



## Welcome to Eastern Mennonite University

Welcome to the learning community at Eastern Mennonite University! I believe that your time among us will be a time of significant academic, spiritual and social growth.

You will grow academically through challenging classes with engaged professors, participating in cross-cultural experiences, and through your interactions with fellow learners. Our faculty and staff will challenge you to take seriously the theme of our Global Village curriculum: do justice, love mercy and walk humbly with God (Micah 6:8).

You will grow in knowledge, attitudes and skills as you meet people from different cultures and with unique life experiences. Your conversations with them about diverse issues will strengthen your own beliefs even as you dialog with those who hold different perspectives.

You will make new friends, prepare for a future career and adopt a personal lifestyle as you launch out on your own away from your family. With a special grant from the Lilly Endowment we will help you explore your inmost yearnings along with God's call to serve humankind. These years at EMU will literally influence you for a lifetime!

We invite God to be present among us as we journey together.

Sincerely,

A handwritten signature in cursive script that reads "Loren E. Swartzendruber".

Loren E. Swartzendruber

# Undergraduate Catalog 2007-08 Eastern Mennonite University

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The information in this Undergraduate Catalog applies to the academic year 2007-08. 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**

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Bradshaw, Mike Eberly, Emily  
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Printer: Action Printing,  
Fond Du Lac, WI

## **Notice of Nondiscriminatory Policy as to Students**

Eastern Mennonite University does not discriminate on the basis of gender, race, color, age, handicap, national or ethnic origin 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 Dr. Beryl H. Brubaker, provost office, telephone: (540) 432-4105.

## **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 is printed in the EMU student handbook. Questions concerning the Family Educational Rights and Privacy Act may be referred to the university registrar's office.

## **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.



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# 2007-08 Calendar

## Fall Semester

August	15-16	Faculty/Staff Conference	
	25-27	New Student Orientation	
	28	Fall Registration	
	29	FALL SEMESTER CLASSES BEGIN	8:00 a.m.
	29	Fall Semester Convocation	10:00 a.m.
October	12-14	Homecoming and Parents Weekend	
	19	Mid-Semester Recess Begins	5:30 p.m.
	24	Classes Resume	8:00 a.m.
November	21	Thanksgiving Recess Begins	5:30 p.m.
	26	Classes Resume	8:00 a.m.
December	7	Last Day of Classes	
	7	Fall Graduates Reception	7:30 p.m.
	10	Final Exams Begin	1:30 p.m.
	14	Final Exams End	12:40 p.m.

## Spring Semester

January	7	New Student Registration	9:00 a.m.
	7	SPRING SEMESTER CLASSES BEGIN	1:40 p.m.
	9	Spring Semester Convocation	10:00 a.m.
February	29	Mid-Semester Recess Begins	5:30 p.m.
March	10	Classes Resume	8:00 a.m.
	20	Easter Recess Begins	5:05 p.m.
	24	Classes Resume	8:00 a.m.
April	18	Last Day of Classes	
	21	Final Exams Begin	1:30 p.m.
	25	Final Exams End	12:40 p.m.
	26	Baccalaureate	7:00 p.m.
	27	Ninetieth Annual Commencement	1:00 p.m.

## Summer Session 2008

May 5-23	First Term
May 27 – June 13	Second Term



# 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 1,400 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 core curriculum entitled the Global Village Curriculum 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.

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.

## Philosophy

The educational task of Eastern Mennonite University is rooted in the Christian faith and its scriptures as they have been interpreted and lived out in a unique 476-year Anabaptist-Mennonite tradition. This tradition embraces God's gift of reconciliation through the cross and the power of the resurrection to create new life in conformity to the teaching and spirit of Jesus.

Eastern Mennonite University, in continuity with the Anabaptist-Mennonite tradition, is guided by several particular theological principles. We believe that Jesus Christ is the word of God Incarnate. We believe the Bible is the inspired book for the church and the authoritative guide for faith and life. The church is a community of work and worship where Christ is made known and where truth and meaning of life are discovered. Discipleship, which includes personal devotion to Christ, simplicity of life, peacebuilding (which expresses itself in reconciliation, active pursuit of justice and non-participation in the military), evangelism and Christian service, is the mark of an authentic Christian life. Agape love, the style of life modeled in Jesus, should shape our common life. EMU affirms the **Confession of Faith in a Mennonite Perspective** together with other statements regarding faith and practice endorsed by the Mennonite Church USA. EMU recognizes its accountability to the Mennonite Church USA.

Students are encouraged to embrace this faith heritage while their own convictions and experiences and those of other religious heritages are respected. EMU seeks to deepen students' faith and life in Christ, while also encouraging them to critique their own faith tradition in wholesome ways.

Recognizing God as the creator of all, EMU exposes students to many ways of knowing. By studying a broad-

based liberal arts curriculum that features knowledge in a particular field and significant experience in a cross-cultural setting, undergraduate students deepen their understanding of the human condition and commitment to Christian service. Specialized graduate programs that express EMU's particular strengths and commitments combine the rigor of academic specialization with practical preparation for service in the larger church and world. Learning has great consequence when it occurs in the intimacy of a campus village conscious of its own faith heritage, but open to and connecting with the vitality of a variety of world cultures.

Teaching and learning require mutuality in which teachers and students share opportunities and responsibilities. The faculty bring to their task specialized knowledge as well as an ability to make broad connections across the disciplines. They take responsibility for the direction of the learning process. The student is an active participant in learning, setting goals, determining procedures and evaluating results.

Faculty are expected to practice what they teach, demonstrating the creative possibilities of devout faith combined with serious reflection. The spiritual, moral and intellectual persuasiveness of faculty comes from significant engagement in congregational life, Christian service, and a demonstrated love for learning.

Creative teaching and learning affect the mind and character of the student. At its best education engenders in students a sense of idealism and responsibility, as well as a reverent humility before the awesome complexities and ambiguities of life.

Approved by EMU Board of Trustees, November 1994

Approved by Mennonite Board of Education, January 1995

# Vision, Mission, Values Statement

## Our Vision

EMU envisions a learning community marked by academic excellence, creative process, professional competence, and passionate Christian faith, offering healing and hope in our diverse world.

To this end, we commit ourselves to

do justice,  
love mercy, and  
walk humbly with God.

## Our Mission

EMU educates students to live in a global context. Our Anabaptist Christian community challenges students to pursue their life calling through scholarly inquiry, artistic creation, guided practice, and life-changing cross-cultural encounter. We invite each person to experience Christ and follow His call to

witness faithfully,  
serve compassionately, and  
walk boldly in the way of nonviolence and peace.

## Our Shared Values

EMU instills the enduring values of our Anabaptist tradition in each generation:

Christian discipleship,  
community,  
service, and  
peacebuilding.

Together we worship God, seek truth, and care for each other.

Approved by the EMU Board of Trustees, March 23, 2002

## Accreditation

Eastern Mennonite University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate and masters degrees. Contact the 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.

The nursing program received initial accreditation from the National League for Nursing in 1970. In 2004 the program received full accreditation from the Commission on Collegiate Nursing Education, the accrediting body of the American Association of Colleges of Nursing (One Dupont Circle, NW, Suite 530, Washington, DC; 202-887-6791; [www.aacn.nche.edu](http://www.aacn.nche.edu).) The nursing program is also approved by the Virginia State Board of Nursing.

The teacher education department at Eastern Mennonite University is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036; phone (202) 466-7496. 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 and other professional school personnel. The program is approved by the Virginia Department of Education.

The social work program received initial accreditation from the Council on Social Work Education (1600 Duke Street, Alexandria, Virginia 22314-3421: Telephone number 703-683-8080) in November 1976, retroactive to July 1975.



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 Council for Christian Colleges and Universities, the National Association of Independent Colleges and the American Association of Colleges for Teacher Education.

The university is governed by a 14-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 40,000 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. Greyhound-Trailways Lines also serve the Shenandoah Valley.

## 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 administration building which was destroyed by fire January 17, 1984.

Completed in 1968, the **Daniel B. Suter Science Center** houses classrooms and ten well-equipped laboratories as well as the planetarium, museum, greenhouse and Conviron plant growth chamber.

The **D. Ralph Hostetter Museum of Natural History** features collections of rocks, minerals, gems, fossils, and mounted birds and mammals. It is open to special groups by appointment.

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**, built in 1942, was expanded and remodeled in 1975. The lower level houses the music department, including classrooms, practice rooms and a recital hall. The main auditorium seats 900 and contains a large backstage area with dressing rooms. The auditorium has a 22-rank Reuter pipe organ and a Bösendorfer concert grand piano.

Between the Science Center and Lehman Auditorium is the **Sadie A. Hartzler Library** which opened in 1971. The three floors, totaling 47,250 square feet, can accommodate 450 readers and 175,000 volumes as well as serials, microfilm and other media. The **Art Gallery** is located on the 3rd floor of the library and features local and international art exhibits throughout the academic year.



Outdoor athletic facilities constructed in 1988-90 include the **Bomberger Field** for soccer, the **Gehman Field** for softball, a multi-purpose artificial turf field, varsity baseball field, lighted tennis courts, sand volleyball courts and outdoor basketball courts.

The campus provides housing options ranging from the large traditional residence hall, **Northlawn**, to small intentional communities such as **Martin House**. For seniors or persons 21 years of age or older, apartment housing is available. The dining room serves approximately 1,200 cafeteria-style meals each day. **Hillside Suites** is EMU's newest residence hall, with 25 suites housing two to four persons each. Both single and double bedroom options are available. Each suite has a living room/dining area, full kitchen, one or two bathrooms and two to four bedrooms.

**Astral Hall**, the observatory, also houses WEMC-FM, 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 and world music.

Dedicated in 1975, the **Discipleship Center** provides a hill-top setting for informal gatherings. The center was built in memory of Frank T. Harman.

Just a few hundred feet south of the Campus Center is the **Seminary Building**. Approximately 100 students are enrolled in the seminary.

