school year, HIST 181 Global Past I and HIST 182 Global Past II should be substituted for HIST 121, 122, & 123.)

Area Studies (3 SH)

<i>Choose one of the following courses:</i>	
*HIST 251 History of Africa . . . . .	.3
*HIST 432 History of the Middle East . . . . .	.3
*PPX 371 Peace & Security in East Asia . . . . .	.3
<i>(may count for Area Studies or Political Studies, but not both)</i>	
*CCHIS from an international cross-cultural experience . . . . .	.3

Historiography (6 SH)

HUM 200 Foundations of Humanities . . . . .	.2
HUM 490 Seminar in Humanities . . .	.4

Political Studies (9-10 SH)

POL 111 Comparative Government . . .2	
POL 112 American Politics . . . . .	.2
POL 113 International Relations2	

<i>Choose one of the following courses:</i>	
*POL 230 International Norms & Institutions . . . . .	.3
*POL 250 Law, Justice and the Local Context . . . . .	.3
*PPX 371 Peace & Security in East Asia . . . . .	.3
<i>(may count for Area Studies or Political Studies, but not both)</i>	

*PPX 411 International Security4

*PPX 431 Political Reconciliation4

Economics (3 SH)

ECON 201 Survey of Economics3

Geography (3 SH)

GEOG 231 Cultural Geography3

Social Science (6 SH)

Choose two of the following courses:

PSYC 101 General Psychology3

PSYC 202 Developmental Psychology .3

SOC 101 Introduction to Sociology . .3

(Students pursuing teacher licensure must take PSYC 202 and SOC 101.)

Major in History and Social Science, Teaching Endorsement for Grades 6-12

This program will prepare students to teach history and social science by instructing them in the major themes outlined of the National Council for the Social Studies (NCSS).

The courses listed in the history and social science major (see previous page) and the secondary education courses (see education section) make up the program for teacher licensure, grades 6-12.

Minor in Gender Studies

A 17-18 credit interdisciplinary minor using gender as a primary category of analysis. Students select course offerings ranging from history, sociology, literature, and theology to popular culture and the arts. An emphasis on the experiences of women brings out voices often neglected in the academy; theories of gender, masculinities and intersections with race and class also contribute to the curriculum. This minor will expose how contemporary constructions of gender offer constricted models of identity, calling,

and Christian discipleship; explore how historical and modern Anabaptist beliefs and practices may have produced gender constructions that both vary from and mimic the dominant culture; embrace gender equality as an essential component in promoting social justice and peacebuilding; and equip students planning to serve in the global context with sensitivities to gender realities in different cultures and societies around the world.

Gender Theory Foundation (3 SH)

Choose one of the following courses:

CCSSC 386 Multicultural History of Washington, D.C. (Washington Community Scholars' Center)3

*HIST 352 History of Women3

*HUM 330 Topics in Humanities (when appropriate)3-4

*HUM 420 Tutorial in Humanities (when appropriate)3-4

SOWK 360 Race and Gender3

Seminar by the Sea (Summer session offered by Eastern University in Maine every other spring - 2019. Credit offered in Psychology or English within a gender identity framework. Students create an individual research project and work closely with a faculty member.)3

Electives (14-15 SH)

Choose additional courses from the following to complete the minor. In some courses a gender-related theme must be chosen for a significant paper/project in order for the course to apply.

CHST 260 Teaching, Ministry and Healthy Sexuality.3

COMM 332 Cinema and Visual Communication Theory3 (discontinued after 2018-19)

VACA 381 Cinema and Visual Theory.2

CORE 401 Senior Seminar: Faith, Sexuality and Vocation2

*CHST/HIST 435 Martyrs, Merchants, & Mendicants	3
*ENGL 346 Rooms of Their Own . . .	3
*ENGL 348 American Manhood.	3
PXD 485 Global Development	3
*REL 312 Topics in Religion: Women and the Bible	3
SOC 330 Family in the Social Context	3
THEO 323 Biblical Theology of Peace and Justice	3
Departmental internships or practica (as appropriate).	
Additional courses as appropriate and approved on an individual basis, such as intensive writing or other courses where a student chooses a gender topic for a major project.	

Minor in History

A history minor requires 18 SH of history and should include courses in U.S., European and Area Studies.

Minor in History and Social Science

A minor in history and social science requires 18 SH. This includes 6 SH in history, 6 SH from the political studies section of the major, and 3 SH each in economics and geography.

Minor in Political Studies (18 SH)

A minor in political studies is designed to introduce students to the basics of the discipline and is highly recommended as a complement to any major hoping to work toward advocacy in their field. Though note required, political studies minors are strongly encouraged to do an appropriate internship through the Washington Community Scholars' Center (WCSC)

POL 111 Comparative Politics.	2
POL 112 American Politics	2

POL 113 International Relations	2
---	---

Choose three of the following courses to equal at least 9 SH:

PHIL 201 Introduction to Philosophy.	3
*POL 220 US Foreign Policy.	3
*POL 230 International Norms & Institutions	3
*POL 250 Law, Justice and the Local Context	3
*PPX 421 Genocide of the 20th Century	4
*PPX 431 Political Reconciliation . . .	4
CCPOL from semester cross cultural experience	3

Choose one 200-level or higher 3 SH course from HIST, ECON or PXD.

Pre-Law Minor

The pre-law minor is an interdisciplinary and interdepartmental minor designed to complement a variety of majors. It prepares students for a range of careers including the traditional practices of law, but it also builds upon EMU's historic emphases on peace-building, justice and global awareness, thus providing a strong background for careers in mediation, environmental law, international development, politics, human rights work, victim offender reconciliation, and juvenile justice. Pre-law minors are also expected to be actively involved in our pre-law society, Res Judicata, that organizes events to help students encounter a wide variety of legal professions, and provides resources to help students prepare for the LSAT exam that is required for admission into law school. The minor consists of 18 semester hours including an internship.

HUM 200 Foundations of Humanities	2
POL 111 Comparative Politics.	2
POL 112 American Politics	2
POL 113 International Relations	2

POL 481 Pre-law Internship (Internships done for other related disciplines may fulfill this requirement.)	1-3
<i>Choose at least one of the following:</i>	
*POL 250 Law, Justice & the Local Context . . . . .	.3
BUAD 411 Business Law . . . . .	.3
PXD 341 Mediation and Facilitation . . . . .	.3
<i>Choose two or more of the following to complete the required 18 SH for the minor:</i>	
ECON 201 Survey of Economics . . . . .	.3
*HIST 342 Topics in History (when appropriate) . . . . .	.3
*HUM 330 Topics in Humanities (when appropriate) . . . . .	.3
LING 260 Grammars of English . . . . .	.3
STAT 120 Descriptive Statistics . . . . .	.2
*HIST 411 History of Recent America . . . . .	.4
*POL 220 US Foreign Policy . . . . .	.3
*POL 230 International Norms & Institutions . . . . .	.3
*PPX 431 Political Reconciliation . . . . .	.4
PXD 225 Theories of Social Change . . . . .	.3
*PXD 261 Community and Conflict Analysis . . . . .	.3
*PXD 331 Restorative Justice & Trauma Awareness . . . . .	.3
PXD 375 Globalization and Justice . . . . .	.3

World History (HIST)

- 121 The Global Past I: Civilization (to 1400) 2**
 This course will present a broad overview of the history of world societies up to the early modern era. Some of the topics covered will be: the political, philosophical, and cultural legacies of ancient American, Asian, African, and European civilizations; the rise of major world religions: Judaism, Christianity, Islam, Hinduism and Buddhism. (Beginning in 2019)
- 122 The Global Past II: Modernization (1350-1800) 2**
 This course will present a broad overview of the history of world societies from the middle-ages through the rise of nationalism and industrialism. Topics will include the medieval social, political, and economic contributions of selected civilizations in Africa, Asia, Europe and the Americas; women's roles in pre-modern societies; the origins of global trade and cultural exchange among various parts of the world; and the Industrial Revolution in a global perspective and its impact on politics and culture. (Beginning in 2019)
- 123 The Global Past III: Globalization (1800-present) 2**
 This course takes a global history approach that seeks, as much as possible, to avoid a Eurocentric view, even as we explore the effects Western modernization has had on the world. Topics include: the global influences of European ideologies such as liberalism, republicanism, Marxism, nationalism, communism and fascism; imperialism; twentieth-century international relations and the cultural effects of the two world wars, the Cold War; the struggle for women's rights and changing gender roles; genocide; independence movements and the breakdown of colonialism; and the impact of cultural and economic globalization. (Beginning in 2020)
- 181 The Global Past I: Prehistory to 1500 3**
 This course will present a broad overview of the history of world societies up to the early modern era. Some of the topics covered will be: the political, philosophical, and cultural legacies of ancient American, Asian, African, and European civilizations; the rise of major world religions (Judaism, Christianity, Islam, Hinduism and Buddhism); the medieval social, political, and economic contributions of selected civilizations in Africa, Asia, Europe and the Americas; women's roles in pre-modern societies; and the origins of global trade and cultural exchange among various parts of the world. (Terminated after Fall 2018)

182 The Global Past II: 1500 to the Present **3**

This course takes a global history approach that seeks, as much as possible, to avoid a Eurocentric view, even as we explore the effects Western modernization has had on the world. A major focus will be on explaining how standards of living and world influence increased in the West while decreasing elsewhere after 1800. Additional topics include; the Industrial Revolution in a global perspective and its impact on politics and culture; the global influences of European ideologies such as liberalism, republicanism, Marxism, nationalism, communism and fascism; imperialism; twentieth-century international relations and the cultural effects of the two world wars, the Cold War; the struggle for women's rights and changing gender roles; independence movements and the breakdown of colonialism; and genocide. Each semester a theme such as comparative revolutions will allow an in-depth look at several events and regions. (Terminated after Spring 2019)

***251 History of Africa** **3**

A general survey of African history from the pre-colonial to contemporary era, addressing religious and cultural shifts across various regions, the impact of Islamic and European colonization, the quest for independence, post-colonialism, and the complications of nationalism and globalization.

***352 History of Women: Global Perspectives** **3**

A comparative study of how women around the world (organized around themes such as family, economics, politics, and sexuality) have experienced history. Emphasis will be on understanding changing gender roles in light of different historical events and cultures. The course will also provide an opportunity to examine current gender issues and become familiar with gender theory. (Spring 2020)

***432 History of the Middle East** **3**

A historical survey of the Middle East. The particular focus may vary based on the instructor's expertise. The role of past and present U.S. foreign policies in these countries will be highlighted. (Fall 2018)

U.S. History (HIST)

101 US History I: Race & Reason (to 1860) **2**

A lecture-based survey of U.S. history that highlights major events in Virginia history and politics, the American Revolution, the development of the U.S. and Virginia Constitutions, and the role of religion and culture, while providing a general overview of how the U.S. became a nation-state. Topics include: the creation and tragedy of race-based slavery, the emergence of a capitalist economy, the battle for women's rights, and the impact of immigration & urbanization. This course is highly recommended for first-year students as it helps develop study and success skills.

102 US History II: Mechanization & Modernization (1860-1936) **2**

A lecture-based survey of U.S. history that focuses on the change and tension created by the rapid expansion of industrial innovation and capitalism that drove the mechanization and modernization of America from the Civil War through the Great Depression. Topics include: the Civil War, Reconstruction, Western expansion, Imperialism, Progressivism, race & gender reforms, mass immigration and urbanization, fundamentalism, WWI, and the boom and collapse of the U.S. economy. This course is highly recommended for first-year students as it helps develop study and success skills.

103 US History III: Power & Paradox (1936-present) 2

A lecture-based survey of U.S. history that addresses the contradictions and complications of America's rise to global superpower following WWII. Topics include: WWII, consumer culture, suburbanization, the Cold War, Civil Rights, Vietnam, the New World Order, 9/11 and the embrace of and backlash against the expansion of rights, expectations, and what it means to be American. This course is recommended to all students wanting a better general understanding of contemporary American culture, politics, and society.

***222 African-American History 3**

A narrative history of the African-American experience, driven by the study of African-American literature and culture. Beginning with the development of race-based slavery and ending with current issues of blackness and whiteness, this course will trace the changing history of what it has meant to be "black" in the context of "white" America. (Spring 2020)

***312 19th Century America, A Novel History 3**

This course explores the years of national development from Jacksonian America to the end of the 19th century through the popular literature of the era, examining American self-idealization and reform, commercial and early industrial development, continental expansion, regionalism, slavery, and the growing issues of race, gender, and class. Special attention is given to the Civil War and to the experiences of women, immigrants, Native Americans and African Americans. Taking HIST 101 before this course is highly recommended. (Spring 2019)

***321 Modernizing America, 1870-1940 3**

This course is a study of the United States during the "Modern" period, a time when the country moved from a booming but tattered nation reeling from a civil war to an international giant with immense military and industrial power. Major themes include industrialization, economic vitality, immigration, urbanization, the Social Gospel and Progressive movements, normalization, World War I, the rise of the "New Negro," and the New Deal. Taking HIST 102 before this course is highly recommended. (Fall 2018)

***411 The History of Recent America, 1941-Present 4**

This writing intensive course begins with World War II and then marches through the Cold War, suburbanization, the civil rights movements, and the ever-expanding U.S. presence in global issues via the study of multiple cultural texts (novels, films, music, memoirs, etc.). Major themes include radical political movements, Vietnam, Watergate, TV-culture, the Religious Right, and current political and social issues. Special attention is paid to U.S. involvement in global activities from the end of the Cold War to the present, with a strong emphasis on what "makes America American." Taking HIST 103 before this course is highly recommended. (Spring 2020)

European History (HIST)

***231 Medieval Europe 3**

A history of Europe from the late Roman Empire to the fifteenth century, with emphasis on the political, social, cultural and economic developments. Events and themes include feudalism, the rise and development of Christendom, art and architecture, church/state tensions, the Crusades, courtly love, monasticism and women. Personalities include kings and queens, popes, knights and women mystics. (Spring 2019)

***362 Renaissance and Reformation Europe** **3**
A study of the Italian and Northern Renaissance movements and a careful examination of the 16th-century reformations, both Protestant and Catholic. Besides cultural, intellectual, religious and political aspects of the period, social history and gender themes will be considered. Students will get to know diverse personalities such as Michelangelo, Machiavelli, Bloody Mary and Martin Luther and be able to understand them in their historical contexts. (Spring 2020)

***391 The Birth of Modernity in Europe: The Seventeenth and Eighteenth Centuries** **3**
The origins of many modern realities are found in this period of European history: imperialism, liberalism, conservatism, representative government, skepticism, religious tolerance, standing armies, laissez-faire capitalism, and a faith in science, reason and technology to bring about progress. This course uncovers these origins through a survey of political, social, economic, gender and cultural history from 1550 to 1815. Major themes include religious warfare, the witchcraft craze, overseas expansion, Rembrandt's Amsterdam, the Scientific Revolution, absolutism and constitutionalism, the Enlightenment, and the French Revolution, culminating in Napoleon's empire. Students will try to grasp the mentality of the era through philosophy and literature from the times and through historical film. (Fall 2020)

Humanities & Historiography (HUM)

200 Foundations of Humanities **2**
This team-taught, interdisciplinary course serves as an introduction for several humanities disciplines including history. It is designed to teach students critical, close reading skills for historical and modern media, research and documentation skills, and to expose students to a wide variety of academic methods of scholarly inquiry.

330 Topics in Humanities **3-4**
This course will provide innovative, topical approaches to varying humanities topics. It may be repeated as topics shift from year to year.

420 Tutorial in Humanities **3-4**
This course will be largely self-directed and will require a great deal of independent student work, often in project-focused groups. It may be repeated as topics shift from year to year.

490 Seminar in Humanities **4**
A team-taught interdisciplinary seminar that serves as a capstone for many humanities programs, including history. It provides students an opportunity to complete a long, research-based scholarly project while also exposing history students to historiography and various careers in history.

Topics (HIST)

342 Topics in History and Gender **3**
This course is offered as instructors with special expertise in an area are available.

365 Mennonite History and Thought*3**

A survey of the Anabaptist movement and Mennonites throughout the world from the sixteenth to twenty-first centuries. Issues include pacifism, wealth, political participation, community and tensions between faith and the dominant culture. Particular attention is given to the Anabaptist vision and its relevance for 21st-century American life. (CHST 365) (Spring 2019)

435 Martyrs, Merchants, and Mendicants: 1500 Years of the Christian Movement*3**

This course provides an overview of the stories of Christianity, beginning with the New Testament period up to the sixteenth century of the Common Era. It describes the successes and failures in the life and witness of Christians as they spread west into Europe, east toward China, and south into Africa. It evaluates diverse Christian approaches shaped by these themes: women/men, mission/enculturation, church/state, war/peace, and wealth/poverty. (CHST 435) (Spring 2020)

441 History Internship**1-3**

Designed for upper level history majors who want to explore career options and gain practical experience in fields that pertain to history. Placements include museums, historical societies, libraries, archives, law firms and government offices. Approval from the history department needed one semester in advance. Students take initiative in arranging their own placement. Internship can be completed in the summer. Grading is on a pass/fail basis.

499 Independent Study**1-3****Geography (GEOG)****231 Cultural Geography****3**

A geo-cultural study with an introduction to the many variations in the human habitat. It applies the regional concept to the study of cultural geography.

Political Studies (POL)**POL 111 Comparative Politics****2**

This course provides a review of the basic framework and foundational concepts of politics, exploring key questions in contemporary comparative politics. The course will focus on several questions that have long been central to the study of comparative governments: (1) why democracy emerges and survives in some countries but not in others; (2) how political stability affects economic development; (3) how political institutions (constitutional, electoral, administrative, and party systems) vary across countries and why these variations matter; and (4) how contentious politics often turn violent and take the forms of civil war.

POL 112 American Politics**2**

This course provides an introduction to the study of American politics, covering a range of substantive topics related to the American political system. Topics covered in this course are as follows: the cultural and constitutional foundations of American politics; its institutional structures, including the Congress and the presidency; the political behavior of elites as well as ordinary American citizens; and contemporary political debates over issues of racism, immigration, economic inequality, and partisan polarization.

POL 113 International Relations**2**

This course provides an introduction to the study of international relations. It covers the key approaches to and issues in the field, including the causes of war and peace, nuclear proliferation, trade, finance, globalization, international law, human rights, and the environment.

POL 220 US Foreign Policy*3**

This course examines the history and contemporary issues of American foreign policy. As the most powerful country in the international system, the United States has been uniquely positioned to shape and influence international politics since the end of World War II. Has it been a peacemaker or a warmonger? The course asks what constraints, dilemmas, risks, and opportunities affected major foreign policy decisions in U.S. history, and evaluates the efficacy of America's foreign policy instruments such as international institutions, alliances, and military power in crises and conflicts. This course also aims to expose students to contemporary foreign policy issues. (Spring 2020)

POL 230 International Norms and Institutions*3**

This course provides an overview of the history, objectives, impacts, and effectiveness of norms and institutions in international politics. It examines (1) how international norms and institutions evolve; (2) why and how governments and civil society actors promote international norms and institutions; (3) why states join institutions and comply with international rules and regulations; (4) how international norms affect state behavior; and (5) what determines the effectiveness of international norms and laws. Along with theoretical and historical reviews, students will also study empirical topics such as the United Nations, international humanitarian law, transnational advocacy groups and human rights regimes, international trade and finance organizations, and environmental institutions. (Spring 2019)

POL 250 Law, Justice & the Local Context*3**

This course seeks to give context to the rule of law and the pursuit of justice in Harrisonburg, Rockingham County and the Commonwealth of Virginia. Taking a survey approach focused on juvenile justice, students will encounter theories and philosophies of law, justice, youth development child advocacy and family systems relating to 'dual status youth' in child welfare (protective justice) and criminal justice. The course highlights dynamics of immigration status, race, identity, class and power, across a range of issues related to juveniles and the community at large in police work, the court system, detention and practices of restorative justice. The class format will engage diverse speakers, on-site visits to state agencies and non-governmental groups, dynamic readings and other resources. (Spring 2019)

342 Topics in Politics**3**

This course is offered as instructors with special expertise are available.

441 Political Studies Internship**1-3**

Designed for upper-level political studies minors who want to explore career options and gain practical experience in local, state or federal government work. Approval from the history department is required one semester in advance. Students take initiative in arranging their own placement. Internship can be completed in the summer. Grading is on a pass/fail basis. Students may be able to meet the requirement (but not earn credit) through documentation of a non-credit experience, upon departmental approval.

481 Pre-Law Internship**1-3**

Minors enter a semester or summer-session internship through their major. Some options would be in the immediate area, while others would tap into EMU and MCC programs in Washington, New York, and abroad. These might include paralegal work, mediation work, VORP, WCSC, SALT, or the MCC U.N. Liaison. Note: Students completing an internship/practicum for their major (e.g. Business, PXD) can use this to satisfy the pre-law internship with approval from the history department. Grading is on a pass/fail basis. Students may be able to meet the requirement (but not earn credit) through documentation of a non-credit experience, upon departmental approval.

499 Independent Study**1-3****Political and Peace Studies (PPX)*****PPX 371 Peace and Security in East Asia****3**

This course aims to introduce and analyze the history and international relations of East Asia, which is one of the most dynamic and consequential regions in world politics today. The first part of the course will explore historical backgrounds of the region with a focus on political, economic, and security development from the late 19th century to the post-Cold War era. The second part will examine various regional security challenges and foreign/security policies of the key countries (China, Japan, the two Koreas, and ASEAN countries), encouraging students to think whether the region is heading towards peace or conflict. The ultimate goal of this course is to enable students to produce an academic research paper on a topic of their interests, by immersing themselves in important peace and security issues in East Asia. (Spring 2020)

PPX 421 Genocide of the 20th Century*4**

This course examines genocides and mass atrocities in the modern world from an interdisciplinary perspective. We will look at historical and contemporary genocides—Armenia, the Holocaust, Nanjing, Cambodia, Rwanda, former Yugoslavia, Darfur, and Syria—and analyze their causes and patterns of development. Engaging various disciplines such as political science, history, peace studies, psychology, and sociology, students will explore theoretical and policy issues as the following: the conceptualization of genocide, the causes and prevention of genocide, the responsibility to protect and international intervention, genocide denial, gender and genocide, and collective memory. (Fall 2019)

PPX 431 Political Reconciliation*4**

How should a society address the legacies of mass atrocities and human rights violations of the past? This course examines the issue of political reconciliation after armed conflicts and violent political transitions. Students will explore key issues and debates related to transitional justice such as criminal prosecutions and trials, truth commissions, reparations, official apologies, amnesty, guilt and denial, and forgiveness. Such frameworks of political reconciliation will be critically examined, asking how well these policies fulfill an ethic of peacebuilding as well as justice and help societies address their pasts marred by conflict, violence, and oppression. (Fall 2018)

**Indicates courses offered every two or three years.*



LANGUAGE AND LITERATURE

Faculty

- Kirsten Beachy*
- Adriana Rojas Campbell*
- Violet A. Dutcher (chair)*
- Martha Greene Eads*
- Chad M. Gusler*
- Sonia Balasch Rodriguez*
- Kevin S. Seidel*
- Rebecca Kauffman*
(Writer in Residence)

Majors

- ▶ English
- ▶ Spanish Language and Hispanic Studies
- ▶ Writing Studies

Minors

- ▶ English
- ▶ Journalism
- ▶ Spanish
- ▶ Writing Studies

Teaching

Endorsements

- ▶ English, Grades 6-12
- ▶ Spanish, Grades PreK-12
- ▶ English as a Second Language, Grades PreK-12
- ▶ Journalism (add-on endorsement)

The department of language and literature offers majors in English, Spanish, and writing studies.

Teaching licensure is available in English and Spanish; endorsements in English as a Second Language and add-on Journalism are also available. Minors in English, journalism, Spanish, and writing studies can supplement various majors in the university.

The department aims to help students develop analytical and communication skills, including reading, writing, speaking, and listening. As a result, department majors and minors often exceed the university requirements for cross-cultural experiences and foreign language.

Major in English

The English major centers on literary studies but provides the opportunity for coursework in creative writing, Spanish, theater, and other fields.

Requirements consist of 36 SH.

Students may take these courses in any sequence.

ENGL 201 Global Literatures I: Beginnings	2
ENGL 202 Global Literatures II: 1300-1650	2
ENGL 203 Global Literatures III: 1650-1800	2
ENGL 204 Global Literatures IV: 1800-present . . .	2
HUM 200 Foundations of Humanities	2
HUM 400 Seminar in Humanities	4
ENGL courses (200- or 300-level)	22*

*Note: Students who double-major, minor, or concentrate in a writing-, Spanish-, or theater-related area may apply up to 6 SH of WRIT, SPAN, or THR classes toward their ENGL 200- or 300-level requirements.

Careers in Language and Literature include teaching in public and Christian schools; teaching English to speakers of other languages; editing; translating; free-lance writing; news reporting; broadcasting; advertising; advocating positive public relations for non-profit associations, businesses, universities, hospitals, and other organizations.

In order to keep their total hours for the major at 36 SH, students who pursue education licensure in English may count up to 9 SH of their LING, WRIT, or THR coursework toward their ENGL 200- 300-level requirements.

The 200-level Global Literature courses situate the history of British and American literature within the histories of literature from around the world. Generally taken in a student's first or second years, these classes are designed to improve close-reading and writing skills, as well as raise important questions about why we read literature.

Usually taken during the sophomore year, the HUM 200 Foundations in the Humanities is an interdisciplinary class designed to teach basic research skills and refine students' ability to interpret various forms of written and visual media, from poetry and scripture to fiction, non-fiction, photography, film, painting, and sculpture.

Other 200- and 300-level ENGL courses, all of which are open to non-majors, dive deeper into particular literary genres (fiction, poetry, and drama) and particular themes (such as conflict transformation, ecology, gender, and race). In addition to helping students learn to love great works of literary art, these courses explore how literature reconnects us to the world we live in. HUM 490 Seminar in the Humanities gives students an opportunity to write a long research paper by developing a paper written in a previous class, starting a new academic research project, or writing a research-based work of creative nonfiction.

A major in English prepares students for any field of work where keen insight about the world, self-awareness, and skillful use of language are valuable. Such fields include education, journalism, publishing, film production, creative writing, law, pastoral ministry, translation, teaching abroad, business, library science,

Christian mission, and graduate study in diverse areas.

Major in English, Teaching Endorsement for Grades 6-12

Requirements consist of 36 SH.

This program will prepare students to teach English by instructing them in the standards of the National Council of Teachers of English (NCTE). In addition to the courses for secondary education licensure (see the education section), students must take the following 14-15 SH of courses as they complete their English major.

- LING 250 Introduction to Linguistics .3
- LING 260 Grammars of English3
- *ENGL 346 Rooms of Their Own **OR**
- *ENGL 348 American Manhood. . . .3
- *ENGL 355 Adolescent/Young Adult Literature.3

Choose one of the following courses:

- WRIT 210 News and Feature Writing .3
- THR 100 Acting for Stage and Screen .2
- THR 200 Survey of World Theater History2
- THR 230 Theater Topics2
- THR 300 Directing for the Theater. . .2
- THR 360 Playwriting2
- THR 361 Screenwriting.3

The Language & Literature Department is no longer offering the Teaching Endorsement in English as a Second Language (ESL); however, undergraduate students may receive endorsement in ESL by taking the required courses offered by the Education Department (see the education section).

Minor in English

The flexible minor in English centers on literary studies but also provides the

opportunity for coursework in writing and linguistics.

Requirements consist of 18 SH:

A minimum of 12 SH in literary studies (200-level or higher ENGL courses)

An additional 6 SH of any combination of 200-level or higher literature (ENGL), writing studies (WRIT), linguistics (LING), and theater (THR) courses.

Major in Writing Studies

The writing studies major involves the study of writing in various creative genres, writing for particular professions, English grammar, English literature, and practical experience in peer teaching, publishing, and internship settings. Students will study with faculty members who are published writers and will have further opportunities to interact with visiting writers through workshops and summer retreats.

The writing studies major is by intention small and flexible. Majors are encouraged to double major or minor in their other areas of interest. Simultaneous study will allow writers to broaden their knowledge bases by exploring other subjects in depth. Students will be more informed as writers and, in turn, will be able to use their writing and rhetorical skills to contribute easily to the discourse of other fields.

Writing studies at EMU will prepare students for careers in editing, publishing, journalism, and technical writing. Those who wish to pursue studies in creative writing will produce portfolios of work suitable for graduate school application. In addition, writing studies graduates will have strong and flexible communication skills, enhancing their desirability as employees in any field they may wish to pursue.

Majors are expected to attend all Writers Read events and participate in year-end readings.

Requirements consist of 36 SH.

Core Writing Courses (12 SH)

WRIT 200 Intro to Creative Writing.	3
LING 250 Intro to Linguistics OR	
LING 260 Grammars of English	3
WRIT 210 News and Feature Writing.3	
OR	
*WRIT 380, 381, 383 Professional Writing Series(1 each)	3 total
WRIT 400 Senior Thesis	3

Creative Workshops (12 SH)

Choose four of the following courses:

*WRIT 351 Fiction Writing	3
*WRIT 352 Creative Nonfiction	3
*WRIT 370 Poetry	3
*WRIT 421 Adv Fiction	3
*WRIT 422 Adv Nonfiction	3
*WRIT 423 Adv Poetry	3

Literature Course (3 SH)

Choose from 300-level ENGL courses and SPAN 301, 420, and 430.

Writing Practicum (3 SH)

Choose 3 SH from the following courses:

WRIT 391 Editing and Publishing: Weather Vane.	1-3
LARTS 390-391 Peer Tutoring	1-3
WRIT 390 Phoenix	1-3
WRIT 470 Internship	1-3

Electives (6+ SH)

Choose 6 SH from the following courses (Note that some courses have prerequisites):

Additional WRIT or LING courses not taken above	
ENGL courses 300-level or above	
HUM 200 Foundations of Humanities	2
LARTS 390-391 Peer Tutoring	1-3
*SPAN 301 The Art of Storytelling	3

*SPAN 320 Constructing Identities . . .	3
*SPAN 325 The Latino Experience . . .	3
SPAN 340 Intro to Translation and Interpretation.	3
*SPAN 420 Narratives of Trauma and Resilience.	3
*SPAN 430 Marginalized Voices	3
THR 360 Playwriting	2
*THR 361 Screenwriting.	2
VACA 367 Hybrid Storytelling	4
*VACA 465 Visual Storytelling: Nonfiction.	4
*VACA 466 Visual Storytelling: Fiction	4

Minor in Writing Studies

Students are expected to attend Writers Read events.

Requirements consist of 18 SH.

Choose 9 SH from WRIT courses 200-level or above.

Choose 9 SH from the following:

Additional WRIT courses
Any ENGL courses or SPAN literature (SPAN 340, 420, 430) courses (up to 6 SH)

LARTS 390 Peer Tutoring Practicum I	1
LARTS 391 Peer Tutoring Practicum II.	1-2
LING 260 Grammars of English	3
HUM 200 Foundations of Humanities	2
*SPAN 320 Constructing Identities . . .	3
*SPAN 325 The Latino Experience . . .	3
THR 360 Playwriting	2
*THR 361 Screenwriting.	2
VACA 367 Hybrid Storytelling	4
WRIT 390 Phoenix	1-3
WRIT 391 Editing and Publishing: Weather Vane.	1-3

Minor in Journalism

Requirements consist of 18 SH.

Journalism core 12 SH:

WRIT 210 News & Feature Writing . . .	3
---------------------------------------	---

WRIT 391 Editing and Publishing: Weather Vane	3
STAT 120 Descriptive Statistics	2
POL 112 American Politics	2
VACA 151 Photography I	2

Choose 6+ SH from the following courses:

HUM 200 Foundations of Humanities	2
POL 113 International Relations	2

OR

*POL 220 US Foreign Policy.	3
VACA 252 Photography II	4
VACA 262 Video Production	4
VACA 263 Audio Production	2
VACA 344 Web Design & Social Media	4
VACA 354 Conservation Photography	4
VACA 367 Hybrid Storytelling	4
VACA 491 Internship (for VACA majors)	
WRIT 352 Creative Nonfiction	3
WRIT 470 Internship	1-3

Add-on Teaching Endorsement in Journalism

Requirements consist of 14-16 SH.

WRIT 210 News & Feature Writing . . .	3
WRIT 391 Editing and Publishing: Weather Vane	3
POL 112 American Politics	2
VACA 262 Video Production OR	
VACA 344 Web Design and Social Media	4

Choose one additional course:

HUM 200 Foundations of Humanities	2
VACA 151 Photography I	2
VACA 262 Video Production.	4
VACA 263 Audio Production	2
VACA 344 Web Design & Social Media	4
VACA 367 Hybrid Storytelling	4

Major in Spanish Language and Hispanic Studies

A student majoring in Spanish Language and Hispanic Studies will complete 33 SH of coursework at the 300- and 400-levels, including at minimum one conversation course on a cross-cultural experience.

The major in Spanish Language and Hispanic Studies at Eastern Mennonite University focuses on building oral and written fluency in the language and culture. The major, however, goes far beyond mere language learning, as it is designed to offer a broad foundation in Hispanic Studies. The courses explore the literatures, histories, linguistic diversity, and cultures of Spain and Hispanic America from their first manifestations to the present. The faculty approach this rich cultural legacy from an interdisciplinary perspective that puts Hispanic American and Spanish texts in dialogue with other fields of knowledge such as anthropology, environmentalism, history, human rights, women's studies, theology, sociolinguistics, and studies on globalization.

All Spanish majors are required to spend one semester abroad in a Spanish-speaking country in order to immerse themselves in another culture and improve their oral fluency through family homestays and conversation courses at the intermediate and advanced levels. This requirement can be waived only in very special circumstances for native speakers through a rigorous application process.

Majors will have the linguistic and cultural competency required for graduate and professional programs in the U.S. and Spanish-speaking countries.

Requirements consist of 33 SH, chosen from the following:

Hispanic Culture and Society (6-9 SH)

Choose at least two of the following:

- *SPAN 301 The Art of Storytelling3
- *SPAN 302 Flavors of Hispanic Culture3
- *SPAN 303 Dictatorships and Social Movements3

Cross-Cultural Conversation (3-6 SH)

All Spanish majors must complete at minimum one conversation course or its equivalent during the cross-cultural experience. In special circumstances and only with prior notification and written approval by Spanish faculty, an internship, practicum, or another course may satisfy the requirement.

Choose at least one of the following:

- SPAN 310 Advanced Conversation and Readings (offered only on request). .3
- CCSPA 312 Advanced Conversational Spanish I3
- CCSPA 322 Advanced Conversational Spanish II3

Critical Thinking and Composition (3-6 SH)

Choose at least one of the following:

- *SPAN 320 Constructing Identities . . .3
- *SPAN 325 The Latino Experience . . .3

Hispanic Studies (6-9 SH)

Choose at least two of the following:

- *SPAN 411 Globalization in Latin American Cinema3
- *SPAN 420 Narratives of Trauma and Resilience.3
- *SPAN 425 Indigenous People and Conquest.3
- *SPAN 430 Marginalized Voices in Hispanic America3
- *SPAN 440 Society and Conflict in Hispanic Poetry and Drama.3

*SPAN 450 Religion in Spain and Hispanic America . . . . .	.3
*SPAN 460 Ecological Thought in Spain and Latin America . . . . .	.3

Spanish for the Professions (6-9 SH)

Choose at least two of the following (Spanish licensure candidates must complete at least one from SPAN 330, SPAN 335, and SPAN 360):

*SPAN 330 Immigration Issues . . . . .	.3
*SPAN 335 Spanish of the U.S. . . . .	.3
*SPAN 340 Introduction to Spanish Translation and Interpretation . . . . .	.3
*SPAN 360 Spanish for Healthcare Professionals. . . . .	.3
*LING 450 Methods of Language Teaching . . . . .	.3
SPAN 470 Internship. . . . .	.3

Students may also fulfill the requirement through an internship in which they make use of their oral and written Spanish. For example, a course taken in the context of an EMU-led cross-cultural program, summer volunteer work in a Spanish-speaking community, or a summer internship in Spain or Hispanic America could qualify with permission of the department.

Major in Spanish Language and Hispanic Studies, PreK-12 Teaching Endorsement

This program will prepare students to teach Spanish by instructing them in the standards of the American Council of Teachers of Foreign Language (ACTFL). Students must complete the major in Spanish and the following courses:

(The following courses must be passed with a grade of C or better.)

ED 101 Exploring Teaching.2
------------------------------------	----

ED 201 Computers and Instructional Technology in Education. . . . .	.1
ED 251 Learning, Motivation and Assessment (6-12) . . . . .	.3
ED 252 Learning Motivation and Assessment Professional Field Experience . . . . .	.1
ED 351 General Curriculum and Methods for Middle and Secondary Teaching . . . . .	.1
ED 381 Reading and Writing Across the Curriculum (6-12). . . . .	.2
ED 391 Middle School Curriculum and Organization . . . . .	.3
ED 401 Examining Foundations of Education . . . . .	.2
ED 411 Reflective Teaching Seminar and Portfolio . . . . .	.1
ED 461 Elementary Student Teaching (PreK-6). . . . .	.7
ED 462 Middle/High School Student Teaching (6-12) . . . . .	.7
LING 450 Methods of Language Teaching . . . . .	.3
LING 460 Practicum in TESOL . . . . .	.3

Additional licensure requirement:

PSYC 202 Developmental Psychology .3

Recommended education course:

ED 301 Needs of Diverse Learners . . .3

The two methods courses (LING 450 Methods of Language Teaching and LING 460 Practicum in TESOL) require admission to teacher education, and co-enrollment in LING 450 and ED 351 General Curriculum and Methods. Teacher candidates must comply with all teacher education requirements listed in the education section.

Minor in Spanish

Requirements consist of 18 SH of courses in areas of Hispanic Culture and Society, Conversation, Critical Thinking

and Composition, Hispanic Studies, or Spanish for the Professions.

Students who place above the Intermediate level may not take Intermediate level courses. Other students may count SPAN 210 and 220 Intermediate I and II toward the minor. Minors should begin with courses listed under Hispanic Culture and Society (SPAN 301, 302, 303) or Spanish for the Professions (SPAN 330, 335, 340,

360) and then take at least one of the prerequisites in Critical Thinking and Composition (SPAN 320, 325) before enrolling in 400-level courses. At minimum, students must complete a one-semester cross-cultural experience, a six week summer cross-cultural term, or a study abroad or other experience in the host culture as approved by the Spanish faculty.

English (ENGL)

201 Global Literatures I: Beginnings

2

This course introduces students to select works foundational to literary traditions from the Bible and around the world, from the Odyssey and Ramayana to the Canterbury Tales and Arabian Nights. The course gives students a chance to explore what ancient cultures felt about the gods, gender roles, nature, and war, inviting students to listen for ways these works, as Homer prayed, “sing for our time, too.” In fall 2018, the course theme will be divided loyalties.

202 Global Literatures II: 1300-1650

2

Global Literatures II exposes the student to major trends in literature through the early modern period, an era of aggressive European expansionism. Although it foregrounds developments in Anglophone literature this course will also consider innovations in other literary traditions, both Western and non-Western. In Fall 2018, this course will consider literary journeys to enlightenment and will feature a field trip to the American Shakespeare Center.

203 Global Literatures III: 1650 to 1800

2

This course looks at poetry, fiction and drama written around the Atlantic during the era of revolutionary wars in England, America, France, and Haiti.

204 Global Literatures IV: 1800-Present

2

This course grapples with realist, modernist, post-modernist and post-independence poetry, drama, fiction, and non-fiction. While the course focuses on the Anglophone tradition, readings will show the emergence of a global literary marketplace in the twentieth century and celebrate the contributions of various ethnic and minority writers.

***210 Introduction to the Novel**

2

Taught in conjunction with ENGL 310 History of the Novel during the first session of the semester, this course will equip students with the skills they need to appreciate and learn from fiction.

230 Introduction to Poetry

2

Taught in conjunction with ENGL 332 Major Poets during the first session of the semester, this course will equip students with the skills they need to enjoy, be surprised by, and learn from poetry.

- *310 History of the Novel** **4**
In this class, students will read work by old and new novelists from the eighteenth-century to the present to gain a sense of how novels have changed over time.
- *312 Ecology and Science Fiction** **3**
How do utopic and dystopic visions of the future of our planet affect the way we live in the world? How do these narratives shape our approach to environmental problems today?
- *315 Global Conflicts, Global Novels** **3**
In this class, students will read five novels about five different regional conflicts happening in the world today, roughly one from each continent. The goal of the course will be to explore how far the arts of novel-writing and novel-reading overlap with the arts of conflict transformation.
- *322 Shakespeare** **3**
This course considers the achievement of one of the most influential writers in the English literary tradition, William Shakespeare. We will conduct close readings of selected texts, paying attention to language, characterization, and important themes. Screenings and stagings will supplement this reading. We will also consider theoretical, critical, and cultural issues relevant to each play. (Spring 2020)
- *324 Page & Stage: Comedy** **2**
This course will consider the ways in which selected plays from the Western tradition elicit our laughter. Since much of our texts' magic lies in their performance, we will assume the roles of viewers and actors as well as readers. Playwrights may include Aristophanes, Shakespeare, Goldsmith, Moliere, Wilde, Beckett, and Stoppard. This course will feature a field trip to the American Shakespeare Center. (Spring 2019, Session 1)
- *325 Page & Stage: Tragedy** **2**
The companion course to "Comedy," "Tragedy" explores the cathartic effects of plays that move us to tears. Playwrights may include Sophocles, Euripides, Shakespeare, Webster, Ibsen, Williams, Hansberry, Edson, Willson, and Nottage. This course will feature a field trip to the American Shakespeare Center. (Spring 2019, Session 2)
- 332 Major Poets Old and New** **4**
This class will give students an opportunity for extensive reading of the work of five or six major poets, some who were writing long ago, some still writing today. Attention will be given to each author's biography and historical context, but most of our attention will be given to the poems themselves, their formal features, how they compare to other poems, how newer poets take inspiration from older ones, and how poetry speaks to us today. An extensive reading of the work of five major poets, from around the world, writing between 1900 and the present. Authors will vary from year to year, so students may take this course more than once. (Spring 2019)
- *344 Ways of War and Peace** **3**
This course examines the tensions conflicting allegiances to faith and country may pose by focusing on literature from World War I, World War II, and the Vietnam conflict. A survey of Catholic, Protestant, and Anabaptist theological approaches to peacemaking will provide a framework for the course. In addition to keeping reading response journals and delivering oral presentations, each student will prepare transcribed oral histories with a military veteran or conscientious objector.

346 Rooms of Their Own*3**

This course focuses on the relationship of selected literary works to the representation and construction of gender roles in the cultures from which they emerge. We will consider writers' articulations of their experiences within their social and ideological contexts, as well as the material conditions under which they write. Texts will vary from semester to semester. The 2018-2019 iteration of the course will explore the intersections of embodiment and artistic agency through the lenses of Virginia Woolf's *A Room of One's Own* and *Three Guineas*. Other writers in the course will be Jane Austen, Charlotte Bronte, H.D., and Dorothy L. Sayers. (Spring 2019)

348 American Manhood*3**

This course focuses on the relationship of selected literary works to the representation and construction of gender roles in the cultures from which they emerge. We will consider writers' articulations of their experiences within their social and ideological contexts, as well as the material conditions under which they write. This course includes texts by women and/or men of diverse ethnic backgrounds. Texts will vary; the Fall 2018 iteration of the course considers conceptions of manhood in US literature since the nation's establishment, featuring texts by Thomas Jefferson, Frederick Douglass, Walt Whitman, Langston Hughes, Lorraine Hansberry, Art Spiegelman, Toni Morrison, Khaled Hosseini, Martin Espada, and Gene Luen Yang. (Fall 2018)

350 Literature for Children**3**

This course explores all types of literature for children. The characteristics and history of various types of literature are studied, along with strategies for involving children in every genre. Special attention is given to the study of multi-ethnic literature. Open to sophomores and above.

355 Adolescent/Young Adult Literature*3**

This course concentrates on literature written for and by adolescent/young adult readers. While relying on works typically classified as young adult literature, the course will also look at literary "classics" found within the curriculum for middle, junior, and senior high classrooms. Models of literary criticism employed within the study of these works will center on reader-response theory. Separate tracks are offered for those students who are English majors and for those who are pursuing English with a Teaching Endorsement. (Spring 2019)

390 Topics in Literature**2-4**

This course will focus sometimes on a particularly long or difficult work of literature, sometimes on work by a particular author or set of authors, and sometimes on a new, emerging trend in literature or literary studies.

499 Independent Study**1-3**

Directed studies in authors, genres, literary movements, problems of criticism and special topics in literature. Open to juniors and seniors by permission of the department.

Languages (LANG)

A variety of elementary-level languages are offered in conjunction with cross-cultural programs at EMU. Courses vary by year and are determined by languages of host cultures.

110 Elementary Arabic I**3**

The fundamentals of Arabic through listening, speaking, reading and writing, including practice in pronunciation and development of comprehension. (Fall 2018)

170 Elementary German I**3**

The fundamentals of German through listening speaking, reading, and writing, including practice in pronunciation, and development of comprehension. (Spring 2019)

Linguistics (LING)

250 Introduction to Linguistics**3**

The study of the essential nature of languages with English as the primary example. Students learn the tools of linguistic analysis, including phonetics, phonology, morphology and syntax, and examine broader concepts of language typology, variation, and the history of English.

260 Grammars of English**3**

Using the tools of applied and corpus linguistics, students examine in detail the structural features of English. The course considers issues raised in traditional prescriptive grammars and by modern proponents; and it highlights the application of grammar to students' written prose style. Separate tracks emphasizing grammatical analysis of literary style or grammar pedagogy are provided depending upon student interest.

360 Language Learning, Literacy, and Culture*3**

See course description in the education section.

450 Methods of Language Teaching**3**

See course description in the education section.

460 Practicum in TESOL**3**

See course description in the education section.

Spanish (SPAN)

110 Elementary Spanish I**3**

The fundamentals of Spanish through listening, speaking, reading and writing, including practice in pronunciation and development of comprehension. Regular oral practice with a native-speaker language assistant. This course is typically appropriate for students with no Spanish language background or with a maximum of one year of high school Spanish.

120 Elementary Spanish II**3**

Continuation of SPAN 110. Regular oral practice with a native-speaker language assistant. A student may not receive credit for both SPAN 120 and SPAN 130. This course is typically appropriate for students who have completed SPAN 110 Elementary I or who have had one to two years of high school Spanish. Prerequisite: SPAN 110.

130 Elementary Spanish in Review**3**

This course is designed for high-beginning college students. It aims at reviewing concepts already learned in one or two years of language study in high school, and having students prepared for further study at the intermediate level. Covers in one semester the same material covered in SPAN 110 and SPAN 120. Regular oral practice with a native-speaker language assistant. A student may not receive credit for both SPAN 120 and SPAN 130.

210 Intermediate Spanish I

3

This course focuses on conversational themes. Students will increase oral and written fluency, cultural understanding, and compare Hispanic culture to their own native culture. The course engages learners in speaking, listening, and writing activities based on communicative and task-based approaches to reinforce and review core functional-linguistic structures (narrating in the present and past tenses; expressing beliefs, opinions and other discourse tasks; distinguishing between verbs "ser" and "estar"; expressing likes and dislikes; giving commands and/or guidelines; talking about real, imagined, and future events). Students discuss short films and cultural readings and regularly attend conversation sessions with a native-speaker language assistant. This course is typically appropriate for students who have had three or four years of high school Spanish. Prerequisite: SPAN 120, SPAN 130 or equivalent.

220 Intermediate Spanish II

3

This course is a continuation of SPAN 210 and focuses on conversational themes. Students will increase oral and written fluency, cultural understanding, and compare Hispanic culture to their own native culture. The course engages learners in speaking, listening, and writing activities based on communicative and task-based approaches to reinforce and review core functional-linguistic structures (narrating in the present and past tenses; expressing more complex opinions and feelings about recent and past events; discuss hypothetical situations; use grammar structures specific to oral and written language; articulate specific preferences; and express agreement or disagreement). Students discuss short films and cultural readings and regularly attend conversation sessions with a native-speaker language assistant. This course is typically appropriate for students who have had four or five years of high school Spanish. Prerequisite: SPAN 210 or equivalent.

231-232 Intermediate Spanish I & II for Healthcare Professionals

6

SPAN 231-232 is an online, eight-week summer course for healthcare workers that seeks to increase their effectiveness in communicating with Spanish speaking clients and co-workers. This course emphasizes the development of reading, writing, listening, and speaking skills within a medical context. Topics include how to greet patients, brief conversations, preliminary patient information, checking into the hospital, at the pediatrician's office, at the gynecologist's office, and other general health subjects. Students will acquire and use medical vocabulary and forms and structures; explore healthcare issues affecting the Hispanic world; and read about and discuss Hispanic culture. With a conversation assistant and/or classmates, students will record and role-play typical doctor/patient interactions, as well as other medical situations. Prerequisite: SPAN 110, SPAN 120, SPAN 130, or equivalent level of study in high school. This course is not designed for heritage or native speakers. (Summer 2018)

***301 The Art of Storytelling**

3

This conversational course is an exploration of the art of storytelling. Students will tell, read, and write short stories. We will focus on important decisions authors make regarding how to write a story: the nature of narrative voice, plot details, character development, symbols, and metaphors. Students will examine the structure and themes of short stories authored by Esteban Echeverría, Jorge Luis Borges, Juan Rulfo, Julio Cortázar, Elena Poniatowska, Isabel Allende, and Rosario Ferré (Fall 2018)

302 Flavors of Hispanic Culture

3

This conversational course offers a close understanding of Hispanic culture through a variety of food that mirrors diversity, history, traditions, beliefs, national and cultural identity, collective memories and taboos. The course covers from ancestral food practices prior to the encounter with the European colonists to contemporary culinary expressions of Hispanic dishes existent in many homes, poetry, novels, movies and songs of the diverse and multifaceted Hispanic kitchen. Prerequisite: SPAN 220 or consent of instructor.

***303 Dictatorships and Social Movements**

3

This conversational course explores the dictatorships and social movements surrounding the Mexican Revolution, Cuban Revolution, The Spanish Civil War, and the dictatorships of the Southern Cone, and others. Students will examine the sociohistorical circumstances that lead to dictatorship, characteristics of dictatorships, and the various methods activists took up to denounce them and free their countries from oppression. Through a deep understanding of these histories, students will question the nature of democracy and evaluate the post-dictatorship societies. Prerequisite: SPAN 220 or consent of instructor. (Fall 2020)

310 Advanced Conversation and Readings

3

A conversational approach to fluency. Review of pertinent grammar, discussion of current issues, and reading and discussion of short literary works. Prerequisite: SPAN 220 or consent of instructor. Offered only on demand.

CCSPA 312, 322 Advanced Conversational Spanish I and II

6

These courses are designed to help students gain oral competency and a solid grammatical base in Spanish through small group, intensive classes. They are offered in the setting of a cross-cultural study experience offered by EMU. When offered through the Central America Study and Service program in Guatemala City, Guatemala, classes meet for four hours, five days a week for seven weeks. Students live with Guatemalan families to enhance linguistic immersion. Each student is assessed at the beginning for placement and at the end for oral and written competency. The courses will be designed to meet the individual student's needs. (Spring 2018)

***320 Constructing Identities - Critical Thinking and Composition A**

3

SPAN 320 is one of two critical thinking and composition courses at the 300 level with emphasis on analytical reading and writing skills necessary for upper level coursework. The topic of Critical Thinking and Composition A is Constructing Identities. Students will practice journalistic and analytical writing while reading and discussing topics related to love, globalization, and gender. The successful SPAN 300 student will be able to discuss the interaction between the self and environment both in the spoken and written modalities. (Fall 2018)

***325 The Latino Experience - Critical Thinking & Composition B**

3

SPAN 325 is one of two critical thinking and composition courses at the 300 level with emphasis on analytical reading and writing skills necessary for upper level coursework. The topic of Critical Thinking and Composition B is The Latino Experience. Students will practice argumentative writing while reading and discussing topics related to Spanish-speaking populations in the United States and the world. The successful SPAN 305 student will be able to discuss the role of voice in identity both in the spoken and written modalities.

- *330 Immigration Issues** **3**
This course combines experiential community learning in the local Latino community with in-depth research and reflection on local, national and global immigration/migration issues. Community-learning combines academic study with concrete service to the community. It engages students in understanding the community in which they work, requires thoughtful reflection on their experiences, and stimulates critical thinking and academic research. Class discussions will focus on readings, documentary films, personal immigrant stories, student service experiences, etc. (Spring 2020)
- *335 Spanish of the U.S.** **3**
This course provides a critical overview of the linguistic practices of Spanish-speaking communities in the United States. The class focuses on the historical migration paths of Honduran, Salvadoran, Guatemalan, and Mexican communities. The main goal is to develop critical and linguistic awareness about the dynamic encounter between Spanish and English in the United States: the shaping of Spanish and English, practices of language use, attitudes, and stereotypes. Prerequisite: SPAN 220 or consent of instructor. (Spring 2019)
- 340 Introduction to Spanish Translation and Interpretation** **3**
This course provides an introduction to two different professions and skill sets: translation (written translation from Spanish to English and English to Spanish) and interpretation (oral translation from Spanish to English and English to Spanish). Emphasis is on the practice of translating from Spanish to English in a variety of prose styles and working as translation teams. Additionally, students will be introduced to and practice consecutive and simultaneous oral interpretation. Upon completion, students should be able to demonstrate an understanding of the processes involved in and skills necessary and professional and ethical standards for translation and interpretation. Prerequisite: SPAN 320/325 or consent of instructor.
- *360 Spanish for Healthcare Professionals** **3**
This course enables students to develop their proficiency in medical Spanish and intercultural competence so that they are able to communicate effectively with Spanish-speaking patients or to be a competent patient in a variety of health care situations. Key global health issues and the role of new health technologies are explored in the context of global health challenges and medical ethics as well as the role of national health care systems, international organizations, NGOs, and social movements in promoting health. Prerequisite: SPAN 220 or consent of instructor. (Spring 2019)
- 370 Hispanic American Civilization** **3**
This course is an interdisciplinary exploration of the vibrant and rich history, geography, peoples and major issues of Hispanic America from pre-Colombian times to the present. (By directed study as needed)
- 375 Spanish Civilization** **3**
In this course we will study the development of the culture and civilization of Spain from prehistoric times to the present, focusing on history, geography, art, literature, music and other cultural manifestations. We will research conflicts between dominant and marginalized groups throughout Spanish history in the formation of Spanish identity. (By directed study as needed)
- 390 Survey of Spanish Literature** **3**
This literature course introduces students to critically reading and analyzing all genre and representative major works of the literature of Spain, from medieval times to the present. (By directed study as needed)

- 395 Survey of Hispanic American Literature** **3**
This literature course introduces students to critically reading and analyzing all genres and representative major works of literature in the Spanish-speaking countries of Hispanic America, from the pre-Colombian period to the present. (By directed study as needed)
- *411 Globalization in Latin American Cinema** **3**
This course will enhance students' critical and analytical reading and writing skills through a study of cinematic production in Hispanic America and Brazil from 1990-2012. The emphasis will be on the shift in cinema from national and historical themes to a cinema that reflects a diverse and interconnected world. Students will use cinematographic terminology and read film criticism to explore and discuss themes related to the conquest of the New World, feminism, neoliberalism, hierarchies of ethnicity, race and social class as well as human migration and trafficking.
- *420 Narratives of Trauma and Resilience** **3**
How does cultural trauma shape the identities of peoples in Hispanic America? What does resilience look like in postconflict societies? Students will examine a selection of contemporary texts produced in Guatemala, Perú, Colombia, and Chile in response to armed struggles and truth processes. This course will enhance students' critical and analytical reading and writing skills through a study of cultural production about violent histories, truth and reconciliation, restorative justice, and moving forward after trauma. Specific topics that may be covered include cultural trauma and resilience studies, discourses and idioms of trauma, and efforts at transitional justice. Prerequisite: SPAN 320/325 or consent of instructor.
- *425 Indigenous People and Conquest** **3**
This course first explores the rich history, culture, and sociopolitical structure of the Aztec, Maya, and Inca civilizations prior to the conquest of the Americas. Additionally, this course prepares students to engage in the study of myths surrounding the conquest of the Americas and the role indigenous allies, Africans, and traitors to the Spanish crown played in the conquest and exploration of the New World. This course will also provide students with contemporary cultural knowledge of present-day indigenous culture, transculturation, struggles, and survival in the modern nation-state. Prerequisite: SPAN 320/325 or consent of instructor.
- *430 Marginalized Voices in Hispanic America** **3**
This course will enhance students' critical and analytical reading and writing skills through an interdisciplinary study of the indigenista and feminist discourses. The emphasis will be on strategies for articulating the experience of racial and ethnic minorities and women in patriarchal societies and the role of literature as a reflection of and a catalyst for political and social change. Specific topics that may be covered include, but are not limited to: resistance to and (de)construction of racialized, gendered, and ethnic categories/social roles, creation of a narrative space for the alternative worldviews, problematic of speaking for the subaltern, the experiences of indigenous peoples, and problems of representation. Prerequisite: SPAN 320/325 or consent of instructor. (Fall 2018)
- *440 Society and Conflict in Hispanic Poetry and Drama** **3**
This course will enhance students' critical and analytical reading and writing skills through an examination of Peninsular and Hispanic American poets and dramatists who strongly believed that carefully chosen words could transform the world. The emphasis will be on the historical context in which these artists produced their work, and discuss themes of social justice, love, fraternity, war and peace, and humanity. Prerequisite: SPAN 320/325 or consent of instructor. (Fall 2020)

***450 Religion in Spain and Hispanic America** **3**
A study of selected religious works from the Early Modern Spain and the New World. Texts may include *Los milagros de nuestra Señora*, *El conde Lucanor*, *El libro de buen amor*, *El Lazarillo de Tormes*, selections from *Don Quijote*, and/or other texts. Particular attention will be paid to mystics and reformers, including Teresa de Ávila, San Juan de la Cruz, Ignatius of Loyola, Miguel de Cervantes, Pedro Calderón de la Barca, Sor Juana Inés de la Cruz, and others. Emphasis will be placed on how the mystics sought unity with Christ as well as how the work of reformers helped transform the Church and ushered in the Golden Age of Spanish literature. Prerequisite: SPAN 320/325 or consent of instructor.

***460 Ecological Thought in Spain and Latin America** **3**
Through a variety of genres and a multidisciplinary perspective, this course centers on the interactions between humans, animals, and their physical environments in Hispanic America and Brazil. Students will examine the legacy of Latin American regions as resource fields for the extraction of commodities during the colonial period, and read contemporary works that reverberate or decolonize these ecological discourses. Students will also explore how people across Hispanic America and Brazil have demanded the protection of their environments and a reevaluation of state and international environmental standards even at the expense of fiscal gains. Prerequisite: SPAN 320/325 or consent of instructor.

470 Internship **1-3**
The Professional Internship Program is a cooperative endeavor among upper-level students, the community and the language and literature department. An internship provides an opportunity for students to explore career options and to extend their classroom experiences and learning with both job-related and academic responsibilities. Department approval needed one semester in advance. Prerequisite: SPAN 320/325 and consent of instructor.

499 Independent Study **1-3**
Advanced work in literature, conversation or composition. Prerequisite: SPAN 320/325 and consent of instructor.

Writing (WRIT)

110 Preparation for College Writing **3**
The study and practice of academic modes of written communication accepted in American universities for students whose native language is not English. Through this course, students gain fluency in essay-writing, critical reading skills, improved grammatical accuracy, training in editing and orientation to research tools. This course does not satisfy the EMU Core writing requirement. A grade of C- or better must be achieved in the course as a prerequisite for enrollment in WRIT 120 or 130. Upon completion of the course, instructor evaluation will indicate one of the following: 1) the student must enroll in WRIT 130 to satisfy the writing requirement; 2) the student must enroll in WRIT 120 to achieve proficiency required before enrolling in WRIT 130; 3) the student must enroll in WRIT 110.

120 Introductory College Writing **3**
An introductory writing course focusing on reading and writing assignments in the various discourse communities required in college. Course does not satisfy the writing requirement. A grade of C- or better must be achieved in the course as a prerequisite for enrollment in WRIT 130. Upon successful completion of the course, students will enroll in WRIT 130 College Writing.

- 130 College Writing** **3**
This first-year course develops academic reading, thinking, and writing skills in various discourse communities while supporting students in their transition to EMU. Includes a research project with particular attention to analysis and synthesis. Students enroll in the appropriate writing course according to placement criteria. Satisfies EMU Core college writing requirement.
- 140 Advanced College Writing** **3**
Extensive practice in interdisciplinary argument and rhetorical analysis for students who already demonstrate strong reading and writing skills. This workshop-based class helps students develop sophisticated research strategies, evaluate popular and scholarly sources and their arguments, synthesize material to advance knowledge, and communicate effectively in essays, discussions, and an oral presentation. Satisfies EMU Core college writing requirement.
- 150 Speech: Exploring Voice in Vocation** **2**
This course, ideally taken by students in the spring semester of their first year, invites students to explore their calling within a discipline through engaged listening and speech events. Students will develop voice and audience awareness using appropriate rhetoric and technology. Prerequisite: WRIT 130 or WRIT 140.
- 200 Introduction to Creative Writing** **3**
This four-genre course allows students to read, write, workshop and revise flash fiction, memoir, poetry, and dramatic scenes. Team taught or with frequent visits from various writing and literature faculty. Prerequisite: WRIT 130 or its equivalent. (Spring 2019)
- 210 News and Feature Writing** **3**
Workshop for magazine and newspaper writing; generating story ideas; interviewing; observing; fact-checking; researching and drafting news stories, features, book reviews, editorials; and writing for public relations. Pre-req WRIT 130 or WRIT 140(Spring 2019)
- 340 Kairos Place** **1**
Credit available (but not required) for participation in EMU's Student Kairos Place. Full participation in the event, completion of a significant writing or revision project, and payment of course fee expected. Acceptance to program by faculty recommendation and application only.
- *351 Fiction Writing Workshop** **3**
A workshop on the craft of fiction-writing in the short story form. The course focuses in writing process and revision; explores varieties of characterization, setting, plot and structure, point of view, voice, theme, and figurative language. Reading assignments, writing exercises, and extensive short story workshops culminate in polished prose that may be appropriate for publication or graduate school application. Prerequisite: WRIT 130 or WRIT 140. Open to sophomores and above. (Spring 2020)
- *352 Creative Nonfiction Workshop** **3**
A workshop on the craft of creative nonfiction writing. The course focuses on the writing process and revision and explores elements of the genre's craft. Reading assignments, writing exercises, and intensive group workshops culminate in a portfolio of polished prose that may be appropriate for publication or graduate school application. Special topics such as Food Writing, Nature Writing, and Spiritual Life Writing may be offered according to student demand. Prerequisite: WRIT 130 or WRIT 140. Open to sophomores and above. (Spring 2019)

- *370 Poetry Writing** **3**
A workshop on the craft of versification. Requirements include writing over sixty poem drafts based on traditional and experimental forms and styles, readings of poetry and prosody, memorization of at least one published poem, and participation on the class discussion board. Prerequisite: WRIT 130 or WRIT 140. (Fall 2018)
- *380 Expository Writing** **1**
This five-week course will focus on expository elements in the academic discourse produced by writers in the students' major fields. Students will develop an independent, critical, problem-solving attitude with respect to reading the work of others to assist in the revision of their own writing. Prerequisite: WRIT 130 or WRIT 140. (Spring 2020)
- *381 Argumentative Writing** **1**
A five-week, one semester-hour course that equips students to write arguments that are fully developed, rhetorically engaged, and critically thoughtful. Students are expected to contextualize their arguments—to see themselves as agents of change. Prerequisite: WRIT 130 or WRIT 140. (Spring 2020)
- *383 Professional Writing** **1**
This five-week course has a practical focus on writing in professional settings. Students will create a portfolio with a cover letter defining their expertise, a resume, and a writing sample specific to the niche in which they want membership. Students will analyze an audience in order to write, edit, and proofread documents that show they understand the audience of a particular profession and can write to a standard required in that profession. Students will become familiar with the ethical issues in professional writing, how to present themselves in writing by creating a positive impression to particular clients, and how to make connections by creating a network via various media. (Spring 2020)
- 390 Literary Arts Journal: Phoenix** **1**
Credit received for serving on the editorial team for the student literary arts journal. Detailed timesheet and reflective paper required. Students may receive 1 SH per semester and may take the course multiple times.
- 391 Editing and Publishing: Weather Vane** **1-3**
Credit given for writing, editing, photography, and other production work for the student-run university newspaper. Student are encouraged to have prior school newspaper experience or have taken news writing or photography courses at EMU. Students should enroll for one credit per semester, except in the case of editors serving on the Weather Vane.
- 400 Senior Thesis** **3**
Senior writing majors work with a faculty advisor to envision and create a significant work in a single genre. A reflective introduction explores the writer's developing style and influences. The work may be a chapbook of poems, a collection of short stories, a novella, a full-length play, or a scholarly paper produced in conjunction with a second major (in addition to or as an extended version of that major's capstone requirements). Seniors may share from their work in an end-of-semester reading, possibly as part of the Writers Read series.

421 Advanced Fiction Workshop*3**

Students will write new material to be workshopped, fully participating in peer critique, and working with the professor to read and respond to new material focused on a specialized area of their choice in fiction writing. Workshop pieces should be written within the scope of, or as a response to, this specialized area. In addition, students will write a critical essay about this specialized area, 1200 words, MLA documentation style, placing their own work in the context of their chosen readings and noting how their work responds to the published work in both craft and content. Prerequisite WRIT 351 Fiction Writing Workshop. Meets with WRIT 351. By permission of instructor only. (Spring 2020)

422 Advanced Creative Nonfiction Workshop*3**

Students will write new material to be workshopped, fully participating in peer critique, and working with the professor to read and respond to new material focused on a specialized area of their choice in creative nonfiction writing. Workshop pieces should be written within the scope of, or as a response to, this specialized area. In addition, students will write a critical essay about this specialized area, 1200 words, MLA documentation style, placing their own work in the context of their chosen readings and noting how their work responds to the published work in both craft and content. Prerequisite WRIT 352 Creative Nonfiction Workshop. Meets with WRIT 352. By permission of instructor only. (Spring 2019)

423 Advanced Poetry Workshop*3**

Students will write new material to be workshopped, fully participating in peer critique, and working with the professor to read and respond to new material focused on a specialized area of their choice in poetry writing. Workshop pieces should be written within the scope of, or as a response to, this specialized area. In addition, students will write a critical essay about this specialized area, 1200 words, MLA documentation style, placing their own work in the context of their chosen readings and noting how their work responds to the published work in both craft and content. Prerequisite WRIT 370 Poetry Writing. Meets with WRIT 370. By permission of instructor only. (Fall 2020)

470 Internship**1-3**

The Professional Internship Program is a cooperative endeavor among upper-level students, the community, and the language and literature department. An internship provides an opportunity for students to explore career options and to extend their classroom experiences and learning with both job-related and academic responsibilities. Department approval required one semester in advance.

499 Independent Study**1-3**

**Indicates courses offered in alternate years*



LIBERAL ARTS

Advisor

Amy K.S. Hartsell

Major

▶ Liberal Arts

Other Program

▶ Associate in Arts degree
in General Studies

With a purpose of developing an understanding of the nature of things and making connections between key concepts from many disciplines, a major in liberal arts provides an academically rigorous program of study designed to allow maximum flexibility. Liberal arts majors are concerned with ideas, creativity, thought processes and human relations. In addition they are able to define themselves through unique personal attributes rather than depending on a professional major for identity.

Employment opportunities are broad for those students with imagination, ambition and experience. It is recommended that liberal arts majors work with the career services office to plan summer jobs or internships to establish experience on their résumé.

Major in Liberal Arts

The liberal arts major consists of course requirements that provide breadth while at the same time allowing for concentrated study in a discipline of choice. Course requirements are satisfied as follows:

- ▶ Students complete a minimum of 15 SH from a single department, of which at least 9 SH must be 300-400 level courses.
- ▶ Students take courses in four of these six areas for a total of 12 SH; courses cannot duplicate those taken in the EMU Core.
 - Creative Arts
 - History
 - Literature
 - Mathematics
 - Natural Sciences
 - Social and Behavioral Sciences

- ▶ Additionally, liberal arts majors are required to complete a total of 35 SH of 300-400 level courses. These 35 SH may include courses from the major, from the EMU Core, and from additional disciplines as chosen.

To achieve a broad liberal arts education the student is expected to choose the remaining semester hours for degree requirements from a variety of disciplines.

Associate in Arts Degree in General Studies

Students pursuing the AA degree may opt for the general studies major. Of the 60 SH required, 28-32 SH are EMU Core requirements as outlined in the EMU Core section. The remaining credits are chosen from a variety of areas.

Minor in Leadership

Nearly all working professionals with a bachelor's degree end up in organizational leadership roles. This minor prepares graduates to serve and lead in their own professional field area, regardless of university major or working career. This interdisciplinary minor starts with a small foundational core and then branches to discipline-specific leadership courses.

The leadership minor consists of the following courses for a total of at least 18 SH:

BUAD 221 Principles of Management.	3
LEAD 300 Leadership Theory and Practice	.3

Choose three of the following courses:

*BUAD 321 Human Resource Management	.3
BUAD 331 Organizational Behavior	.3
BUAD 461 Strategic Leadership in Organizations	.3

*CHST 372 Church Leadership for Transformation	.3
*ENVS 325 Environmental Ethics	.2
*ENVS 365 Environmental Risk and Policy	.2
PSYC 221 Social Psychology	.3
PSYC 231 Applied Behavior Analysis	.3
PSYC 301 Psychology of Interpersonal Relationships	.3
*PSYC 351 Positive Psychology	.3
PXD 341 Mediation and Facilitation	.3
REC 205 Recreation and Sport Leadership	.2

Choose one of the following courses:

ENVS 429 Environmental Sustainability Internship	.3
ENVS 430 Environmental Sustainability Capstone	.2
LEAD 281 Leadership Practicum	.1
LEAD 481 Leadership Internship	.1-3
NURS 437 Professionhood III	.3
PSYC 483 Psychology Internship II	.2
PXD 441 Leadership Practicum	.1

Liberal Arts (LARTS)

A variety of courses with the LARTS heading may be taken by students in any major.

101 College Success Strategies I: Beginning the Course

2

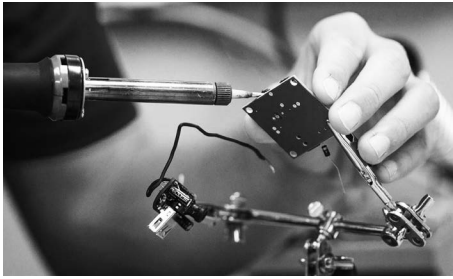
A college success course that focuses on study skills needed to succeed in college. Assessment and development of individual learning styles and strengths are part of the course curriculum. Each section of this course is linked to a core curriculum course in another department. Students receive course credit when learning outcomes of the course are met; credit is considered elective, not part of the EMU Core or major requirements. Instructor permission required.

110 College Success Strategies II: Back on Course

2

A college success course that focuses on strategies needed to achieve full potential in students' academic, personal, and professional life. Self-assessments, readings, and guided exercises are part of the course curriculum. Students receive course credit when learning outcomes of the course are met; credit is considered elective, not part of the EMU Core or major requirements. Instructor permission required.

- 181 Global Connections** **1**
This course invites students of diverse cultural backgrounds and experiences to engage in thoughtful analysis of cross-cultural communication and the accompanying emotions, challenges and opportunities. International, third-culture individuals (TCKs), and American students participate in a common seminar encouraging critical thinking, dialogue and reflection. First-year international students are strongly encouraged to take this course to help facilitate their transition to an understanding of North American culture and EMU's academic culture.
- 201 Major and Vocational Exploration** **1**
The course will provide an introductory framework for the vocational decision making process. It stresses the connection between student career objectives and potential EMU major choices. Students will examine previous experiences and future possibilities, develop potential career plans and expand the network of possibilities. Students will learn valuable skills in self-assessment, reflective work, scenario planning, job search strategies, and networking to develop future plans.
- 256 Commuter Cycling** **1**
Students will learn the arguments for cycling as sustainable transportation, study commuter cycling activism in the US, learn basic bicycle maintenance and promote cycling on campus.
- 281 Student Life and Student Leadership** **1**
This seminar style course provides Community Advisors (CA) with training in the areas of effective leadership, restorative justice/restorative practices, and basic helping skills. The course provides opportunities for discussion and interaction among residence hall leaders focusing on contemporary issues in college. Limited to current CAs.
- 390 Peer Tutoring Practicum I** **1-3**
This one to three credit course is offered by the Academic Success Center and Writing Program. Students explore a variety of topics (tutor role, learning strategies, diversity issues, and ethics) in conjunction with supervised tutoring. The course may be linked with specific professors and courses of academic departments. Practicum requirements will reflect credit hour enrollment and appropriate tutor support offerings of linked department. See Vi Dutcher or Linda Gnagey for approval to register. Prerequisites: earned B grade in WRIT 130 or WRIT 140 (writing tutors), department recommendation (subject-specific tutors), 3.0 cumulative GPA (all tutors).
- 391 Peer Tutoring Practicum II** **1-3**
This one to three credit course offers additional tutoring experience with supervision from the appropriate faculty member. The course may also be linked with specific professors and courses of academic departments. LARTS 391 serves as a Community Learning designate. Prerequisite: LARTS 390 or consent of practicum professor and, if applicable, consent of academic department professor. Students may enroll in LARTS 390 and 391 for a maximum of three credit hours for peer tutoring over one to three semesters.
- 410 Liberal Arts Internship** **1-3**
This course supports experiential learning in which students apply their academic foundation in supervised work settings. Students who have completed an internship or have an internship in progress are eligible to enroll in this course. The internship is intended to enhance students' professional growth, competencies and professional exploration. Students will identify and develop skills and experiences directly relevant to achieving intended career goals, reflect on their experiences and find meaning in them, and develop a better understanding of their chosen career field and evaluate that field as a long-term career path. Students may earn 1 credit per 40 hours of direct service in a company/organization (up to 3 credits).