North of Northlawn residence hall lies the new **Art Building**, completed in Fall 2001. The Art Building houses

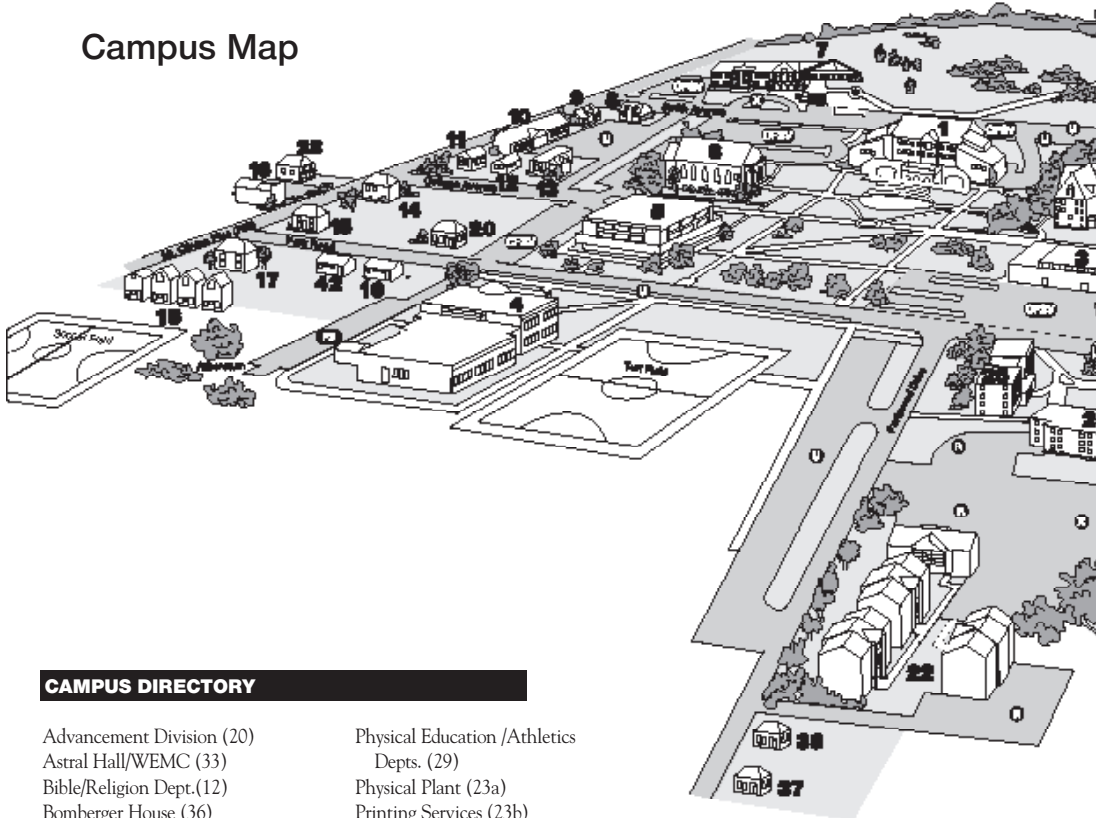
a design and printmaking studio, painting and drawing studio, ceramics/3-D studio, digital media lab and darkroom. The building features specialized art-making equipment, student workspace, and art-specific health and safety features including specialized ventilation.

The **University Commons**, the newest building on campus, is a multi-purpose facility with approximately 120,000 square feet of space for athletics, academics, 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 Theater, Art and Communication departments. The future renovation of the former Gymnasium-Student Center will provide a state-of-the-art theater, adjoining classrooms and rehearsal studio.

Adjacent to the campus on the east is Eastern Mennonite High School. The high school is fully accredited and enrolls over 300 students in grades 6-12.

In addition to the Harrisonburg campus, EMU also operates a site in Lancaster, Pennsylvania for 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 the Adult Degree Completion Program with major in Nursing, Master of Arts in Education Program, and seminary classes. The facility houses three classrooms and administrative offices.

# Campus Map



## CAMPUS DIRECTORY

Advancement Division (20)  
 Astral Hall/WEMC (33)  
 Bible/Religion Dept.(12)  
 Bomberger House (36)  
 Brunk House (14)  
 Campus Center (1)  
 Conflict Transformation Program (16)  
 David F. Miller House (39)  
 Discipleship Center (35)  
 Dorothy Heatwole House (40)  
 Elmwood (26)  
 Ernest Martin House (37)  
 Eshleman House (38)  
 Esther K. Augsburg Art Center (27)  
 Gnagey House (41)  
 Guest House (9)  
 Guild Theater (32)  
 Hartzler Library (5)  
 Hillside Suites (31)  
 Intensive English Program (8)  
 Lehman Auditorium (6)  
 Maplewood (25)  
 Marketing Services (19)  
 Martin House (15)  
 Mt. Clinton Apartments (10)  
 Music Studios (11)  
 Northlawn (2)  
 Oakwood (24)  
 Observatory (34)  
 Park Cabin (21)  
 Parkwood Apartments (22)

Physical Education /Athletics Depts. (29)  
 Physical Plant (23a)  
 Printing Services (23b)  
 Redmond House (17)  
 Roselawn (30)  
 Rutt House (42)  
 Seminary (7)  
 Sociology/Social Work Dept. (13)  
 Student Center/Studio Theater (3)  
 Suter Science Center (4)  
 Theater, Art, and Communications Center (3)  
 University Bookstore (29)  
 University Commons (29)  
 Village Apartments (18)  
 Weaver House (28)

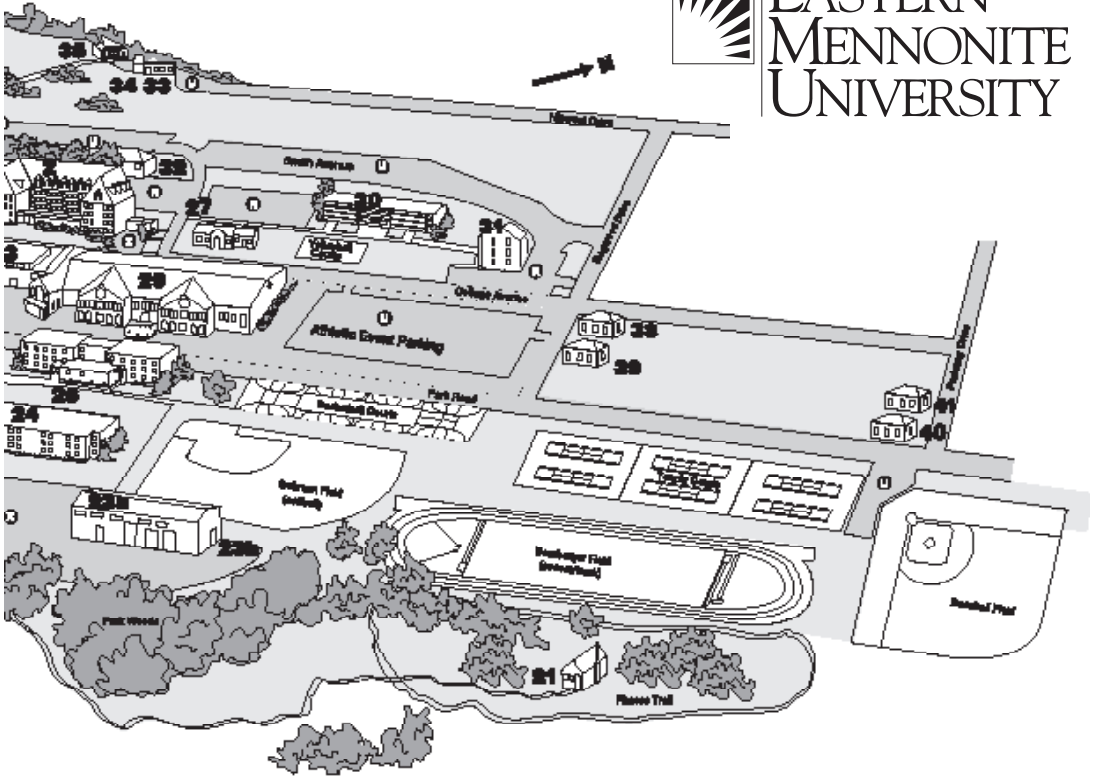
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1. Campus Center  
 2. Northlawn  
 3. Theater, Art, and Communications Center  
 4. Suter Science Center  
 5. Hartzler Library  
 6. Lehman Auditorium  
 7. Seminary  
 8. Intensive English Program  
 9. Guest House  
 10. Mt. Clinton Apartments  
 11. Music Studios  
 12. Bible/Religion Dept.  
 13. Sociology/Social Work Dept.  
 14. Brunk House

15. Martin House  
 16. Conflict Transformation Program  
 17. Redmond House  
 18. Village Apartments  
 19. Marketing Services  
 20. Advancement Division  
 21. Park Cabin  
 22. Parkwood Apartments  
 23a. Physical Plant  
 23b. Printing Services  
 24. Oakwood  
 25. Maplewood  
 26. Elmwood  
 27. Esther K. Augsburg Art Center  
 28. Weaver House  
 29. University Commons  
 30. Roselawn  
 31. Hillside Suites  
 32. Guild Theater  
 33. Astral Hall/WEMC  
 34. Observatory  
 35. Discipleship Center  
 36. Bomberger House  
 37. Ernest Martin House  
 38. Eshleman House  
 39. David F. Miller House  
 40. Dorothy Heatwole House  
 41. Gnagey House  
 42. Rutt House



# EASTERN MENNONITE UNIVERSITY



### Parking Key

- CFS** Commuters, Faculty, Staff, Visitors
- R** Residents
- X** Restricted
- U** Unrestricted

### Directory Key

	Building	Phone
Admissions	1	432-4118
Athletics	29	432-4440
Conferences & Events	3	432-4663
Conflict Trans. Prog.	16	432-4490
Degree Comp. Prog.	1	432-4983
Dining Hall	2	432-4311
Grad. Counseling Prog.	7	432-4243
Guest House	9	432-4280
Health/Counseling Ctr.	29	432-4317
Information	1	432-4000
Library	5	432-4175
M.A. in Education Prog.	1	432-4350
MBA Program	1	432-4150
Museum/Planetarium	4	432-4400
Physical Plant	23a	432-4390
Post Office	1	432-4253
Prep. Music Prog.	6	432-4220
Printing Services	23b	432-4634
Radio Station	33	432-4288
Seminary	7	432-4260
University Bookstore	29	432-4250

**Activities Line 432-4362**



# Academic and Degree Information

## Academics at EMU

Undergraduate education at EMU comprises three interwoven strands: the Shared Curriculum taken by all students, the Focused Curriculum which corresponds to a student's chosen major, and the Student-directed Curriculum. Micah 6:8 centers and links these three strands. As a learning community, we examine what it means to do justice, love mercy, and walk humbly with God.