MATHEMATICAL SCIENCES

Faculty

Owen D. Byer (chair)
Stefano Colafranceschi
Charles D. Cooley
Daniel King
Daniel Showalter
Esther Tian (Director of Engineering Program)

Majors

- ▶ Computer Science
- ▶ Engineering
- ▶ Mathematics

Minors

- ▶ Computer Science
- ▶ Mathematics
- ▶ Physics

Teaching

Endorsements

- ▶ Computer Science, Grades 6-12
- ▶ Mathematics, Grades 6-12

Other Program

- ▶ Pre-Professional Pre-Engineering

The department of mathematical sciences offers students a variety of options to fit individual interests and career paths. All majors in this department develop the critical thinking skills necessary for success in graduate school, teaching, or careers in business and industry.

Majors are offered in mathematics, computer science, and engineering. Minors are offered in mathematics, computer science, and physics. In addition, secondary education licensure is available in mathematics and computer science.

Major in Mathematics

The following 46 SH program of courses is required:

MATH 170 Discrete Mathematics . . .	4
MATH 185 Calculus I	4
MATH 195 Calculus II	4
STAT 220 Inferential Statistics	2
MATH 284 Multivariate Calculus	2
*MATH 350 Linear Algebra	3
*MATH 450 Introduction to Analysis OR	
*MATH 460 Abstract Algebra	3
CS courses	6
PHYS 252 (lecture) and PHYS 253 (lab)	
University Physics I	4

Choose 14 additional credits from the following list:

STAT 230 Regression and ANOVA . . .	2
*MATH 286 Vector Calculus	2
*MATH 310 Differential Equations . . .	3
MATH 334 Topics in Math	2
*MATH 364 Geometry	2

Careers in Mathematical Sciences include computer programmer/analyst, systems analyst, information system consultant, engineer, actuary, statistician, operations researcher, teacher, and marketing research analyst.

- *MATH 450 Introduction to Analysis .3
- *MATH 460 Abstract Algebra3
- *MATH 470 Probability3

Major in Mathematics, Teaching Endorsement for Grades 6-12

This program will prepare students to teach mathematics by instructing them in the standards of the National Council of Teachers of Mathematics (NCTM). Students must complete the mathematics major as outlined above including MATH 364 and MATH 460. See the education section for required courses for the teacher licensure program, grades 6-12.

Major in Computer Science

Recognizing the wide range of topics covered by computing, EMU offers a program that allows students, together with the faculty advisor, to create a custom plan of study. The computer science major consists of 14 SH of foundational computer science courses covering programming, networking, computer architecture and system software, and database technologies; 18 SH of upper-level computer science courses; 9-10 SH of mathematics courses covering calculus through integration, topics in discrete mathematics, and basic statistical methods; an additional 6 SH from computer science or related fields; and a 2 SH Capstone Project for a total of 49-50 SH. The specific 18 SH of upper-level computer science courses and the additional 6 SH of electives will be determined by the student and advisor working together to tailor the program to the educational goals and career objectives of the student.

Students seeking a bachelor of science degree in computer science must include CS 345, CS 355, CS 445, CS 455, MATH 170, MATH 185, and STAT 220 in their course selection. Students

planning to seek a graduate degree in computer science should consider a double major in computer science and mathematics. For students who would like additional flexibility in their program of study, perhaps because they are minoring or double majoring in a different field, a bachelor of arts degree in computer science is offered which requires 18 SH of 300-level or 400-level courses of the student's choice and 6 SH of related field electives as described below.

Foundational Courses (14 SH)

- CS 220 Intermediate Programming:
 - Java4
- CS 165 Networking in the Internet
 - Age2
- CS 175 Architecture and Operating Systems4
- CS 265 Databases and Information Management2
- CS 275 Web Applications2

Upper-Level Courses (16 SH)

- Choose 16 SH from the following courses:*
- 300-level or 400-level CS courses
 - ENGR 325 Engineering Ethics2
 - *ENGR 360 Digital Circuits3

Mathematics Courses (9-10 SH)

- MATH 134 Finite Math: Logic and Problem Solving.2
- AND** MATH 136 Finite Math:
 - Number Theory and Probability . . .2
- OR**
- MATH 170 Discrete Mathematics. . . .4
- Any STAT course2
- *MATH 150 Elements of Calculus . . .3
- OR** MATH 185 Calculus I4

Computer Science or Related Field Electives (6 SH with advisor approval)

Each student will choose additional courses based on a theme of study. The courses are selected with consultation and approval of a faculty advisor.

Senior Capstone

CS 475 Capstone Project 2

Major in Computer Science, Teaching Endorsement for Grades 6-12

Teaching endorsement in computer science (6-12) is approved by the Virginia Department of Education. Students must complete the computer science major as outlined above including CS 345, CS 355, CS 365. See the education section for required courses for the teacher licensure program, grades 6-12.

Major in Engineering

EMU offers an engineering major with a minimum of 76 SH in mathematics, computer science, chemistry, physics, and engineering. Students may choose to have an emphasis in either Mechanical or Computer Engineering by selecting specific upper-level courses as listed below.

Engineering Core (28 or 29 SH)

ENGR 110 Introduction to Engineering and Design 4

ENGR 156 Mathematics for Engineering Lab 2

*ENGR 245 Experimental Methods . . 2

*ENGR 265 Analog Circuits 4

ENGR 270 Engineering Statics 3

ENGR 291 Engineering Design II . . . 2

ENGR 325 Engineering Ethics 2

ENGR 390 Engineering Design III . . 2

ENGR 490 Senior Design 2

ENGR 491 Capstone Project 2

CS 120 Introduction to Programming . 3

OR

CS 220 Intermediate Programming . . 4

Math/Science Core (31 or 32 SH)

CHEM 223 General Chemistry I 4

OR

CHEM 224 General Chemistry II 4

MATH 185 Calculus I 4

MATH 195 Calculus II 4

Math 284 Multivariate Calculus 2

*MATH 286 Vector Calculus 2

STAT 220 Inferential Statistics 2

*MATH 310 Differential Equations . . 3

PHYS 252 and PHYS 253 University

Physics I 4

PHYS 262 and PHYS 263 University

Physics II 4

Choose one of the following courses (2 or 3 SH):

MATH 154 Mathematics for

Engineering 2

*MATH 333 Topics: Math Modeling . 2

*MATH 350 Linear Algebra 3

Upper Level Electives (17 SH)

Include three 300 level or 400 level courses.

Mechanical Engineering Emphasis (17 SH)

*ENGR 280 Engineering Dynamics . . 3

ENGR 380 Systems 4

*ENGR 350 Fluid Mechanics 4

OR *PHYS 405 Thermodynamics . . . 3

Choose a minimum of 6 SH from the following courses:

*ENGR 333 Topics in Engineering (with advisor approval) 2-4

*ENGR 360 Digital Circuits 3

*ENGR 370 Strength of Materials . . . 4

*ENGR 350 Fluid Mechanics 4

OR *PHYS 405 Thermodynamics . . . 3

*ENGR 480 Control Systems 3

Computer Engineering Emphasis (17 SH)

MATH 170 Discrete Math 4

CS 165 Networking in the Internet Age 2

CS 175 Architecture and Operating Systems 4

Choose a minimum of 7 SH from the following courses:

*CS 345 Data Structures	2
*CS 355 Adv. Data Structures	2
*CS 375 Software Engineering	2
CS 333 Topics in CS (with advisor approval)	2-4
*ENGR 333 Topics in Engineering (with advisor approval)	2-4
*ENGR 360 Digital Circuits	3
ENGR 380 Systems	4
*ENGR 480 Control Systems	3

Minor in Mathematics +

The minor consists of 18 SH of mathematics or statistics including:

MATH 170 Discrete Math	4
MATH 185 Calculus I	4

Choose an additional 10 SH selected from the remaining MATH or STAT courses with course number higher than 170.

Minor in Computer Science+

The minor consists of 18 SH of computer science courses, of which at least 6 SH must be upper-level.

Minor in Physics +

The physics minor consists of the following 20-23 SH program:

PHYS 252 and PHYS 253 University Physics I	4
PHYS 262 and PHYS 263 University Physics II	4
*PHYS 406 Quantum Mechanics	3

Choose three courses from the following courses:

*ENGR 270 Engineering Statics	3
*ENGR 280 Engineering Dynamics	3
*ENGR 165 Analog Circuits	4
*ENGR 350 Fluid Mechanics	4
*ENGR 370 Strength of Materials	4
*PHYS 405 Thermodynamics	3

+ In earning a minor in the mathematical sciences department, at most three courses may be included that are also counted toward the student's major in the department.

Computer Science (CS)

105 Introduction to Computer Science 2

A lab-based course designed to tour the modern world of computing. This course introduces the major areas of computer science, including data representation, computer hardware, programming languages, algorithms, operating systems, computer networks, and ethics in computing.

120 Introduction to Programming: Python 3

An introduction to the basic concepts of programming, problem-solving, and design techniques using an object-oriented language.

165 Networking in the Internet Age 2

An introduction to networking and the Internet. Topics include TCP/IP and other network protocols, standard data formats including web standards such as HTML and CSS, client/server applications, network infrastructure, and security.

- 175 Architecture and Operating Systems** **4**
An introduction to computer hardware and system software. Topics include digital logic, computer organization and architecture, interfacing and communication, memory management, scheduling and resource allocation, and concurrency. Previous programming experience recommended.
- 220 Intermediate Programming: Java** **4**
An introduction to structured object-oriented programming techniques using the Java programming language. Students will write Java programs to implement a variety of algorithms for searching, sorting, and numerical computations. Input/output will use the console and graphical user interface components, text files, and image files. Prerequisite: CS 105, CS 120, or other programming experience
- 265 Databases and Information Management** **2**
A course in the design and querying of database systems. Topics include design principles, normalization, entity-relationship models, and use of SQL for database access and management. Previous programming experience recommended.
- 275 Web applications** **2**
A project-based course exploring the design of database-backed interactive web sites and applications. Students will use HTML, CSS, JavaScript, and libraries to build the client side along with SQL, PHP, and various back-end technologies to build the corresponding server side of a web site or application. Prerequisites: CS 165 and CS 265.
- 335 Topics in Computing** **2-4**
The department will offer at least one Topics course each year with the content based on the areas of interest of current students and faculty. The course may be taken for credit repeatedly since the content will vary from year to year. Topics may include: theory of computation, numerical analysis, modeling and simulation, graphics, computer animation, computer vision, advanced algorithmic analysis, cryptography, parallel algorithms, artificial intelligence, robotics, smart phone technology, hypermedia development, language translation systems, and functional programming.
- *345 Data Structures** **2**
Basic data structures are introduced in this course, including arrays, linked lists, stacks, queues, etc. Students are required to implement various data structures. Prerequisite: CS 220. (Fall 2018)
- *355 Advanced Data Structures** **2**
This course continues the topics covered in CS 345 with data structures such as trees and other graphs. An introduction to basic algorithm analysis and design techniques, including divide-and-conquer and greedy algorithms. Prerequisite: CS 345 and MATH 170 (Spring 2019)
- *365 System Administration** **2**
An overview of the management and maintenance of organizational computing infrastructure including hardware, operating system, network, database and application software. Topics include installation, configuration, routine maintenance tasks, client/server application management, automation, and user support. Prerequisite: CS 165 and CS 265. (Spring 2020)

- *375 Software Engineering** **2**
Software engineering is the set of interrelated disciplines that are utilized in the development, deployment, maintenance, and usage of enterprise-wide software solutions. This course focuses on the lifecycle of information systems and how that relates to strategic planning and information usage. Several software development lifecycle models will be explored as students participate in generating logical programming designs. Prerequisites: CS 220 and CS 275. (Fall 2019)
- *445 Analysis of Algorithms** **2**
A more in-depth look at algorithms including dynamic programming, network flow, and an exploration of NP completeness. Prerequisites: CS 355. (Spring 2019)
- *455 Programming Languages** **2**
The formal study of programming language design and specification. Design principles are emphasized and evaluated in the context of the historical development of computing languages. Topics include design principles, study of actual languages, the run-time environment, translation, and programming in various programming languages and paradigms. Prerequisite:
CS 320. (Fall 2019)
- 475 Capstone Project** **2**
This course provides a platform for senior students to work on a semester-long, team project under the guidance of CS or engineering faculty mentors. Prerequisite: CS 370.
- 488 Computer Science Internship** **1-3**
Work experience gives students an opportunity to gain valuable practical experience. Consulting with the faculty advisor guides them in integrating theory and practice to maximize learning. Travel and other expenses are the student's responsibility. Internship opportunities are available through EMU's Washington Community Scholars' Center, organizations in the Harrisonburg area, and the EMU information systems department. Grading is on a pass/fail basis. Prerequisite: junior or senior status.
- 499 Independent Study/Research** **1-3**
Individual study in an advanced topic in computer science. Requirements normally include the preparation of a research paper to be presented at a departmental seminar. Open to juniors and seniors. Prerequisite: faculty approval.

Engineering (ENGR)

- 110 Introduction to Engineering and Design** **4**
An introduction to the design process of an engineering project. The focus will be on different design aspects of an engineering project: defining the design problem, developing a project statement, generating and evaluating ideas and specifications, leading and managing the process, and communicating the outcomes. The design emphasis facilitates students' development of creative and innovation skills, utilizes state-of-the-art technologies, and allows them to experience fields of engineering such as mechanical, electrical, computer, environmental, etc.

- 156 Mathematics for Engineering Lab** **2**
The goal of this lab course is to examine mathematical applications in engineering. Matlab will be introduced and used in solving these problems. The labs cover linear, quadratic, and systems of equations with circuits; trigonometry and vectors with robot arms; sinusoids with circuits and function generators; derivatives with free-fall motion; integrals with work of springs; and differential equations with dynamic mechanical systems.
- *245 Experimental Methods** **2**
This course will cover methods for engineering measurements including design of experiments, data analysis including error and uncertainty, introduction to signal analysis, data acquisition and sampling, and general measurement system behavior. Prerequisite: MATH 154 or equivalent, ENGR 110. (Fall 2019)
- *265 Analog Circuits** **4**
An introduction to the design of analog circuits, with an emphasis on hands-on implementation in laboratory exercises in addition to mathematical analysis. The course covers essential circuit components such as resistors, capacitors, inductors, transistors, and op-amps. A variety of passive and active circuits are studied, including filters, integrators, comparators, and amplifiers. Projects include building an AM radio, a homemade op-amp, and PID motor control. (Fall 2018)
- 270 Engineering Statics** **3**
A problem-solving based approach to the study of the theory and applications of engineering statics. Students will gain expertise in the areas of free-body diagrams, vector mechanics, and equilibrium, and will apply the principles of equilibrium to structural analysis and the analyses of internal and frictional forces. Prerequisites: MATH 185, PHYS 252.
- *280 Engineering Dynamics** **3**
Dynamics is the study of accelerated motion of a body through two perspectives, kinematics (geometric aspects of the motion) and kinetics (forces causing the motion). Kinematics and kinetics of particles and rigid bodies will be examined using methods of force and acceleration, work and energy, and impulse and momentum. Prerequisite: ENGR 270. (Fall 2018)
- 291 Engineering Design II** **2**
This project-based course will continue using engineering design methods first introduced in ENGR 110. Topics include reverse engineering, tolerances and optimization, design within constraints, and robust design. Prerequisite: ENGR 110, ENGR 245 or ENGR 265.
- 325 Engineering Ethics** **2**
This course is designed to introduce the concepts and practice of engineering ethics. The course will present many case studies. There will also be discussions relating faith and engineering.
- *333 Topics in Engineering** **2-4**
The content of this course is determined by the special interest of the faculty and students. Prerequisite: permission of the instructor.
- *350 Fluid Mechanics** **4**
An introduction to the concepts of fluid mechanics, including a laboratory component. Topics include hydrostatics; fluid kinematics; conservation laws of mass, momentum, and energy; the Bernoulli equation; potential flows, and similitude. Prerequisites: MATH 310, PHYS 252. (Fall 2019)

- *360 Digital Circuits** **3**
 This course will introduce students to the tools and techniques behind modern digital logic circuits. We will begin with how basic logic gates are built from transistors, how basic logic gates are used to implement combinational and sequential circuits and such as flip-flops, adders, multiplexers, etc. culminating with circuit design using a microcontroller.
- *370 Strength of Materials** **4**
 The behavior of materials and solid structures under a variety of load conditions will be studied in this course. Students will learn equilibrium, stress – strain response, and strain – displacement relations and apply them to solids analysis. Topics such as materials stretch, bend, twist, etc., the stress – strain response of different materials, the stress within externally loaded bodies, and beam theory with applications to beam deflections and design will be covered. Prerequisites: ENGR 270, MATH 310. (Fall 2019)
- 380 Systems** **4**
 This course provides an introduction to linear systems, transfer functions, and Laplace and z transforms. The input/output modeling of dynamical systems using differential equations and transfer functions is presented. Topics such as transfer functions, frequency response, stability and poles, resonance and natural frequency, transient and time constant, steady state and DC gain, block diagrams are included. Prerequisites: ENGR 270, MATH 310
- 390 Engineering Design III** **2**
 In this design course, students follow the engineering design process with emphasis on thinking through the challenges that arise when moving from problem definition to product delivery, on interdisciplinary collaboration, and on team dynamics negotiation. Teams work closely with clients as they move through conceptual, preliminary, and final designs. The project results in useful products. When the final product is delivered, the teams will also produce a technical report detailing design alternatives, optimization methodology, problems encountered, and solution summary. Prerequisite: ENGR 291.
- *480 Control Systems** **3**
 This course introduces the analysis and design of feedback control systems including classical control theory in the time and frequency domain. Topics such as stability analysis, Nyquist criterion, root-locus plots, Bode plots, controllability, and observability are included. Prerequisites: ENGR 380
- 490 Senior Design** **2**
- 491 Capstone Project** **2**
 These courses provide a platform for senior students to work on extensive, year-long, team projects under the guidance of engineering faculty mentors. Prerequisite: ENGR 390.

Mathematics (MATH)

- 114 College Algebra** **2**
 Equations and inequalities, polynomials, rational functions, exponential functions, triangle geometry.
- 120 Mathematics for Social Decision-Making** **2**
 Game theory, fair division, apportionment, voting methods, consumer finance.

- 134 Finite Math: Logic and Problem Solving** **2**
Logic, geometric constructions and transformations, set theory, graph theory, programming.
- 136 Finite Math: Number Theory and Probability** **2**
Number theory (including number systems, modular arithmetic, divisibility, prime numbers), counting, probability.
- 144 Precalculus** **2**
Trigonometric functions and identities, periodic functions, logarithms, summation notation, advanced algebraic manipulations, introduction to limits. Offered every fall. Prerequisite – Math 114 or equivalent.
- *150 Elements of Calculus** **3**
A survey of the concepts of differential and integral calculus. This course emphasizes the applications of calculus to problems in business, economics and the sciences. A graphing calculator is required. Credit will not be given for both this course and MATH 185. Prerequisite: a grade of C or better in MATH 144 or MATH 154 or high school equivalent. (Spring 2020)
- 154 Mathematics for Engineering** **2**
This course is intended to prepare engineering students to take beginning courses in engineering and calculus. Students will gain a working knowledge of the mathematics used in the study of measurement, circuits, statics, and dynamics. Offered in conjunction with ENGR 156.
- 170 Discrete Mathematics** **4**
Discrete Mathematics serves as an introduction to advanced mathematics. In addition to learning material that is fundamental to mathematics and computer science, this course will emphasize logical thinking, problem-solving, and communication about abstract problems. Topics include set theory, number theory, logic, relations, mathematical induction and other forms of proof, combinatorics, and graph theory. Prerequisites: Four years of high school mathematics, or permission of instructor.
- 185 Calculus I** **4**
A study of the fundamental concepts of the derivative of single-variable functions, including limits, continuity, differentiation techniques, and applications. The course also includes an introduction to integration. A graphing calculator is required. Credit will not be given for both this course and MATH 150. Prerequisite: a grade of B or higher in MATH 144 or MATH 154.
- 195 Calculus II** **4**
Topics include techniques and applications of integration of single-variable functions, infinite sequences and series, conics, parametric equations, and an introduction to vectors. A graphing calculator is required. Prerequisite: Grade of C- or higher in MATH 185, or permission of instructor.
- 284 Multivariate Calculus** **2**
Differentiation and integration of multivariate functions. Prerequisite: Grade of C- or better in MATH 195, or permission of instructor.
- *286 Vector Calculus** **2**
Vector-valued functions, line integrals, Green's Theorem, surface integrals, Divergence Theorem, Stokes Theorem. Offered every other fall. Prerequisite: Grade of C- or better in MATH 284, or permission of instructor. (Fall 2020)

- *310 Differential Equations** **3**
 A study of the use of differential equations - that is, equations involving both functions and their derivatives - in the construction of mathematical models to address real-world problems. Students will be taught analytical, numerical, and graphical techniques for formulating, solving, and interpreting ordinary differential equations of first and higher-order. The emphasis will be on applications to engineering and the physical sciences. Prerequisite: MATH 195. (Fall 2018)
- *334 Topics in Mathematics** **2**
 The content of this course is determined by the special interest of the faculty and students. Courses taught in the past include Number Theory, Coding Theory, Math Research, Math Modeling, Advanced Geometry, History of Mathematics, and Computability. Prerequisite: Math 170 and permission of the instructor.
- *350 Linear Algebra** **3**
 Systems of linear equations, linear transformations and matrices, vectors and vector spaces, linear independence, determinants, eigenvalues and eigenvectors, discrete dynamical systems, and inner products. Pre- or corequisites: MATH 170 and MATH 195 or permission of instructor. (Fall 2019)
- 364 Geometry** **2**
 Triangles, circles, transformations, non-Euclidean geometry. Offered every other fall. (Note: This course will run as the 3-credit course, Math 360, in Fall 2018.)
- *450 Introduction to Analysis** **3**
 A critical study of the calculus. Topics include real numbers, sequences, limits, continuity, and differentiation and integration. Prerequisites: MATH 170 and MATH 195. (Spring 2019)
- *460 Abstract Algebra** **3**
 A proof-based study of the properties of groups, rings (including polynomial theory), and fields. The course also builds on number theory encountered in MATH 170. Prerequisite: MATH 350. (Spring 2020)
- *470 Probability** **3**
 A study of probability, random variables, distribution and density functions, and the theory behind the statistical techniques used in STAT 220. Prerequisites: MATH 170, STAT 220, and MATH 284. (Spring 2019)
- 499 Independent Study** **1-3**
 Individual study in an advanced topic in mathematics. Requirements normally include the preparation of a research paper to be presented at a departmental seminar. Open to juniors and seniors. Prerequisite: faculty approval.

Physics (PHYS)

- 252 University Physics I** **3**
 The first semester of a calculus-based introductory physics sequence that aims to develop understanding of basic physical principles, problem-solving ability, and fluency with mathematical formulas. Topics include mechanics, periodic motion and waves, fluid mechanics, and thermodynamics. Must be taken concurrently with PHYS 253. Prerequisite: MATH 155 or MATH 185.

- 253 University Physics I Lab** **1**
Must be taken concurrently with PHYS 252.
- 262 University Physics II** **3**
The second semester of a calculus-based introductory physics sequence. Topics include electromagnetism, optics, and modern physics (special relativity and quantum physics). Must be taken concurrently with PHYS 263. Prerequisite: PHYS 252.
- 263 University Physics II Lab** **1**
Must be taken concurrently with PHYS 262.
- *405 Thermodynamics** **3**
A computationally intensive foundational study of chemical thermodynamics and kinetics. Topics include gases, enthalpy, entropy, Gibbs free energy, chemical and phase equilibria, statistical thermodynamics, electrochemistry and chemical kinetics. Prerequisite: MATH 195 or instructor permission. (CHEM 405) (Fall 2018)
- *406 Quantum Mechanics** **3**
A mathematically intensive study of basic QM as related to atomic and molecular structures. Topics include the Schroedinger equation, the uncertainty principle, bound and scattering states, the hydrogen atom, and spectroscopy. Prerequisite: MATH 195 or instructor permission. (CHEM 406) (Fall 2019)

Statistics (STAT)

- 120 Descriptive Statistics** **2**
Displays of data, measures of center and spread, correlation, normal distributions, and interpretation of statistical tests. Spreadsheets will be used throughout the course.
- *130 Nonparametric Statistics** **2**
Nonparametric statistics, Chi-squared tests, and use of statistical software. Prerequisite: Stat 120 or instructor approval. Offered every other fall. (Fall 2019).
- 140 Elementary Statistics** **3**
This general education course provides an introduction to descriptive and inferential statistics. Topics include correlation, normal distributions, confidence intervals, and hypothesis testing. Spreadsheets will be introduced and used throughout the course. Credit will not be given for both this course and Stat 120 or Stat 220. This course is offered only through EMU Lancaster.
- 220 Inferential Statistics** **2**
Normal and binomial distributions, confidence intervals, P-values, correlation, and one- and two-sample hypothesis tests, using statistical software. Prerequisite: Stat 120 or instructor approval. (Students wishing to take Stat 220 who have not taken Stat 120 (or an equivalent course) should work through an EMU-provided module that will acquaint them with means, standard deviation, and the standard normal distribution.)
- 230 Regression and ANOVA** **2**
Linear and multiple regression, one- and two-way ANOVA, statistical software. Prerequisite: Stat 220.

**Indicates courses offered in alternate years.*



MUSIC

Faculty

David Berry
Ryan Keebaugh
Sharon Miller
James Richardson (chair)

Major

- ▶ Music

Concentrations

- ▶ Interdisciplinary Studies
- ▶ Music Education (PreK-12)
- ▶ Music Performance
- ▶ Musical Theater

Minors

- ▶ Music

Teaching

Endorsements:

- ▶ Instrumental, Grades PreK-12
- ▶ Vocal/Choral, Grades PreK-12
- ▶ Instrumental and Vocal/Choral, Grades PreK-12

A Bachelor of Arts degree in music from Eastern Mennonite University prepares graduates to be responsible and independent musicians in music education, in performance, in graduate school, in church music, and in other music-related endeavors. EMU's curriculum offers students a thorough background in the music of Western traditions. It also expects that students will develop a concept of music in the 21st century: that music of our time, music from earlier centuries, and the music of the international community all have vitality and applicability to modern life.

All music majors complete a common core of courses in music that include theory, history, conducting, performance, composition, arranging, and elements of aesthetics, analysis, and writing about music. In addition, students choose a concentration in interdisciplinary studies, musical theater, or music performance, or a teaching endorsement in music education. Students must audition for the department in order to be formally admitted as a music major, except for the interdisciplinary studies and musical theater concentrations, where no audition is required.

Students from other disciplines often enroll in music department courses. Some choose music as a minor. Some choose music courses to fulfill their liberal arts major requirements. Many students choose classes and activities in music for their own personal enrichment. Ensembles and private studies always have many participants whose majors are other than music.

Careers in Music include public/private elementary and secondary school music teacher, music therapist, professional freelance artist, choral conductor, private studio teacher, manager and programmer for music radio and recording industry, recording engineer, arts management professional, church music director, and composer.

Major in Music

Core courses

(required of all majors and must be passed with a grade of C or better for graduation credit and enrollment in next sequential course, if applicable):

†CMUS 120 Fundamentals of Music	.3
#CMUS 200 Landscape of Music	. . . .0
CMUS 180 The History and Techniques of Music I	. . . . .6
*CMUS 280 The History and Techniques of Music II	. . . . .6
*CMUS 411 Conducting I	. . . . .4
#MUPS Private studies	. . . . .7
#MUES Ensembles	. . . . .7

required each semester of enrollment on the EMU campus

† may test out of this requirement

Concentration in Musical Theater

Required courses for a musical theater concentration in music include the core courses listed above plus the following (must be passed with a grade of C or better.)

Students select 4 SH music courses that align with their interests. May include:

CMUS 201 Folk-Rock to Hip-Hop	. . . .2
CMUS 201 Introduction to Music Technology	. . . . .2
CMUS 201 Listening to Film	. . . . .2
CMUS 201 World Music	. . . . .2

THR 200 Survey of World Theater History2
--	------------

Select 3 SH from THR 281, 350, 351, 352, and/or 353 Theater Practicum

Select two courses (4 SH) from the following:

THR 100 Acting for the Stage and Screen	. . . . .2
THR 210 Technical Theater	. . . . .2
THR 230 Theater Topics	. . . . .2
THR 300 Directing for the Theater	. . . .2
THR 360 Playwriting	. . . . .2
OR *THR 361 Screenwriting	. . . . .2

MUPS 491 Senior Project3
-------------------------	------------

Concentration in Interdisciplinary Studies

Required courses for an interdisciplinary studies concentration in music include the core courses listed above plus the following (must be passed with a grade of C or better):

CMUS 201 Topics: World Music	. . . .2
Music elective courses	. . . . .4
Three upper level courses from another university department, chosen in con- sultation with advisor	. . . . .6-9
MUPS 491 Senior Project	. . . . .3

Concentration in Music Performance

Required courses for a performance concentration in music include the core courses listed above plus the following (must be passed with a grade of C or better):

*CMUS 412 The Compleat Musician	.4
MUPS Private studies, an additional 5 SH, for a total of	. . . . .12
<i>(Private studies in the major area will receive 2 SH each semester of enrollment on campus after admission to the performance major.)</i>	
*MUED 412, 413, OR 415 Pedagogy in the performance area	. . . . .2
MUES 333 Chamber Ensemble (two semesters)	. . . . .1 + 1
MUPS 390 Junior Recital	. . . . .1
MUPS 490 Senior Recital Project	. . . .3

Piano Proficiency class is required until piano proficiency is met.

Major in Music, PreK-12 Teaching Endorsement

Students may choose one of the following options for teacher licensure: PreK-12 vocal/choral; PreK-12 instrumental; or dual licensures (PreK-12 vocal/choral and instrumental).

The music major core courses plus the following are required (must be passed with a grade of C or better):

*CMUS 412 The Compleat Musician	.4
MUED 121 Voice Proficiency Class.	.1
MUED 131 Piano Proficiency Class I	.1
MUED 132 Piano Proficiency Class II	.1
*MUED 212 Child and Adolescent Voice	.2
*MUED 223 Instrumental Methods: Brasses	.2
*MUED 224 Instrumental Methods: Percussion	.1
*MUED 225 Instrumental Methods: Strings	.2
*MUED 226 Instrumental Methods: Woodwinds	.2
*MUED 341 Elementary School Music	.3
*MUED 342 Secondary School Music	.3
MUED 353 Instructional Module:	1-2
a. Marching Band	
b. Music for the Mainstreamed Classroom	
c. Jazz-Show Choir	
d. Jazz Band	
e. Open Title	
MUPS 490 Senior Recital Project	.1

Recommended music courses:

CMUS 201 Introduction to Music Technology	.2
CMUS 201 World Music	.2
MUPS 211 Composition	1-2

Students pursuing PreK-12 vocal/choral licensure take two of the four Instrumental Methods courses and are required to take MUED 212. Students must declare voice, keyboard, or guitar as their performance area and enroll in a choral ensemble each semester.

Students pursuing PreK-12 instrumental licensure must declare a band or orchestral instrument as their performance area. Alternatively, piano or

guitar may be declared as the primary performance instrument with four additional semester hours of private lessons in a band or orchestral instrument. Students must enroll in an instrumental ensemble each semester and take the four Instrumental Methods courses.

Students pursuing dual licensure (PreK-12 vocal/choral and PreK-12 instrumental) will take all Instrumental Methods courses and MUED 212. Students will declare a secondary performance area to complement the primary area and take four additional semester hours of private lessons. Keyboard and guitar students should choose a band or orchestral instrument as their secondary performance area. A balanced enrollment in choral and instrumental ensembles is required. Practicum and student teaching assignments will include vocal/choral and instrumental experiences.

Vocal and piano proficiencies are required for all licensures to ensure that future music educators will be able to use their voices and the keyboard with confidence in general music classrooms and in rehearsal settings. Voice Proficiency Class and/or Piano Proficiency Class are required until music education majors have met voice and piano proficiencies.

Education Curriculum

All ED courses must be passed with a grade of C or better.

ED 101 Exploring Teaching	.2
ED 201 Computers and Instructional Technology in Education	.1
ED 232 Learning, Motivation and Assessment (PreK-6)	.3
ED 351 General Curriculum and Methods for Middle and Secondary School Teaching	.1
ED 381 Reading and Writing Across the Curriculum	.2
ED 401 Examining Foundations of Education	.2
ED 411 Reflective Teaching Seminar and Portfolio	.1

ED 461 Elementary Student Teaching (PreK-6)	7
ED 462 Middle/High School Student Teaching (6-12)	7

Additional licensure requirement:

PSYC 202 Developmental Psychology .3	
--------------------------------------	--

Recommended Education Courses:

ED 301 Needs of Diverse Learners . . .3	
ED 391 Middle School Curriculum . .3	

The first of two music methods courses (MUED 341 Elementary School Music or MUED 342 Secondary School Music) may be taken prior to admission to teacher education. The second music methods course requires admission to teacher education and enrollment in ED 351 General Curriculum and Methods. MUED 341 or MUED 342 must be passed with a grade of C or better. Teacher candidates must comply with all

teacher education requirements listed in the education section.

Minor in Music

This minor consists of the following 20 SH (courses must be passed with a grade of C or better):

+CMUS 120 Fundamentals of Music .3	
CMUS 116 Appreciating Music Making	2
CMUS 180 The History and Techniques of Music I	6
Three semesters of private studies. . . .3	
Three credits for participation in music ensembles.	3
Three credits from any offering of the music department	3

+Students may be excused from this course by examination. When this occurs, the student will complete three credits from other music offerings.

Church Music (CHMUS)

*211 Music for the Congregation 3

This is a skills course that is intended to develop competencies required of a successful church music leader. Topics will vary from year to year, depending upon student interest and instructor availability. It may include skills such as leading the congregation's song (cantoring), arranging music for worship, developing keyboard skills, reading charts, incorporating world music and more. The course is open to all students who have interest in leading church music.

490 Internship 1-2

Internships are provided through churches and community organizations. Students gain various experiences in a wide range of music related fields according to their areas of interest.

Comprehensive Musicianship (CMUS)

116 Appreciating Music Making 2

Music is one of the most fundamental and powerful forms of human creativity and expression. Through an exploration of classical music, pop music, jazz, rock, rap, world music and more, we will learn to understand the colorful tapestry of musical language across various styles, genres, and eras. In this course we will feature live performances, watch video, listen to audio, and participate in interactive activities in order to enrich our classroom experience and gain a greater understanding and deeper love for the art of music. (Offered through EMU Lancaster as a 3 SH course, CMUS 114)

120 Fundamentals of Music

3

A music fundamentals course open to students of all disciplines. Musical literacy is not required as the course will introduce students to the skills needed to read and write Western music notation, as well as to understand, analyze, and listen. Topics include pitches and scales, intervals, clefs, rhythm, form, meter, phrases and cadences, and basic harmony. Majors and minors may be excused from this course or sections of it by examination.

180 The History and Techniques of Music I

6

Music is the product of people, their lives, and communities throughout time. In academia, it is often separated and taught in distinct divisions such as theory and history; however, these two areas should be understood in context with each other and as part of an integrated whole. Centering on experiential learning, this course will examine the history and theory of major Western musical styles from the Middle Ages to 1800 noting the variety of genres, compositional practices, and ideas that ultimately inform music making today. Counterpoint, musical form, and writing about music are emphasized, and the ability to read music is required. Course assignments will directly relate to the department's Assessment Project.

200 Landscape of Music

0

A required course for all music majors to be registered each on-campus semester, with the following objectives: to prepare students to be successful music majors, to model the unity of the various aspects of musicianship, and to develop a style of learning that will lead to successful end-of-the-year performance assessments.

201 Topics

2

Various music topics are offered depending upon student interest and faculty availability.

Folk-Rock to Hip-Hop: A History of American Popular Music

From its earliest beginnings in the blues and Tin Pan Alley, all the way up to today's most current artists, American popular music has played a vital role in shaping the cultural landscape of the United States and the world. This course will survey the rich history of American popular music from a cultural, technological, and sociological perspective and explore its various influences. Students will learn elementary music concepts and skills through interactive engagement and will examine the characteristics of various musical styles including country, folk, rock, pop, R&B, rap and more. Through a hands-on exploration of music by artists such as The Beatles, Bon Jovi, Jimi Hendrix, Beyonce, Tupac Shakur, Jason Aldean and many more, this course provides a foundation for understanding the full and dynamic tapestry of music that continues to impact and shape generations.