The Global Village Curriculum is the name for our Shared Curriculum. This general education program focuses on a distinct EMU education combining interdisciplinary inquiry, faith, cross-cultural learning, and communication. The interdisciplinary core engages students in our central values of Christian faith, peace and justice, environmental stewardship, and reconciliatory arts. These values, in turn, relate broadly to the social and behavioral sciences, natural sciences and mathematics, and humanities and fine arts. Students are active participants in constructing knowledge, evaluating difference, and seeking answers to “big” questions. The Global Village Curriculum's mission is to nurture passionate Christian faith and compassionate engagement with the world through scholarly inquiry and creative process.

The Focused Curriculum at EMU provides a major program of study in which students cultivate depth of knowledge

and praxis within a specific disciplinary interest. Here, students pursue a more focused discernment of vocation. The Focused Curriculum complements the Shared Curriculum in developing informed, collaborative, adaptable, creative, and faithful discipleship in Christ in the workplace and in life.

The Student-directed Curriculum allows learners to explore areas of interest and challenge outside their major. A liberal arts education encourages students to develop breadth in their academic experiences so they may more fully participate in the world. As each student comes to EMU with different backgrounds and interests, this aspect of the curriculum is highly individualized. Students collaborate with their advisors to design a unique program of study.

## Learning Outcomes

Eastern Mennonite University is a learning community where a liberal arts education of **scholarly inquiry, creative process, and global awareness** is lived **passionately and faithfully**. Overall outcomes across the university experience include:

- **Scholarly Inquiry**—pursue, analyze, synthesize, and communicate knowledge and experience; engage in life-long learning.
- **Creative Process**—value and be able to engage creative processes in fulfilling one's calling.

- **Global Awareness**—appreciate one’s own traditions, understand and value cultural diversity and relate in culturally appropriate ways.
- **Passionate Engagement**—promote healing and hope by doing justice, loving mercy, and walking humbly with God.
- **Faith Commitment**—witness faithfully, serve compassionately, and walk boldly in the way of nonviolence and peace.

## Undergraduate Academic Programs

Eastern Mennonite University awards baccalaureate and associate degrees.

### Majors

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

- Accounting\*
- Applied Sociology
- Art
- Biblical Studies
- Biochemistry†
- Biology†
- Business Administration\*
- Camping, Recreation and Outdoor Ministry
- Chemistry†
- Clinical Laboratory Science\*
- Communication
- Computer Science†
- Congregational and Youth Ministries
- Culture, Religion and Mission
- Digital Media
- Economics
- English
- Environmental Science†
- French
- Health and Physical Education\*
- History
- History and Social Science
- International Business

- Justice, Peace and Conflict Studies
- Liberal Arts
- Management and Organizational Development (degree completion program)\*
- Mathematics\*
- Music
- Nursing\*
- Nursing (RN–BSN) degree completion program\*
- Philosophy and Theology
- Photography
- Psychology\*
- Recreation and Sport Leadership
- Social Work
- Spanish
- Theater

\* 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 to students:

- Early/Primary Education Licensure
- Elementary Education Licensure
- Secondary Education Licensure
- Special 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
- Camping, Recreation and Outdoor Ministry
- Chemistry
- Church Music
- Coaching

- Communication
- Computer Science
- Economics
- English
- Environmental Science
- Exercise Science
- Finance
- French
- History
- History and Social Science
- Journalism
- Justice, Peace and Conflict Studies
- Mathematics
- Missions
- Music
- Philosophy
- Physics
- Political Studies
- Pre-Law
- Psychology
- Socio-Economic Development
- Sociology
- Spanish
- Teaching English as a Second Language
- Theater
- Youth Ministry

### **Associate Degree**

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

- Bible
- General Studies (See Liberal Arts major)
- Education: Para-Professional
- Pastoral Ministry (EMU at Lancaster, see page 187)

### **Requirements for Baccalaureate Degrees**

A minimum of 128 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 B.A. degree and one to the B.S., 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 B.A. and a B.S. degree from Eastern Mennonite University by completing a total of at least 158 semester hours including the requirements for two majors, one of which leads to the B.A. degree and one to the B.S. degree.

### **Bachelor of Arts (B.A.)**

The following majors lead to a bachelor of arts (B.A.) degree:

Art; Biblical Studies; Biochemistry\*; Biology\*; Camping, Recreation and Outdoor Ministry; Chemistry\*; Communication; Computer Science; Congregational and Youth Ministries; Culture, Religion and Mission; Digital Media; Economics; English; Environmental Science\*; French; History; History and Social Science; International Business; Justice, Peace and Conflict Studies; Liberal Arts; Liberal Arts with Early/Primary Education (PreK-3) Licensure; Liberal Arts with Elementary Education (PreK-6) Licensure; Liberal Arts with Special Education (K-12) Licensure; Music; Philosophy and Theology; Photography; Recreation and Sport Leadership; Social Work; Applied Sociology; Spanish; Theater.

### **Bachelor of Science (B.S.)**

The following majors lead to a bachelor of science (B.S.) degree:

Accounting; Biochemistry\*; Biology\*; Business Administration; Chemistry\*; Clinical Laboratory Science; Computer Science; Environmental Science\*; Health and Physical Education;

Management and Organizational Development; Mathematics; Nursing; Nursing – ADCP; Psychology.

\*Students graduating with multiple mathematics and science majors or minors have the option of choosing a B.A. or B.S. degree.

### Residence Requirements

At least 32 SH toward any degree must be completed through EMU. This will include the final 32 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.

### Global Village Curriculum Requirements

See pages 23-31 for the Global Village 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 requirements in effect at the time they officially declare the major/minor. Upon request, students may be permitted to complete updated major or minor requirements if curriculum changes occur during their time of enrollment.

Rating sheets, 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.

### Elective Courses

Elective courses provide students the opportunity to explore a variety of disciplines and departments.

## Requirements For Associate in Arts Degree

A minimum of 64 SH and a cumulative grade point average of 2.00 overall and within the major are required. Each student takes Global Village Curriculum courses as listed, a concentration of courses in a major and electives. A minor is optional.

Residence requirements and program requirements for majors, minors and electives will be met as listed under "Requirements for Baccalaureate Degrees" (page 14).

### Associate in Arts (A.A.)

#### Global Village Curriculum Requirements

GVC 111 First Year Seminar:	
Storylines . . . . .	3
GVC 121/2 Life Wellness . . . . .	2
GVC 211 Colloquium: Cities OR	
GVC 231 Colloquium: Passion/ Obsession OR	
GVC 242 Colloquium: Plague . . . . .	3
ABP 101 Introduction to the Bible OR	
ABP 111/2 Becoming God's People: Old Testament Themes OR	
ABP 121 Following Jesus Christ: New Testament Themes OR	
ABP 211/2 Living Faith: The Way of Jesus OR	
ABP 311/2 Ethics in the Way of Jesus . . . . .	3
A designated Christian Identity and Witness (CIW) course . . . . .	3
LANG 131/2 College Writing OR	
LANG 192 Advanced Writing . . . . .	3
LANG 291/2 Speech Communication . . . . .	2
MATH 101/2 Math Competency . . . . .	1
Cross-cultural Designate or Seminar . . . . .	3
*Writing Intensive (WI) course . . . . .	3
*Community Learning (CL) Intensive course . . . . .	3

\*May be satisfied by WI or CL courses taken to fulfill other requirements.



## Requirements for Students with a Previous Bachelor's Degree

A student who has earned a bachelor's degree from another accredited institution must satisfy the Global Village Curriculum requirements by completing the following courses:

- six semester hours of cross-cultural experience/designate courses (may be transferred)
- Anabaptist Biblical Perspectives (ABP) course
- GVC 401/2 Senior Seminar

## Graduation Application and Commencement Requirements

Students expecting to graduate must file an application for degree form provided by the provost's office. Students are eligible to participate in commencement activities provided degree requirements will be completed by the December following spring commencement. Students are not considered a graduate in terms of transcript or diploma until final coursework is complete.

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 September through April and summer sessions beginning in May.

The semester hour (SH) is used to designate credit earned. A full-time load is defined as 12-18 SH per semester.

The course numbering system is designed to indicate the course level and the semester in which the course will be offered. Courses ending in the digit 1 (101) are offered in the fall semester; those ending in the digit 2 (112) in the spring semester; those ending in 3 (123) in summer school. The first two

digits are the same (211/2/3) for courses offered more than once a year. Courses marked with an asterisk (\*) are normally offered in alternate years.

First-year-level courses are numbered 100-199; sophomore, 200-299; junior, 300-399; and senior, 400-499.

In a given year, courses may be offered in a different semester from that indicated by the course number in this catalog. See the schedule of course offerings, available at 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 of the academic year. Classification is as follows:

23 SH or fewer—First-year

24-55 SH—Sophomore

56-89 SH—Junior

90 SH or more—Senior

## Student Assessment

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

## 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. An incomplete (I) must be removed within six weeks from the end of the term in which the incomplete was assigned, or it is replaced by an F.

**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.

## **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" on page 201.

## **Academic Probation**

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

## **Academic Review**

Unconditionally admitted students with a cumulative GPA below 2.00 or who received more than one F grade during 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.

Conditional admission granted to new students (see "Requirements for Admission," page 200) 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 for the following two semesters, or conditional readmission for one semester may be granted.

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. All actions are subject to appeal by the student (see "Appealing the Admission Decision," page 201).

## **Academic Integrity**

The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. That trust is broken when the standards of right and wrong which all students and faculty are expected to uphold are violated. These standards include academic honesty.