Introduction to Music Technology

The Music Technology course will allow students to discover and explore introductory concepts used in music sequencing, notation, and recording. This course will provide a detailed explanation of computer music production. Students will develop skills in loop and MIDI production, sampling, digital audio generation, audio recording, editing, and mixing through class instruction and hands-on learning with Ableton Live and Audacity software. No prior experience in music is necessary.

Listening to Film

The past one hundred years have witnessed the development of a new art form: film. From its beginnings (before movies even had spoken dialog) music has played an integral part in shaping the perceptions of its audience. Ironically, when viewing a film we rarely give the soundtrack our full attention. This course will introduce students to a new way of "listening to film" as it chronicles the history of cinema and its evolving relationship with music. No prior knowledge of music or film history is necessary.

World Music

World Music is a broad survey course. Through reading, listening, practical experience and discussion, students will acquire a broad understanding of a very expansive field. The course, organized as a tour around the globe, focuses on the unique musical language and expression, the cultural context, and the global significance for each country visited on this 'tour'.

***280 The History and Techniques of Music II** **6**

This course is a continuation of its prerequisite, CMUS 180. It enlarges the theoretical and historical study of musical form, counterpoint, and voice leading found within the compositional practices of Western musical styles from 1800 to the present. Emphasis on writing and a large, independent model-composition project are meant to foster greater connections in the classroom and in more specialized applied study. Course assignments will directly relate to the department's Assessment Project.

***411 Conducting I** **4**

A comprehensive course that includes beginning conducting techniques (choral and instrumental), score analysis, rehearsal techniques, and an introduction to orchestration. Writing about music (analysis, essays, program notes, reviews, and formal papers) is included in this course. Prerequisite: junior or senior music major or minor, or instructor's permission.

***412 The Compleat Musician** **4**

Capstone course for the music major. Semester will culminate with a public performance of selected works for voices and instruments in which each student will perform in an ensemble setting. This course will include continued development of conducting techniques, completion of a choral arrangement, score analysis, historical analysis, program note writing strategies, and development of collaborative skills.

440 Seminar **1-3**

Offerings dependent on faculty and student interest. Requires instructor's permission; may be repeated.

490 Internship **1-2**

Internships are provided through churches and community organizations. Students gain various experiences in a wide range of music related fields according to their areas of interest.

499 Independent Study **1-3**

Independent research, reading or work under the supervision of a faculty member. For advanced students only.

Music Education (MUED)

121 Voice Proficiency Class **1**

An overview of the singing process and instruction in the basic vocal skills necessary to meet the proficiency requirement for music education students. Please see MUPS 121 Class Voice for non-music majors. Note: There is no longer a fee for this course.

- 131 Class Piano I** **1**
 This is a beginner level course designed to give students a foundation in learning to play the piano and basic musicianship. During this course, students will learn to play pieces at the piano, learn basic elements of music theory and keyboard skills, and begin to develop a critical ear for nuance through listening to piano performances. This course is the first semester of a two-course sequence and is open to both music majors and non-music majors. For music majors, this course provides instruction necessary to meet piano proficiency requirements. Note: There is no longer a fee for this course.
- 132 Class Piano II** **1**
 This course builds upon skills developed in Class Piano I. Students will learn more advanced pieces, continue to refine keyboard skills, and further develop listening ability. This course is open to music majors and non-music majors. For music majors, the final exam of this course will also serve as the piano proficiency exam. Permission of instructor is required for students have not previously taken Piano Proficiency I. Note: There is no longer a fee for this course.
- *212 The Child and Adolescent Voice** **2**
 This course examines the characteristics of the child voice, methods of working with children in elementary general music class and choral settings and the changes that occur to the voice when students reach adolescence. Other topics addressed are: how to select appropriate music for elementary, middle and high school choral groups and how to work with the changing male voice.
- *223 Instrumental Methods: Brasses (Spring 2020)** **2**
***224 Instrumental Methods: Percussion (Spring 2020)** **1**
***225 Instrumental Methods: Strings** **2**
***226 Instrumental Methods: Woodwinds** **2**
 The Instrumental Methods courses offer class instruction designed to acquaint students with all the members of each family of instruments. Examination of current pedagogical materials is included.
- *341 Elementary School Music** **2-3**
 A study of the methods, materials, philosophy and objectives in the elementary school with an emphasis on child development through music. Students will experience music and musical activities suitable for children from Pre-K through grade 6 with an emphasis on appropriate motivational and teaching methods. Topics covered may include: the role of music in society and in the schools; music fundamentals; sequential and discipline based music curricula; teaching strategies; integration of music throughout the school curriculum; evaluation strategies; writing lesson plans; planning performances. Special emphasis is given to Orff and Kodaly approaches, the needs of diverse populations and the use of technology in the music classroom. Students will observe public school music teachers as part of the course and participate in a 20 hour practicum. Admission to Teacher Education may be a prerequisite. Additional fee. A two-credit option without a practicum is available for students who are not pursuing Music Education.
- *342 Secondary School Music** **3**
 A study of methods and materials designed to prepare students to teach in middle and high school music programs. Students will observe school music teachers as part of the course and participate in a 20 hour practicum. Special emphasis is given to the maturing adolescent voice, performing ensembles, and teaching global music. Admission to Teacher Education may be a prerequisite. Additional fee.
- 353 Instructional Module** **1-2**
 In consultation with the music education advisor, each student will select an area for concentrated study.

*412 Vocal Pedagogy	2
*413 Piano Pedagogy	2
*415 String Pedagogy	2

The pedagogy courses are required for performance majors in their respective area of concentration. The courses include study of pedagogical techniques in voice, piano and strings with practical application through lesson observation and supervised teaching experiences.

Music Ensembles (MUES)

These ensembles are open to all students. A student may register for 0 or 1 SH each semester. Music majors are required to participate in an ensemble related to their performing concentration. **A maximum of 12 SH may be applied toward graduation requirements.**

310 The University Choir **0-1**

A large choral ensemble representing a wide variety of academic majors. The choir will sing primarily sacred repertoire from all periods of music history. Membership is open to any Eastern Mennonite University student by audition. Alumni, faculty, staff, and community members are invited to join the choir during the fall semester to participate in the annual Fall Gala Concert or Christmas service.

321 Emulate Chamber Ensemble **0-1**

Emulate Chamber Ensemble is an intimate vocal ensemble of eight singers specializing in jazz, modern, and contemporary concert literature, both secular and sacred. Performances occur on and off campus, including several touring opportunities. Members of Emulate are also members of The University Choir.

322 Chamber Singers **0-1**

A select choir of approximately 23 mixed voices that studies and performs choral literature of various periods, styles and cultures. Performances occur both on and off campus; some touring is done each year. Members of Chamber Singers are also members of The University Choir.

331 Chamber Orchestra **0-1**

An orchestra open to students, faculty and community players interested in playing symphonic music. Several concerts are scheduled each year, occasionally in collaboration with soloists and other student ensembles. Audition required for wind players.

332 Wind Ensemble **0-1**

A large ensemble open to students, faculty and community players. Concerts are scheduled each semester, occasionally in collaboration with soloists and other student ensembles. Audition may be required.

333 Chamber Ensemble **0-1**

Small ensembles of voices and/or instruments organized according to the interests and abilities of students, and coached by various EMU music faculty. Additional fee.

341 EMU Jazz **0-1**
 The EMU Jazz Ensemble provides opportunities for students interested in jazz to learn musical skills and techniques associated with jazz music performance including different styles and improvising. Emphasis is placed on performance of jazz in the big band style. The Jazz Ensemble is open by audition. Preferences will be given to students of saxophone, trumpet, trombone, keyboard, drum set, bass, and guitar, but all students are welcome. The ensemble performs on campus and at local venues.

Music Performance Studies (MUPS)

121 Class Voice **1**
 Beginning vocal instruction in a small group setting. Excellent opportunity to learn basic singing skills. Open to all students, and is a prerequisite for private studies if student has had no previous private voice study. Additional fee.

Private studies **1-2**
 Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals.
 Additional fee.

- 201, 301 Percussion** **1-2**
- 202 Jazz Improvisation** **1**
- 211 Composition** **1-2**
- 221, 321 Voice** **1-2**
- 231, 331 Piano** **1-2**
- 241, 341 Organ** **1-2**
- 251, 351 Violin** **1-2**
- 252, 352 Viola** **1-2**
- 253, 353 Cello** **1-2**
- 254, 354 String Bass** **1-2**
- 255, 355 Banjo** **1-2**
- 256, 356 Guitar** **1-2**
- 261, 361 Flute** **1-2**
- 262, 362 Clarinet** **1-2**
- 263, 363 Oboe** **1-2**
- 264, 364 Saxophone** **1-2**
- 265, 365 Bassoon** **1-2**
- 271, 371 Trumpet** **1-2**
- 272, 372 Horn** **1-2**
- 273, 373 Trombone** **1-2**
- 274, 374 Tuba** **1-2**

290 Sophomore Recital **0**
 Sophomore recitals are arranged with the approval of the instructor.

- 390 Junior Recital** **1**
Preparation and presentation of a public recital containing a minimum of one half-hour of music. The junior recital is required for the performance concentration in music.
- 490 Senior Recital Project** **1, 3**
A solo performance containing a minimum of one half hour of music for the music education teaching endorsement or one hour of music for the music performance concentration to be presented during the final year of the student's study. Preparation includes research, analysis, related public performance and presentation, and critique. All details are to be worked out under the supervision of the instructor. Permission for recital performance is subject to the approval of the music faculty.
- 491 Senior Project** **3**
A project, broad in scope, unifying the various interests of the interdisciplinary studies student. This is a public presentation given during the senior year demonstrating how the student's different areas of study connect and relate to each other. The project must be approved and overseen by the student's music advisor. It is likely there will also be advising and input from professors in disciplines other than music. The project will entail an aural as well as a written component, the latter to be contained in the student's portfolio.
- 499 Independent Study** **1-3**

**Indicates courses offered every two or three years.*



NURSING

Faculty

Melody M. Cash (chair)

Wendy Carr

Kate Clark

Judith Hiatt

Dawn Lambert

Audrey Myers

Marcia Pusey

Catherine E. Rittenhouse

Donald L. Tyson

(graduate director)

Nancy Wise

Linda Witmer

(RN-BS director)

Laura G. Yoder

(undergraduate director)

Major

► Nursing

The discipline of nursing is concerned with how nurses interact with people in relation to their health and within their total environment. Nursing at its core is caring for people within their health experience. The effective nurse is able to think critically, feel deeply, communicate clearly, interact meaningfully, assume responsibility, exhibit a thirst for knowledge and act morally.

EMU nursing graduates are generalists prepared to function as beginning practitioners in a variety of settings with a focus on individuals, families, or groups of clients. They have the capacity to develop a personal art of nursing that grows from an excellent knowledge base, their own personal resources, a sense of the sacred in moments and places and a profound sense of respect for all people. Graduates are self-directed and engage in continual learning and development. They are accountable for their own actions but work collaboratively with clients, other health team members, and communities within which they practice. As professionals, they seek to improve health care by promoting justice through involvement in church, community, political and professional organizations.

The nursing concepts of health, person, environment and nursing provide a framework for the nursing program at EMU. The processes of problem-solving, decision-making, teaching and relating interpersonally are emphasized throughout the program. Relationships with clients/patients are viewed within a sacred covenant framework. This approach reminds nurses of the holy nature of our calling and vocation within a faith context. Faculty in the nursing department believe in the interdependence of a covenant relationship between faculty and students that fosters personal growth and prepares students to become

Careers in Nursing include work in community based health services, primary care settings, education, long term care, mental health, emergency nursing, critical care nursing, medical-surgical nursing, pediatric nursing, obstetrical nursing, occupational health nursing, forensic nursing, home health nursing and international settings.

professional nurses. Mastery-based learning, within the covenant framework, is facilitated by faculty and students partnering together to enhance learning for students with diverse abilities.

The nursing program is accredited by the Virginia State Board of Nursing and the Commission on Collegiate Nursing Education. Upon graduation, individuals are eligible to sit for the National Council Licensing Examination-RN (NCLEX-RN) to become eligible for licensure as registered nurses.

Any student admitted to the university may declare a nursing major. Nursing requires a strong background in the natural sciences, mathematics and the social sciences. Nurses work with complex concepts and ever-changing technologies.

Admission to the clinical sequence (Level 1) of the program for all tracks is contingent upon the following:

- ▶ being at least 18 years of age.
- ▶ having completed 60 semester hours prior to beginning Level 1 unless completing a semester cross-cultural while in the clinical level.
- ▶ obtaining a C or above in all prerequisite courses.
- ▶ not repeating more than two prerequisite courses.
- ▶ maintaining a minimum cumulative GPA of 2.8 or above at the time of application to the clinical level.
- ▶ Kaplan nursing entrance exam prior to application to the clinical level with overall score >50th percentile and Science subscore >50th percentile. The test may be repeated once during a subsequent application cycle.

Students entering EMU directly after high school graduation with significant college credit must complete a minimum of one full-time semester at EMU prior

to entering the clinical level (Level 1). These students may apply for Level 1 prior to entering EMU if they have met all admission criteria.

Admission to Level 1 is subject to approval by the nursing department's admissions committee. A separate application for Level 1 is required. Applications for fall semester are due by February 15. Applications for spring semester are due by June 15.

Students in the clinical nursing program are responsible for providing their own transportation to all clinical experiences. Car pools are encouraged and required by some hospitals.

Major in Nursing

The nursing major requires the following prerequisites:

CHEM 105 Chemistry for the Life Sciences	2
<i>(May be waived for students who have earned a B or better in high school honors chemistry)</i>	
BIOL 112 Human Anatomy and Physiology I	3
BIOL 122 Human Anatomy and Physiology II	3
BIOL 205 Microbiology	2
BIOCH 152 Human Biochemistry	2
BIOL 145 Nutrition Fundamentals	2
PSYC 202 Developmental Psychology	3
SOC 101 Introduction to Sociology OR Other selected sociology, social work, or PXD courses	3

The nursing major requires the following courses:

NURS 310 A Conceptual Framework of Nursing	2
NURS 312 Health Assessment.	2
NURS 314 Professional Communication.	1
NURS 315 Nursing Foundations I	3
NURS 316 Nursing Foundations II.	3
NURS 317 Professionhood I	1
NURS 318 Fundamentals Practicum	2

NURS 320 Adult Health Practicum I	.3
NURS 321 Nursing Care of the Adult I	. . . . . 4
NURS 323 Nursing Care of Clients with Psychosocial Needs	. . . . . 3
NURS 325 Nursing Care of Children	.3
NURS 326 Nursing and the Beginning Family	. . . . . 3
NURS 420 Adult Health Practicum II	.3
NURS 421 Nursing Care of the Adult II	. . . . . 4
NURS 426 Nursing and the Family in the Community	. . . . . 3
NURS 427 Professionhood II	. . . . . 1
NURS 430 Leadership	. . . . . 4
NURS 431 Community Health	. . . . . 4
NURS 433 Evidence Based Practice for Nursing	. . . . . 2
NURS 434 Crisis Intervention	. . . . . 2
NURS 435 Critical Thinking for the Graduate Nurse	. . . . . 1
NURS 437 Professionhood III	. . . . . 3

NURS 313 Health Assessment and Wellness	. . . . . 3
NURS 426 Nursing and the Family in the Community	. . . . . 3
NURS 430 Leadership	. . . . . 4
NURS 431 Community Health	. . . . . 4
NURS 433 Research	. . . . . 2
NURS 434 Crisis Intervention	. . . . . 2
NURS 437 Professionhood III	. . . . . 3
NRS 350 (Online) Health Care Policy	. . . . . 4

Registered Nurse Options

Registered nurse options include: traditional daytime program, accelerated hybrid (Lancaster only), or online. Eleven credits in sciences of the human organism are required for either program. These may include but are not limited to: anatomy, physiology, microbiology, chemistry (inorganic, organic or bio-chemistry), nutrition, genetics, immunology, advanced (mammalian) physiology, pathophysiology, neuro-immunology and pharmacology. The RN to BS director or department chair can approve additional courses. In addition, at least one psychology and sociology course is required. RN students must be licensed to practice nursing in the United States.

Full-Time RN Curriculum Plan – Harrisonburg Daytime Program (28 SH)

NURS 311 Conceptual Framework Bridge Course 3
--	-------------

RN to BS Program

The RN to BS program is offered in a hybrid or fully online format.

The RN to BS program is designed to fit the lives of nurses who are busy with professional and/or family commitments. The accelerated program is tailored for a mature, interactive learning style. Students are admitted as part of a cohort learning community allowing them to form close relationships with the same group of peers throughout in the entire series of courses. The program capitalizes on the skills and knowledge of the experienced nurse.

To be considered for admission to the RN to BS program a student must satisfy the following requirements:

- ▶ A minimum of 60 SH of transferable credit from accredited colleges or universities (Waived for diploma nurses).
- ▶ A cumulative GPA of 2.0 or above.
- ▶ Current employment or involvement with an organization which enhances the learning outcomes of the program.
- ▶ Current state licensure as an RN
- ▶ A satisfactory writing sample.

Students in the RN to BS program complete the following:

EMU Core Requirements

CHRISTIAN FAITH

Anabaptist Biblical Perspectives (included in cohort curriculum) 3
--	-------------

COMMUNICATION

College Writing (prerequisite for Professional Nurse)	3
Speech	2
Writing Intensive Designates (included in cohort program)	2 courses

CROSS-CULTURAL LEARNING

Cultural Perspectives (included in cohort curriculum).	3
Global Trends in Health (included in cohort curriculum).	3

CRITICAL THINKING

Statistics (prerequisite for Evidence Based Practice).	3
Natural Sciences.	3
Social and Behavioral Sciences	3
Creative Arts	3
History or Literature	3
Senior Seminar (included in cohort curriculum).	3
TOTAL	32

Required cohort courses for RN to BS +

NRS 325 Art and Science of Effective Communication.	3
NRS 320 Transitions in Professional Nursing Practice	3
NRS 341 Professional Nurse	4
CCSSC 440 Cultural Perspectives	3
NRS 350 Health Care Policy	4
NRS 461 Family Health	4
NRS 410 Community Health	4
SRSEM 450 Issues and Values	3
CCUS 310 Global Trends in Health	3
NRS 405 Evidence Based Practice for Nursing	3
NRS 420 Principles of Nursing Management and Leadership	4
BIST 390 Biblical Perspectives	3
NRS 430 Evidence-Based Practice Project	2

+ A 2 or 3 SH Health Assessment course with a head-to-toe assessment is required for graduation. An option for auditing the Health Assessment course is

available if a transferred course did not include a head-to-toe assessment.

+11 SH in sciences of the human organization are required.

LPN Option

The nursing curriculum can be accelerated for LPNs who have work experience. A total of 350 clinical hours across the life span is required. Upon successful completion of NURS 311 and NURS 313, LPNs will be awarded 8 semester hours recognized to satisfy content covered in NURS 314, 315, 316 and 317. LPNs are also awarded 150 hours of direct clinical hours based on their LPN program.

Required Nursing Courses for LPNs:

NURS 311 Conceptual Framework Bridge Course	3
NURS 313 Health Assessment and Wellness.	3
NURS 320 Adult Health Practicum I	3
NURS 321 Nursing Care of the Adult I.	4
NURS 323 Nursing Care of Clients with Psychosocial Needs	3
NURS 325 Nursing Care of Children	3
NURS 326 Nursing and the Beginning Family	3
NURS 420 Adult Health Practicum II.	3
NURS 421 Nursing Care of the Adult II	4
NURS 426 Nursing and the Family in the Community.	3
NURS 427 Professionhood II	1
NURS 430 Leadership.	4
NURS 431 Community Health.	4
NURS 433 Research	2
NURS 434 Crisis Intervention.	2
NURS 435 Critical Thinking for the Graduate Nurse	1
NURS 437 Professionhood III.	3

Traditional Program Second Degree Option

Persons with a bachelor's degree in a field other than nursing may enter the second degree option of the nursing program. Prerequisite requirements are the same as those for a traditional nursing major. The social science courses (one course each in psychology and sociology) may be taken with nursing courses, load permitting and with approval of the department chair.

Each applicant's academic record will be reviewed individually. The length of the program for second degree students who have completed prerequisites is four semesters during fall and spring.

Accelerated Second Degree Program Option

The EMU Nursing Department offers an accelerated second degree program as well as the traditional second degree program. Persons with a bachelor's degree in a field other than nursing are invited to apply. This accelerated 15 month program will begin early May each year and run through August of the following year.

The first and final semesters will be condensed into approximately 10-12 week semesters during the summer months. The second and third semesters will follow a traditional fall/spring semester format. Students in this program may find it difficult to hold employment and may be expected to complete 12-hour and/or weekend clinical rotations. Applications are accepted on a rolling basis from August through January 15.

Admission Requirements:

- ▶ First degree must be completed by the time of application
- ▶ Five of the seven prerequisite courses must be completed by time of application
- ▶ Minimum cumulative GPA of 2.8
- ▶ Minimum GPA of 3.0 for all prerequisites
- ▶ Anatomy/Physiology I and II
- ▶ One chemistry course (general, inorganic, organic, or biochemistry)
- ▶ One psychology course (developmental preferred, general or abnormal accepted)
- ▶ One sociology course
- ▶ Microbiology
- ▶ Nutrition

Undergraduate Traditional Nursing Level 1 (NURS)

Level 1 is one semester in length.

310 A Conceptual Framework of Nursing

2

Introduces the concepts basic to nursing practice: persons, health, environment and nursing. Incorporating spirituality into nursing practice will be emphasized. Taken during the sophomore year or with Level 1.

312 Health Assessment

2

Includes interviewing, documenting, understanding normal findings on physical examination and geriatric considerations. School laboratory practice of physical examination and community based assessments are included.

314 Professional Communication

1

Introduces beginning professional communication and helping skills that focus on communication with the client and the professional team, including managing conflict. Psychosocial and spiritual needs are discussed, and related skills are practiced in simulated situations.

315 Nursing Foundations I **3**
Introduces the study of fundamental concepts of nursing including human basic needs, aging and health promotion. Processes key to functioning effectively as a nurse are introduced as well and include: the nursing process, decision making, and teaching and learning.

316 Nursing Foundations II **3**
Continues the study of fundamental concepts of nursing including basic needs, oral and parenteral medication administration, and care of the patient experiencing surgery. An introduction to laboratory value interpretation and nursing research is included in this course as well.

317 Professionhood I **1**
Covers professional roles and issues such as the nurse as a team member, legal and ethical concerns, documentation, priority setting, and safety.

318 Fundamentals Practicum **2**
Skill acquisition in the learning laboratory through simulation, skill demonstrations (e.g. urinary indwelling catheter insertion, wound care, vital signs and glucometer). Clinical experiences take place in a nursing home and acute care setting (clinical experience: 12 days). Prerequisites: NURS 312, NURS 315.

(Level 1 Clinical Experience: 11 days, 4 hrs/day in nursing home and hospital)

Undergraduate Traditional Nursing Level 2 (NURS)

Level 2 is two semesters in length. Level 1 is prerequisite for Level 2

320 Adult Health Practicum I **3**
Clinical experiences are in medical surgical settings where the student applies the nursing process in caring for 1-2 clients. (Clinical experience: 11 days)

321 Nursing Care of the Adult I **4**
Addresses the needs of clients with problems involving endocrine, regulation, gastrointestinal, fluid balance and immune systems. Clinical experience in hemodialysis.

323 Nursing Care of Clients with Psychosocial Needs **3**
Gives an overview of psychosocial nursing and addresses nursing care of clients with psychosocial illnesses. Application occurs in a state mental hospital. (Clinical experience: 6 days in a psychiatric hospital). Prerequisite: NURS 314.

325 Nursing Care of Children **3**
Focuses on the nursing care of children in a developmental setting, rehabilitation setting and an acute hospital setting. Explores the transitional and situational crises this brings to the family. (Clinical experience: 6.5 days)

326 Nursing and the Beginning Family **3**
Focuses on the family during the childbearing cycle. Clinical application occurs in a mother-baby hospital unit, childbirth classes and prenatal settings. (Clinical experience: 4 days)

420 Adult Health Practicum II **3**
Clinical experiences are in medical surgical settings where the student masters complete care for 2-3 clients. (Clinical experience: 10 days). Prerequisite: NURS 320.

- 421 Nursing Care of the Adult II** **4**
Addresses the needs of clients with problems involving the cardiovascular, respiratory, neurological and sensory systems.
- 426 Nursing and the Family in the Community** **3**
Focuses on nursing with the family as a unit in the community system from conception to late adulthood. Clinical application occurs in home visits with families. Prerequisite: NURS 314.
- 427 Professionhood II** **1**
Emphasis is on integrating knowledge related to basic human needs and exploring a topic of interest to the student. Included is a discussion of professional issues, formulating a teaching plan for a client and applying research in a clinical setting.

Undergraduate Traditional Nursing Level 3 (NURS)

Level 3 is one semester in length.

- 430 Leadership** **4**
Provides a theoretical framework centering on the diverse aspects of leadership, including issues of power, motivation, intra-professional and inter-professional collaboration, delegation, chemical dependency, quality and nursing delivery systems. Prerequisites: NURS 320, NURS 321, NURS 420, NURS 421.
- 431 Community Health** **4**
Focuses on community health nursing with clinical application to individuals, families and communities. Change theory, epidemiology, communicable diseases and health care systems are considered. Prevention in populations is a special emphasis in this course. (Clinical experience: 9 days plus community project) Prerequisite: NURS 426.
- 433 Evidence Based Practice for Nursing** **2**
Guides the student in understanding the research process and becoming a critical consumer of research. Students apply research findings to their Professionhood III capstone presentation.
- 434 Crisis Intervention** **2**
Crisis theory is applied with clients and their families in the acute stages of a health-related situational crisis and in disaster situations. Clinical experiences occur in the emergency department and critical care units. (Clinical experience: 4 days). Prerequisites: NURS 320, NURS 321, NURS 420, NURS 421.
- 435 Critical Thinking for the Graduate Nurse** **1**
Focuses on critical thinking, including inference, predicting outcomes and setting priorities based on surveillance, in order to enhance clinical decision making in practice settings and in the licensure exam (NCLEX-RN) required for nursing practice. Prerequisites: Level 1 and 2.
- 437 Professionhood III** **3**
Examines professional issues and the role development of the professional nurse transitioning into practice. In class discussions and in writing a philosophy paper, students identify personal beliefs and ethical issues and challenges that will affect their voice as a nurse. Students present an evidence-based project and advocate for a legislative policy change.

- 311 Conceptual Framework Bridge Course** **3**
Provides an overview of the conceptual framework utilized in the EMU nursing department and reviews certain nursing process skills that include decision making, teaching, research and process recordings. This course is taken by LPN and RN students in the day program.
- 313 Health Assessment and Wellness** **3**
Includes the content and experiences of NURS 312 and wellness content related to regulation, oxygenation, sensory, nutrition, sleep/rest and aging. This course is taken by LPN and RN students in the day program.
- 438 Concepts of Nursing in Crisis and Disaster** **1**
Provides an overview of crisis theory and disaster planning with application to case studies.
- 480 Adult Health Practicum III** **2**
Clinical experiences are in medical surgical settings where the student masters complete care for 2-3 clients. For students on an extended schedule (clinical experience: 5 days)
- 499 Independent Study** **1-3**
Independent study is an elective and may be taken by arrangement.

Cohort RN to BS, Hybrid or Online

Required 43 SH.

- NRS 325 Art and Science of Effective Communication** **3**
This course is designed to enhance the written, oral and interpersonal communication ability of students. With an emphasis on academic integrity, the course will foster writing skills using American Psychological Association formatting. Other content will address information and media literacy, content creation, and the ethics inherent in their use. Communication skills will be enhanced through discussion of social media, crucial conversations, mediation, and therapeutic communication.
- NRS 320 Transitions in Professional Nursing Practice** **3**
This course is designed to support a smooth transition for new to practice registered nurses who are employed in their initial professional positions. Successful transition into the role of a professional nurse will be fostered through faculty and peer coaching and support. An overarching aim of this Nurse Residency is professional socialization while fostering stress management, problem-solving, creative thinking, and durability in the new professional position.
- NRS 341 Professional Nurse** **4**
This course presents the knowledge, skills, and abilities required for current professional nursing practice. Classroom activities focus on library usage skills, an introduction to nursing research, concepts of professional nursing, communication skills, nursing and crisis theories, the history of nursing, and spirituality. A paper is written in which professional nursing concepts are integrated into an individual philosophy of nursing.
- CCSSC 440 Cultural Perspectives** **3**
This course focuses on the development of global awareness, faith, and management as it relates to cross-cultural understanding. Students will be challenged to look beyond their own culture and understand social systems and institutions from the perspective of people in another culture. Experiential learning will take place as students participate in an off-campus cross-cultural experience.

- NRS 350 Health Care Policy** **4**
This course focuses on contemporary health care issues and their impact on current policy. An open systems model and change theory is used to explore the US healthcare system, health care organizations, health care policy, payment systems and the role of nurses within this system. Possibilities for health care reform and alternate systems are discussed. The effect of behaviors, attitudes, values and perceptions of participants in the system is examined.
- NRS 461 Family Health** **4**
This course focuses on nursing with the family as the client. Theories of family nursing are examined and applied with the family experience. Family development and crisis theory are considered. Students home visits with a family and do a family health assessment.
- NRS 405 Evidence Based Practice for Nursing** **3**
This course guides the student through the research process and teaches the art of becoming a critical consumer of research. Both qualitative and quantitative methods are examined. Students critically read and critique nursing research.
- SRSEM 450 Issues and Values** **3**
In this course the student formulates a philosophy of life that provides the basis for professional ethics and accountability, respect for human rights, and a responsible lifestyle in our contemporary world. Ethical theories and personal values are examined through readings, analysis of the workplace, and classroom discussion.
- NRS 410 Community Health** **4**
This course focuses on nursing with the community as the client. Theories of community nursing are examined and applied in community agencies. Epidemiology, communicable diseases, and crisis theory are considered. Students do a community assessment and project with a community organization.
- CCUS 310 Global Trends in Health** **3**
This course will discuss health and health care that transcend geographic boundaries. The overall goal is for students to develop a worldview that comprehends the interrelationship between health and social systems, institutions, culture, politics, environmental factors, education, and economics. Some topics of discussion will include health disparities among nations, global environmental issues, poverty, human trafficking, and pharmaceuticals as it affects cultures.
- NRS 420 Principles of Nursing Management and Leadership** **4**
This course presents motivational theory and its application to individual and group functioning. Leadership styles and governance models are examined. Legal issues are discussed. The effect of organizational change on nursing delivery systems is evaluated. The concepts of power, oppression, advocacy, delegation, stress, and change are addressed.
- BIST 390 Biblical Perspectives** **3**
This course reflects the commitment of Eastern Mennonite University as a Christian liberal arts university. This is a commitment to nurture an appreciation for the rich resources of the scriptures for creative personal faith and human life in the modern world. It is designed to foster knowledge and understanding of the literature and history of the Bible and the integration of faith, learning, and living.
- NRS 430 Evidence-Based Practice Project** **2**
In this course the nurse explores nursing research and applies it to a clinical problem. The course consists of writing, implementing, and orally presenting it as a capstone presentation to the instructor and learning group.



PSYCHOLOGY

Faculty:

Kim G. Brenneman
Greg Koop
Judy H. Mullet (chair)
Ryan Thompson

Major

▶ Psychology

Minors

▶ Neuroscience
▶ Psychology

Study in psychology provides multiple perspectives on understanding persons as individuals and individuals in community. Research findings about the mind and mental processes as well as studies of the development, maintenance and change of socially significant behavior are emphasized throughout the curriculum.

The psychology major is designed to sharpen affective and cognitive life skills while the student masters the course content and conducts psychological research. Students may participate in faculty research. Contact with faculty advisors on an individual basis strengthens interpersonal skills, communication skills, management skills, motivation, ethics and commitment to a responsible lifestyle.

A bachelor's degree in psychology prepares the student for employment in a wide variety of fields in addition to careers in the helping professions. The psychology curriculum also provides solid preparation for graduate work in counseling, clinical or experimental psychology and occupational therapy.

All students seeking a major in psychology will complete an application for candidacy to senior year study during their junior year. This application includes general information about the student, a self-assessment, and a one-page resumé. The completed application will be reviewed by the academic advisor and the department chair. Psychology students must have a cumulative GPA of 2.5 or higher in order to be accepted into their senior year.

A minor in psychology is valuable for anyone planning to work with people in careers such as medicine, business, church ministry, nursing, education or physical education.

Careers in Psychology include public social service agencies, mental health agencies, community service in missions, child development centers, hospitals, substance abuse treatment facilities, behavior analysis, human resources, occupational therapy, retirement communities, and private human service organizations.

Major in Psychology

*A major in psychology consists of 45 SH.
All courses required for the psychology major
must be passed with a C- or better.*

PSYC 101 General Psychology	3
PSYC 202 Developmental Psychology	3
PSYC 203 Developmental Case Study	1
PSYC 221 Social Psychology	3
PSYC 231 Applied Behavior Analysis	3
PSYC 311 Psychological Research Design and Analysis	3
PSYC 331 Abnormal Psychology	3
PSYC 341 Cognitive Psychology	3
PSYC 361 Theories of Personality	3
PSYC 441 Teaching of Psychology	1
PSYC 472 Research in Psychology	2
PSYC 473 Research in Psychology: Applied	2
PSYC 482 Psychology Internship I	2
PSYC 483 Psychology Internship II	2
STAT 120 Descriptive Statistics	2

Choose three of the following courses:

PSYC 301 Psychology of Interpersonal Relationships	3
*PSYC 351 Positive Psychology: Theory, Research, and Applications	3
*PSYC 381 Special Topics in Psychology	3
PSYC 391 Introduction to Counseling	3
*PSYC 431 Psychological Testing and Assessment	3
*PSYC 451 Neuropsychology	3

Other

PSYC 499 Independent Study	1-3
--------------------------------------	-----

Minor in Psychology

A minor in psychology consists of 18 SH:

PSYC 101 General Psychology	3
PSYC 202 Developmental Psychology	3
PSYC 221 Social Psychology	3
PSYC 231 Applied Behavior Analysis	3
PSYC 331 Abnormal Psychology	3
PSYC Elective	3

Minor in Neuroscience (18-21 SH)

Multiple disciplines have begun to incorporate neuroscientific methods to better understand human behavior (e.g., cognitive neuroscience, neuroeconomics, etc.). A minor in neuroscience will help prepare students for graduate studies in the neurosciences, but also help students to be savvy consumers in careers advocating “brain-based” practices.

*BIOL 478 Advanced Neurobiology	3
PSYC 101 General Psychology	3
PSYC 331 Abnormal Psychology	3
*PSYC/BIOL 451 Neuropsychology	3
PSYC 499 Research in a neuroscience topic	2

Choose one of the following courses:

BIOL 447 Advanced Human Physiology	4
PSYC 341 Cognitive Psychology	3
PSYC 342 Cognitive Psychology for the Health Sciences	3

Choose one of the following courses:

BIOL 255 Biology Research Seminar	1
PSYC 311 Psychological Research Design and Analysis	3

Accelerated Program: BS in Psychology to MA in Counseling

The accelerated program is a collaboration between EMU’s undergraduate department of psychology and the graduate program in counseling. The program is designed to award exceptional students the opportunity to apply to the MA in Counseling program during their junior year. If accepted into the MA in Counseling program, such students can be awarded a BS in Psychology and an MA in Counseling through a five-year curriculum.

Students should express interest in the program during their first year as an

undergraduate in order to be assigned an advisor to help plan their course of study. Because the program requires careful course scheduling from year one, it will not typically be an option for transfer students. In order for students to take undergraduate psychology courses in the accelerated undergraduate sequence, they must:

- ▶ Provide evidence of a minimum high school GPA of 3.6/4.0.

- ▶ Receive recommendation of a psychology advisor by the end of the first year.
- ▶ Achieve a 3.6 GPA in the first semester of classes.
- ▶ Successfully achieve psychology candidacy by the end of the second year.

Students will formally apply to the MA in Counseling program during their third year of undergraduate studies and must meet regular standards for admission into the Counseling program.

Psychology (PSYC)

101 General Psychology

3

An introduction to the principles, language, methods and major topics of the science of behavior and mental life. Emphasizes exploration and application in the following areas of psychology: neuroscience, human consciousness, learning, memory, motivation, development, and abnormal behavior among others.

202 Developmental Psychology

3

Designed to introduce the principles, theory, and methods of developmental psychology. Examines the factors affecting the development of behavior, cognition, and emotions throughout the entire lifespan. Current research relevant to the entire lifespan is reviewed and analyzed. Social and emotional issues affecting the individual, family, and community are analyzed.

203 Developmental Case Study

1

Designed to introduce the skills of behavioral observation based on developmental principles. A one-to-one experience with a young child using suggested activities. To be taken during or after PSYC 202. Prerequisite: minimum of two semesters previous enrollment at EMU. Registration preference given to psychology majors.

221 Social Psychology

3

This course examines the major variables affecting an individual's beliefs, emotions, and behavior in social situations. Topics include prosocial behavior, aggression and violence, prejudice, social perception, social cognition, attitudes, self-justification, persuasion, conformity, media influence, and attraction. Principles derived from social psychology research are applied to cultural, institutional, and group processes. Prerequisite: PSYC 101 or PSYC 202.

231 Applied Behavior Analysis

3

Develops students' skills of behavioral observation and analysis. Students learn to plan, conduct and evaluate programs of behavior change for themselves and others. Focuses on the ethical issues involved in the application of behavior principles to socially significant behaviors in a variety of settings.

301 Psychology of Interpersonal Relationships 3

Provides a basic framework for conceiving of human communication as a unique combination of theoretical and practical skills. Students learn firsthand the dynamics of intrapersonal and small-group communication through a variety of activities designed to foster an increased awareness of how transactional communication works. The importance of interpersonal relationship skills in the helping professions is emphasized and an Anabaptist framework for working restoratively in community is explored in this course. Preference given to junior and senior level psychology majors.

311 Psychological Research Design and Analysis 3

This course is a laboratory course designed to examine class experimental work in psychology. Students will conduct psychological research and begin to develop computational expertise using JASP and Excel. This course provides exposure to psychological experimental methodologies, data collection, data analysis and application of skills learned in STAT 120 Descriptive Statistics. Prerequisite or corequisite: STAT 120.

331 Abnormal Psychology 3

An interdisciplinary approach to understanding abnormal (maladaptive) behavior emphasizing the crucial roles of learning and life stressors in the development and maintenance of abnormal behaviors. The clinical characteristics, causal factors and treatments of maladaptive behavior patterns are examined, including the areas of assessment, therapy and prevention. Students complete an in-depth project related to a specific behavior disorder, therapeutic mode or ethical consideration. Prerequisite: PSYC 101 or PSYC 202.

341 Cognitive Psychology 3

The field of cognitive psychology involves studying and thinking about thinking. Questions are asked about how we acquire, store, retrieve, and use knowledge. Students will actively study and apply various theories about human thinking. Topics such as models of memory, mental imagery, language comprehension, problem solving, decision-making, and cognitive development will be covered. Enrollment priority is given to sophomore and junior level psychology majors. Prerequisite: PSYC 101, or permission of the instructor.

342 Cognitive Psychology for the Health Sciences 3

An alternate offering of Cognitive Psychology, cross-listed with BMC 572. In addition to covering critical content that will appear on the MCAT, students will read current research with an emphasis on applying it to health professions. This course does not fulfill the EMU Core Writing Intensive requirement, and does not fulfill the Cognitive Psychology requirement for the Psychology major.

***351 Positive Psychology: Theory, Research, and Applications 3**

The focus of this course is on theories and current research in the field of positive psychology. Positive psychology as a science, studies human flourishing. Emphasis will be on the application of scientific knowledge of positive psychological principles that assist people to thrive in their everyday lives. Some topics to be covered include: bravery, hopeful thinking, wisdom, positive emotions, forgiveness, optimism, courage, positive schooling, and good work. (2017-18)

361 Theories of Personality 3

Empirical strategies that are particularly relevant to the study of personality process, human behavior and human experience provide a systematic study of the person. Major theories and principles of personality adjustment are studied, such as dispositional, genetic, cognitive and biological factors related to the understanding of personality. Prerequisite: PSYC 331.

- *381 Special Topics in Psychology** **3**
Courses on a variety of topics in psychology are offered on a rotating basis depending on student and faculty interest. Topics include: cross-cultural psychology, marriage and family, introduction to clinical psychology, psychology of pop culture and theology, forensics, psychology and spirituality, creativity, and narrative psychology. Open to psychology majors only. Prerequisite: junior/senior level status.
- 391 Introduction to Counseling** **3**
Counseling is studied from a Christian discipleship perspective. Emphasis is placed on understanding and developing helping skills utilized in the context of the church, mental health agencies, and school settings. Applications for counseling skills are examined along with a basic exposure to counseling theories and theories of development. Enrollment strictly limited to junior and senior psychology majors and helping professions.
- *431 Psychological Testing and Assessment** **3**
An introduction to the field of psychological testing and assessment. Emphasis is placed on briefly covering a wide range of specific types of test and testing situations. Special emphasis is given to test use requirements, test taker rights, and matching tests with specific needs or questions. Theoretical and applied material will be integrated so as to provide students with the rationale for and a hands-on feel of the assessment process. As appropriate, students will have the opportunity to observe and/or informally administer psychological testing instruments. Prerequisites: STAT 120 and PSYC 331. (Fall 2018)
- 441 Teaching of Psychology** **1**
Students serve as teaching assistants for PSYC 101 or PSYC 202. Enrollment limited to psychology majors. Prerequisite: junior/senior level status.
- *451 Neuropsychology** **3**
Survey of the anatomy and physiology of the nervous system, including the function of sensory receptors and hormones. Emphasis is placed on the role of general neurophysiological principles that affect human behavior. (BIOL 451)
- 472 Research in Psychology** **2**
Introduces the essentials of designing, conducting, and evaluating research in psychology. Topics include: formulating research questions, understanding variables, research designs, control, conducting a literature review, sampling, measurement, collecting data, validity, reliability, and ethics. Both qualitative and quantitative methods are considered. Prerequisites: two semesters of successful coursework in psychology at EMU, STAT 120, PSYC 311 and PSYC 341.
- 473 Research in Psychology: Applied** **2**
Students complete a research project under the supervision of psychology faculty. Involves formulating a research question, conducting a literature search, collecting and analyzing data, writing and presenting a final report. Open to majors only. Prerequisite: PSYC 472.
- 482 Psychology Internship I** **2**
Students gain field experience in a psychology related agency. The practicum is designed to begin developing students' psychological skills and abilities as professionals by utilizing previous coursework. A written plan must be approved and a contract made with the agency where the practicum work will occur. The agency and the practicum instructor provide supervision. Open to senior psychology majors only. Prerequisites: two semesters of successful coursework in psychology at EMU and PSYC 331.

483 Psychology Internship II**2**

This capstone course builds on the field experience in Internship I. After students complete 150 hours of direct service in an area agency, they apply their learning in supervised settings by developing and presenting a case study, analyzing the integration of faith and practice, and exploring ethical decision making in the helping profession. The internship experience and processing sessions are designed to develop students' professional expertise in psychology. Open to senior psychology majors only. Prerequisite: PSYC 482.

499 Independent Study**1-3**

**Indicates courses offered in alternate years.*



VISUAL AND COMMUNICATION ARTS

Faculty:

Cyndi D. Gusler (chair)

Jerry L. Holsopple

(technology director)

Steven D. Johnson

Justin Poole

Anna Westfall

Majors

- ▶ Art
- ▶ Digital Media and
Communication
- ▶ Marketing
- ▶ Photography

Minors

- ▶ Art
- ▶ Digital Communication
- ▶ Digital Video
Production
- ▶ Marketing
- ▶ Photography
- ▶ Theater

Teaching Endorsement

- ▶ Visual Arts, Grades
PreK-12

The visual and communication arts program (VACA) offers majors in art, digital media & communication, and photography. VACA also co-sponsors a marketing major with the Business & Leadership department. These majors provide preparation for students to pursue professional jobs in a variety of careers and to pursue graduate work in a variety of programs.

The department also offers a theater minor. Engaging in theater courses provides opportunities for students to enhance their creative expression as they foster community and contribute to the intellectual life of EMU through public performances.

In the context of an Anabaptist Christian university, students are pushed to go beyond the aesthetic to consider the community and the global aspects of their work. VACA encourages students to be transformers of cultural and community landscapes. In order to serve in this way, students need more than technical competency. They need to possess a conceptual and aesthetic framework that will allow them to communicate effectively, passionately and ethically. While intellectually rigorous, the VACA faculty seeks to nurture a profound appreciation for the spiritual, emotive and poetic aspects of human existence. The visual arts at EMU help students encounter a much bigger world that cannot always be described in logical terms. This requires that students explore: the ethical and cultural problems inherent in mass communication and

Careers in Visual and Communication Arts* include artist, art educator, photographer, graphic designer, video producer, web-producer, industrial designer, visual artist, web designer, video editor, journalist, photo-journalist, fine artist, interior designer, art therapist, community arts activist, production craftsman, mobile media developer, advertising, broadcasting, screen printer, exhibit designer, gallery director, curator, fashion designer, theater set, lighting or sound designer, illustrator, arts administrator, framer, gallery preparator and graduate study in visual art, communication or film and video.

*Some art careers require education beyond the undergraduate level.

the artistic endeavor, the increasingly international thrust of communication, the multicultural nature of the audience, and the place of the Anabaptist vision in an image culture. Students are expected to move comfortably from the studio, to the gallery, to the field and to the screen in their creative activities.

Being a part of the visual and communication arts within the context of a liberal arts education is an ideal situation. Students may explore many other disciplines and interests alongside their major. This enhances their personal and artistic growth as well as making them more interesting to employers and graduate schools. The classes within the department encourage a commitment to hands-on work and critical analysis in a collaborative spirit so that students and faculty learn together. The VACA programs at EMU, particularly in the junior and senior years, encourage a high level of independent work and individual initiative. Students develop focused work habits that facilitate achievement beyond minimum classroom requirements.

The **art major** and **art education endorsement** provide preparation for students who will pursue professional art-related careers, independent art work and graduate work in art. The art major offers a variety of studio arts options after students finish a core curriculum.

The **digital media and communication major** focuses on the intersection of digital video, web and social media, audio, graphic design, and digital photography within an increasing array of delivery systems.

The **major in marketing** (co-sponsored with the Business and Leadership department) prepares graduates for marketing jobs and careers in businesses, nonprofits, NGOs, and higher education. Students will learn the impact marketing has on larger cultural forces and as a significant dimension of social change, advocacy and getting unique and chal-

lenging messages into the social dialogue. The marketing major consists of a common core (40 SH) and then one of two tracks (8-9 SH) for a total of 48-49 SH. The media and design track teaches a set of skills that enable students to create media forms ranging from the single image, to visual and text campaigns and longer form video storytelling. In addition to learning the technical skills of design, the management track prepares students for leadership and oversight roles of the marketing process.

The **photography major** builds a solid framework in digital photography grounded in aesthetic/critical theory, lighting, printing and field and studio work.

Local internships are available to upper-level students who have a cumulative grade point average of 2.5 or higher. Additional opportunities for internships in a variety of media forms and classes at D.C. colleges are available through the Washington Community Scholars' Center (See the Special Programs section).

Senior Exhibits and Productions

VACA Seniors in Art, Digital Media and Communication, or Photography complete a major production or exhibit within their major. This senior exhibit/production represents a culminating event for every major—a chance to synthesize their learning experience in an outstanding body of work, to celebrate the accomplishments of a successful undergraduate career, and to showcase one's best work for the broader community. As such, this requires significant teamwork and collaboration with student colleagues and faculty, along with substantial preparation of the work for presentation during the semester of graduation.

Marketing majors complete the capstone course in Strategic Marketing Management.

Portfolio Review Requirement for VACA Majors in Art, Digital Media and Communication, or Photography

Incoming students may declare a major in art, digital media & communication, or photography. Visual and communication arts faculty will conduct a portfolio review after incoming first year students have been at EMU for three semesters. Transfer students (who have completed the equivalent of at least three semesters in a similar major elsewhere) will usually complete the review process after one semester at EMU. The VACA department chair may approve exceptions to the timeline. The chair will also approve an appropriate timeline for EMU students who change majors or for students who transfer in from a non-related program.

Students who do not pass the portfolio review will need to drop the major. They may continue to take VACA classes but will not have priority for course enrollment. Only VACA majors may enroll in Senior Thesis/Senior Exhibit, internships, and independent studies. Students who do not pass the review may re-apply to the major by requesting a new portfolio review after one year.

Formal admission to the marketing major typically occurs at the end of the student's second year. Students must have minimally a 2.50 GPA in major courses. Students complete an application form that includes a CV, essay and two design projects. Students present the essay and design projects in a short pitch before a group of departmental faculty. Admitted students remain in good standing if their major GPA remains above 2.50. Students do not graduate with a major within which their GPA fails to reach 2.50.

Major in Art

The major consists of 50 SH.

Core Courses

VACA 121 Drawing	4
VACA 141 Foundations of Design . . .	4
VACA 151 Photo I	2
VACA 142 Graphic Design I	2
VACA 381 Cinema and Visual Theory	2
VACA 382 Contemporary Art	2
VACA 481 Senior Thesis	2

Additional Courses

*VACA 131 Three-Dimensional Design	4
VACA 222 Painting	4
VACA 232 Ceramics	4
VACA 283 Art History: Western	4
* VACA 384 Art History: World	2
VACA 433 Advanced Studio	4

Choose one of the following courses:

VACA 252 Photo II	4
VACA 262 Video Production	4

Choose one of the following courses:

VACA 242 Graphic Design II	2
VACA 243 Graphic Design III	2

Choose one of the following courses:

* VACA 323 Printmaking and Watercolor	4
* VACA 335 Installation & Experimental Media	4
VACA 433 Advanced Studio	4
(may be taken a second time for credit)	

Major in Art, PreK-12 Teaching Endorsement

Required courses for teacher licensure program (PreK-12) include the following:

Education Curriculum

All ED courses must be passed with a grade of "C" or better.

ED 101 Exploring Teaching	2
ED 201 Computers and Instructional Technology in Education	1

ED 232 Learning, Motivation and Assessment (PreK-6)	3
ED 351 General Curriculum and Methods for Middle and Secondary Teaching	1
ED 381 Reading and Writing Across the Curriculum (6-12)	2
ED 401 Examining Foundations of Education	2
ED 411 Reflective Teaching Seminar and Portfolio	1
ED 461 Elementary Student Teaching (PreK-6).	7
ED 462 Middle/High School Student Teaching (6-12)	7

Additional licensure requirements:

PSYC 202 Developmental Psychology	3
---	---

Recommended Education Courses:

ED 301 Needs of Diverse Learners	3
ED 391 Middle School Curriculum.	3

Art Education Curriculum

VACA 121 Drawing.	4
*VACA 131 Three-Dimensional Design	4
VACA 141 Foundations of Design	4
VACA 151 Photo I	2
VACA 222 Painting.	4
VACA 232 Ceramics	4
VACA 283 Art History: Western.	4
*VACA 323 Printmaking and Watercolor	4
*VACA 397 Elementary School Art Methods.	3
*VACA 398 Secondary School Art Methods.	3

Choose one of the following courses:

VACA 381 Cinema and Visual Theory.	2
VACA 382 Contemporary Art	2

The first of two art methods courses (VACA 397 Elementary School Art Methods or VACA 398 Secondary School Art Methods) may be taken prior to admission to teacher educa-

tion. The second art methods course requires admission to teacher education and enrollment in ED 351 General Curriculum and Methods. VACA 397 and VACA 398 must be passed with a grade of C or better. Teacher candidates must comply with all teacher education requirements listed in the education section.

Major in Digital Media and Communication

The major in digital media consists of 50 SH.

Core Courses

VACA 121 Drawing.	4
VACA 141 Foundations of Design	4
VACA 151 Photography I	2
VACA 142 Graphic Design I.	2
VACA 381 Cinema and Visual Theory.	2
VACA 382 Contemporary Art	2
VACA 481 Senior Thesis	2

Additional Courses

VACA 252 Photography II	4
VACA 262 Video Production.	4
*VACA 263 Audio Production	2
VACA 344 Web Design & Social Media	4
VACA 345 Advanced Photoshop	4
VACA 364 Motion Graphics/After Effects	2
VACA 367 Hybrid Storytelling	4

Choose one pair of classes (6 SH):

HUM 200 Foundations in Humanities	2
AND	
*VACA 465 Visual Storytelling: Non-Fiction	4

OR

*THR 361 Screenwriting.	2
AND	
*VACA 466 Visual Storytelling: Fiction	4

Choose one of the following courses:

VACA 242 Graphic Design II . . . . .	.2
VACA 243 Graphic Design III . . . . .	.2
WRIT 210 News and Feature Writing . . . . .	.3

Major in Marketing

The major in marketing consists of 48-49 SH

BUAD 221 Principles of Management.	3
CIS 211 Spreadsheet and Data Management . . . . .	.1
MKTG 301 Principles of Marketing . . .	.3
MKTG 311 Marketing Research . . . . .	.3
*MKTG 321 Consumer Behavior . . . . .	.3
*MKTG 330 Sales/E-Commerce . . . . .	.3
MKTG 410 Strategic Marketing Management . . . . .	.3
STAT 120 Descriptive Statistics . . . . .	.2
VACA 141 Foundations of Design. . . . .	.4
VACA 151 Photography I . . . . .	.2
VACA 142 Graphic Design I . . . . .	.2
VACA 242 Graphic Design II . . . . .	.2
VACA 344 Web Design and Social Media . . . . .	.4
VACA 381 Cinema & Visual Theory. . . . .	.2
WRIT 210 News and Feature Writing.	3

Media and Design Track:

VACA 252 Photography II . . . . .	.4
VACA 345 Advanced Photoshop . . . . .	.4

Management Track:

ACTG 221 Financial Accounting. . . . .	.3
BUAD 101 Business at EMU . . . . .	.4
BUAD 461 Strategic Leadership in Organizations . . . . .	.3

Major in Photography

The major in photography consists of 50 SH.

Core Courses

VACA 121 Drawing. . . . .	.4
VACA 141 Foundations of Design . . . . .	.4
VACA 151 Photography I . . . . .	.2
VACA 142 Graphic Design I . . . . .	.2
VACA 381 Cinema and Visual Theory	2

VACA 382 Contemporary Art . . . . .	.2
VACA 481 Senior Thesis . . . . .	.2

Additional Courses

VACA 252 Photography II . . . . .	.4
VACA 344 Web Design & Social Media . . . . .	.4
VACA 345 Advanced Photoshop . . . . .	.4
VACA 353 Alternative Photo Processes . . . . .	.4
VACA 367 Hybrid Storytelling . . . . .	.4
VACA 455 Portfolio and Vocation. . . . .	.4

Choose 8 SH from the following courses:

VACA 242 Graphic Design II . . . . .	.2
VACA 243 Graphic Design III. . . . .	.2
*VACA 335 Installation & Experimental Media . . . . .	.4
VACA 354 Conservation Photography	4
WRIT 210 News and Feature Writing	3

Minor in Art

The 20 SH minor provides a focused experience in art for students wishing to supplement primary study in another discipline.

(Art minors are strongly encouraged to take VACA 121 and VACA 141 as a beginning course sequence.)

VACA 121 Drawing. . . . .	.4
VACA 141 Foundations of Design. . . . .	.4

Choose one of the following courses:

*VACA 131 Three-Dimensional Design. . . . .	.4
VACA 232 Ceramics . . . . .	.4

Choose one of the following courses:

VACA 222 Painting . . . . .	.4
*VACA 323 Printmaking and Watercolor . . . . .	.4

Choose 4 SH from the following courses:

VACA 151 Photography I . . . . .	.2
VACA 283 Art History: Western . . . . .	.4
VACA 382 Contemporary Art . . . . .	.2
*VACA 384 Art History: World. . . . .	.2

Minor in Digital Communication

The minor in digital communication consists of 18 SH.

VACA 142 Graphic Design I . . . . .	.2
VACA 151 Photography I . . . . .	.2
VACA 242 Graphic Design II . . . . .	.2
VACA 243 Graphic Design III. . . . .	.2
VACA 252 Photography II . . . . .	.4
VACA 381 Cinema & Visual Theory. .2	

Choose one of the following courses:

VACA 344 Web Design & Social Media . . . . .	.4
VACA 367 Hybrid Storytelling . . . . .	.4

The digital communication minor may not be combined with a digital media & communication major.

Minor in Digital Video Production

The minor in digital video production consists of 18 SH.

VACA 151 Photography I . . . . .	.2
VACA 262 Video Production . . . . .	.4
*VACA 263 Audio Production. . . . .	.2
VACA 364 Motion Graphics/After Effects . . . . .	.2
VACA 381 Cinema and Visual Theory. . . . .	.2

Choose one pair of classes (6 SH):

HUM 200 Foundations in Humanities . . . . .	.2
AND	

*VACA 465 Visual Storytelling: Non-Fiction.4
---	----

OR

*THR 361 Screenwriting. . . . .	.2
AND	

*VACA 466 Visual Storytelling: Fiction4
--	----

The digital video production minor may not be combined with a digital media & communication major.

Minor in Photography

The minor in photography consists of 18 SH.

VACA 141 Foundations of Design . . .	.4
VACA 151 Photography I . . . . .	.2
VACA 252 Photography II . . . . .	.4
VACA 455 Portfolio and Vocation. . .	.4

Choose one of the following courses:

VACA 345 Advanced Photoshop . . . .	.4
VACA 353 Alternative Photo Processes . . . . .	.4
VACA 354 Conservation Photo. . . . .	.4

Minor in Marketing

The field and practice of marketing sits at the intersection of business and design; EMU's marketing minor introduces students to both fields. Students will learn the impact marketing has on larger cultural forces and as a contributing factor in social change, advocacy and getting unique and challenging messages into the social dialogue.

The marketing minor consists of the following courses for a total of 18-19 SH:

MKTG 301 Principles of Marketing . .	.3
VACA 141 Foundations of Design. . .	.4

Choose two of the following courses:

MKTG 311 Marketing Research . . . .	.3
*MKTG 321 Consumer Behavior . . .	.3
*MKTG 330 Sales/E-Commerce . . . .	.3
MKTG 410 Strategic Marketing Management . . . . .	.3

Choose 5 SH from the following courses:

VACA 151 Photography I . . . . .	.2
VACA 142 Graphic Design I. . . . .	.2
VACA 242 Graphic Design II . . . . .	.2
VACA 344 Web Design and Social Media . . . . .	.4
VACA 354 Conservation Photography 2	
VACA 381 Cinema and Visual Theory. . . . .	.2
WRIT 210 News and Feature Writing 3	

Minor in Theater

The theater minor allows students from all majors to gain experience in many areas of theater. Engaging in these courses provides opportunities for students to enhance their creative expression as they foster community and contribute to the intellectual life of EMU through public performances.

The minor consists of 18 SH.

THR 100 Acting for Stage & Screen . . .	2
THR 200 Survey of World Theater History	2

Choose 8 SH from the following courses:

THR 210 Technical Theater	2
THR 300 Directing for the Theater . . .	2
THR 360 Playwriting	2
*THR 361 Screenwriting	2
THR 230 Theater Topics	2

Practica (6 SH)

Choose from two or more of the following areas of practical learning through participation in theater productions.

THR 281 Acting	1-3
THR 350 Technical Theater	1-3
THR 351 Stage Management	1-3
THR 352 Assistant Directing	1-3
THR 353 Dramaturgy	1-3

Marketing (MKTG)

See Business and Leadership section for additional Marketing courses.

481 Marketing Internship

1-3

Work experience designed to integrate practice and theory, to give MKTG majors insight into current policies, procedure, and problems in all types of organizations. Frequent consultation with and written reports to the faculty advisor guide the student's experience. Travel and personal expenses are the student's responsibility. Can be taken during the summer. Grading is on a Pass/Fail basis. This is highly recommended for MKTG majors. Prerequisite: Admission to the department, junior or senior standing, and a major GPA of at least 2.7. The internship director must approve the internship before it commences.

NOTE: Marketing (management track) majors who qualify for and desire an internship should take MKTG 481. Marketing (media & design track) majors who qualify for and desire an internship may choose either MKTG 481 or VACA 491.

Visual and Communication Arts (VACA)

121 Drawing

4

This course is designed to develop confidence in drawing and build basic drawing and perceptual skills. A variety of drawing media, techniques and conceptual approaches will be used.

*131 Three-Dimensional Design

4

Three-Dimensional Design develops a fundamental understanding of a variety of techniques, processes, and styles in three-dimensional media. Students will be challenged to become thoughtful of formal and conceptual concerns in art, while investigating the technical aspects of three-dimensional design. Students will gain practical experience by using various materials as well as by employing compositional and conceptual theories to create sculptures. (Spring 2019)

- 141 Foundations of Design** **4**
This foundational class for Visual and Communication Arts emphasizes visual skills and creative problem-solving related to principles of design in two-dimensional art. Students explore the elements of composition and color theory through hands-on studio work and digital design tools.
- 142 Graphic Design I** **2**
Using a process approach, students will learn to utilize Adobe Photoshop, Illustrator and InDesign as they pertain to contemporary graphic design. The class will explore the relationship between image, typography and other visual elements in order to learn the basics of good design.
- 151 Photography I** **2**
This hands-on course introduces students to digital imaging processes that include camera acquisition, digital image correction, and output. Students gain foundational skills in photographic composition and digital image manipulation as well as a basic understanding of how digital images may be employed in digital media and art production.
- 222 Painting** **4**
An introduction to painting in water-mixable oil or acrylic media. This course is designed to develop confidence in painting along with basic techniques and perceptual skills. A variety of approaches are used.
- 232 Ceramics** **4**
Ceramics is a comprehensive course designed to explore a variety of techniques and processes in clay. Sculptural and functional pieces will be created using both hand building and wheel techniques. Students will be challenged to become proficient in creating work, glazing, and will learn about firing processes.
- 242 Graphic Design II: Digital Layout** **2**
Using the creative process approach, students will work with typography and imagery in order to create effective layout solutions for print and digital media. Focus will be on Adobe InDesign and how it works in conjunction with Illustrator and Photoshop. Prerequisite: VACA 142
- 243 Graphic Design III: Illustration and Drawing** **2**
The focus will be on Adobe Illustrator and the use of its tools to create digital illustrations and logo design. The emphasis will be on technical and creative process in order to provide a final visual solution. Prerequisite: VACA 142
- 252 Photography II** **4**
Explore digital darkroom work and the technical, historical, and philosophical foundations of photography. Topics include image capture, color theory, image correction and interpretation, color management, digital output methods, archival printing, and contemporary practices and theory related to color and monochrome photography. Students learn how to create professional lighting setups in relation to multiple photographic genres.
Prerequisite: VACA 151.
- 262 Video Production** **4**
This course is a practical hands-on introduction to the video camera and to non-linear editing. It covers operation of the camera, basic lighting and sound, camera movement and support. Issues of composition, content, aesthetics, continuity and creativity will be explored with exercises, labs and real-life shooting. The non-linear video editing will cover both technical and philosophical issues of editing. Productions will introduce both fiction and non-fiction forms. Prerequisite: VACA 151 or equivalent.

- *263 Audio Production** **2**
In this course students produce a variety of short and long form audio productions, from promotional spots to news features as well as music performances and audio portraits. Students will work with digital software editing programs to produce works utilizing a variety of recording and processing techniques. Course sections include psychoacoustics (sound and how we hear it), the production process (from idea to finished product), microphones (types and uses), live recording, audio processing and effects, editing, and numerous projects with a variety of applications. Students should consider taking this course while enrolled in VACA 262. (Fall 2019)
- 283 Art History: Western** **4**
An overview of important factual and conceptual elements of visual art and history spanning over thirty thousand years. The course covers aesthetic objects separately as works of art and examines religious, social, political, and philosophical concepts in historical and cultural contexts.
- *323 Printmaking and Watercolor** **4**
Relief printmaking is an ancient form favored by contemporary artists in which images are printed on paper from wood and other materials. Screen printing is a newer process in which ink is forced through fabric onto paper and other materials. These processes are used to develop rich, colorful prints with an emphasis on visual ideas and technique. An introduction to watercolor covers a variety of techniques including washes, wet-in-wet, wet-on-dry, mono-types, pen-and-ink with color tinting. Students will also have opportunity for skill development following demonstrations with guided and independent practice. When the weather is especially lovely, we'll move the classroom outside and enjoy painting en plein air. (Fall 2018)
- *335 Installation and Experimental Media** **4**
In this course students will explore how installation and experimental art immerses the viewer in a multi-sensory experience. Through both traditional and nontraditional media such as photography, video, painting, ceramics, sculpture, etc., students will explore the impact of materials and techniques on form, content and the expressive possibilities of various materials on a space. Through experimentation, boundaries of traditional art practices will be challenged to transform the perception of space. (Fall 2019)
- 344 Web Design & Social Media** **4**
This class explores Web design and social media applications as they relate to expression and organizational communication. Students will construct web sites using both HTML coding and contemporary Web design software. Social media applications will be integrated in a holistic way as part of an overall communications strategy. Prerequisite: VACA 141 or equivalent.
- 345 Advanced Photoshop** **4**
Students will study advanced Photoshop techniques with special emphasis on masking and compositing photographs. Students will practice layering, digital effects, and photo repair as well as investigating imaging in a theoretical and philosophical context. Prerequisite: VACA 151 and VACA 252.
- 353 Alternative Photo Processes** **4**
Students will experiment with alternative acquisition and printing processes. Acquisition methods will cover pinhole, panoramic, HDR, legacy lens, and infrared processes. The history of photographic methods will be studied. The genre of landscape will be explored with several of the techniques. Students will print on alternative forms such as art and Japanese papers, metal surfaces, canvas and other media forms. Prerequisite: VACA 151 and VACA 252.

354 Conservation Photography**4**

Explores the intersection of photography and environmental conservation. Topics include aesthetic responses to the natural world, visual documentation of ecosystems, conservation advocacy and the relationship between human communities and the natural world. Students work in small groups on a semester-long documentation/storytelling project in conjunction with a partner organization. Prerequisite: VACA 151

364 Motion Graphics/After Effects**2**

Explores the art and communication of merging video, the graphic arts and text into messages with multiple layers of meaning and artistic interest. Students will become adept at compositing; moving video, still images, text and line art. Layered Photoshop files will be animated into finished video. The primary forms studied for this class will be opening and closing logos, advertising, visual music and short form 2-D animated storytelling. Students should schedule this class in the same semester as taking one of the Visual Storytelling classes. Prerequisite: VACA 151 or equivalent and VACA 262 or faculty approval.

367 Hybrid Storytelling**4**

Using photography, audio creation and video production as building blocks, students will construct narrative presentations. These narratives will be constructed for multiple distribution methods including: print, ebooks, online magazines, and mixed-media forms. Students will also consider possible feedback and interaction methods like blogging and other social media. Students will study storytelling, narrative construction, research and interview techniques, the history of photographic journalism, technical skills and the expanding uses of the image. Students will practice this form while paying attention to the technical, aesthetic, philosophical and ethical issues involved. Prerequisite: VACA 151

381 Cinema and Visual Theory**2**

Movies will be the foundation for exploring how these texts, with their narrative and visual formulas, influence culture. Special emphasis will be given to critiques in the areas of gender, race and violence. Select theorists of visual communication will give students a broad theoretical base to continue the exploration of other digital media with their mixture of photograph, kinetic text, sound and time-based media. Students will also explore how these theories and the formal properties of digital media function in their own artistic works.

382 Contemporary Art**2**

Contemporary Art emphasizes the interpretation of artistic production within its historical, political, social, cultural, and theoretical contexts from recent history to the present. Issues may include: the meaning of originality in art, the relationship of art and mass culture, how the institutional framework for viewing art can influence or determine meaning, the rejection of studio-based art, and art as it confronts the issues of the day.

384 Art History: World*2**

This course uses a thematic approach to the history and appreciation of art outside the Western mainstream. Art is presented as illustrative, laying the foundation for understanding the context and aesthetics of art from non-Western perspectives.

- *397 Elementary School Art Methods (Art Education) 2-3**
 A study of the aims and philosophy of art education in the elementary school with emphasis on child development through art. Students will experience art techniques and materials suitable for children from Pre-K through grade 6 with emphasis on appropriate motivational and teaching methods. Topics to be covered may include: the role of art in society and in the schools; fundamentals of art; sequential and discipline based art curricula; teaching strategies; art motivation; art integration with the sciences, social studies, and cultural understandings; evaluation; teaching art history, criticism and aesthetics; writing instructional objectives and lesson plans; and teaching art production. For art education majors a 20-hour practicum in the elementary setting is a component of the course. Admission to teacher education may be a prerequisite. A two-credit option without a practicum is available for students who are not pursuing Art Education. (Fall 2019)
- *398 Secondary School Art Methods (Art Education) 3**
 A study of the aims and philosophy of art education at the secondary school level. Secondary School Art Methods will include advanced studies of curriculum and lesson design and integration; classroom organization and management techniques; delivery of art courses as electives; teaching art history, aesthetics, and evaluation; teaching art production appropriate to the adolescent; and the function of art in the schools and community. Students will understand contemporary issues in art education by examining research history and philosophy of art education. The relationships between developments in education as a whole and art education will be explored as well as adolescent creative learning styles and development. A 20-hour practicum in a secondary art setting is a component of the course. Admission to teacher education may be a prerequisite. (Fall 2020)
- 433 Advanced Studio 4**
Students will choose between ceramics (every year), painting (spring 2019), drawing (spring 2020) Students may repeat this course in order to pursue advanced topics in ceramics, drawing or painting in a supervised studio setting.
 In **Advanced Studio in Drawing or Painting**, students pursue specialized techniques and develop craft and voice.
Advanced Studio in Ceramics can be repeated to expand students' vocabulary and expertise of ceramic form and function. With each successive course taken, students will build on the experience gained in previous semesters to increase technical proficiency in hand building and wheel throwing techniques for both vessel and sculptural work. Research and experimentation from an array of areas such as surface treatments, firing techniques, glaze formulation, and ceramic processes are emphasized as tools used toward formal and conceptual success. With increased skills in technical, formal and conceptual concerns, students will initiate their own projects to increase professionalism, develop a personal aesthetic, and create a body of work suitable for exhibition.
- 455 Portfolio and Vocation 4**
 This photography class offers the opportunity for students to develop an artistic and vocational vision. Using advanced color and black & white techniques, they will develop a coherent body of work for gallery, book and web display. Students will investigate vocational options related to photography and will create career-based documents such as résumés and cover letters. Prerequisites: VACA 151 and VACA 252.
- *465 Visual Storytelling: Non-Fiction 4**
 Students will study how video documentaries are constructed and used to communicate. They will research, design and produce a documentary video on a selected subject. Students will take HUM 200 the semester before this class to do background research for the project. Prerequisite: VACA 262. (Spring 2020)

466 Visual Storytelling: Fiction*4**

Students will study the narrative structure of video story-telling and the process of narrative video production. They will work at creating a variety of short form narratives and will complete independent projects from pre-production to post-production. Scripts for this class will be created in THR 361 which should be taken the semester prior to this class. Prerequisite: VACA 262. (Spring 2021)

481 Senior Thesis**2**

This course explore professional practices related to preparation and installation of the major senior exhibit as well as development of a thesis paper. Students take this class in conjunction with a capstone course in their major.

491 Internship**1-6**

Provides students with an opportunity to integrate theory and practice by working in a professional art/media/design-related environment. Consultation with and reporting to the faculty advisor guide the student's experience. Travel and other expenses are the student's responsibility. Can be done during the summer. Grading is on a Pass/Fail basis. Prerequisite: consent of instructor.

499 Independent Study**1-4**

Theater (THR)

THR 100 Acting for the Stage and Screen 2

This course helps students of all disciplines unleash their creativity as they explore the fundamentals of acting for theater and cinema. Students will gain skills in speaking and textual analysis as they learn to connect with their bodies. This class will also make students more informed audience members of plays and films.

THR 200 Survey of World Theater History 2

This course covers major movements in world theatre history, beginning with the Greeks and ending with contemporary experimental performance. Students will read plays and theoretical texts and watch films so that they gain a full understanding of the intersection of text, theory, and performance spectacle in world theatre styles. Much emphasis will be placed on non-Western performance styles.

THR 210 Technical Theater 2

This course covers basic stagecraft and design. It includes hands on experience in rendering, model-building, and drafting that will allow students to realize their own creative design. Students may also contribute to the design and construction of public performances at EMU.

THR 230 Theater Topics 2

This course will cover a range of theatre styles. Often the topics covered will be interdisciplinary in nature. The work done in the course may feed into public theatre performances. It may be taken multiple times for credit. Possible topics include Movement, Devised Performance/Performance Art, Puppetry, Musical Theater, Yoga and Meditation for the Performer, and more.

THR 300 Directing for the Theater**2**

Students learn basic principles of stage direction and apply them in production-oriented settings. This course may culminate in the direction of original student work, including short plays developed in the Playwriting course or devised/movement pieces. These may be performed publicly.