When students lie, cheat, or steal through the wrongful use of information

in tests, term papers, or other academic assignments, it is considered a serious violation of the integrity of the academic process. Plagiarism, the intentional use of ideas and words taken from another source without proper credit, is a serious offense. Assisting or allowing someone else to cheat is also an act of academic dishonesty.

When there is evidence of academic dishonesty, the instructor deals with the student on an individual basis and may assign a failing grade for the particular assignment or for the course. A Record of Academic Dishonesty form is to be completed and sent to the undergraduate dean's office. It will then be placed in a designated file and kept until graduation or the student leaves. Access to this file will be limited and can only be obtained through the dean. This incident is not to be recorded in the student's permanent file except at the discretion of the undergraduate academic dean when multiple occurrences have been reported for a student. It is recommended that the student receive a copy of the form.

## Academic Honors

The Dean's List, compiled at the end of each semester, includes 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 D's or F's at EMU are considered honor graduates. 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.

## Departmental Honors

Talented undergraduate students who desire to complete a significant academic project within their major that demonstrates a) exceptional quality, b) unusual initiative, and c) creative and independent thinking may apply for departmental honors. Interested students should inquire about departmental honors' criteria with their respective department chair. The designation of "departmental honors" will be stated on the transcript and graduation program.

## Grade Reporting

Grades will be reported to students through the campus web (<https://campusweb.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.

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.

Upon agreement to a grade change at any level of appeal, the instructor initiates the change of grade in 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 for transcripts may be submitted by fax (with payment to follow). If a student requests to have a transcript faxed to another location, the university registrar's office is relieved of any responsibility for the confidentiality of the record. An additional fee may be charged to fax a transcript.

Requests should be made to the university registrar's office and should allow one week for processing. There will be a \$3 charge for each transcript requested. 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. All transfer courses will be recorded with the same titles and grades as appear on the transcript from the previous school. However, 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 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 (French, German, Spanish) occurs 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.

### **Testing Services**

The career services office offers vocational interest and personality inventories. EMU is the regional center for the administration of the Medical College Admission Test and the Miller Analogies Test. Materials and information concerning other national testing programs (GRE, NTE, GMAT, LSAT, etc.) may be obtained from Career Services.

## **Advanced Placement (AP) Credit**

High school students taking the Advanced Placement examinations may receive university credit if they achieve a satisfactory score. More information may be obtained by contacting the University Registrar's office.

## **Extension Credit**

EMU cooperates with several organizations to offer credit for educational experiences which meet the same academic standards as on-campus courses. A maximum of 18 SH of extension credit may be applied toward degree requirements. See page 211 for the extension credit tuition rate.

A maximum of 9 SH may be earned by persons who enter a term of voluntary service under mission and service agencies of the Mennonite Church USA. Credit requirements are arranged on a contractual basis between the individual and the undergraduate academic dean's office prior to the term of service.

For information on extension credit, contact the undergraduate academic dean's office, (540) 432-4141.

## **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. An independent study may be taken over a period as long as a year, with registration taking place in the term the work is to be completed.

Before registering for independent study, the student submits a detailed

proposal of the project in writing to the supervising faculty member. It must have the approval of the faculty member, the department chair and the university registrar.

## **Honors Study**

Academically gifted students may participate in a variety of honors options including research, independent study, internships, community learning, peer teaching and honors courses. Faculty are available to guide honors students in a wide variety of fields according to the individual's interests.

## **Registration**

The university calendar indicates course registration dates.

The university will grant no credit for a course that is not listed on the student's registration materials.

## **Changes in Registration**

All changes in registration require the approval of the student's advisor. Such changes include dropping or adding courses and transfers to different class sections. Forms for dropping or adding courses are available at the university registrar's office.

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.

New courses may be added through the fifth day of classes in the semester.

Courses may be dropped without appearing on the student's permanent record through the end of the fourth week of the semester. 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 stu-

dent does not receive a passing grade in a course which has not been dropped, an F grade will be entered on the permanent record.

### **Part-Time Enrollment**

Part-time status is defined as 11 SH or fewer per semester. Admission to the university (see “Requirements for Admission,” page 200) 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 at 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.

### **Withdrawal from the University Between Semesters**

Students who do not plan to return to the university after the end of a semester should complete the form for non-returning students (available in the university 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.

### **Withdrawal from the University During a Semester**

Students desiring to withdraw while a semester is in progress must counsel with their advisor and the vice president for student life. An application for withdrawal must be obtained from the vice president for student life and the proper signatures secured before the student leaves campus. Otherwise, the student will forfeit the right to an honorable withdrawal and to possible refunds.

A student who withdraws must complete an application for readmission prior to re-enrollment.

Retroactive withdrawal may be requested by a student who has experienced exceptional circumstances (such as extraordinary medical or personal problems) during a semester. Within two years of having completed such a semester, a student may petition the vice president for student life to withdraw retroactively from all classes taken during the term. The petition must include clear and documented evidence. If retroactive withdrawal is granted all grades taken during the term in question will be changed to Ws.

### **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 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 Admissions 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**

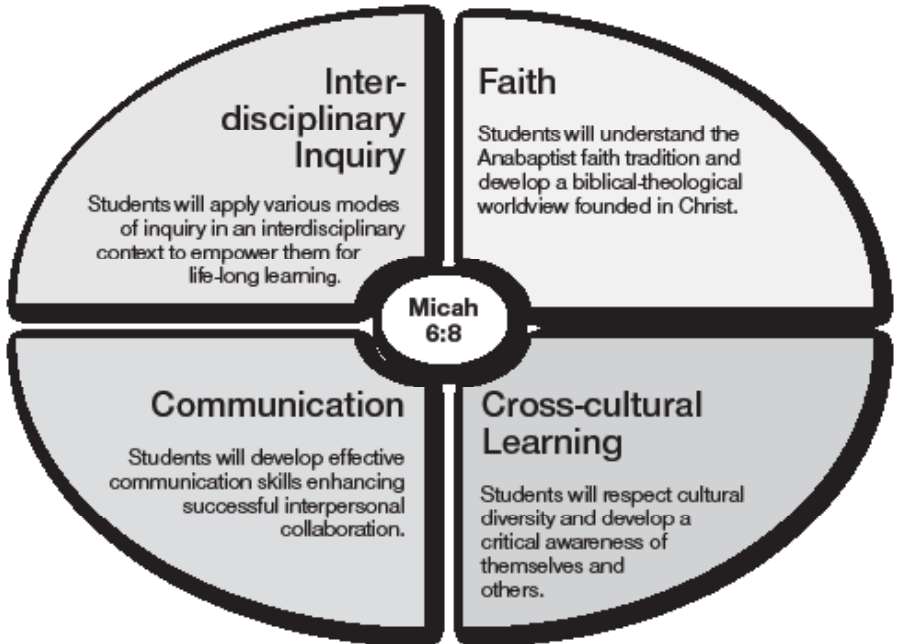
Students are expected to attend all classes regularly, although attendance policies in specific courses are left to the discretion of the respective professor. Students are responsible for all work missed during absences.

If a student has not attended a class for a period of two weeks, and has not discussed the absence with the instructor or provided verification of a justified absence due to illness, family emergency, etc., the university registrar may administratively withdraw the student from the course. Such action will be taken in consultation with the undergraduate academic dean. Efforts will be made to contact the student prior to an administrative withdrawal. The withdrawal date will reflect the final date the student attended the class, according to instructor records.





# Global Village Curriculum



## Mission

The Global Village Curriculum is the shared general education program at EMU. It is an apt description of our learning community and interdependent world. The mission of the Global Village Curriculum is to nurture passionate Christian faith and compassionate engagement with the world through scholarly inquiry and creative process. Micah 6:8 centers and links the Global Village Curriculum with other curricular strands as we, a learning community, examine what it means to do justice, love mercy, and walk humbly with God.

## Interconnected Learning Goals

Our Global Village Curriculum focuses on a distinct EMU education combining interdisciplinary inquiry, faith, cross-cultural learning, and communication. Each of these curricular cornerstones informs the other in creating interconnected learning goals. For example, our interdisciplinary inquiry is informed by our faith; we open ourselves to cross-cultural learning through Christian discipleship; and we effectively express ourselves by respecting others. The interdisciplinary core

engages students in our central values of Christian faith, peace and justice, environmental stewardship, and reconciliatory arts. These values, in turn, relate broadly to the social and behavioral sciences, natural sciences and mathematics, and humanities and fine arts. Students are active participants in constructing knowledge, evaluating difference, and seeking answers to “big” questions. These EMU distinctives are required of all students and cannot be replaced by other courses.

## Requirements for the Global Village Curriculum

### Interdisciplinary Inquiry 13 SH

Five interdisciplinary courses (students choose two colloquia) provide the foundation for making connections between ideas and disciplines. These courses are taken throughout the four years.

GVC 111 First Year Seminar: . . . . .	3
GVC 121/2 Life Wellness . . . . .	2
GVC 211, 231, 242 Colloquia . . .	3+3
GVC 401/2 Senior Seminar. . . . .	2

Note: Any student may satisfy one colloquium by completing a semester cross-cultural experience. Additionally, liberal arts majors may satisfy one colloquium by completing 15 semester hours from four of the following five areas: math/science, history, literature, fine/performing arts, or social science.

### Faith 6 SH

Students choose one course from a list of Anabaptist Biblical Perspectives (ABP) courses which focus on basic biblical, theological, and ethical themes from an Anabaptist perspective. A second course will be selected according to the student’s interests from the Christian Identity and Witness (CIW) course list, which includes a broad range of biblical studies, church and ministry preparation, theology, religion, and philosophy

courses. All graduates are expected to identify and characterize an Anabaptist point of view.