THR 360 Playwriting 2

Through various writing exercises and play readings students work towards crafting original short plays. Much emphasis is placed on helping students collaborate with actors as they workshop their plays/screenplays. Some plays may be selected for a showcase of new student plays during the academic year.

***THR 361 Screenwriting 2**

Through various writing exercises and film viewings, students work towards crafting original short screenplays. Much emphasis is placed on helping students collaborate with actors as they workshop their screenplays. Students may also collaborate with VACA students on the development of narrative films or choose to create films based on their own screenplays through the VACA course entitled Visual Storytelling: Fiction.

Theater Production Practicum 6 credits total in any of the areas below, ideally students will work in at least two areas (offered every semester, may be taken multiple times for credit)

Students may earn 1 credit per 40 hours of work on an EMU theatre production. A total of 3 credit hours may be earned in one semester. Practicum credits may be earned in Acting (THR 281), Stage Management (THR 351), Assistant Directing (THR 352), Dramaturgy (THR 353), Technical Theater (THR 350).

**Indicates courses offered in alternate years.*



SPECIAL PROGRAMS

Leadership and Organizational Management

VA Program Coordinator: Margo McIntire

PA Program Coordinator: Mary Jensen

Aviation Coordinator: Jim Cistone

Eastern Mennonite University recognizes that the traditional delivery format does not always accommodate the educational needs of adults. The accelerated Leadership and Organizational Management (LOM) degree completion program is designed to fit the lives of people who are busy with professional and/or family commitments. The accelerated program, tailored for a mature, interactive learning style, has the following features:

- ▶ Classes are held one night each week for approximately 15 months majoring in leadership and organizational management. In Harrisonburg, VA, approximately one-third of the class sessions are held online using a combination of synchronous and asynchronous technologies. In Lancaster, PA, all coursework is delivered in a face-to-face format.
- ▶ Course content is focused on practical application to the occupation of the student.
- ▶ The program capitalizes on the experiences and skills of the adult student and, in some cases, offers credit for previous professional and life experiences.

- ▶ Students are admitted as part of a “cohort group” which participates in the entire series of courses together.

A more traditional 4-year LOM with Aviation concentration is available at the EMU at Lancaster location. Admissions and coursework requirements for the LOM with Aviation concentration can be found later in this section. For students in this program, the LOM courses will not be offered in the sequence described below.

To be considered for admission to the accelerated LOM degree completion program a student must satisfy the following requirements:

- ▶ A minimum of 60 SH of transferable credit from accredited colleges or universities.
- ▶ A cumulative GPA of 2.0 or above.
- ▶ Current employment or involvement with an organization which enhances the learning outcomes of the program.
- ▶ Twenty-five years of age. This requirement is waived for TSCT transfer students in Lancaster.
- ▶ A satisfactory writing sample.

Students in the LOM degree program complete the following:

EMU Core Requirements

CHRISTIAN FAITH

Anabaptist Biblical Perspectives
(included in program)3

COMMUNICATION

College Writing3

Speech . . . . .	.2
Writing Intensive Designates (included in program)	2 courses

CROSS-CULTURAL LEARNING

Cross-cultural designates (included in program)6
--	----

CRITICAL THINKING

Statistics	3
Natural Sciences . . . . .	.3
Social and Behavioral Sciences . . . . .	.3
Creative Arts . . . . .	.3
History and Literature . . . . .	.3
Senior Seminar (included in program) .	.3
TOTAL	32

Major in Leadership and Organizational Management

The major in Leadership and Organizational Management, an interdisciplinary curriculum leading to a Bachelor of Science (BS) degree, provides expertise in leadership, human dynamics, and organizational management for business and public administration. This interdisciplinary program takes a systems approach to the problems, principles and practices of management and leadership incorporating conceptual and theoretical knowledge. The curriculum is organized into thirteen sequential courses. Students must achieve a grade of C- or better in each course. See the Handbook for the Adult Degree Program for graduation requirements.

Leadership and Organizational Management

Required Courses (38 SH)

- LOM 320 Leadership Development - Course One** **3**
 The emphasis in course one is on the experiential nature of nontraditional education and adult development theory. Students will be familiar with various theories and instruments that will provide a cognitive basis for personal analysis and understanding. The objective of this interdisciplinary course is personal discovery through examination of issues in adulthood as studied in the fields of literature, wellness, and gender studies.
- LOM 350 Organizational Behavior - Course Two** **3**
 Students study the foundational theories and approaches to organization structure, design, and culture. Primary emphasis is placed on understanding the organization as an open system. Students will learn to utilize a systems approach in basic organizational diagnosis. Contingency theory provides a theoretical framework for understanding the impact of the business environment on organizational effectiveness, design, and change.
- LOM 360 Groups and Individuals in the Organization - Course Three** **3**
 This course is a study of group and individual behavior in organizations and how these impact organizational effectiveness. Emphasis is placed on decision making, group dynamics, emotional intelligence, and resolving conflict. Students develop strategies for efficient and productive group management and determine which tasks are best handled by groups or individuals.

LOM 380 Team Dynamics - Course Four **3**

This is a practical course on the skills and practice of team building and leadership. Students will become familiar with team types, roles, composition and processes, and assess personal team and leadership skills. Classes are structured around weekly simulations that provide experience with teams and team leadership. A secondary emphasis is a focus on communications and effective interpersonal relationships. Students will also develop understanding of theories of motivation and conflict management and their applications in team building.

BIST 390 Biblical Perspectives - Course Five **3**

This course reflects the commitment of Eastern Mennonite University as a Christian, liberal arts university, to nurture an appreciation for the rich resources of the scriptures for creative personal faith and human life in the modern world. It is designed to foster knowledge and understanding of the literature and history of the Bible and the integration of faith, learning, and living.

LOM 405 Organizational Research - Course Six **3**

This course guides the student in understanding the research process and becoming a critical consumer of research. Organizational research concepts are examined in both qualitative and quantitative methodologies. Students critically read and critique organizational research.

CCSC 440 Cross-Cultural Perspectives - Course Seven **3**

This course focuses on the development of global awareness, faith, and management as it relates to cross-cultural understanding. Students will be challenged to look beyond their own culture and understand social systems and institutions from the perspective of people in another culture. Experiential learning will take place as students participate in an off-campus, cross-cultural experience in a culture that is different from the students' majority orientation.

LOM 440 Global Trends in Economic Justice - Course Eight **3**

This course examines global economic trends, theories of justice, and issues in economic justice. A variety of written materials, historical literature, and contemporary culture are examined for their perspectives on economic justice and fairness. Local, national, and international perspectives on economic development and justice are studied. Students will develop a deepened and more nuanced perspective on issues of poverty and justice.

SRSEM 460 Business Ethics - Course Nine **3**

In this course, the student formulates a philosophy of life, providing the base for such concerns as ethics in business, accountability in government, respect for human rights, and a responsible lifestyle in our contemporary world. With a focus on three basic ethical perspectives - virtue theory, deontological theory, and utilitarianism, ethical theories and personal values are examined through readings, analysis of the workplace, and classroom discussion.

LOM 410 Human Resources Management- Course Ten **3**

This course demonstrates the effective merging of the practice and perspectives of management and the Human Resources professional. Students will understand that human resources management recognizes the value of the employee as a key contributor. In so doing it provides a management challenge necessitating the personal as well as professional development of the employee. It goes far beyond the quest for increased productivity resultant from capital improvements by including in management techniques designed to obtain maximal contributions from the members of the organization.

LOM 420 Leadership Theory - Course Eleven

3

During this course, students will examine the principles of management and leadership which underlie the behavior of organizations. As in earlier courses, a systems approach will be emphasized wherein the organization is viewed as a dynamic and changing system. Working predominantly in groups, students examine motivational theory and its application to individual and group functioning in work and home situations. Leadership styles related to particular circumstances are analyzed.

LOM 430 Leadership Practice - Course Twelve

3

Expanding upon the previous course, students will put their leadership theories to practice as their knowledge, skills, and abilities are tested against real-world scenarios. This course gives the student space to be introspective as they look back over the months of education and determine how their beliefs and styles may have changed. Experiential and application-based learning are utilized throughout this course to develop the student's individual leadership style.

LOM 460 Application of Research Project (ARP) - Course Thirteen

2

Students combine their research and practical implementation of theories and concepts in this capstone project. The project examines an area of the student's occupation or avocation. The student's project will be written and presented orally to the instructor and cohort learning group. LOM 461 Application of Research Project in Aviation (for Aviation concentrators only) will be offered for 3 credits and as a traditional semester length course.

Admission Requirements: LOM with Aviation Concentration

1. LOM with Aviation Concentration applicants may transfer credits from other schools or colleges, which includes up to 30 semester hours for aviation certificates or ratings earned through qualified Part 141 schools.* An enrollment counselor will work with applicants to develop an individualized academic plan for degree completion.

- ▶ Credit (up to 30 hours) may be transferred from accredited technical, community, or four-year institutions.
- ▶ College-Level Examination Program (CLEP) or DSST (formerly Defense Activity for Nontraditional Students or DANTES) testing is also an alternative to obtain credit.

2. A cumulative GPA of 2.0 or above for applicants who have completed a minimum of 20 semester hours of college-level coursework. If that minimum has not been met, applicants may demon-

strate a high school diploma with 2.6 GPA or GED equivalency and SAT (980 combined score) or ACT (19 composite score).

3. Current employment or regular volunteer role (internship, volunteer, or mentee) with an organization that enhances the learning outcomes of the program.
4. Submission of a satisfactory writing sample .
5. Admissions interview.

** Private licensure may be transferred. Commercial and Instrument training must be from a Part 141 Collegiate Aviation Program with a letter of authorization from the FAA to have the reduced ATP hour minimum.*

LOM with Aviation Concentration Admission Prerequisites

The following prerequisites are required for admission to the LOM with Aviation program at EMU:

FAA Medical Certificate

A medical certificate from an FAA approved medical doctor is required. You must make an appointment with an Aviation Medical Examiner (AME) to get either a second class or first class medical. An Enrollment Counselor will share the names of qualified physicians in your area. You can also use the FAA's Find an Aviation Medical Examiner (AME). In addition, the FAA requires that each student be able to read, speak, write, and understand the English language, and be

16 years old to solo, and 17 years old to gain certification.

Transportation Security Administration (TSA)

You must provide proof of U.S. citizenship. EMU will verify citizenship with an original birth certificate and a current driver's license or a current passport. Original documents will be returned. Non-US citizens must register with the TSA. This can be done online at <https://www.flightschool-candidates.gov/> and takes approximately 1-2 weeks to receive final approval.

Aviation Concentration

AVFO 120 Private Pilot Ground

3

This ground training course is designed to allow the pilot applicant to acquire the aeronautical knowledge needed to safely operate as a Private Pilot and satisfactorily complete the Private Pilot Knowledge Test.

AVFO 121 Private Pilot Flight

3

The objective of this course is for the student to gain the necessary aeronautical skill, knowledge and experience to meet the requirements of a Private Pilot certificate with an Airplane Category rating and a Single-Engine Land class rating.

AVFO 220 Instrument Ground

3

This ground training course is designed to allow the pilot applicant to acquire the aeronautical knowledge needed to safely operate as an Instrument Rated Pilot and satisfactorily complete the Instrument Pilot Knowledge Test.

AVFO 221 Instrument Flight

3

The Instrument Rating (Airplane) flight-training course will allow an enrolled appropriately rated Private or Commercial Pilot student to acquire the proficiency and experience needed to meet the certification requirements for adding a U.S. FAA Instrument Rating (Airplane) to an existing Private or Commercial Pilot Certificate (ASEL). The performance criteria specified in the syllabus is based on the current FAA Instrument Pilot (ASEL) Practical Test Standards (PTS). All enrolled students of this course must meet these standards before graduating from this course.

AVFO 320 Commercial Pilot Ground

3

This course will prepare the student for the FAA Commercial Pilot written exam by acquiring advanced aeronautical knowledge in aerodynamics, regulations, meteorology, aircraft systems, and airspace operations. Students will be prepared for the required Commercial Pilot written exam. This course will prepare the student to pass the FAA Commercial Pilot written exam with a minimum score of 70%, equip him/her with the knowledge to successfully answer required knowledge subject matter questions during the oral portion of the Commercial Pilot Practical exam, and provide the necessary information to safely employ an aircraft in the National Airspace System at or above FAA Commercial Pilot Practical Test Standards.

AVFO 321 Commercial Pilot Flight I

3

This course will provide thorough preparation for the required FAA Commercial Pilot check flight and is one of three consecutive courses. Basic commercial pilot flight maneuvers and complex/high performance aircraft systems and operations will be covered. Students will be prepared to successfully pass the FAA Part 141 Commercial Pilot checkride. This stage will be completed by retaining the web-based knowledge instruction obtained in AVFO 320, completing Phases 1, 2 and 3 of the flight scenarios, and successfully passing the three associated proficiency and progress checks.

AVFO 322 Commercial Pilot Flight II

3

This course will provide thorough preparation for the stage 5 check flight and is the second of three consecutive courses. Students will perform advanced commercial pilot flight maneuvers and demonstrate knowledge of complex/high performance aircraft systems and operations. Students will be prepared to complete the written FAA Part 141 Commercial Pilot Test and to successfully pass the FAA Commercial Pilot in-flight checkride. The practical flight training consists of scheduled weekly flight lessons with an FAA Certificated Flight Instructor. These flight lessons include in-flight training, flight simulator training, as well as pre-brief and post-brief ground training. Completion of this course requires a successful pilot checkride.

AVFO 323 Commercial Pilot Flight III

3

This course provides an overview of all commercial maneuvers and procedures within the FAA PTS Standards, as well as thorough preparation for the FAA Commercial Pilot Checkride. In conjunction with AVFO 321 and AVFO 322, students will be prepared to complete the FAR Part 141 Commercial Pilot course and pass the FAR Part 141 Commercial Pilot Practical Exam (checkride). The practical flight training consists of scheduled weekly flight lessons with an LUSOA approved FAA Certified Flight Instructor. Flight lessons are scheduled as simulator or airplane lessons, including a before-flight briefing and an after-flight debriefing.

AVIA 110 Introduction to Aviation

4

This course will provide students with an introduction to and survey of the field of aeronautics, as well as an overview of the aviation industry and the history of flight. Students will engage in assessment related to aptitude for careers within the field of aviation, have simulator and discovery flight experiences, and tour a flight control tower/center. Students will also be paired with and have opportunity to begin building a relationship with their program mentor.

AVIA 120 Aircraft Systems

3

The objective of this course is to provide students with sufficient background knowledge in aircraft systems and their operation, as required by various aviation occupations. This course involves a comprehensive study of aircraft systems and components at the technical level. Areas of study include: aircraft electrical systems; piston engine ignition systems; turbine aircraft ignition systems and operations; aircraft hydraulic and pneumatic systems; aircraft fuel systems; aircraft propellers and systems; aircraft pressurization and environmental systems; ice and rain control systems; fire protection systems.

AVIA 130 Meteorology

3

This is a survey course in atmospheric science that includes applications to flight. Included is a systematic development of the following: thermal patterns, atmospheric moisture, horizontal and vertical pressure patterns, clouds, atmospheric circulation, local winds, stability, air masses, fronts, fog, icing, thunderstorms, jet streams and turbulence. Students will study and make use of weather products such as surface weather observations, surface maps, and constant pressure maps.

- AVIA 220 Aerodynamics and Performance** **3**
This course provides a study of applied theories of flight and flight factors, including a study of the principles of aircraft performance, stability and control, and operational data.
- AVIA 320 Flight Safety** **3**
This course examines aspects of aviation safety through a presentation of factors, procedures, and aircraft accident investigation case studies relating to aviation safety, including risk management assessment, hazard identification analysis, safety program development, called Safety Management Systems (SMS) by Federal Aviation Administration, and evaluation of outcomes.
- AVIA 330 Aviation Law and Regulatory Compliance** **3**
This course examines the evolution of federal civil aviation regulations in the United States. Students will examine the past and present problems prompting regulation of the industry, the resultant safety, legislation, airport development, funding legislation and international aviation legislation. Students will study Title 14 of the Code of Federal Regulations (14 CFR), previously called the Federal Aviation Regulations (FAR); the application of 14 CFR Parts 1, 61, 91, 141, NTSB Part 830 and various other 14 CFR Parts. A discussion of the history of aviation regulations, the rulemaking process, letters of interpretation and enforcement will be included.
- AVIA 410 Air Traffic Control** **3**
This course provides a study of the national air traffic control system with emphasis on basic air traffic control procedures; the role of centers, approach control, towers, and flight service centers; communications; navigation procedures, radar operations, and facilities.
- AVIA 420 Human Factors** **3**
This course studies the complexities of human factors in aviation research as it draws on diverse areas of human physiology, basic learning theory, aviation safety, and pilot training. In addition to surveying the study of human behavior as it relates to the aviator's adaptation to the flight environment, the course will examine human factors in the aviation industry, such as decision-making, situational awareness, crew resource management, fatigue, workload management, human performance and human/machine interaction. Safety management systems (SMS) in the aviation industry with a focus on proactive safety management will be reviewed, as well as the NTSB investigation process and the Aviation Safety Reporting System. Cases in these respective databases will be reviewed, with a focus on identification and mitigation of risk.
- AVIA 430 Aviation Internship** **6**
Students in the aviation concentration will complete a supervised internship with an established aviation company or firm. Standard internships run during a full 15 week semester and may be completed in fall, spring, or summer. An internship position should be secured prior to the end of the spring semester of the junior year. Each internship must be approved by the program director. For successful completion of this course, the student will: compile a resume and cover letter prior to seeking an internship; seek and acquire an internship position with the approval of the program director; submit the EMU at Lancaster Internship Proposal Form; be under the supervision of a professional in the aviation or space industry; work a minimum of 250 hours in an approved operation; complete all assignments and routinely communicate with the program director during the internship experience.

Honors Program

The EMU Honors Program is an academic minor designed to provide academically gifted students with greater opportunities for challenge and growth. The program is designed to help students:

- ▶ Develop the ability to examine ideas as human constructs made to bring order to chaos and sense to life, and the ability to respectfully and systematically wrestle with ideas, even those fundamental to core beliefs.
- ▶ Develop the ability to read and use the wide variety of “texts” (written, visual, relational, scientific, cultural, etc.) that drive and derive from the ideas formed by human experience.
- ▶ Develop tools to bring balance to the destabilizing impact of challenging core ideas, and the ability to contextualize one’s own story amidst the Biblical understandings of the wider Anabaptist and Christian traditions.
- ▶ Develop the ability to formulate, critique and begin to implement ideas in a leadership capacity.

The EMU Honors Program seeks to attract bright and motivated students to participate in a challenging curriculum, and is highly recommended to students who entered EMU with an Honors Scholarship. It is also enthusiastically recommended to any student who has excelled academically during their first year at EMU and wishes to join the program. It is important to note that the Honors Program is an academic minor and thus functions as an academic program. It is connected to the larger EMU Honors system, which includes scholarship packages for incoming first-year students (details about this are at www.emu.edu/honors), but the Honors Program itself does not include a scholarship, nor is it limited to students who entered EMU with an Honors Scholarship. All

EMU students who are excelling academically are eligible to join the program.

Each fall semester, students awarded an EMU Honors Scholarship will be invited to take HONRS 111 Ruling Ideas, which serves as an introduction to the program and the curriculum. Students may elect to participate in the Honors Program at the conclusion of this course, or any time thereafter. Yoder Scholars (the students awarded full-tuition scholarships) are required to participate in the Honors Program, but for all other students it is purely optional, available to all interested students who would like to join a program designed to enhance the normal EMU curriculum, providing increased rigor and more in-depth and alternative forms of study.

Eligibility

Students finishing their first year of course work (regardless of whether they received an EMU Honors Scholarship), and who have excelled academically during their first year at EMU, may choose to join the Honors Program. To complete the program, all the requirements below must be met, including a 3.6 or higher GPA at the time of graduation.

Honors Program Requirements

- ▶ **HONRS 111 Ruling Ideas** (3 SH)
Students entering EMU with an Honors scholarship are eligible to take this course during their first semester—other students may also take it with permission of the Honors director. Students entering the Honors Program later may elect to take this course. If they do not, they will need to take an additional Exploration Unit.
- ▶ **HONRS 312 Colloquium** (3 SH)
- ▶ **Exploration Units:** (3 units, typically equivalent to 9 SH)
These include challenging courses and experiences from outside a student’s primary major. When possible, students

should include a unit from each major area of study outside their primary area of study (sciences/math, social sciences, humanities, & fine arts). These units can be fulfilled via:

- A second major 2 units
- Minors (1 unit/minor) 1-3 units
- Advanced classes outside majors/minors and the EMU Core 1-3 units
- Additional HONRS 312 Colloquium courses 1-3 units
- HONRS 431 Teaching and Learning 1 unit
- Music lessons/ensembles (two semesters) 1 unit
- Major theater production (if not required for major) . . . 1 unit
- Editing the Weather Vane 1 unit
- Additional cross-cultural experience (summer) 1 unit
- Additional cross-cultural experience (semester or summer WCSC) 2 units
- Self-directed project (120 hours/unit) 1-3 units

- Student teaching 3 units
- Nursing clinical 3 units

▶ **HONRS 401 Worldview Seminar**
(2 SH)

▶ **HONRS 451 Honors Capstone** (1 SH)
Completed in conjunction with the capstone project of the student's major or by arrangement with a cooperating professor

▶ **Foreign language proficiency** through the Intermediate II level
Currently only Spanish is available at EMU, but the Honors Director will work with students who wish to pursue other languages. This requirement may also be filled by students taking a semester of language study followed by a related cross-cultural experience.

▶ **Cumulative 3.6 GPA** at time of graduation

Honors Program Courses (HONRS)

111 Ruling Ideas Seminar 3

This course runs every fall semester and is led by the director of the Honors program and/or other members of the Honors faculty. It is available to all students entering EMU with an Honors Scholarship and is highly recommended to all students entering the Honors Program as sophomores or as transfer students. The course is designed to investigate the central ideas of various academic disciplines and higher education generally. Together, students and faculty begin to explore and examine the goals of the program spelled out above.

312 Honors Colloquium 3

Colloquium courses explore a specific topic chosen by the professor and are designed to be provocative and challenging but accessible to students of any major—no prerequisites are required. The course runs every semester and course topics vary; students may take HONRS 312 as many as three times for credit. All EMU students are invited to take the course, but Honors students in the Honors Program have priority for enrollment.

401 Worldview Seminar 2

This course is required for the Honors Program and should be taken during the senior year. Students will be expected to explore and articulate their worldview through interactive projects and practices. This course satisfies the EMU Core requirement for CORE 401 Senior Seminar. It may be taken by other Honors students if room permits.

431 Honors Teaching and Leadership

0-2

This course is designed for juniors and seniors in the Honors Program. Students work closely with a professor to help form, shape, and guide a class. It is a way for students to provide service to the university and their fellow students, and to develop valuable organizational and leadership skills. These course hours may be applied toward the distributive portion of the Honors Program curriculum and the course may be repeated multiple times. Interested students and professors should contact the Honors director for a syllabus template for the course; they will then jointly modify it to fit their particular needs. The completed syllabus should be submitted to the Honors director and the registrar.

451 Honors Capstone

1

This course is required for the Honors Program and should be taken during the senior year. The Capstone will be directed by a professor or professional from within the student's primary area of study. It will include an extensive project and a public presentation of the results.

499 Independent Study

1-3

Washington Community Scholars' Center

*Faculty: Kimberly D. Schmidt,
Ryan M. Good*

Students explore career-building internships, city life, cultural diversity and the connections between faith and work at the Washington Community Scholars' Center (WCSC). Begun in 1976, WCSC brings students to Washington, D.C. to learn hands-on about their vocations, urban social change, race and ethnicity, faith, and personal growth. WCSC programs combine service internships, group living, and seminar courses. WCSC faculty design internships in partnership with students and their academic advisors.

WCSC Student Life

Students share a house in a working/middle class, largely African-American neighborhood. The house, located in the historic Brookland neighborhood, is a ten-minute walk from the Brookland-CUA Metro station, the Catholic University of America, shops, restaurants and recreational areas. It is an excellent location from which to explore the city. WCSC student life is a community experience, including shared meals, cooking, and cleaning. Through living together,

students gain new perspectives about themselves and others, along with building stronger interpersonal and conflict resolution skills.

Information on internships and applications can be found at: www.emu.edu/wcsc. Inquiries are also welcome at: wcsc@emu.edu or call 202-529-5378. WCSC brochures and applications are available from the Cross-Cultural Programs Office.

Programs and Academic Credit

The Washington Community Scholars' Center provides strong academic programs grounded in field experiences in Washington D.C.'s diverse neighborhoods. WCSC programs meet EMU cross-cultural and EMU Core requirements. The following programs are offered:

Fall 2018

CCSSC 386 A Multicultural History of Washington, D.C. . . . .	.3
HIST 385 From Monuments to Murals: Exploring Social Issues Through D.C.'s Public Art . . . . .	.3
WCSC 285 Internship Theory and Practice . . . . .	.1
WCSC 385 Internship . . . . .	.6
WCSC 485 Servant Leadership . . . . .	.2

Spring 2019

CCSSC 387 The Urban Landscape: Race, Space, and Inequality	3
SOC 375 People, Place, and Community: The Politics and Practice of Community Development	3
WCSC 285 Internship Theory and Practice	1
WCSC 385 Internship	6
WCSC 485 Servant Leadership	2

Summer 2019

WCSC 385 Internship	6
CCSSC 386 A Multicultural History of Washington, D.C.	3
WCSC 285 Internship Theory and Practice	1

WCSC Seminar Courses

CCSSC 386 A Multicultural History of Washington D.C., 1930-2000 3

The Washington, D.C. setting offers students an opportunity to examine the history of race and ethnicity in a specific urban context. The history of African-Americans and their ongoing influence on D.C. neighborhoods and political movements will be explored.

CCSSC 387 The Urban Landscape: Race, Space, and Inequality 3

This course is an introduction to urban studies, focused in particular on questions of space and place. Through fieldwork, readings, and discussion, we explore the urban landscape of Washington, DC, seeking to understand the spatial organization of the city, the inequalities it reflects, and the implications for people and communities. What drives racial and economic segregation? How do we make sense of cycles of neighborhood development and disinvestment? This course asks students to consider the breadth of actors and forces that shape the city, and to reflect on what it means to seek justice within this context.

HIST 385 From Monuments to Murals: Exploring Social Issues Through D.C.'s Public Art 3

Students attend and review museum exhibits, plays and concerts and participate in guided tours of public art in the city. Reading and writing assignments focus on the relationship between art, Washington, D.C.'s social history, and contemporary issues.

SOC 375 People, Place, and Community: The Politics and Practice of Community Development 3

In this course we consider how communities differ from place to place and learn about community-based organizations working in and around DC to improve local neighborhoods. Community development focuses on meeting the needs of places that have been marginalized from political and economic power: communities with limited access to good schools, jobs, adequate housing, quality food, and other resources that make life easier and more fulfilling. We learn about the ways people work together to improve neighborhoods, to access external resources, and to more fully meet the needs of their neighbors.

WCSC 285 Internship Theory and Practice 1

Through readings, analytical reflection, journals, and guest speakers, students will explore multiple dimensions of service internships in Washington, D.C.

WCSC 385 Internship

6

WCSC faculty and staff work with students to place them in community service internships that meet the student's career goals and vocational aspirations. Most WCSC interns are placed in culturally diverse settings with organizations working to address racism, injustice, violence and other social problems. We can place students from any major, including the sciences, the arts, and professional programs. Please refer to our website for recent internship placements: www.emu.edu/wcsc/internships.

WCSC 485 Servant Leadership

2

How are leaders made? In these critical times, what kinds of leaders does our society need? How is leadership best practiced? College students, at the cusp of adulthood in American society, stand at many crossroads. Life-altering decisions, vocational choices, questions about how and whom to serve can stimulate or, conversely, inhibit creativity, a willingness to engage in the serious issues of our day, and a commitment to serve others. This course will be taught in tandem with WCSC 285 Internship Theory and Practice and explores the many dimensions of servant leadership, starting first with traditional definitions and moving into frameworks of gender and race before engaging with the great non-violent servant leaders of the twentieth century. Throughout the class we will talk with local servant leaders in the D.C. area. (Will satisfy EMU Core Senior Seminar for students who have earned 90 SH prior to enrollment in WCSC)

Intensive English Program

Director: Kathleen Roth

The IEP is a pre-collegiate program of study in English as a second language designed to prepare students for admission to college or career advancement. Serving groups of learners with diverse goals and needs, the program provides opportunities for life-changing cross-cultural encounters leading to sustained intercultural learning. The program consists of 20 hours per week of classroom instruction in the core academic language skills: listening, speaking, reading, research-writing, and grammar. The IEP offers language enrichment activities that may include tutoring, field trips, cultural experiences and other activities to strengthen academic language skills. The IEP Integrated Courses and weekly meetings with conversation partners give students additional hours of English practice. IEP's program of lively intercultural learning across the curriculum (LILAC) creates partnerships between IEP classes and EMU undergraduate classes to give international students opportunities to work with American peers in completing

authentic academic projects with an intercultural dimension

There are six proficiency levels (I – VI) in the IEP. The Step-Up program is available, upon recommendation by the IEP, to qualifying students who have successfully completed a semester in level V of the IEP. These students may enroll in one course in the EMU undergraduate program with simultaneous enrollment in the IEP. Students take placement tests to determine their level. Assessments are administered at the end of the semester to evaluate students' progress. Students who complete the level V and VI and subsequently enroll at EMU for an undergraduate degree may receive up to 15 SH of credit. Before entering a full-time unrestricted undergraduate program, IEP students enter the Bridge Program (see the Special Programs section).

Students may be eligible to apply for combined admission to the IEP and the undergraduate program.

Further information and application forms can be found at www.emu.edu/iep.

Intensive English Program (IEP)

IEP courses in levels I through IV do not earn academic credit. For work successfully completed in levels V and VI, up to 15 undergraduate semester credit hours may be counted towards fulfilling students' language and cross-cultural requirement in the general education curriculum. Please note that an IEP "hour" equals a period of 50 minutes. Throughout the university credit hours are based on the number of 50-minute class periods per week. Courses in the Fall and Spring semester are for a 15-week duration. The Summer semester is eight weeks in length; therefore, the class periods are longer each day to equal the necessary number of class time minutes for one semester of academic credit.

The program consists of 20 hours per week of classroom instruction in the basic language skills: listening, speaking, reading, writing, research, and grammar. Multimedia equipment helps students improve pronunciation and listening comprehension. An IEP computer lab is available on campus for student use. In general the levels are combined, Levels I and II, Levels III and IV, and Levels V and VI meet together. When enrollment for a particular level is high enough the level will meet individually.

IEP 100/105/200/205/300/305 Listening, Speaking, and Vocabulary

In this class the students develop skills for oral communication in a variety of English language contexts. The levels I & II focus on conversational skills, developing students' ability to understand the experiences of others, and share their own. Students listen to lectures, learn to take notes, participate in group discussions, and plan and deliver oral presentations. All levels include an emphasis on learning vocabulary and improving pronunciation for effective oral communication.

IEP 110/115/210/215/310/315 Grammar

This class focuses on increasing students' understanding and accurate usage of the grammatical forms and structures necessary for successful oral and written communication in English. Students in levels I & II focus on parts of speech and their usage, simple verb tenses, basic word order, and simple sentence structure. Levels III through VI review the concepts of parts of speech, verb tenses, and sentence structure and build on them with complex verb tenses, modals and conditionals, gerunds and infinitives, passive voice, adjective and noun clauses, reported speech, and complex sentence structures.

IEP 120/125/220/225/320/325 Reading, Writing, and Research

The focus of this class is the development of skills for written communication in the academic English environment. Levels I & II focus on skills for writing at the sentence and paragraph level. Students engage readings from genres such as letters, news reports, and short stories. They begin to explore the research skills necessary for finding reliable information in libraries and on the internet. All levels include an emphasis on learning the writing conventions (spelling rules, punctuation, etc.) necessary for effective written communication. Levels III through VI build on basic reading and writing skills by moving from paragraphs to essays, adding longer academic readings (articles, textbook material, classic works of fiction, etc.), and learning to integrate sources into one's own writing. All levels include an emphasis on learning the writing conventions (spelling rules, punctuation, etc.) necessary for effective written communication.

IEP 170/175/270/275/370/375 Integrated Skills

In this class, students integrate the use of language skills (reading, writing, listening, speaking, and grammar) with the exploration of interesting content. Students learn about U.S. history and culture, current issues, as well as global issues and challenges. They also acquire common English idioms and expressions. A variety of creative learning activities are used, such as role-plays, field trips, group projects, film, drama, etc. In Level VI student learning is fostered through direct observation and experience in the U.S. academic setting. Significant learning happens through direct involvement with people and with “live” issues in the classroom. The course involves students auditing an undergraduate or graduate class at EMU and meeting twice a week at IEP to reflect on their experiences, and expand their knowledge of academic culture and vocabulary. Students keep journals, write reports and essays, and give oral presentations about their learning experiences.

IEP 395 Graduate Program Language Support

This class provides academic language skill input and support for students enrolled in graduate courses at EMU. Class content focuses on the topics from each student’s graduate courses, while adding intensive attention to academic language skills in reading, writing, editing, researching, academic discussion, and giving presentations at the graduate level. Class tasks include working with assignments that have been given at the graduate level to bring them to a polished final product which will meet and surpass minimal expectations for graduate level performance. Additional tasks may also be assigned to support the learning. The goal of the class is to focus on improving graduate language skills so that students can more freely focus on content and conceptual learning in their graduate classes.

The Bridge Program

Bridge is a program of full-time study that helps students from various language backgrounds adjust to American university settings and expectations so that they may become responsible and successful students.

There are two ways of entering the Bridge Program. International students who have earned a paper-based TOEFL score of 500-550, a computer-based TOEFL score of 173-213, an Internet-based TOEFL score of 61-79, or an IELTS score of 5-6 may apply directly for admission to the university. IEP students may also apply to the Bridge Program upon the recommendation of IEP without taking the TOEFL. All applicants to the Bridge Program must submit a completed admission application and provide official transcripts verifying completion of high school or equivalent, and post-sec-

ondary education if applicable. IEP students must also submit transcripts from IEP with an IEP recommendation letter and a Student Life Recommendation Form if residing on campus while an IEP student.

Applicants to the Bridge Program may be granted unconditional admission to the undergraduate program with enrollment in the Bridge Program for one semester or conditional admission to the undergraduate program with enrollment in the Bridge Program for two semesters. When enrolled in the Bridge Program, students will enroll in a maximum of 13 semester hours and receive support from the assistant dean in conjunction with their major advisor. During their first semester of enrollment, students will take WRIT 110 Preparation for College Writing.

Cooperative Programs

Information on cooperative programs can be obtained from the undergraduate dean's office. Enrollment in study abroad programs approved for credit may be considered enrollment at EMU for the purpose of applying for federal financial aid. Institutional financial aid is available only when enrollment is for the purpose of meeting the EMU foreign language requirements for certain majors.

Brethren Colleges Abroad (BCA)

Contact: Cross-Cultural Programs
www.bcanet.org

BCA study abroad programs are rooted in the values of peace and justice and provide opportunities for students, especially foreign language majors and minors, to meet EMU requirements. Students consult Cross-Cultural Programs for general information and work with their advisors in choosing appropriate coursework for a semester or year. Application materials and information are available on-line. Completed applications must receive approval from EMU Cross-Cultural Programs, as financial assistance and credit for the programs are received through EMU. BCA offers programs in the following countries: Austria, Belgium, China, Ecuador, England, France, Germany, India, Ireland, Italy, Mexico, Morocco, New Zealand, Spain, and Trinidad and Tabago.

Central America Study and Service (CASAS)

Contact: Cross-Cultural Programs
semilla.org.gt/casas_en.html

CASAS, a 12-week summer program based in Guatemala City, offers students an independent summer immersion experience similar to our spring semester cross-cultural program. Coursework includes Spanish language studies, Introduction to Central America, and

elective courses chosen from history, peace and justice, anthropology, and religion. Students participate in orientation activities, homestays, internships, and numerous field excursions. Application materials and information are available on-line. Students register through EMU with approval from Cross-Cultural Programs.

Council for Christian Colleges and Universities (CCCU)

Contact: Cross-Cultural Programs
www.BestSemester.com

The CCCU offers a variety of study abroad programs. Students consult with the Cross-Cultural Programs Office and work with their advisors in choosing appropriate coursework for a semester. Application materials and information are available on-line. Completed applications must receive approval from EMU Cross-Cultural Programs, as financial assistance and credit for the programs are received through EMU. CCCU offers the following study abroad semester programs: Australia, Latin American Studies Program (Costa Rica), Middle East, Northern Ireland, Oxford (England), and Uganda Studies Programs.

International Business Institute (IBI)

Contact: Andrew Miller, Department of Business and Leadership

EMU is an "affiliated school" with the International Business Institute (IBI) which is a cooperative overseas program in international economics and business. An essential component of this summer institute is to provide a learning experience in settings other than the usual classroom. For example, lectures take place in corporate headquarters, manufacturing plants, governmental and international agencies.