### Anabaptist Biblical Perspectives (ABP)

ABP 101 Introduction to the Bible . . . . .	3
ABP 111/2 Becoming God’s People: Old Testament Themes . . . . .	3
ABP 121 Following Jesus Christ: New Testament Themes. . . . .	3
ABP 211/2 Living Faith: The Way of Jesus in the World . . . . .	3
ABP 311/2 Ethics in the Way of Jesus. .	3

### Christian Identity and Witness (CIW)

*CHST 272 Spiritual Formation . . . .	3
*CHST 281 The Church in a Changing World. . . . .	3
CHST 382 Church History . . . . .	3
CHST 432 Anthropology and Christian Mission. . . . .	3
*CHST 482 Mennonite History and Thought . . . . .	3
PHIL 201/2 Introduction to Philosophy . . . . .	3
*PHIL 222 Ways of Knowing. . . . .	3
*PHIL 302 Ancient Philosophy. . . . .	3
*PHIL 321 Philosophy of Science . . .	3
*PHIL 331 Ethics: Conceptions of Personal Good . . . . .	3
*PHIL 352 Politics: Conceptions of Common Good. . . . .	3
*PHIL 362 Modern Philosophy . . . .	3
*PHIL 371 Contemporary Philosophy . . . . .	3
*PHIL 401 Philosophy of Religion . .	3
*PHIL 431 Philosophical Theology. .	3
*PHIL 461 Topics in Contemporary Philosophy . . . . .	3
*REL 251 Introduction to Religious Studies . . . . .	3
*REL 262 Topics in Religion. . . . .	3
REL 362 World Religions. . . . .	3
REL 371 Contemporary Culture . . . .	3
*REL 412 Sociology of Religion . . . .	3
*REL 421 Comparative Monotheisms .	3
THEO 232 Introduction to Theology. . . . .	3
*THEO 321 Topics in Theology . . . .	3
*THEO 421 Contemporary Theology. . . . .	3

## **Cross-cultural Learning 9 SH**

Students complete nine semester hours of cross-cultural courses and three courses designated as community learning. The core cross-cultural course is offered only in conjunction with an off-campus program (see options below). This course provides the foundation for intercultural learning.

CCSSC 201/2/3 Cross-cultural Social Science . . . . . 3

Students choose a semester program, summer seminar, or WCSC residency to fulfill cross-cultural requirements. For additional information on any cross-cultural offerings, students are encouraged to contact the associate dean for curriculum or cross-cultural programs office.

### **Option 1: Semester Cross-cultural Program**

The semester program is the recommended cross-cultural option. This study abroad experience consists of 15 SH of which nine fulfill the cross-cultural requirement. The semester cross-cultural program satisfies one of the two required colloquia. Some semester cross-cultural programs include a course that meets the Christian Identity and Witness (CIW) requirement. Whenever possible, foreign language study will be included in a cross-cultural semester.

The schedule of cross-cultural semesters includes programs in the Middle East, Europe, Asia, Latin America and Africa.

### **South Africa (Fall 2007)**

#### ***Digging Gold in South Africa***

This cross-cultural program will be an African Adventure. Students will engage their whole being—mind, body and spirit. Minds will be challenged as the history of Southern Africa is explored and compared to North American culture and God’s kingdom.

Bodies will be challenged as students hike and swim in the mountains, canyons and peninsulas of Africa. Spirits will be challenged as students visit, study and live with African Independent Church people. The “gold” will be the amazing people and varied cultures of Southern Africa. Students will meet, live and worship with these beautiful people and learn from them.

CCSSC 201 Cross-Cultural Social Science . . . . . 3  
CCCHS 301 Church and Mission (CIW) . . . . . 3  
CCSES 101 Sesotho Language . . . . . 3  
CCSOC 301 Community Development in Southern Africa . . . . . 3  
CCHIS 301 History and Culture of Southern Africa . . . . . 3

### **Guatemala and U.S./Mexico Border (Spring 2008)**

Students will explore two contemporary global issues: increasing human mobility across national borders, and the urgency for learning intercultural skills in a global context.

One of the most heated issues in the U.S. – and the Shenandoah Valley – is the debate surrounding policies and attitudes toward immigrants, undocumented workers, and the crossing of national borders. Many of these immigrants come from Mexico and Central America. The semester will begin with an introduction to some of the tensions and realities of immigrants here in the Harrisonburg area, then several days will be spent at the Mexico/U.S. border witnessing this movement of persons and the many policy, human rights and economic implications that result, before continuing on to Central America.

In Guatemala, students will spend significant time with CASAS, a Spanish language and cross-cultural study program. The first two months participants will live with families in Guatemala City while studying Spanish along with

culture, history and religious faith of Guatemalan society. In the final three weeks of the CASAS program, students will be placed with organizations throughout Guatemala for a service learning assignment. Options include working in settings that are tied directly to human migration issues as well as health clinics, women's cooperatives, exporting businesses, appropriate technology centers, orphanages and home construction.

In the final weeks the group will explore once again the issues of crossing borders and human mobility. Students will be asked to examine the changes in their worldview about immigration, human rights and economic implications of immigration after experiencing the realities of Central America.

CCSSC 202 Cross-Cultural Social Science . . . . . 3  
 CCHUM 302 Religious Faith, Culture and Economics in Central America (CIW) . . . . . 3  
 CCSOC 302 Immigration, Globalization, Human Mobility . . . 3

**SPANISH LANGUAGE:**

Six semester hours from the following levels (placement based on previous knowledge):

CCSPA 102, 112 Elementary Spanish I and II . . . . . 6  
 CCSPA 202, 212 Intermediate Spanish I and II . . . . . 6  
 CCSPA 302, 312 Advanced Conversational Spanish I and II . . 6

**Middle East (Spring 2008)**

*Israel/West Bank, Egypt, Jordan, Athens, Rome*

There is no place on earth that compares to the Middle East for experiencing the fascinating and volatile mix of religions, cultures and historical movements that have shaped the world. Beginning in Egypt, wandering through the Sinai and Jordan, living in Israel and the West Bank, and traveling to Greece and Rome, participants will

be immersed in the ancient/modern world of Jews, Christians and Muslims. Living in Palestinian homes, working on an Israeli kibbutz and at the Nazareth Village and exploring ancient histories and current conflicts will provide an intense learning experience with the potential for life-changing insights into the Bible, world news, and ourselves.

CCSSC 202 Cross-Cultural Social Science . . . . . 3  
 CCHIS 302 Contemporary Issues in the Middle East . . . . . 3  
 CCHUM 302 Religion and Culture in the Middle East (CIW) . . . . . 3  
 CCHST 232 Christian Movement in the Mediterranean . . . . . 3  
 CCBST 242 Biblical Geography, Archaeology and History . . . . . 3

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

A cross-cultural seminar consisting of 3-6 semester hours may be taken off campus through opportunities scheduled in the summer. These seminars provide exposure to cross-cultural contexts in rural and urban North America as well as international locations. The student will elect complementary courses (see the following list of cross-cultural designates) on campus to complete the required 9 semester hours.

Cross-cultural seminars scheduled for the summer of 2008 include:

China . . . . . 3  
 Germany . . . . . 3  
 Lithuania . . . . . 6  
 Newfoundland and Labrador . . . . . 3

Seminar locations vary and are determined by faculty expertise.

**Cross-cultural Designates**

The following courses may be selected as cross-cultural designates to fulfill the 9 SH:

BIOL 162 Food and Population . . . . 3  
 BUAD 442 International Business . . 3

CHST 331 Missiology . . . . .	3
CHST 432 Anthropology and Christian Mission . . . . .	3
ECON 401 Economic Development .3	
*ECON 412 International Economics 3	
*ENG 282 African Literature . . . . .	3
FR 101 Elementary French I . . . . .	3
FR 112 Elementary French II. . . . .	3
FR 201 Intermediate French I . . . . .	3
FR 212 Intermediate French II. . . . .	3
*GEOG 212 History of Latin America 3	
GEOG 382 Cultural Geography . . . . .	3
HIST 181 The Global Past I: Prehistory to 1500 . . . . .	3
HIST 192 The Global Past II: 1500 to the Present . . . . .	3
*HIST 212 History of Latin America 3	
*HIST 222 African-American History . . . . .	3
*HIST 251 History of Africa . . . . .	3
*HIST 432 History of the Middle East . . . . .	3
JPCS 372 Global Ethics of Peace and Justice . . . . .	3
LANG 452 Methods of Teaching ESL/FL . . . . .	3
LANG 461/2/3 TESL Practicum . . . . .	3
*MKTG 411 International Marketing . . . . .	3
*POL 201 Comparative Government 3	
*POL 212 History of Latin America .3	
*POL 311 International Relations. . .3	
REL 362 World Religions. . . . .	3
REL 371 Contemporary Culture . . . . .	3
*SOC 261 Cultural Anthropology and Social Change . . . . .	3
SOC 361 Human Behavior and Social Environment III . . . . .	3
SPAN 101/2 Elementary Spanish I . .3	
SPAN 111/2 Elementary Spanish II .3	
SPAN 132 Accelerated Elementary Spanish . . . . .	3
SPAN 201 Intermediate Spanish I . .3	
SPAN 212 Intermediate Spanish II. .3	
SPAN 301 Spanish Conversation and Readings . . . . .	3
SPAN 311/2 Topics in Hispanic Studies . . . . .	3
SPAN 392 Community Learning in Hispanic Education . . . . .	3
SPAN 411 Topics in Hispanic Studies3	

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

\*Indicates courses offered in alternate years.

### Option 3: Washington Community Scholars' Center (WCSC)

The Washington Community Scholars' Center (WCSC) provides students the opportunity to explore career and community-building internships, city life in the nation's capital, cultural diversity, a broad range of classes at Washington DC universities, and connections between faith and work in an urban setting. WCSC students learn hands-on about their vocations, urban social change, ethnicity, racism, faith and personal growth—all within the exciting setting of a dynamic city, Washington, DC. The core elements of the program combine service internships, group living, university classes and seminar courses.

Credits options in the WCSC Program are as follows:

#### Summer 2007/Spring 2008

SOC 385 Urban Anthropology/ Sociology . . . . .	3
CHST 385 Faith and Urban Community. . . . .	3
Internship . . . . .	6 (4 in summer)

Optional Courses at The Catholic University of America, Howard University, The Corcoran College of Arts and Design, and Trinity University. . . . . up to 6 SH  
(Optional courses not included in summer program.)