There are three distinctive features of the International Business Institute.

First, is significant involvement with distinguished faculty from leadership appointments in private business and finance, government and academic life. Second, the program focuses on leading companies and institutions in the field of economics, business, and finance. Examples include Mars Candy, Credit Suisse, DaimlerChrysler, Deutsche Bank, LKM, European Union, Nestle, Black and Decker, and Shell Oil. Third, classroom content typically covered in an on-campus course is augmented by enriching and complementary field seminar experiences.

Because the IBI is a rigorous academic program all participants are expected to

have completed a full year of principles of economics, a semester of accounting or finance, and one course in management or marketing. A minimum GPA of 2.75 (on a 4.0 scale) is required at the time of participation which is usually following the completion of the junior year. Positive recommendations and an official transcript are also required.

Further information and application forms can be found at www.messiah.edu/departments/business/ibi.

Upon successful completion students will receive credit for the following courses:

International Business Institute

Economics 331 Comparative Economic Systems

3

This course is an introduction to the comparative study of economic systems, their underlying ideological foundations and institutional arrangements. The historical and political context of various systems is analyzed along with the central organizational features of the major types of economic systems.

Economics 350 International Trade and Finance

3

This course is a survey of the analytical and institutional aspects of international trade and finance. The historical and contextual elements are the foundation for the examination of current theoretical and empirical approaches to international economic and business relations. The course is divided into two major areas of emphasis: International Finance and Monetary Relations and International Trade.

Business Administration 339 Global Marketing

3

This course focuses on theory and practice of contemporary global marketing management. The context or environment of international marketing is covered along with the task of marketing in a variety of national domestic markets with their distinct cultural settings. The course is divided into three major areas: overview of the global marketing environment; moving into international markets; and advanced international marketing management.

Business Administration 390 Global Business Strategy

3

Course is designed to cover the major topics normally offered in a course in international business management and strategy. It also has a very important function of enabling the integration of field experiences, corporate visits, and presentations by guest faculty with the current theoretical developments and literature in this field.

The Oregon Extension

Contact: Undergraduate Dean's Office
www.oregonextension.org

Students seeking a unique semester of study may choose to participate in The Oregon Extension program in Ashland, Oregon. This fall semester program of interdisciplinary learning and community living takes place in Lincoln, a 1920s logging village in the mountains of southern Oregon. The semester is divided into four month-long segments of study. Daily learning revolves around the reading of

great books, careful note-taking to prepare for small group discussion, lectures, and individual study and writing projects.

A May Term consisting of several courses may also be offered.

The Oregon Extension operates under the oversight of the non-profit organization Greensprings Learning Community (GLC). Oregon Extension credit is granted by Eastern Mennonite University.

Visit the website above for specific course options and to learn more about this unique learning experience.

Lark Leadership Scholarship Program

Program Coordinator: Leslie Francisco III,
African-American Mennonite Association
(AAMA)

The Lark Leadership Scholarship Program is designed to enhance the ministry and church leadership skills of persons serving African-American Mennonite Association (AAMA) congregations. By empowering leaders, the program also promotes the development of AAMA congregations. AAMA church leaders receive financial assistance to enroll in college-level courses which will enhance their ministry skills. Students can enroll in a school in their home area, allowing them to remain active in the ministry of their congregation and immediately apply new learning. The program emphasizes urban and Mennonite/Anabaptist perspectives.

Students attending non-Mennonite institutions will be required to fulfill some form of course work in Anabaptist history and theology. Therefore, those students attending non-Mennonite schools are required to complete Unit III of the Pastoral Studies Distance Education Course entitled "Leading God's People". Lark is administered joint-

ly by the African-American Association, Mennonite Education Agency, and EMU.

Ministry Inquiry Program

www.emu.edu/bible/ministry-inquiry

The Ministry Inquiry Program (MIP) is an opportunity for students who have completed two or three years of university studies and who are considering pastoral ministry and/or seminary study to have a first-hand experience in ministry. This 11-week summer program is a full-time position as intern within a congregation that involves the student in all aspects of pastoral service under the mentoring of the congregation's leadership.

Through a cooperative arrangement with the Mennonite denomination, the sending and receiving conferences and congregations, and EMU, the student receives a scholarship of approximately \$2,000 applied to a Mennonite university or seminary during the following academic year. In addition, the congregation in which the student serves provides housing and \$500 cash. (For students from non-Mennonite background alternate funding sources are sought.) Academic credit can also be earned for MIP. Registration and payment at the summer school tuition rate are required

prior to beginning the MIP experience to earn academic credit.

To be considered for the Ministry Inquiry Program a student must have completed at least 2 years of undergraduate study with a GPA of 3.0 or higher. An online application form, which includes references, is required for acceptance.

Orie Miller Center

*Co-Directors: Jenni Holsinger and
Tim Seidel*

As a well-known Mennonite leader, Orie O. Miller modeled the integration of business, mission, development, education and peace in his generation. Today through the center in his honor, EMU provides a forum for the integration of programs related to development, mission, peace and justice. The Center promotes increased awareness and interest in these areas by organizing special conferences, providing off-campus resource persons and experiences, convening faculty and students from the respective programs to engage in discussions to stimulate creativity and mutual understanding, supporting students to attend related conferences for personal and professional development and offering mini-grants for collaborative projects focused on improving EMU in areas related to development, mission, peace and justice.

Global development studies, located in a number of departments at Eastern Mennonite University, go beyond the concept of Western progress and focus on the biblical invitation to the fullness of life. This commitment calls for a lifestyle that values human life, diverse

cultures and a sustainable relationship to the environment. It envisions a world that provides for the basic survival needs of all, dignity derived from respect and justice free from exploitation and disempowerment. However, commitment to a more peaceful, just and sustainable world also requires specific perspectives, knowledge and skills that equip people to join with others to create ways to meet basic survival needs and open possibilities for meeting needs beyond survival.

A number of majors and programs at EMU join together under this overarching understanding of development to provide specialized preparation in particular areas. Students may select their focus of choice by pursuing the environmental sustainability major in the biology or applied social sciences departments, the community health focus in nursing, the peacebuilding and development majors, the Bible, religion and theology major, minor in peacebuilding, or the graduate program in conflict transformation. Linked together by a commitment to the fullness of life in a more humane world, these programs prepare people for development work in local, national and international settings.

For details on specific development study options, consult the respective programs cited above. Mission-related information and programs appear in the Bible and religion and theology department section.



ACADEMIC SUPPORT

Hartzler Library

Director: G. Marcille Frederick

The Sadie A. Hartzler Library makes published research available and assists students, faculty and staff in finding and evaluating that research. Whether one is sifting through the results of an online search, using library-provided academic and professional databases, or finding a print resource, the library staff is dedicated to strengthening the educational process and improving research results. Library use (whether on- or off-site) is highly correlated with academic success, whether that is measured in grade point average or graduation rates.

The library's website (www.emu.edu/library) is the portal to most resources and services. Subject-specific guides created by librarians provide concise help in finding article, video, book and other resources. Our discovery service enables access via a single search box to a plethora of resources, including our electronic book, journal, and streaming video collections. Users may get research help via chat, e-mail, phone or social media. Most of our 93,000 academic journals and research databases can be accessed online. Newspapers, magazines and over 300,000 books are also available online.

Onsite collections include over 166,000 print books. The Menno Simons Historical Library has an outstanding collection of Anabaptist and Mennonite materials, some dating back to the 16th century, as well as an extensive collection of local history and

genealogy materials. The EMU Archives specializes in university records. The Hartzler library also houses the Virginia Mennonite Conference Archives.

Interlibrary loan provides access to materials not owned by the Hartzler Library. Requested articles are delivered electronically. EMU students have access via an EMU ID to the on-site library collections of Bridgewater College, Mary Baldwin University, James Madison University and Shenandoah University, as well as other libraries in the Virtual Library of Virginia Cooperative Borrowing Program (<http://vivalib.org/borrowing/>).

The library building provides a welcoming and comfortable environment for study and research, with individual and group study space available. The library is open more than 90 hours per week during the academic year and offers computers as well as wireless Internet access.

Academic Success Center

Director: Linda W. Gnagey

The Academic Success Center is an academic support and enrichment resource for all students and staff. Staff and peer tutors are available Monday through Friday for course specific tutoring as well as study skill and time management coaching. Writing and math support is offered during daily hours. Evening tutoring is available on the main floor of the library; areas of support are advertised each semester. In addition, course-specific

tutor-led group study sessions are offered as needed.

The Academic Success Center staff counsel and serve as advocates for first-year conditionally admitted students as well as students with disabilities and chronic disorders to assist them in their transition into the university and in meeting their academic goals.

The goal of the Academic Success Center is to provide assistance and support to both students and staff whenever requested.

Academic Advocacy Program

Each year EMU grants conditional admission to a limited number of students who fall below the requirements for unconditional admission, but who otherwise demonstrate the ability and motivation to adequately perform university-level work. These “premajor” students participate in the Academic Advocacy Program. They work with a “premajor” advisor to develop a manageable course load for their first two semesters on campus.

The advisors help premajors choose appropriate courses to develop study skills and reading and writing proficiency. They also provide a link to a student’s future major advisor and encourage a connection to that academic department’s campus activities and organizations. Students in the Advocacy Program officially declare a major in March and meet with a new advisor to plan their second year course schedule.

The advisors stay in touch with students, professors, and coaches when appropriate; communicate EMU’s academic and specific course expectations; and track student performance. Premajors are expected to meet their advisor once each week at the beginning of the year and less frequently later as needs dictate.

At the end of the first year, the admission status of each premajor is reviewed

by the university registrar and the assistant dean, and a decision is made regarding readmission for the following academic year. A student may be granted unconditional readmission, conditional readmission, or denied readmission, based on how the student’s academic record compares with the criteria for good academic standing.

Office of Academic Access

EMU is committed to providing reasonable accommodations for students with documented disabilities to ensure equal access to the university and its related programs. The university seeks to comply with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008. Faculty and staff support students needing reasonable accommodations in the classroom due to documented recommendations. The faculty and staff also foster the development and use of strategies that promote independence and personal success.

Accessing Services

Upon acceptance to EMU, students with documented disabilities should contact the Office of Academic Access (540-432-4233) in the Academic Success Center so documentation can be reviewed prior to registration and the student’s arrival on campus. The Office of Academic Access is located in Sadie Hartzler Library, third floor. Students with physical disabilities related to housing should also contact the Director of Housing and Residence Life located in the Student Life Office, University Commons (540-432-4128).

Disclosure of a disability is voluntary and all documentation is kept confidential in the Office Of Academic Access. Students may identify their disabilities at any time they wish to request accommodations. Accommodations are not retroactive. Upon request, information will be provided to help students obtain

documentation and understand their rights and responsibilities in the university setting.

Students who wish to appeal a decision on their accommodations may use the University grievance procedures located in the President's Office or the Student Life Office.

Career Services

Career Services offers coaching and resources at all points of career development. Services are offered through individual appointments, workshops, classroom presentations and online resources. Career counseling, testing services, interest inventories, graduate school information, cover letter and résumé assistance, job/internship searching, and interview preparation are among the most requested services. For more information, visit www.emu.edu/careers.

Testing Services

The career services office administers CLEP, DSST, OPI and OPIc tests that offer students the opportunity to obtain

college credit by examination. The MAT graduate school entrance exam is also offered through Career Services. Information concerning other national testing programs (GRE, GMAT, LSAT, etc.) may be obtained from Career Services. For more information, visit www.emu.edu/careers/testing.

CoachLink

CoachLink is a program that pairs undergraduate students needing an extra layer of support with professional mentors that help students succeed academically, physically, emotionally, and spiritually at EMU. CoachLink mentors have years of experience working with college students and understand the difficulties of balancing all of the demands required of students in order to persist and graduate with a degree. CoachLink provides personalized, 1-on-1 coaching and mentoring to support students in their college life and will help students think about and overcome their own personal barriers to success. Email coachlink@emu.edu for more information.



ADMISSIONS

The admissions selection process is designed to identify students who have potential for completing the academic degree they plan to pursue. Students are admitted on the basis of many different expressions of their qualities and abilities: scholastic achievement, performance on standardized tests, factors relating to character and Christian faith, and extracurricular activities.

Students are encouraged to request information from the admissions office and are encouraged to visit campus. An interview with an admissions counselor is a recommended step in the application process. Arrangements for visits can be made through the admissions office at 800-368-2665 or 540-432-4118 or at www.emu.edu/admissions.

High School Preparation for College

Students completing the college preparatory program of study in their high school will be best prepared for college. Typically students take four units of English, three of math, three of science, three of social studies, and two or more of foreign language. Chemistry is essential for students who plan to enter the nursing program. Students accepted into EMU who have not completed their high school's college preparatory program should give special consideration to their course selection with their advisor.

Early Admission

Students who have accelerated their high school program and wish to enroll at EMU prior to graduation from high school are required to submit an application for admission. In addition to regular admission requirements, applicants for early admission will be asked to demonstrate academic excellence and social readiness for college. Letters of recommendation from the high school counselor and an English teacher are required of early applicants. An interview with an EMU admissions counselor is also required.

Applying for Admission

Any student wishing to enroll for the first time for 6 or more semester hours within a given semester is required to apply for admission to the university. New students are admitted for either the fall or spring semester. Admission to EMU is granted on a rolling basis. It is recommended however, that high school students apply in the fall of their senior year.

1. Application for Admission: A completed admission application must be submitted to the admissions office by anyone wishing to enroll for 6 or more semester hours for the first time.

Applying for admission to EMU constitutes an indication of a student's desire to be a part of a university community made up of students, faculty, administrators and staff members.

2. Transcripts: Applicants need to request a current transcript be sent from their high school to the admissions office.

A supplementary (final) transcript will be required at the end of the applicant's senior year. Home schooled applicants must submit a transcript for course work from grades 9-12.

Transfer applicants should also request that official transcripts of all college courses completed be sent to the admissions office. The transfer transcript(s) must include all college-level credit earned.

3. Entrance Tests: Scores from either the Scholastic Assessment Test (SAT) of the College Entrance Examination Board or the American College Testing Program (ACT) are required of all first-year applicants. It is recommended that applicants take one of these tests no later than January of their senior year. EMU's SAT college code is 5181; the ACT college code is 4348. Students can have scores sent directly to the university from the testing organization.

4. References: Applicants who do not meet the basic entry requirements may be required to submit contact information of an academic and a character reference. The academic reference should be an English teacher.

5. Student Life Transfer Recommendation Form: Transfer applicants are required to submit a Student Life Transfer Recommendation Form from residential institutions previously attended.

Transferring to EMU

Students from other institutions who are considering a transfer to EMU are invited to visit the university, talk with professors and visit classes. Upon request, unofficial assessments of how credits will be transferred to EMU will be provided after an application for admission is submitted.

Transfer students from two-year colleges may transfer up to 65 semester hours (75 from Hesston College) toward a degree at EMU. Students planning to transfer to EMU for the completion of a degree will find it helpful to contact the EMU admissions staff as early as possible.

Credit will be awarded for transfer courses in which the student has earned a grade of C or better. All transfer courses will be recorded with the titles and grades reported by the previous school. However, transfer credits will not be included when calculating the EMU cumulative GPA.

EMU maintains a special transfer agreement with Hesston College, Hesston, KS., to assure the most beneficial transfer of credits for Hesston graduates continuing their education at EMU. EMU assures the acceptance of the Hesston College Associate of Arts, Associate of Science, and Associate of General Studies degrees. For details of the transfer agreement, contact the admissions counselor for Hesston transfers or the EMU Registrar's Office at registrar@emu.edu.

Transfer students must take at least 32 SH in residence at EMU. At least 9 hours in the student's major, and 6 hours in any minor, must be taken at EMU.

For a full statement of Transfer Credit Policies and Practices see the University Registrar's website: <https://emu.edu/registrar/>, or go to <https://emu.edu/registrar/docs/transfer-policy-2018.pdf>.

Application for Readmission

EMU students not enrolled at the university for one semester (fall or spring) or more or who withdraw from EMU while a semester is in progress must complete an application for readmission prior to re-enrollment. Applications for readmission may be obtained at the admissions office or online. Applicants are evaluated on academic as well as student life standing within the EMU community. Unconditional readmission may be granted when an applicant has left the institution in good academic standing and has a positive recommendation from Student Life.

Conditional readmission may be granted on a semester-by-semester basis (see "Academic Review," in the Academic and Degree Information section).

Any applicant who is denied readmission, or who is granted conditional readmission may appeal that decision by filing a written request for review to the Vice President and Undergraduate Dean within 10 days of being notified of the decision. The student should include with that request any additional supporting information not previously available, particularly information of an academic nature.

Students readmitted to EMU after an absence from enrollment at any college or university for at least four successive semesters may request that their entire EMU record be re-evaluated as a transfer record. To qualify, the student must: a) earn a 2.0 GPA for the first 12 SH following re-enrollment, and b) submit a written appeal to the Academic Review Committee. The following regulations govern this option:

- ▶ The request must be made within 60 days after completing the first 12 SH of credit following readmission.
- ▶ The option will be granted only once to a student.
- ▶ Eligible students will receive degree credit for only those courses in which grades of C or better were earned prior to readmission.
- ▶ Quality points earned for all courses completed prior to readmission will not be included in calculating the new cumulative GPA.
- ▶ All grades will remain on the transcript.

Canadian Students

Canadian residents follow the steps listed under "Applying for Admission," except that SAT or ACT tests are not required. Canadians can apply for admission after grade 12.

Academic scholarships and church matching grants are also available to Canadian students.

International Student Admission

As a university which emphasizes cross-cultural education, EMU welcomes international students who have the necessary preparation to enter a degree program. International students should clearly indicate their nationality in all correspondence with the admissions office. If the student is currently in the United States, he or she must indicate U.S. Immigration status.

Financial aid, in the form of partial tuition grants and on-campus employment, is available on a limited basis. Federal assistance is not available for international students.

Completion of the International Student Application Form constitutes the first step in the application process for the international student. Applicants whose native language is other than English must demonstrate English language proficiency with a paper-based Test of English as a Foreign Language (TOEFL) score of 550+, or a computer-based TOEFL score of 213+ or an internet-based TOEFL score of 79+, or an IELTS score of 6.5+. SAT and ACT scores are also accepted. International students with scores lower than what is listed above may be granted admission to the university with designated enrollment in the Bridge Program. See the Special Programs section for information on the Bridge Program.

In addition to the above requirements, an international student must demonstrate "ability to pay."

Summer School

Enrollment in summer school is a separate process and does not constitute regular admission to the university. Students

wishing to enroll in summer courses should contact the university registrar's office 540-432-4110.

Requirements for Admission

Factors given consideration in the admission decision include previous academic performance in high school or college, ability as indicated by the SAT, ACT, GED, TOEFL or IELTS scores, personal maturity, and commitment to uphold the lifestyle expectations of EMU.

1. Unconditional admission may be granted to first-year applicants who have a high school grade point average of 2.6 or above (on a 4.00 scale), and submit an SAT combined math and evidence-based reading and writing score of at least 980 or an ACT composite score of at least 19. In addition to these combined scores, applicants must earn the following minimum section scores: SAT evidence-based reading and writing, 460; SAT math, 460; ACT English, 19; ACT math, 19. Note: SAT scores prior to March 1, 2016 will be converted to the new SAT scale. Applicants whose first language is other than English and who do not meet the minimum SAT or ACT test scores may submit TOEFL or IELTS scores. An international applicant whose primary native language is other than English and who is not submitting SAT or ACT scores must demonstrate English language proficiency with a paper-based TOEFL score of 550+ or computer-based TOEFL score of 213+ or internet-based TOEFL score of 79+ or an IELTS score of 6.5+.

Unconditional admission may be granted to applicants submitting a General Educational Development (GED) score of 450 and SAT or ACT scores as noted above.

Unconditional admission may be granted to home schooled applicants with submission of transcript for course-

work from grades 9-12 and SAT or ACT scores as noted above.

Transfer applicants may receive unconditional admission by submitting transcripts of previous accredited college work showing at least a 2.00 grade point average in 15 SH of transferable credit.

Applicants who have not been enrolled full-time in post-secondary education or have accumulated fewer than 15 SH will be evaluated on their high school and post-secondary records.

Admitted students whose final high school grade point average falls below 2.6 will be reviewed by the admissions committee. Admission status may be changed or revoked.

2. Conditional admission is granted to a limited number of students each semester who fall just below the requirements for unconditional admission, but who otherwise demonstrate the ability and motivation to adequately perform university-level work.

Conditional admission means that students work with a "premajor" advisor to develop a manageable course load for their first two semesters on campus. Students participate in the Academic Advocacy Program of the Academic Success Center. The program will provide academic advising and academic support to strengthen the student's potential for academic success. See the Academic Support section for more information.

Following the first two semesters of enrollment, students granted conditional admission will be reviewed by the university registrar and the assistant dean. The student may be granted unconditional or conditional readmission, or be denied readmission, based on how the student's academic record compares with the criteria for good academic standing.

Transfer applicants with fewer than the minimum requirements for unconditional admission may be granted conditional admission based on a review of

accumulated semester hours and the high school record.

3. Non-academic criteria are considered in the admission process. Applicants must demonstrate positive character and good community standing. Applicants who do not meet these criteria will be reviewed by the Admissions Committee; admission may be denied or revoked.

The Admission Decision

The receipt of an application by the admissions office is acknowledged by letter or phone call. An admission decision is considered when the file is complete with all requested information. The applicant will be notified of delays in receiving necessary information. A letter of admission, outlining any conditions associated with the admission, or a letter of denial will be sent to the student within seven days after a decision has been made. Students qualifying for unconditional admission are granted admission by the admissions office. Admission decisions for applicants not meeting unconditional admission criteria are made by the Admissions Committee.

Appealing the Admission Decision

Any applicant who is denied admission, or who is granted conditional admission may appeal that decision by filing a written request for review to the Director of Admissions within 10 days of being notified of the decision. The student should include with that request any additional supporting information not previously available, particularly information of an academic nature.

The Admissions Committee will consider the appeal and report its decision to the student in writing within 30 days of the receipt of the request.

Any student who chooses to go beyond the first appeal must direct a second appeal in writing to the

Vice President of Enrollment and Undergraduate Academic Dean within ten days of receiving the committee's decision on the first appeal.

Continuance of Admission Status

Admission to EMU is granted for one academic year (two semesters). Unconditional readmission for subsequent years depends on meeting the following criteria: maintaining continuous enrollment, maintaining a cumulative GPA of at least 2.00; earning no more than one F grade per semester; and adherence to EMU standards for student life. Students who meet these criteria are granted unconditional readmission. Students who do not meet these criteria, or who were previously admitted or readmitted on a conditional basis, are subject to academic review (see "Academic Review," in the Academic and Degree Information section).

Credit by Examination and Experience

Options for advanced placement, credit by examination and service-learning credit are described in "Credit by Examination" and "Service-Learning Credit" in the Academic and Degree Information section.

Part-Time Enrollment

Part-time enrollment is defined as taking 11 SH or fewer in a semester. To enroll for 6 hours or more, a student must be admitted to the university (see "Applying for Admission" in the Admissions section). Students may enroll for fewer than 6 hours by completing registration forms available from the university registrar's office.

High School Concurrent Enrollment

Students in their senior year of high school may enroll in one course per semester, with the written recommendation from their high school guidance counselor or principal. Registration for credit or audit by persons not yet at the high school senior level or by high school seniors who want to take more than one course per semester must have special approval from the Vice President and Undergraduate Academic Dean.

Preparation for Enrollment

The following steps are important in completing the admission process and preparing for enrollment.

1. Tuition Deposit

A tuition deposit of \$200 is required of new and readmitted students by May 1. The deposit is nonrefundable after May 1, but is credited to the student's account upon enrollment. On-campus housing assignments and course registration will not be made prior to the receipt of the tuition deposit.

2. Medical Forms

The university requires new students complete the Physical Examination Record prior to the first day of classes.

3. Orientation and Preregistration

Believing that orientation to university life is a very important step, the university provides opportunity for this prior

to enrollment. Participation in Student Orientation, Advising and Registration (SOAR) is recommended for all new first-year and transfer students. This program provides opportunity for increased familiarity with the campus environment, preregistration for classes and establishing relationships with other new students. Parents are given opportunity to learn more about the philosophy and objectives of student life at EMU.

4. Financial Assistance/Loan Applications

New and returning students who wish to be considered for financial assistance are required to complete financial assistance forms early in the calendar year prior to enrollment. Deadlines and appropriate forms are available from the financial assistance office.

5. Payment of First Semester Bill

Payment for each semester is due one week before classes begin. See the Tuition and Fees section for more details.

6. Fall Orientation and Registration

All new students are expected to participate in orientation sessions held immediately prior to the start of classes. Students are introduced to more specific details related to campus living and student life expectations. Details regarding these sessions are mailed several weeks in advance. All students (including those who participated in spring registration) participate in final fall registration at the start of the school year.



TUITION AND FEES

Charges

Financial considerations are important and require careful planning. EMU attempts to meet a student's financial needs through a combination of the following: personal and family resources, public and private scholarships, the college work program, and a college grant or bank loan which should meet most, if not all, of any remaining need.

A student's annual budget should include tuition and fees, living expenses, books and supplies, personal expenses, travel, and miscellaneous expenses. The amount to be paid from earnings or personal or family resources depends on verified need and support received through the university or outside sources.

The annual tuition and fee charge of \$37,110 is less than the actual cost of a student's education. The difference is met through the university annual fund, endowment and other sources. The typical charge for living on campus for room and board is \$11,160. Books and supplies, travel, and miscellaneous expenses are budgeted at \$3,230.

An application for financial assistance should be submitted as early as possible. The financial assistance office will aid the student in preparing a budget, and the student accounts office can help the student and parents arrange a payment plan. (See the Financial Assistance pages for details.)

2018-19 Charges*

Basic charges	Semester	Annual
Full-time tuition/general fees (12-18 semester hours)	\$18,555	\$37,110
Room and board	\$5,580	\$11,160

Other fees

Application fee (nonrefundable) . . .	\$ 25
Tuition per semester hour, less than 12 hours	\$1,370
Tuition per semester hour, more than 18 hours	\$.810
Auditing per semester hour	\$.150
Applied music, class instruction per semester hour.	\$.150
Applied music, private instruction: one semester hour	\$.275
Applied music, private instruction: two semester hours	\$.400
Proficiency examination	\$.90
Additional fee if exam is secured externally	\$.90
Credit by examination, per semester hour.	\$.90
Service-Learning credit, per semester hour.	\$.90
Final examination out of schedule . . .	\$.35

Summer School 2019

Tuition per semester hour	\$.395
Audit per semester hour.	\$.100

**The university reserves the right to increase the published rates should economic conditions demand. The above fees apply to on-campus programs. Other fees may apply for off-campus programs, including cooperative and extension programs.*

Payment Policy

Tuition, fees, room and meal plan charges, less processed financial aid, are due one week before classes begin each semester. Unpaid accounts may be subject to the following:

- ▶ EMU network access for student-owned computers will be denied.
- ▶ Charging at the bookstore and coffee shop will be denied.
- ▶ Grades, transcripts, enrollment, class attendance and diploma will be denied.
- ▶ Monthly finance charges of 1.5% (18% annually) will be assessed.
- ▶ Delinquent accounts will be reported to all three major credit agencies..
- ▶ Collection and/or attorney fees necessary for collection of unpaid accounts will be paid by the debtor.

Refund Policy

A student who withdraws or drops below full-time enrollment prior to completing 60% of the current enrollment period may be entitled to an adjustment (refund) of institutional charges. Activity fees are non-refundable. The refund amount for each applicable charge is based on a percentage of the original charge determined by the remaining weeks in the enrollment period. A chart of the refund percentages for each term is available from the Student Accounts Office and is also included in the Student Handbook.

Note: A student who withdraws prior to the first day of classes will receive a full refund of all payments made except for tuition deposits.

Adjustments (refunds) to student financial aid may also be required due to enrollment status changes. Detailed information (including an example) about the financial aid refund policy may be found in the Financial Assistance Office or in the Student Handbook.

upon receipt and endorsement of checks or upon receipt of electronic fund transfers transmitted from the funding source. Student employees are issued bi-weekly paychecks based on hours worked.

Types of Assistance

Discounts

Students whose parents are employed by an approved Mennonite education institution may be eligible for tuition discounts. Special restrictions apply.

Grants

A grant is an award that does not need to be repaid. Federal need-based grants include the Federal Pell Grant and Federal Supplemental Educational Opportunity Grant.

State grants include the Virginia Tuition Assistance Grant and several other state grants.

EMU grants include Alumni Grants, International Student Tuition Grants, Matching Church Grants, need-based EMU Grants and need-based AHANA (African, Hispanic, Asian and Native American) Grants.

Scholarships

EMU offers renewable academic scholarships to new students based on standardized test scores and high school or previous college GPAs. Prospective students are invited to contact the admissions office for further details regarding these scholarships.

Outside scholarships may be obtained through community, civic, business and church organizations.

Employment Opportunities

On-campus employment may be available to students who apply for financial assistance and are determined eligible.

Terms and conditions of employment are outlined on the Student Employment Contract which must be signed by each

employee. Students must complete an I-9 form and annually complete federal and state tax withholding certificates.

Loans

Educational loans are available for college expenses and must be repaid. Federal loans include Direct Subsidized and Unsubsidized Loans and Parent Loans. Private student loan programs are available from outside lenders. Loan application procedures are outlined in an insert provided with the Financial Assistance Award Letter.

Study Abroad Programs

Financial aid is available for some “study abroad” programs. Arrangements are made with the Director of Cross-cultural Programs and must specify EMU as the “home” institution and enrollment in a study abroad program must be through EMU.

Rights and Responsibilities

Students and parents have the right to know the specific criteria of each aid award. Students and parents are responsible to provide full and accurate disclosure on aid application forms and to meet specific deadlines.

Students receiving loans must complete online entrance and exit counseling as prescribed by federal student aid regulations for the purpose of reviewing borrower rights and responsibilities, repayment schedule options and interest rate information. Details about deferment options are reviewed during the exit interview.

Refund/Repayment Policy

A student who withdraws or drops below full-time enrollment prior to completing 60% of the current enrollment

period may be entitled to an adjustment (refund) of institutional charges. Activity fees are non-refundable. The refund amount for each applicable charge is based on a percentage of the original charge determined by the remaining weeks in the enrollment period. A chart of the refund percentages for each term is available from the Student Accounts Office and is also included in the Student Handbook.

If a student drops and/or adds a course(s) which changes enrollment status, his or her award letter will be reviewed to determine if and what financial aid awards must be adjusted. Some financial aid programs require full-time enrollment for receipt of an award, while others allow for pro-rated awards if enrollment is less than full-time. The effect of increasing or decreasing the tuition and fees amount in a student's cost of attendance (budget) may also impact eligibility for receipt of and/or the amount of an award. More information is available from the Financial Assistance Office.

If a student withdraws from the university and has been awarded financial aid, he/she will have their aid reviewed to determine the amount (percentage) that has been "earned" using the formula required by the federal aid refund policy. If the student has received more aid than has been earned, the excess amount will

be returned. The amount of excess aid that is returned is equal to the lesser of the student's institutional charges multiplied by the unearned percentage of funds, or the entire amount of the excess funds. An example of the tuition and aid refund calculations due to a withdrawal may be found in the Student Handbook.

Full details of the tuition and financial aid refund policies are available upon request from the Student Accounts and Financial Assistance Offices. Students are encouraged to review the refund policies, the withdrawal example including refund calculations, and schedule of refundable/non-refundable charges and deposits found in the Student Handbook.

Drop/Add Policy

Adjustments to financial aid awards may occur if classes are dropped prior to the point in each term described generally as "the last day to drop and receive a 'W' grade."

Consumer Information and Financial Aid Policies

For financial assistance policies and other consumer information required by the federal government to be available to students, see

<https://emu.edu/financial-aid/financial-assistance-policies>.



ADMINISTRATION AND FACULTY

Mennonite Education Agency Board of Directors

Addie Banks, Bronx, NY

Lynette Bontrager, Archbold, OH

Ramiro Hernandez, Washington, IA

Marlene Kropf, Secretary,
Port Townsend, WA

Basil Marin, Harrisonburg, VA

Judith Miller, Board Chair, Othello, WA

Carol Roth, Clinton, MS

Linwood Rush, Treasurer, Portland, OR

Noel Santiago, Vice-Chair,
Souderton, PA

Tom Stuckey, Archbold, OH

Roy W. Williams, Land O Lakes, FL

John Yordy, Goshen, IN

EMU Board of Trustees

Diann Bailey, Granby, CT

Evon Bergey, Lancaster, PA

Herman Bontrager, Ephrata, PA

Jonathan Bowman, Landisville, PA

Randall Bowman, Richmond VA

Hans Harman, Harrisonburg, VA

Louise Hostetter, Harrisonburg, VA

Charlotte Hunsberger, Telford, PA

Anne Kaufman Weaver,
Brownstown, PA

Clyde Kratz, Broadway, VA

Chad Lacher, Souderton, PA

Kevin Longenecker, Harrisonburg, VA

Cedric Moore, Midlothian, VA

E. Thomas Murphy, Harrisonburg, VA

Manuel Nunez, Devon, PA

Kay Nussbaum, Chair,
White Bear Lake, MN

Shana Peachey Boshart, Wellman, IA

Eloy Rodriguez, New Providence, PA

James Rosenberger, State College, PA

Vaughn Troyer, Millersburg, OH

Carlos Romero, Mennonite Education
Agency Representative, Elkhart, IN

President

Beginning Service

Dr. Susan Schultz Huxman 2017
B.A., Bethel College;
M.A., Ph.D., University of Kansas.

Provost

Beginning Service

Dr. Fred Kniss 2009
B.A., Eastern Mennonite University;
M.A., Ph.D., University of Chicago.

Vice President and Undergraduate Academic Dean

Beginning Service

Dr. Deirdre L. Smeltzer 1998
Professor of Mathematics
 B.A., Eastern Mennonite University;
 M.S., Ph.D., University of Virginia.

Faculty

Beginning Service

Roxann Allen 2016
Assistant Professor of Business
 B.A., M.A., Eastern Mennonite University;
 Ph.D., James Madison University.

Kirsten E. Beachy 2007
Assistant Professor of English
Director of the EMU Core
 B.A., Eastern Mennonite University;
 M.F.A., West Virginia University.

David Berry 2017
Assistant Professor of Music
 B.M., Eastman School of Music;
 M.M., The Juilliard School;
 DMA, The Juilliard School.

Kim G. Brennehan 1989
(leave of absence 2018-19)
Professor of Psychology
 B.S., Eastern Mennonite University;
 M.A., Ed. S., James Madison University;
 Ph.D., University of Pittsburgh.

Owen D. Byer 1991, 1999
Professor of Mathematics
 B.A., Messiah College; M.S.,
 Ph.D., University of Delaware.

Melody Miller Cash 1995
Professor of Nursing
 B.A., Eastern Mennonite University;
 M.S.N., Ph.D., University of Virginia.

Wendy Carr 2011
Instructor of Nursing
 B.S., Bridgewater College;
 B.S.N., MS.N., Virginia Commonwealth University.

Kate Clark 2011
Assistant Professor of Nursing
 B.S.N., Eastern Mennonite University;
 M.S.N., University of Virginia;
 Ph.D., University of Virginia.

Stephen Cessna 2000
Daniel G. Suter Professor of Chemistry
 B.A., University of Colorado at Boulder;
 Ph.D., Purdue University.

Stefano Colafranceschi 2017
Assistant Professor of Computer Science
 B.S., M.S., Ph.D., University of Roman.

Charles D. Cooley 1999
Assistant Professor of Computer Science
 B.S., Roanoke College;
 M.S., James Madison University.

Jeffrey Copeland 2009
Associate Professor of Biology
 B.A., University of Virginia;
 Ph.D., California Institute of Technology.

Peter Dula 2006
Professor of Religion and Culture
 B.S., Eastern Mennonite University;
 M.A.T.S., Associated Mennonite
 Biblical Seminary;
 Ph.D., Duke University.

Deanna Durham 2008
*Assistant Professor of Social Work
 and Sociology*
 B.A., Northwest Nazarene College;
 M.S.W., Howard University.

Violet A. Dutcher 2006
Professor of English
 B.A., Kent State University;
 M.A., The University of Akron;
 Ph.D., Kent State University.

Tammy Duxbury 2016
*Assistant Professor of Business
 and Economics*
 B.S., University of Houston-Downtown;
 M.S.T., Bryant University.

Martha Greene Eads 2003
Professor of English
 B.A., M.A., Wake Forest University;
 M.A., Ph.D., The University of North
 Carolina at Chapel Hill.

- Cathy K. Smeltzer Erb 2002
Jesse T. Byler Professor of Teacher Education
B.S., Eastern Mennonite University;
M.Ed., Ph.D., University of Toronto.
- Katherine Evans 2011
(sabbatical fall 2018-19)
Associate Professor of Special Education
B.S., Baylor University;
M.A., Southwestern Baptist Theological
Seminary;
Ph.D., the University of Tennessee.
- G. Marcille Frederick 2015
Director of Sadie Hartzler Library
B.A., Beloit College;
M.A., M.L.S., University of Wisconsin;
M.Phil.F., Institute for Christian
Studies, Toronto.
- Chris D. Gingrich 1995
Professor of Economics
B.S., M.S., University of Illinois;
Ph.D., Iowa State University.
- Linda W. Gnagey 2000
Assistant Professor of English,
Director of the Academic Support Center
B.A., Goshen College;
M.Ed., James Madison University.
- Douglas S. Graber Neufeld 1998
Professor of Biology
B.A., Tabor College;
Ph.D., University of Texas at Austin.
- Ryan Good 2017
Assistant Professor of Applied
Social Sciences,
Assistant Director of WCSC
B.A., Goshen College; M.A., Associated
Mennonite Biblical Seminary;
M.A., Temple University; Ph.D., The
State University of New Jersey.
- Chad Gusler 2008
Associate Professor of Language and
Literature
B.S., Eastern Mennonite University;
M.F.A., Seattle Pacific University.
- Cyndi D. Gusler 2001
Professor of Art
B.S., Eastern Mennonite University;
M.F.A., James Madison University.
- Julia Halterman 2012
Assistant Professor of Biology
B.S., Texas A&M University;
M.S., Ph.D., University of Virginia.
- Nancy R. Heisey 1999
Professor of Biblical Studies and
Church History,
Associate Dean of Eastern Mennonite
Seminary
B.A., Messiah College;
M.Div., Eastern Mennonite Seminary;
Ph.D., Temple University.
- Greta Ann Herin 2006
Associate Professor of Biology
B.S., Kansas State University;
Ph.D., University of Pittsburgh.
- Ann G. Hershberger 1980-85, 1990
Professor of Nursing,
Director of Cross-Cultural Programs
B.S., Eastern Mennonite University;
M.S.N., Ph.D., University of Virginia.
- Judith Hiett 2012
Instructor of Nursing
B.S.N., Eastern Mennonite University;
Master's Degree in Practical Ministry,
Wagner Leadership Institute;
Master's in Nursing Education, James
Madison University.
- Jennifer Holsinger 2013
Associate Professor of Sociology
B.A., Seattle Pacific University;
M.A., University of Washington;
Ph.D., University of Washington.
- Jerry Holsopple 1998
Professor of Visual and
Communication Arts
B.S., Eastern Mennonite University;
M.Div., Associated Mennonite
Biblical Seminary;
Ph.D., European Graduate School.
- Simone Horst 2014
Special Collections Librarian
B.A., Eastern Mennonite University;
M.L.I.S., University of South Carolina.

- Carol Grace Hurst 2014
Associate Professor of Social Work
B.A., Eastern Mennonite University;
M.S.W., Ph.D., Virginia
Commonwealth University.
- Steven D. Johnson 2005
*Professor of Visual and
Communication Arts*
B.A., Houghton College; M.F.A.,
Savannah College of Art and Design.
- Ryan Keebaugh 2014
Assistant Professor of Music
B.A., Bridgewater College;
M.M., Shenandoah University; D.M.A.,
The Catholic University of America.
- Ji Eun Kim 2017
Assistant Professor of Political Studies
B.A., The Catholic University of Korea;
M.A., Seoul National University;
M.A., University of Notre Dame;
Ph.D., University of Notre Dame.
- Daniel King 2013
Assistant Professor of Physics
B.A., Goshen College;
M.S., Ph.D., University of Illinois at
Urbana-Champaign.
- Tara L. S. Kishbaugh 2004
Professor of Chemistry
B.S., Wheaton College;
Ph.D., Dartmouth College.
- Gregory Koop 2014
Assistant Professor of Psychology
B.A., Goshen College; M.A., Ph. D.,
Miami University, Oxford, OH.
- Leah M. Kratz 2007
Assistant Professor of Business
B.S., Eastern Mennonite University;
M.B.A., James Madison University.
- Dawn Lambert 2011
Associate Professor of RN-BSN
B.S., Millersville University;
M.S., West Chester University;
Ph.D., Capella University.
- James M. Leaman 2006
Associate Professor of Business
B.S., Eastern Mennonite University;
M.P.A., James Madison University;
Ph.D., University of Pittsburgh.
- Joohyun Lee 2017
*Assistant Professor of Recreation
Leadership*
B.A., Catholic University of Korea;
M.A., Radford University;
Ph.D., Pennsylvania State University.
- Roger E. Mast 1991
Associate Professor of Physical Education
B.S., Eastern Mennonite University;
M.S., West Chester University;
Ed.D., Argosy University.
- Andrew Miller 2012
Instructor of Business
B.A., Eastern Mennonite University;
M.S., Iowa State University;
M.Div., Eastern Mennonite Seminary.
- Sharon M. D. Miller 1989
*Assistant Professor of the Practice of
Preparatory Music*
B.S., Liberty University;
M.Ed., Towson State University;
M.M., East Carolina University.
- Judy H. Mullet 1986
Professor of Psychology
B.A., Eastern Mennonite University;
M.Ed., James Madison University;
Ph.D., Kent State University.
- Melody Pannell 2015
Assistant Professor of Social Work
B.A., Eastern Mennonite University;
M.S.W., Fordham University;
M.Div., Samuel DeWitt Proctor School
of Theology.
- Justin Poole 2013
Assistant Professor of Theater
B.A., Eastern Mennonite University;
M.A., Villanova University;
Ph.D., University of Maryland.
- Marcia Pusey 2012
Instructor of Nursing
B.S. Eastern Mennonite University;
M.S., University of Virginia.

- Gloria I. Rhodes 1988-1992, 1995
Associate Professor of Conflict Studies
B.A., Eastern Mennonite University;
M.S., Ph.D., George Mason University.
- James K. Richardson 2008
Assistant Professor of Music
B.M., Covenant College;
M.M., Peabody Conservatory of Music
of the Johns Hopkins University.
- Catherine E. Rittenhouse 2007
Associate Professor of Nursing
B.S., Eastern Mennonite University;
M.S.N., University of Pennsylvania.
- Zonia Balasch Rodriguez 2017
Assistant Professor of Spanish
M.A., Ph.D., University of New
Mexico.
- Adriana B. Rojas 2012
Associate Professor of Spanish
B.A., American University; M.A.,
Ph.D. University of Virginia.
- Margaret Sander
Director of MA in Education,
Assistant Professor
B.A., Virginia Tech; M.Ed., James
Madison University; J.D., University
of Richmond; Ph.D., Virginia
Commonwealth University.
- Andrea Dalton Saner 2013
Assistant Professor of Old Testament and
Hebrew Language
B.A., Messiah College; M.A., Anabaptist
Mennonite Biblical Seminary;
Ph. D., Durham University.
- Mark Metzler Sawin 2001
Professor of History
B.A., Goshen College; M.A., Ph.D.,
The University of Texas at Austin.
- Kimberly D. Schmidt 1999
Professor of History,
Director of the Washington Community
Scholars' Center
B.A., Bethel College;
M.A., Ph.D., Binghamton University.
- Kristopher Schmidt 2017
Assistant Professor of Biology
B.S., Trinity Western University; M.S.,
University of British Columbia; Ph.D.,
Simon Fraser University.
- Carmen Schrock-Hurst 2011
Instructor of Spiritual Formation
and Ministry
B.A., Eastern Mennonite College; M.A.,
Associated Mennonite Biblical Seminary.
- Kevin S. Seidel 2008
(sabbatical leave 2018-19)
Associate Professor of English
B.A., University of California, Berkeley;
M.A., Regent College; Ph.D., University
of Virginia.
- Tim Seidel 2015
Assistant Professor of Community and
International Development
B.S., Messiah College; M.A., American
University School of International
Service; M.T.S., Wesley Theological
Seminary; Ph.D., American University.
- Audrey Shenk 1986
Systems Librarian
B.A., Eastern Mennonite University;
M.L.I.S., University of South Carolina.
- Daniel Showalter 2015
Assistant Professor of Mathematics
B.S., Urbana University; M.S., Ohio
University; Ph.D., Ohio University.
- Ronald Shultz 2011
Instructor of Elementary Education
B.S., Eastern Mennonite University;
M.A., Millersville University.
- Matthew S. Siderhurst 2006
Professor of Chemistry
B.A., Goshen College; Ph.D., Colorado
State University.
- Melissa Sikes 2018
Assistant Professor of the Practice of
Nursing
B.S., Eastern Mennonite University;
M.S.N., F.N.P.-C., University of
Virginia

- Deirdre L. Smeltzer 1998
*Vice President and Undergraduate Dean,
Professor of Mathematics*
B.A., Eastern Mennonite University;
M.S., Ph.D., University of Virginia.
- Ann Smith 2017
Associate Professor of Nursing
B.S., M.S., University of Virginia;
Ph.D., Old Dominion University.
- Mary S. Sprunger 1992
Professor of History
B.A., Bethel College;
M.A., Ph.D., University of Illinois.
- Carolyn Stauffer 2010
(sabbatical leave spring 2018-19)
Associate Professor in Applied Social Sciences
B.A., Eastern Mennonite University;
M.A., Virginia Commonwealth
University; Ph.D., University of the
Witwatersrand.
- Linford L. Stutzman 1993
Professor of Culture and Mission
B.A., Eastern Mennonite University;
M.A.R., Eastern Mennonite Seminary;
Ph.D., The Catholic University of
America.
- Andrew Suderman 2017
Assistant Professor of Theology
B.A., Canadian Mennonite University;
M.T.S., Conrad Grebel University
College;
Ph.D., University of KwaZulu-Natal.
- Ryan Thompson 2017
Assistant Professor of Psychology
B.S., Berry College;
M.A., George Fox University;
Psy.D., George Fox University.
- Esther Tian 2013
Associate Professor of Engineering
B.S., M.S., Changsha Institute of
Technology;
Ph.D., University of Virginia.
- Donald L. Tyson 1999
Associate Professor of Nursing
B.S., Goshen College;
M.S.N., University of Virginia;
Ph.D. George Mason University.
- Jennifer M. Ulrich 1989
Catalog Librarian
B.A., Goshen College;
M.L.S., Indiana University;
M.A., Claremont Graduate University.
- Anna Westfall 2015
Assistant Professor of Art
B.A., James Madison University;
M.F.A., University of New Mexico.
- Barbara Wheatley 2018
Assistant Professor of Teacher Education
B.S., Mississippi University for Women;
M.Ed., Wichita State University; M.S.,
Indiana State University;
Ed.D., University of Virginia.
- Nancy Wise 2014
Assistant Professor of RN-BSN
B.S., Millersville University;
M.S., Villanova University;
Ph.D., Villanova University.
- Laura A. G. Yoder 2003
Associate Professor of Nursing
B.S.N., Goshen College;
M.S., University of South Florida;
Ph. D., University of Virginia.
- James M. Yoder 1999
Professor of Biology
B.S. Eastern Mennonite University;
M.S., Ph.D., The Ohio State University.
- Laurie Miller Yoder 2015
*Assistant Professor of Chemistry,
Chemical Hygiene Officer*
B.S., Eastern Mennonite University;
Ph.D., University of Michigan.
- Paul Yoder 2016
Assistant Professor of Education
B.A., M.A., Eastern Mennonite
University;
Ph.D., University of Virginia.

Affiliate Faculty

Cherice Bock
*Affiliate Assistant Professor of
Environmental Studies*
B.A., George Fox University; M.Div.,
Princeton Theological Seminary; M.A.,
Antioch University New England; Ph.D.
(candidate), Antioch University New
England.

Kelton (Tad) Cobb
*Affiliate Professor of Christian Thought
and History, Oregon Extension*
B.A., George Fox College;
M.Div., Princeton Theological
Seminary; Ph.D., University of Iowa.

Seaton Tarrant
*Affiliate Assistant Professor of Political
Science and Sustainability Studies, Oregon
Extension*
B.A., University of Florida;
M.A., University of Florida;
M.A., Appalachian State University;
Ph.D., University of Florida.

Clinical Laboratory Sciences Adjunct Faculty

Susan Lawton MLS(ASCP)^{CM}, M.S., M.A.
*Clinical Instructor, Sentara RMH
Medical Center*
B.S., Purdue University;
M.A. Central Michigan University;
M.S., Gannon University.

Cynthia Lowe MLS(ASCP)^{CM}, B.S.
*Clinical Instructor, Sentara RMH
Medical Center*
B.S., Eastern Mennonite University.

Ann Ridder, MLS(ASCP)^{CM}, M.B.A.
Program Director, Augusta Health Center
B.A., Bridgewater College; M.B.A.,
Eastern Mennonite University.

Misty Turner, MLS(ASCP)^{CM}
Clinical Instructor, Augusta Health Center

Coaches

Beginning Service
Carrie Bert 2015
Head coach, women's volleyball
B.A., Eastern Mennonite University;
M.Ed., University of Texas.

Kevin J. Griffin 2005
Head coach, women's basketball
B.S., Eastern Mennonite University.

Roger E. Mast 1991
Head coach, men's soccer
B.S., Eastern Mennonite University;
M.S., West Chester University.

John D. McCurdy 2005
Head coach, women's softball
B.S., Bridgewater College.

Ben Spotts 2012
Head coach, baseball
B.A., Bridgewater College;
M.S., James Madison University.

Michael Yoder 2016
Head coach, golf
B.S., Eastern Mennonite University;
M.Ed., Millersville University.

Emeriti

Years of Service
Helen Benoit Anderson 1980-2007
Professor Emerita

Titus W. Bender 1976-1997
Professor Emeritus of Social Work

James R. Bomberger 1961-1998
Professor Emeritus of English

Sandra Brownscombe 1978-2018
Professor Emerita of Physical Education

Lois Bowman 1962-2014
Faculty Emerita Library

Kenton K. Brubaker 1977-1996
Professor Emeritus of Biology

Gerald Brunk 1965-2001
Professor Emeritus of History

Donald C. Clymer 1984, 2001-2016
Faculty Emeritus of Spanish

Phyllis Y. Coulter 1989-2003
Professor Emerita of Education

Spencer Cowles 1988-2016
Professor Emeritus of Business

Omar Eby 1964-1966, 1972-1999
Professor Emeritus of English

Diana Eney 1981-2000
Faculty Emerita of English

Barbara P. Fast 1989-2015
Professor Emerita of Art

John W. Fast 1975-2014
Faculty Emeritus of Music

Margaret M. Gehman 1944-1987
Professor Emerita of Art

Ray C. Gingerich 1977-2004
Professor Emeritus of Theology and Ethics

Ervie L. Glick 1987-2004
Professor Emeritus of German

John L. Horst, Jr. 1960-2004
Faculty Emeritus of Physics

Ray E. Horst 1991-2003
Faculty Emeritus of Spanish

Samuel L. Horst
1949-1951, 1954-1967, 1972-1984
Professor Emeritus of History

Vernon E. Jantzi 1975-2008
Professor Emeritus of Sociology

Glenn M. Kauffman 1965-2003
Professor Emeritus of Chemistry

Naomi M. Krall 1977-1995
Professor Emerita of Education

Jay B. Landis 1956-2007
Professor Emeritus of English

Galen R. Lehman 1973-2014
Professor Emeritus of Psychology

Wilmer Lehman 1959-2000
Faculty Emeritus of Mathematics

Joseph W. Mast 1964-1965, 1968-2005
Professor Emeritus of Computer Science

Michael Medley 1999-2017
Professor Emeritus of English

A. Clair Mellinger 1970-2007
Professor Emeritus of Biology

Elroy J. Miller 1995-2014
Faculty Emeritus of Social Work

Roman J. Miller 1985-2016
Professor Emeritus of Biology

Kenneth J. Nafziger 1977-2017
Professor Emeritus of Music

Millard E. Showalter 1966-1998
Professor Emeritus of Mathematics

Donovan D. Steiner 1982-2014
Professor Emeritus of Teacher Education

Herbert L. Swartz 1973-1997
Professor Emeritus of Biblical Studies

Arlene Wiens 1986-2012
Professor Emerita of Nursing

Carroll D. Yoder 1966, 1971-2004
Professor Emeritus of French

Richard A. Yoder
1985-1989, 1993-2006
Professor Emeritus of Business and Economics

Administrators

Beginning Service

Jason H. Alderfer 2000
Director of Technology Systems
B.S., Eastern Mennonite University.

Tempest Anderson 2017
Director of Counseling Services
B.S., Mary Baldwin University;
M.A., Eastern Mennonite University

Scott Barge 2016
Vice-President for Institutional Effectiveness and Strategic Initiatives
B.A., Goshen College;
Ed.M., Ed.D., Harvard University.

Habtamu Belay <i>Windows System Administrator</i> B.A., M.B.A., Eastern Mennonite University.	2008	Rachel J. Diener <i>Early Learning Center Director</i> B.A., Goshen College.	1993
Rebecca Brenneman <i>Student Information Systems Project Specialist</i> B.S., Eastern Mennonite University.	2012	Brinton Domangue <i>Lab Technician</i> B.S., M.S., James Madison University.	2014
Brian Martin Burkholder <i>Director of Campus Ministries</i> B.S., M.A., University of Akron; M.Div., Associated Mennonite Biblical Seminary.	2003	Michael M. Downey <i>Athletic Trainer</i> B.S., M.S., James Madison University.	1989-1999, 2001
Aaron Holden Byler <i>Web Programmer/Administrator</i> B.S., Eastern Mennonite University.	2007	Marcia J. Engle <i>Director of Human Resources</i> B.S., M.B.A., Eastern Mennonite University.	2004
Lisa Campbell <i>Enrollment Counselor</i>	2017	Scott Eyre <i>Residence Director</i> B.A., Eastern Mennonite University.	2014
Christopher Clymer Kurtz <i>Staff Writer</i>	2017	Jennifer Fawley <i>User Services Identity and Software Administrator</i>	2009
Robert Collignon <i>Research Assistant</i> B.S.C., M.S.C., State University of New York; Ph.D., University of California, Riverside.	2017	Mary Kathleen Fisher <i>Transfer Admissions Counselor</i>	2017
Lisa B. Crist <i>Student Finance Manager</i> B.S., Eastern Mennonite University.	1987	Braden Gerber <i>Financial Assistance Advisor</i> B.S., Eastern Mennonite University.	2014
James De Boer <i>Sports Information Director</i> B.A., Dordt College.	2009	Stephen H. Gibbs, Jr. <i>User Services Support Analyst</i> A.A., Rosedale College; B.A., Eastern Mennonite University.	2007
Laura Daily <i>Administrative Assistant for Academic Programs and University Operations</i>	2010	Madelyn Gish <i>Admissions Counselor</i>	2017
Sarah Defnall <i>Residence Director</i> B.A., M.A., Eastern Mennonite University	2012	Elizabeth Godbold <i>Residence Director</i>	2017
David A. Detrow <i>University Registrar</i> B.A., Eastern Mennonite University; M.Ed., James Madison University.	1977	Joan Goodrich <i>Assistant Controller</i> B.S., Eastern Mennonite University.	2008
		Jasmine Hardesty <i>Director of Development and Planned Giving</i> B.S., Virginia Commonwealth University; J.D., Widener University School of Law.	2015
		Diann Harman <i>Custodial Supervisor</i>	2006

Amy K. Springer Hartsell	1991-1998, 2000	Laura Lehman	2006
<i>Undergraduate Assistant Dean</i>		<i>Web Content Manager</i>	
B.A., Eastern Mennonite University;		B.A., Bluffton University;	
M.Ed., James Madison University.		M.Div., Eastern Mennonite Seminary.	
Michele R. Hensley	2001	Carissa Luginbill	2016
<i>Director of Financial Assistance</i>		<i>Residence Director</i>	
B.A., Old Dominion University.		B.A., Eastern Mennonite University.	
Braydon Hoover	2011	Joshua Lyons	2016
<i>Director of Development & Annual Giving</i>		<i>Front-End Web Developer</i>	
B.A., Eastern Mennonite University.		B.S., James Madison University.	
Matthew Hunsberger	2002	Daniel E. Marple, Jr.	1998
<i>Assistant Director of Housing and Residence Life</i>		<i>Network Administrator</i>	
B.A., Eastern Mennonite University.		B.S., Millersville University.	
Lauren Jefferson	2015	Lindsay Martin	2012
<i>Editor-in-Chief</i>		<i>Associate Director of Development</i>	
B.A., College of William and Mary;		B.A., Eastern Mennonite University;	
M.Res., University of York, UK.		J.D., University of Pennsylvania Law School.	
Mary Jensen	2015	Philip Martin	2017
<i>Associate Provost-Lancaster</i>		<i>Construction Management and Facility Planner</i>	
B.S., Northwestern College;		B.S., Eastern Mennonite University;	
M.S., John Brown University;		M.B.A., Mt. Saint Mary's College.	
Ed.D., University of St. Thomas.		Margaret A. McIntire	1999
David A. King	2005	<i>Academic Advisor</i>	
<i>Director of Athletics</i>		B.S., M.B.A., Eastern Mennonite University.	
B.S., Eastern Mennonite University;		Cheryl Montgomery	2008
M.Ed., Temple University.		<i>Director of Auxiliary Services</i>	
Mia Kivlighan	2015	B.A. Ferrum College.	
<i>Media Relations Officer</i>		Karen Moshier-Shenk	1993
B.A., University of Virginia.		<i>Associate Director for Development</i>	
Irene Kniss	2013	B.A., Eastern Mennonite University,	
<i>Director of Health Services,</i>		M.M., Duquesne University.	
<i>Title IX Coordinator</i>		Carleen Overacker	2006
A.D., Marion Technical College,		<i>Assistant Athletic Trainer</i>	
B.S., Old Dominion University.		B.A., Roanoke College;	
Renee L. Leap	1986	M.A., Hollins College.	
<i>Associate Director of Financial Assistance</i>		Kent Palmer	2017
B.S., Eastern Mennonite University.		<i>EIS Database Analyst</i>	
Jordan Leaman	2017	B.S., University of Wisconsin;	
<i>Hardware Support Analyst</i>		M.A., University of Illinois;	
Edwin M. Lehman	1996	Ph.D., Nova Southeastern University.	
<i>Director of Facilities Management</i>			

David Penner <i>Web Programmer</i> B.A., Tabor College.	2011	Maria Esther Showalter <i>Multicultural Student Advisor</i> B.A., Gabriel R. Moreno University (Bolivia); M.A., George Mason University.	2004
Kimberly Phillips <i>Director of Career Services</i> B.A., Minnesota State University Moorhead; M.S., Georgia State University.	2014	Stuart Showalter <i>Associate Director of Development</i> B.A., Eastern Mennonite University; M.S., Ohio University, Athens; Ph.D., University of Texas at Austin.	2011
Jennifer L. Piper <i>Director of User and Information Services</i> B.S., M.A., Eastern Mennonite University.	1994-1999, 2000	Micah Shristi <i>Director of International Student Services, International Admissions</i> B.A., Eastern Mennonite University; M.A., Appalachian State University.	2013
Kathleen Roth <i>Intensive English Program Director</i> B.A., Fresno Pacific University; M.S.Ed., Temple University.	2009	Julie Siegfried <i>Director of Operations (Lancaster)</i> B.S., Central Penn College; M.A., Eastern University.	2006
Matthew Ruth <i>Director of Admissions</i> B.S., Eastern Mennonite University.	2009	Cynthia Smoker <i>Director of Advancement Services</i> B.A., Grove City College.	2003
Gregory G. Sachs <i>Building Automation and Data Systems Coordinator</i> B.S., Eastern Mennonite University.	2004	James Smucker <i>VP for Enrollment</i> B.A., Goshen College; M.S., University of Scranton; Ph.D., Walden University	2013
Rachel Roth Sawatzky <i>Associate Dean of Students: Student Engagement, Student Programs, Orientation</i> B.S., Eastern Mennonite University; M.A., Emory University Candler School of Theology.	2013	Catherine Stover <i>Associate Director of Advancement, Marketing and Program Development (Lancaster)</i> B.A., Roanoke College; M.Ed., Penn State University.	2011
Kyle Sellers <i>Coordinator of Information Systems User Services (Lancaster)</i>	2017	Andrew Strack <i>Photography and Video Manager</i> B.A., Miami University.	2016
Jeffrey Shank <i>Director of Alumni and Parent Relations and Annual Giving</i> B.A., Eastern Mennonite University; M.Ed., Penn State University.	2015	Timothy Stutzman <i>Director of Finance/Controller</i> B.S., M.B.A., Eastern Mennonite University	2010
Kirk L. Shisler <i>Vice President for Advancement</i> B.A., Eastern Mennonite University.	2005	Jon M. Styer <i>Creative Director</i> B.S., Eastern Mennonite University.	2008
Austin Showalter <i>Systems Administrator</i> B.A., Eastern Mennonite University.	2013		

Jonathan Swartz 2014
Associate Dean of Students: Residence Life, Student Accountability, and Restorative Justice
 B.S., Bethel College;
 M.Div., Eastern Mennonite Seminary;
 M.A., Eastern Mennonite University.

Timothy J. Swartzendruber 1996-2000, 2002
Associate Director of Development
 B.A., Eastern Mennonite University.

Celeste Thomas 2014
Director of Multicultural Student Services, Student Athlete Advisor
 B.A., M.S., Shippensburg University.

Philip Tieszen 2011
Associate Director of Admissions
 B.A., M.B.A., Eastern Mennonite University.

Travis Trotter 2001-2005, 2010
Assistant Registrar
 A.A., Hesston College; B.S., M.A., Eastern Mennonite University.

Todd Van Patter 2016
Assistant Director, Reporting and Survey Research
 B.A. Pennsylvania State University;
 M.A. Eastern Mennonite University.

Lynn A. Veurink 2007
Assistant Director of Auxiliary Services
 B.A., Dordt College.

Michael Whetzel 2017
Marketing and Admissions Advisor
 B.A., Eastern Mennonite University.

Linda Witmer 2009
Director, RN-BS Nursing Program
 B.S., Eastern Mennonite University;
 M.P.H., M.S.P.H., University of North Carolina at Chapel Hill;
 M.Div., Lancaster Theological Seminary.

Alex R. Yoder 2003
Financial Assistance Counselor
 B.S., M.B.A., Eastern Mennonite University.

David Yoder 2015
Admissions Counselor
 B.A., Eastern Mennonite University.

Stephen Yoder 2017
Coordinator of Academic Access

Zachary Yoder 2014
Director of Retention
 B.S., Messiah College; M.Ed., James Madison University.

Administrators Emeriti

	Years of Service
Myron S. Augsburg <i>President Emeritus</i>	1965-1980
Lois Bowman <i>Administrator Emerita</i>	1962-2014
Beryl H. Brubaker <i>Provost Emerita</i>	1970-2008
Frances Brubaker <i>Administrator Emerita</i>	1969-1983
Donald P. Foth <i>Administrator Emeritus</i>	1979-1998
C. Eldon Kurtz <i>Administrator Emeritus</i>	1977-1985; 1997
Joseph L. Lapp <i>President Emeritus</i>	1987-2003
David F. Miller <i>Administrator Emeritus</i>	1977-1996
Ron Piper <i>Administrator Emeritus</i>	1986-2010
Jack Rutt <i>Administrator Emeritus</i>	2000
Peggy S. Shenk <i>Administrator Emerita</i>	1970-1999
Loren Swartzendruber <i>President Emeritus</i>	2003-2016



INDEX

Academic Advising	18	Auditing	19	Community Learning Designates	32-33
Academic Advocacy Program	225	Baccalaureate Degree	11-13	Comprehensive Musicianship (CMUS)	171-173
Academic Forgiveness Policy	21	Bible and Religion	56-57	Computer Information Systems (CIS)	88-89
Academic Honors	16	Bible, Religion and Theology	55-56	Computer Science	158-160
Academic Policies	14	Bible, Religion and Theology Department	55-63	Computer Science (CS)	160-162
Academic Probation	15	Biblical Studies (BIST)	59-60	Congregational and Youth Ministries	56
Academic Review	15	Biochemistry	66, 95-96	Continuing Enrollment	15
Academic Support	224-226	Biochemistry (BIOCH)	74-75, 99-100	Cooperative Programs	220-221
Academic Success Center	224	Biology	64-66, 69	Council for Christian Colleges and Universities	220
Accelerated Programs	12	Biology (BIOL)	70-74	Creative Arts Designates	33
Accelerated Program:		Biology Department	64-76	Credit Taken by EMU Students at other Institutions	17
BA in Peacebuilding and Development, Peacebuilding, or Global Development to MA in Conflict Transformation or MA in Restorative Justice	43	Board of Trustees	238	Credit through Testing	17-18
Accelerated Program:		Brethren Colleges Abroad	220	Criminology and Restorative Justice	45
BS in Psychology to MA in Counseling	188	Bridge Program	219	Cross-Cultural Designates	31
Accounting	79, 82-83	Business and Leadership Department	77-93	Cross-Cultural Program	29-33
Accounting (ACTG)	85-86	Business Administration	78-80, 83	Digital Communication	198
Accreditation	8-9	Business Administration (BUAD)	86-88	Digital Media and Communication	196-197
Administrators	245-249	Calendar	6	Digital Video Production	198
Administrators Emeriti	249	Campus and Facilities	9-10	Discounts	236
Administration and Faculty	238-249	Campus Map	4-5	Early Admission	227
Administrative Withdrawal	20	Canadian Students	229	Economics	80, 83
Admissions	227-232	Career Services	226	Economics (ECON)	89-90
Advanced Placement (AP) Credit	17	Central America Study and Service (CASAS)	220	Education:	
Affiliate Faculty	244	Charges	233	All-grade Education	106
Anabaptist Biblical Perspectives (ABP)	26, 59	Chemistry	94-95, 97	Early	103-104
Anabaptist Biblical Perspective Designates	26	Chemistry (CHEM)	97-99	Elementary	103-104
Application for Degree and Commencement	14	Chemistry Department	94-100	Secondary	105-106
Applied Social Sciences Department	37-54	Chemistry or Biochemistry with Pre-law	97	Special Education	104-105
Applying for Admission	227-228	Christian Identity Witness Designates	26-27	Education (ED)	107-112
Art	195-197	Church Music (CHMUS)	171	Education Department	101-114
Art Gallery	9, 10	Church Studies (CHST)	60-62	Emeriti	244-245
Associate Degrees	12-13	Class Attendance	21	EMU Core (Gen Ed)	25-36
Associate in Arts degree in:		CLEP/DSST Examinations	18	EMU Core Learning Outcomes	25
Bible	58	Clinical Laboratory Science	68-69	EMU Core Outline	26
Business Administration	78-79	Clinical Laboratory Sciences Adjunct Faculty	244	Engineering	159-160
Education: Para-Professional	106-107	Coaches	244	Engineering (ENGR)	162-164
General Studies	154	Coaching	116-117	English	136-138
Associate in Science Degree in:		CoachLink	226	English (ENGL)	142-144
Health Science	70	College Writing	27-28	English as Second Language (ESL)	106

English as a Second Language (LING)	114	Leadership (LEAD)	91	Payment Policy.	234
Environmental & Social Sustainability Concentration	44-45, 68	Leadership and Organizational Management (LOM).	206-212	Peacebuilding.	41-42, 46
Environmental Science	69	Leadership and Organizational Management with Aviation Concentration	209-212	Peacebuilding and Development	40
Environmental Science (ENVS)	75-76	Liberal Arts	154-156	Peacebuilding and Development (PXD)	47-49
Environmental Sustainability.	43-46, 66-68, 70	Liberal Arts (LARTS)	155-156	Philosophy (PHIL)	62
European History (HIST)	131-132	Library (Hartzler Library)	224	Philosophy and Theology.	58
Faculty	239-243	Life Wellness	27	Photography.	197, 198
Family Educational Rights and Privacy Act	2	Linguistics (LING).	145	Physical Education (PE)	122-124
Finance (FIN)	90-91	Literature Designates	34	Physics	160
Financial Assistance	235-237	Loans	236	Physics (PHYS)	166-167
Gender Studies.	127	Location	9	Political Studies	128
General Activity Courses (PEG)	118-120	Majors	11	Political Studies (POL)	133-135
Geography (GEOG)	133	Majors Activity Courses (PEM)	117-118	Political and Peace Studies (PPX)	135
Global Development	42, 45-46	Marketing	81, 84, 197, 198	Pre-Law	128-129
Grade Appeal Process	16-17	Marketing (MKTG)	91-92, 199	Pre-Professional and Professional Programs	11
Grade Point Average.	15	Mathematics	157-157, 160	Pre-Professional Health Sciences Program	65-66, 96
Grade Reporting	16	Mathematical Sciences Department	157-167	President	1, 238
Grading System	14-15	Mathematics (MATH)	164-166	Provost	238
Graduation Application	14	Mathematics Core Requirement	34	Psychology	188
Grants	236	Medical Excused Status	20	Psychology Department	182-184
Health (HE).	121-122	Medical Leave	19-20	Psychology (PSYC)	187-192
Health and Physical Education	115-16	Mennonite Education Agency Board of Directors	238	Readmission	228-229
Health and Physical Education Program	115-124	Ministry Inquiry Program 58, 222-223		Recreation (REC)	92-93
Historical Sketch	7	Minors	12	Recreation Leadership and Sport Studies	82
History	125-126, 128	Mission, Vision, Values Statement	8	Refund Policy.	234, 236-237
History and Social Science	126-128	Music	169, 171	Registration	18-19
History Department	125-135	Music Department	168-177	Registration for Grad Courses	19
History Designates	33-34	Music Education (MUED)	173-175	Religion (REL)	62-63
Honors Program	213-215	Music Ensembles (MUES)	175-176	Religious and Intercultural Studies	57
Honors Program Courses (HONRS)	214-215	Music Interdisciplinary Studies Concentration	169	Requirements for Associate in Arts and Associate in Science Degree	13
Human Resource Management	83	Music Performance Concentration 169		Requirements for Baccalaureate Degrees	12-13
Humanitarian Action	46-47	Music Performance Studies (MUPS)	176-177	Science, Technology, Engineering, Mathematics (STEM)	76, 100
Humanitarian Action Leadership (HAL)	54	Musical Theater Concentration	169	Scholarships	236
Humanities and Historiography (HUM)	132	Natural Sciences Designates	34	Senior Citizen Participation	19
Independent Study	18	Neuroscience	69	Senior Seminar	35-36
Intensive English Program (IEP)	217-219	Nondiscriminatory Policy.	2	Service-Learning Credit	18
Interfaith Studies	57	Nonprofit Management	84-85	Social and Behavior Designates 34-35	
International Business	80-81	Nursing	179-180	Social Work	39-40
International Business Institute.	220-221	Nursing - Accelerated Second Degree Option	182	Social Work (SOWK)	52-53
International Student Admission	229	Nursing - Cohort RN to BS. 185-186		Sociology	38-39, 46
Journalism	139	Nursing Department	178-186	Sociology (SOC)	50-51
Kinesiology and Exercise Science	117	Nursing Level 1 (NURS)	182-183	Spanish Language and Hispanic Studies	140-141
Lancaster	10, 180, 206	Nursing Level 2 (NURS)	183-184	Spanish	141-142
Language and Literature Department	136-153	Nursing Level 3 (NURS)	184-185	Spanish (SPAN)	145-150
Languages (LANG)	144-145	Nursing - LPN Option	181	Special Education (EDS)	112-114
Lark Leadership Scholarship Program	222	Nursing - RN to BS Program 180-181		Special Programs	206-223
Leadership	84, 155	Nursing - Second Degree Option. 182		Speech: Exploring Voice in Vocation	29
		Office of Academic Access	225	Statistics (STAT)	167
		Oregon Extension	222	Student Academic Integrity Policy	21-24
		Organizational Leadership	81-82	Student Classification.	14
		Orie Miller Center	223	Students with Disabilities.	225
		Part-time Enrollment	19		

Summer School Fees	233	Undergraduate Academic Programs	11	WCSC Seminar Courses	216-217
Table of Contents	3	U.S. History (HIST)	130-131	Welcome	1
Testing Services	226	Varsity Sport Credit (PEV)	121	Withdrawal	20
Theater	199	Vice President and Undergraduate Dean	239	Withdrawal while Subject to Disciplinary Processes	20
Theater (THR)	204-205	Visual and Communication Arts (VACA)	199-204	Writing Studies	138-139
Theology (THEO)	63	Visual and Communication Arts Department	193-205	Writing (WRIT)	150-153
Title IX	2	Washington Community Scholars' Center	31, 215-217	Writing Intensive Designates	28-29
Topics (HIST)	132-133			World History (HIST)	129-130
Transcripts	17			Youth Ministry	58
Transferring to EMU	228				
Tuition and Fees	233-234				