#### Fall 2007/Summer 2008

HIST 385 A Multicultural History of Washington D.C., 1930s to the Present . . . . .	3
HUM 385 Exploring Washington D.C.'s Public Art . . . . .	3
Internship . . . . .	6 (4 in summer)

Optional courses at The Catholic University of America, Howard University, The Corcoran College of Arts and Design, and Trinity University. . . . . up to 6 SH (Optional courses not included in summer program.)

### **Community Learning Designates**

Students complete three Community Learning Designate courses. Community Learning (CL) courses integrate at least 15 hours of experiential learning in a community setting. For a complete listing of community learning courses refer to:  
[www.emu.edu/academics/shared](http://www.emu.edu/academics/shared)

### **Communication 5-12 SH**

Students develop effective communication skills through a writing course, speech communication, two additional writing intensive designate courses, demonstration of foreign language competency through the elementary II level, and demonstration of mathematics competency.

#### **Writing course 3 SH**

Students enroll in the appropriate Writing Course according to the placement criteria outlined below.

LANG 131/2 College Writing . . . . . 3

This course is taken by first-year students with an SAT Verbal/Critical Reading score of 460-670 or an ACT English score of 19-26 and high school English grades of A and B in junior and senior courses.

LANG 192 Advanced Writing. . . . . 3

This course is for first-year students with an SAT Verbal/Critical Reading score over 670 or an ACT English score over 26 and for students who receive a score of 3 on the Advanced Placement

(AP) Language and Composition or Literature and Composition exam.

A score of 4 or 5 on the AP Language and Composition exam or the AP Literature and Composition exam gives a student 3 hours of credit and satisfies the writing course requirement.

LANG 111/122 Reading and Writing for College I and II. . . . . 3+3

This is a two-semester sequence designed for first-year students with an SAT Verbal/Critical Reading score below 460 or an ACT English score below 19 and high school English grades below B in junior and senior courses. These two courses do not satisfy the writing course requirement. Upon completion of the course(s), instructor evaluation will indicate one of the following: 1) the student is ready to enroll in LANG 131/2 to satisfy the writing requirement; 2) the student must complete further developmental work before enrolling in LANG 131/2.

#### **Writing Intensive Designates**

Students complete two Writing Intensive (WI) Designate courses in addition to College Writing or Advanced Writing noted above. WI courses emphasize repeated drafts and longer papers with the goal of sustained writing.

#### **Speech Communication 2 SH**

LANG 291/2 Speech Communication  
This core speech course provides practice and feedback in written, oral, aural, and visual communication.

#### **Foreign Language Competency 0-6 SH**

EMU students whose first language is English demonstrate competency through the elementary II level in one foreign language. This requirement may be satisfied in the following ways:



- 1) by taking two semester-long elementary courses in the same language at EMU;
- 2) by transferring two equivalent courses from another college or university;
- 3) by taking elementary level II of a foreign language or Accelerated Elementary Spanish;
- 4) by demonstrating competency through the elementary II level on the computer adaptive placement exam.

EMU students for whom English is a second language will have met the requirement upon enrollment.

### **Mathematics Competency 1 SH**

Students demonstrate mathematics competency by taking a competency exam (worth 1 semester hour) early in the student experience. Mastery is demonstrated at 90%. Those not achieving 90% may meet the competency by taking a 1 semester hour course, MATH 101/2, offered in conjunction with tutorial support in the Academic Support Center. Students may satisfy the requirement (but do not receive academic credit) by meeting one of the following conditions:

- 1) SAT Math score of 600 or ACT Math score of 27 (or higher).
- 2) combined SAT Math and Critical Reading/Verbal score of 1250 or ACT composite score of 28 (or higher).

## **Global Village Curriculum**

### **GVC 111 First Year Seminar: Storylines**

**3**

This foundational course introduces first year students to the breadth of the liberal arts curriculum and to the skills needed for successful university work. As an interdisciplinary course, this class invites exploration of class participants' background and experience, faith, and involvement with others, and develops a deeper understanding of their place in relationship to God, the academy, and the community, using the theme of Micah 6:8.

### **GVC 121/2 Life Wellness**

**2**

Complementing the intellectual and spiritual focus of the course listed above, this highly experiential course focuses on stewardship of the body in relation to doing justice, loving mercy, and walking humbly with God.

### ***Colloquium options for 2007-08:***

### **GVC 211 Colloquium: Cities**

**3**

In this course students and faculty will examine the phenomena of cities and urbanization. An underlying theme will be to open ourselves to do justice, love mercy, and walk humbly with God in the city. In this context we will ask the following questions: How/why have cities evolved? What does urban (vs. rural) living do to us and for us? What makes a city work well? Among other outcomes, students will recognize the potential for the city structure to act as an agent for social change, recognize the potential the city provides for demonstrating human creativity, and understand how to use and apply the scientific process to study an urban problem.



**GVC 231 Colloquium: Passion/Obsession: Mind and Matter; Being Human 3**

Passion. Obsession. Desire. Addiction. Faithfulness. Fanaticism. Love? Hate? We are created by God to live a life of meaning. As a result, we have inherent drives and appetites that can be either creative or destructive. At what point does a desire develop into a life-consuming addiction? Where is the line between faithfulness and fanaticism? Can love destroy and hate create? Through art, science, and philosophy, professors and students will explore humanity's eternal struggle with this dichotomy, and hopefully gain insight both corporately and individually into the human condition.

**GVC 242 Colloquium: Plague: Examining Humanity's Place in Nature 3**

Infectious diseases have shaped human populations throughout history and the specter of pandemic flu is again causing global concern. This course will explore aspects of contagious diseases that impact communities, both past and present, and address the fundamental position of humanity in creation. A multidisciplinary approach will blend theology and biology, history and philosophy of the common good. Students will study the biology of disease transmission, disease agents and their vectors with the history of past epidemics and their impact on human communities. Biblical accounts, the history of the Christian movement, and contemporary theological and ethical responses to disease will be explored. Students will be challenged to think and respond to questions such as: How can we build stronger communities? Can we maintain our values in the face of a major disaster? Understanding that disease is part of our world, how do we respond?

**Senior Seminar Options for 2007-08:****GVC 401a Senior Seminar: An Exploration of Suffering 2**

The universal theme of suffering perceived through various cultures and articulated in art, song, story, scripture, poetry, and essay is the focus of this course. How pain and suffering are connected to our vocation in life is another aspect of the course. In Western cultures persons often ask "why" in the face of suffering while other cultures regard suffering as a necessary part of being human. The course builds on the students' cross cultural experience and the cultures and religions represented in the campus and local community in the pursuit of understanding the experience and meaning of and response to suffering. Guest lectures, group presentations, readings, a field trip to Washington D.C., and discussions provide forums for reflection.

**GVC 401b Senior Seminar: Myths, Legends and Superstars 2**

Using pop-cultural "texts" (possibilities include Lord of the Rings, The Matrix, and the works of Bob Dylan, U2, the Dixie Chicks), this seminar will explore the irony of post-modernism which deconstructs all meta-narratives, while simultaneously constructing new and powerful replacements. Using communications theory, cultural analysis and biblical perspectives, students will explore deeply the chosen texts, themselves, and the future. This seminar will help students map their own faith landscape within the contemporary and often confusing pop-cultural milieu.

**GVC 402a Senior Seminar: Following Roots, Finding Wings 2**

It is often said that Christians are in the world but not of the world. Some claim that this calls Christians to isolate themselves from the world. Others claim it calls Christians to go into the world proclaiming, more by word than deed and creating the presence of something different in the world. To be in the world but not of it begs questions around two important themes: identity, and the meaning of one's presence in the world. These become even more intriguing questions as one considers the times. In this class these themes will be explored, primarily through the arts because they can hold a mirror to show where one has been, and can offer a lamp to show where one might go. Students will be asked to explore the question, "Who am I?" and to create something personal (not a paper) by which to communicate and make tangible their ideas.

**GVC 402b Senior Seminar: Relating to the Land****2**

This seminar promotes thinking about the various ways human beings relate to the land: as growers, builders, exploiters, transformers, artists, and dreamers. In part one, students explore the relationship between colonization and the aesthetic/landscape theories that often helped Europeans envision indigenous people as “other.” Part two tracks the rise of the environmental movement and its relationship (both positive and negative) to indigenous peoples. Part three examines the relationship between agrarianism, environmentalism, and the built environment in contemporary America. The question that will be asked throughout the semester is, “What does it mean to do justice, love mercy and walk humbly with God in relationship to the land?”



# Bible and Religion

## Faculty:

Peter Dula  
Christian E. Early  
Ted G. Grimsrud  
Nancy R. Heisey (chair)  
Linford L. Stutzman  
Heidi Miller Yoder

## Majors:

- Biblical Studies
- Congregational and Youth Ministries
- Culture, Religion and Mission
- Philosophy and Theology

## Minors:

- Bible and Religion
- Missions
- Philosophy
- Youth Ministry
- Justice, Peace and Conflict Studies

## Other programs:

- Associate in Arts degree in Bible
- Junior Year Internship
- Ministry Inquiry

The Bible and religion department is committed to an educational process concerned with continued growth in faith. This commitment is expressed in curriculum objectives:

- to develop faith in Jesus Christ expressed in discipleship
- to foster an understanding of church as God's community for the world
- to equip students with an extensive knowledge of scripture
- to understand the meaning of biblical revelation and its authority for life
- to develop an awareness of how one interprets scripture
- to foster a biblical-theological worldview
- to acquaint students with the history of the church
- to develop an appreciation of the biblical-Anabaptist heritage
- to develop awareness of critical philosophical-theological issues in the Western tradition
- to develop disciplined modes of reflection and expression
- to explore the meaning of Christian faith in relation to other religions and ideologies
- to foster understanding of and involvement in Christian mission
- to foster consciousness of injustice and commitment to peacebuilding
- to prepare students for ministry in the church

To meet the needs of the church, the interests of students in vocational ministries, and the concerns of both

**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.**

with issues in religion and philosophy, the department offers a choice of four majors consisting of a selection of core, required and elective courses.

### **Core courses (27 SH)**

The core courses listed below are required for the following majors: biblical studies; culture, religion and mission; congregational and youth ministries. These courses provide a basic biblical, historical, theological and philosophical foundation for the required and elective courses in a particular major.

BIRE 411 Bible and Religion Senior Capstone . . . . .	3
*BIST 341 Old Testament Studies: Prophets OR	
*BIST 381 New Testament Studies: Paul . . . . .	3
(Bible and religion department majors take either ABP 111/2 or ABP 121 to meet their Global Village Anabaptist Biblical Perspectives requirement. They then take the upper level biblical course from the testament not studied in the Global Village Curriculum as their Bible and Religion core course.)	
CHST 331 Missiology . . . . .	3
CHST 382 Church History . . . . .	3
*CHST 482 Mennonite History and Thought . . . . .	3
PHIL 201/2 Introduction to Philosophy . . . . .	3
REL 362 World Religions. . . . .	3
THEO 232 Introduction to Theology	3
THEO 341 Biblical Theology of Peace and Justice . . . . .	3

Bible and Religion core courses will satisfy the Christian Identity and Witness requirement of the Global Village Curriculum for Bible and religion department majors.

### **Major in Biblical Studies**

This curriculum provides a foundation in biblical studies with a focus on methods of Bible study for the student anti-

pating graduate-level seminary study. Students receive extensive exposure to theological topics and to contemporary issues of biblical interpretation and the meaning of Christian discipleship.

This major requires the 27 hours of core courses plus the following 18 hours for a total of 45 hours:

### **Required courses (12 SH):**

*BIST 202 History of the Bible . . . . .	3
*BIST 222 New Testament Studies: Gospels . . . . .	3
*BIST 341 Old Testament Studies: Prophets . . . . .	3
*BIST 381 New Testament Studies: Paul . . . . .	3
(One of the above courses meet the biblical studies Bible and Religion core requirement.)	
*THEO 321 Topics in Christian Theology OR	
*THEO 421 Contemporary Theology . . . . .	3

### **Elective courses (6 SH):**

CHST, JPCS, PHIL, REL, THEO electives . . . . .	6
(*CHST 272 Spiritual Formation is strongly recommended.)	

### **Major in Congregational and Youth Ministries**

This major prepares students to answer Christ's call to a life of nonviolence, witness, service and peacebuilding especially within congregations in the context of rapidly changing, pluralistic and diverse Western culture. The major prepares students for service in fields such as youth ministries, urban missions, and congregational leadership, and is also a foundation for graduate-level seminary studies in church and ministry leadership.

This major requires the 27 hours of core courses plus the following 21 hours for a total of 48 SH:

### Required courses (15 SH):

CHST 202 Introduction to Youth Ministry . . . . .	3
*CHST 281 The Church in a Changing World . . . . .	3
*CHST 342 Church Leadership . . . . .	3
CHST 391/2 Introduction to Counseling . . . . .	3
CHST 411/2/3 Church Work Practicum OR 471/2/3 Youth Ministry Practicum . . . . .	3

### Elective courses (choose 6 SH):

*CHST 272 Spiritual Formation . . . . .	3
*CHST 351 Youth Ministry in the Congregation . . . . .	3
(recommended for those focusing on youth ministry)	
*CHST 362 The Congregation and Its Ministries . . . . .	3
PSYC 201/2 Developmental Psychology . . . . .	3
REL 371 Contemporary Culture . . . . .	3

## Major in Culture, Religion and Mission

This major is designed to prepare students for a career in missions and service either within contemporary Western culture or cross-culturally, or as the foundation for graduate studies in fields such as anthropology, religious studies or missiology. The program includes the study of contemporary cultures, the meaning and value of religion within them, and the implications these have for mission. See page 36 for Junior Year Internship option.

This major requires the 27 hours of core courses plus the following 21 hours for a total of 48 SH:

### Required courses (15 SH):

*REL 251 Introduction to Religious Studies . . . . .	3
*REL 262 Topics in Religion . . . . .	3
REL 371 Contemporary Culture . . . . .	3

CHST 432 Anthropology and Christian Mission . . . . .	3
CHST 461/2/3 Missions Practicum . . . . .	3

### Elective courses (choose 6 SH):

*CHST 272 Spiritual Formation . . . . .	3
*CHST 281 The Church in a Changing World . . . . .	3
JPCS 372 Global Ethics of Peace and Justice . . . . .	3
*REL 421 Judaism, Christianity, Islam: Comparative Monotheisms . . . . .	3
*SOC 261 Cultural Anthropology and Social Change . . . . .	3

## Major in Philosophy and Theology

The philosophy and theology major is for students with special interests in these fields. It is designed to be foundational for further study in graduate school or as a complement to other academic disciplines.

This major requires 27 semester hours of theology, biblical studies, and religion courses, and 21 hours of philosophy courses, for a total of 48 semester hours.

### Theology, biblical studies and religion required courses (24 SH):

BIRE 411 Bible and Religion Senior Capstone . . . . .	3
*CHST 482 Mennonite History and Thought . . . . .	3
REL 362 World Religions . . . . .	3
THEO 232 Introduction to Theology . . . . .	3
THEO 341 Biblical Theology of Peace and Justice . . . . .	3
*THEO 421 Contemporary Theology . . . . .	3

### Choose one of the following courses:

*REL 251 Introduction to Religious Studies . . . . .	3
*REL 412 Sociology of Religion . . . . .	3

- Choose one of the following courses:  
 CHST 382 Church History . . . . . 3  
 \*REL 421 Judaism, Christianity, Islam:  
   Comparative Monotheisms . . . . . 3  
 \*THEO 321 Topics in Christian  
   Theology . . . . . 3

(For Philosophy and Theology majors, CHST 382 or CHST 482 will satisfy the Global Village Curriculum Christian Identity and Witness requirement.)

**Elective course (3 SH):**

Choose an additional course from those listed above, or an upper-level Bible and Religion course, or other course as approved by the advisor. (\*CHST 272 Spiritual Formation recommended.)

**Philosophy required courses (21 SH):**

PHIL 201/2 Introduction to Philosophy . 3

Choose two of the following courses:

- \*PHIL 222 Ways of Knowing. . . . . 3
- \*PHIL 282 Logic and Critical Thinking. . . . . 3
- \*PHIL 321 Philosophy of Science . . 3
- \*PHIL 401 Philosophy of Religion . 3

Choose two of the following courses:

- \*PHIL 331 Ethics: Conceptions of Personal Good . . . . . 3
- \*PHIL 352 Politics: Conceptions of Common Good. . . . . 3
- \*PHIL 431 Philosophical Theology . 3
- \*PHIL 461 Topics in Contemporary Philosophy . . . . . 3

Choose two of the following courses:

- \*PHIL 302 Ancient Philosophy. . . . 3
- \*PHIL 362 Modern Philosophy . . . . 3
- \*PHIL 371 Contemporary Philosophy . . . . . 3

(Note: Philosophy courses will be scheduled every other year. Courses offered for the 2007-08 academic year are PHIL 201/2, PHIL 222, PHIL 321, PHIL 362, PHIL 431, PHIL 461.)

**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, and religious 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 of the courses for this minor must be 300- or 400-level courses.

**Minor in Missions**

The missions minor consists of 18 SH to be taken along with majors such as nursing, education, social work, applied sociology and business administration. It can also be taken by other majors, especially by majors in congregational and youth ministries.

The missions minor is interdisciplinary and cross-cultural in focus. The emphasis is not so much on training as on cross-cultural understanding which is designed to clarify commitment and sharpen awareness of the context and issues in mission. This will increase one's ability to communicate effectively and function contextually. Persons who combine a missions minor with their major could serve with a mission/service agency or in self-support roles in close cooperation with local churches.

It is possible to concentrate on cross-cultural mission overseas or in North America. In each case the 18 SH minor consists of three core courses and three elective courses. If careful scheduling is done, some of the courses can be taken as part of the Global Village Curriculum requirements (e.g., cross-cultural requirements).

### Core courses (9 SH):

CHST 331 Missiology . . . . .	3
CHST 432 Anthropology and Christian Mission . . . . .	3
CHST 461/2/3 Missions Practicum . . . . .	3

### North America

Students wishing to concentrate on cross-cultural mission in North America should select 3 of the following courses, one each from categories A, B and C (9 SH):

#### Category A

JPCS 351 Mediation and Conflict Transformation. . . . .	3
PSYC 221/2 Social Psychology . . . . .	3
SOC 101/2 Introduction to Sociology . . . . .	3
SOC 221 Human Behavior and Social Environment I: Primary Groups. . . . .	3

#### Category B

*REL 251 Introduction to Religious Studies . . . . .	3
*REL 262 Topics in Religion. . . . .	3
*REL 412 Sociology of Religion . . . . .	3

#### Category C

ENG 242 American Literature II . . . . .	3
*HIST 222 African-American History . . . . .	3
REL 371 Contemporary Culture . . . . .	3
Urban Studies, e.g., Washington Community Scholars' Center	

### Overseas

Students wishing to concentrate on cross-cultural mission overseas should select 3 of the following courses, one each from categories A, B and C (9 SH):

#### Category A

BIOL 162 Food and Population. . . . .	3
ECON 401 Economic Development . . . . .	3
Foreign Language . . . . .	3
JPCS 471 International Conflict and Peacebuilding. . . . .	3
*POL 201 Comparative Government. . . . .	3

*SOC 261 Cultural Anthropology and Social Change . . . . .	3
SOC 321 Sociology of International Development . . . . .	3

### Category B

JPCS 372 Global Ethics of Peace and Justice . . . . .	3
REL 362 World Religions. . . . .	3
*REL 421 Judaism, Christianity, Islam: Comparative Monotheisms . . . . .	3

### Category C

*ENG 342 World Literature I . . . . .	3
*ENG 351 World Literature II. . . . .	3
*HIST 212 History of Latin America . . . . .	3
*HIST 251 History of Africa . . . . .	3
*HIST 432 History of the Middle East. . . . .	3

### Minor in Philosophy

The philosophy 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 post-graduate degree.

### Required courses (18 SH):

PHIL 201/2 Introduction to Philosophy . . . . .	3
--	---

Choose two of the following courses:

*PHIL 302 Ancient Philosophy. . . . .	3
*PHIL 362 Modern Philosophy . . . . .	3
*PHIL 371 Contemporary Philosophy . . . . .	3

Choose three of the following courses:

*PHIL 222 Ways of Knowing. . . . .	3
*PHIL 282 Logic and Critical Thinking. . . . .	3
*PHIL 321 Philosophy of Science . . . . .	3
*PHIL 331 Ethics: Conceptions of Personal Good . . . . .	3



*PHIL 352 Politics: Conceptions of Common Good . . . . .	3
*PHIL 401 Philosophy of Religion . . .	3
*PHIL 431 Philosophical Theology . . .	3
*PHIL 461 Topics in Contemporary Philosophy . . . . .	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 202 Introduction to Youth Ministry . . . . .	3
*CHST 342 Church Leadership . . . . .	3
*CHST 352 Youth Ministry in the Congregation . . . . .	3
CHST 391/2 Introduction to Counseling . . . . .	3
CHST 471/2/3 Youth Ministry Practicum . . . . .	3
REL 371 Contemporary Culture . . . . .	3

## Minor in Justice, Peace and Conflict Studies

See pages 98-99.

## Associate in Arts Degree in Bible

This program allows the student to combine the core requirements from the Global Village Curriculum with a 30 SH concentration in biblical and church studies. Students complete elective credits as needed to reach the total of 64 SH required for the A.A. degree.

In addition to the Global Village Curriculum requirements on page 15, the following courses are required:

*BIST 222 New Testament Studies: Gospels OR	
*BIST 341 Old Testament Studies: Prophets OR	
*BIST 381 New Testament Studies: Paul . . . . .	3

*BIST 202 History of the Bible . . . . .	3
CHST 382 Church History . . . . .	3

PHIL 201/2 Introduction to  
Philosophy OR

*PHIL 401 Philosophy of Religion . . . . .	3
REL 362 World Religions. . . . .	3
*THEO 321 Topics in Christian Theology. . . . .	3
BIST, CHST, PHIL, JPCS, REL, THEO electives . . . . .	12

## Junior Year Internship Program

### Internship for Culture, Religion and Mission

This Junior Year Internship program is designed for culture, religion and mission majors who feel a call to cross-cultural mission and service and who wish to study in the context of a cross-cultural mission service internship. See program advisor for location possibilities and program details. A total of 30 SH may be earned as follows:

Cross-cultural credits . . . . .	6
Practicum . . . . .	3
Courses from approved institutions on location . . . . .	21

## 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 first-hand what ministry is. This is a summer program of 11 weeks full-time with a scholarship and stipend package. 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 page 190 for additional information.

## Anabaptist Biblical Perspectives (ABP)

### 101 Introduction to the Bible

3

This course is designed for first-year students with limited biblical knowledge. Its purpose is to nurture an appreciation for the rich resources of the scriptures for creative personal faith and human life in the modern world. The student will gain a knowledge and understanding of the literature and history of the Bible and be encouraged to integrate faith, learning, and living. (May not be taken after another ABP course.)

### 111/2 Becoming God's People: Old Testament Themes

3

This course surveys the content and backgrounds of the Christian Old Testament (Jewish Tanak) giving particular attention 1) to God's efforts to form an obedient and worshipping people, and 2) to the major covenants between God and God's special community.

### 121 Following Jesus Christ: New Testament Themes

3

This course takes a look at the many different writings that make up the New Testament, at the same time emphasizing the common message of and about Jesus Christ that they contain, and related themes that tie them together. It encourages the development of an understanding of the settings in which the New Testament's gospels, letters, and sermons were written, and begins the process of connecting the faith of New Testament Jesus believers with the call to 21st-century Christians to follow Christ in our world.

### 211/2 Living Faith: The Way of Jesus in the World

3

In this course students will engage the story of Jesus in the world, searching for clues of what authentic faith looks like in his life and message. We will define and consider Christian faith from biblical, historical, and sociological perspectives. The expressions of faith and the visions of the kingdom of God that motivated and sustained groups of Christians, especially of the overlooked and marginal movements in history, will be compared and considered within the framework of the more mainstream and well known movements. The effects of high-risk faith will be traced through history.

### 311/2 Ethics in the Way of Jesus

3

This is a course in Christian ethics. Students will reflect on the ethical ramifications of the gospel and will apply the insights gained to real-life issues and circumstances. The class will emphasize what it means to think ethically within the context of the Anabaptist tradition.

Note: The following courses may also meet the Global Village Curriculum ABP requirement, with permission of the instructor: \*BIST 202; \*BIST 222; \*BIST 341; \*BIST 381; THEO 341.

## Bible and Religion (BIRE)

### BIRE 411 Bible and Religion Senior Capstone

3

This course brings senior Bible and religion department majors together to reflect on the skills and understandings they have developed in their respective majors and to prepare a major paper or project that brings that learning into conversation with their developing sense of vocation.

# Biblical Studies (BIST)

ABP-SatisfiesGlobalVillageCurriculumAnabaptistBiblicalPerspectivesrequirementwith permission of instructor.

## **\*202 History of the Bible**

**3**

This course examines first the process of biblical revelation in an event-record-copy sequence for both testaments; second, the development of the canon of Old and New Testaments within the faith community; third, the task of translation and its importance for the mission of the church, and finally, principles of interpretation which inform the use of the Bible in a life of faith and service. (ABP) (Spring 2009)

## **\*222 New Testament Studies: Gospels**

**3**

This course invites students to explore the texts of the four canonical gospels, using narrative and inductive approaches to understand the four portraits of Jesus Christ presented there. This study will help students to reflect on different understandings of Jesus' life, teachings, death, and resurrection and how those understandings can deepen our commitment to Christ. (ABP) (Spring 2008)

## **\*341 Old Testament Studies: Prophets**

**3**

This study of Israel's prophets is the setting for an exposure to the world of the Old Testament. Understanding Old Testament prophecy today and recognizing the authority of the Old Testament in today's church are major concerns. (ABP) (Fall 2007)

## **\*381 New Testament Studies: Paul**

**3**

This course presents an overview of the Pauline and deuterio-Pauline writings, and provides an introduction to methods of biblical interpretation and exegesis. This process will help students to gain a deeper understanding of Paul's proclamation of faith in and the faithfulness of Jesus Christ, as the foundation for communities of Christian believers. (ABP) (Fall 2008)

## **452 Elementary Hebrew**

**3**

This course is an introduction to biblical Hebrew. Hebrew vocabulary, grammar and syntax are introduced inductively in actual prose passages being read from the Hebrew Bible. The goal is to read and translate simple narrative biblical Hebrew. Classroom instruction and student recitation reinforce material also presented in the workbook/textbook which is used alongside a Hebrew Bible. (BVOT 532)

## **461 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)

## **491/2 Independent Study**

**1-3**

# Church Studies (CHST)

CIW - Satisfies Global Village Curriculum Christian Identity and Witness requirement.

## **131/2 Small Group Ministry Practicum** **1**

This practicum is 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.

## **202 Introduction to Youth Ministry** **3**

Theories of adolescent faith development, youth culture, adolescent experience and a believer's church theology of children and youth are studied as a basis for ministry to youth. (PE 202)

## **\*272 Spiritual Formation** **3**

An introduction to Christian spiritual formation, its roots in history and its present-day implications on both personal and communal levels. Looking and listening for God's movement enables us to comprehend in a deeper way what it means to be peacemakers in the midst of a broken world. Lectures, readings, discussion, papers, experience of group and one-on-one soul care are the basis for openness to the redemptive work of God through the Spirit of Christ. (CIW) (Spring 2008)

## **\*281 The Church in a Changing World** **3**

Followers of Jesus are given the responsibility to represent the good news of the Kingdom in their cultures as Jesus did in his. The features of the church as dynamic movement toward the Kingdom, as good news, as sign and as presence of the Kingdom of God will be examined in the context of contemporary culture. The church in society, its failures and potential, will be examined from theological, historical, sociological and missiological perspectives with a special emphasis on the possibilities for recovering the prophetic role of the Early Church and the Anabaptist movement within a world of change. (CIW) (Fall 2008)

## **331 Missiology** **3**

An introduction to the issues of Christian mission overseas from an interdisciplinary perspective. It is concerned with the biblical basis, theology, history, context and forms of mission. The call to mission takes seriously the role of the church, mutuality in mission, need, opportunity and spiritual gifts.

## **\*342 Church Leadership** **3**

A practical course focusing on the development of basic public leadership skills for the life of the congregation. Students prepare several kinds of sermons and plan worship services for various occasions. Skills are developed through class presentations with peer and instructor feedback. Attention is also given to the development of personal disciplines of worship and devotional life. (Spring 2009)

## **\*351 Youth Ministry in the Congregation** **3**

A focus on an integrated approach to youth ministry with particular emphasis on life planning, peer ministry, discipleship training and preparation for baptism, and church membership. (Fall 2007)

- \*362 The Congregation and Its Ministries** **3**  
 This course develops a creative biblical and theological perspective for the role and significance of the local assembly of believers in God's redemptive plan. The goal is to develop a model where the social form of the congregation is subordinated to its biblically-mandated and Spirit-enabled ministry tasks. (Spring 2008)
- 382 Church History** **3**  
 This course provides an overview of the stories of Christianity, beginning with the New Testament period and coming up to the sixteenth century of the Common Era. It describes the varied successes and failures in the witness of Christians as they spread west into Europe, east toward China, and south into Africa. While this story may seem far removed from the church experiences of many class members, the course will help them begin to connect to the questions people of faith have struggled with, and to learn from the different answers Christians in many places developed. (HIST 382) (CIW)
- 391/2 Introduction to Counseling** **3**  
 Counseling is studied from a Christian discipleship perspective. Emphasis is placed on understanding and developing helping skills, utilizing a developmental model of people-helping. Applications for counseling skills are examined along with a basic exposure to counseling theories and theories of development. (PSYC 391/2)
- 411/2/3 Church Work Practicum** **3**  
 A program of study and supervised field experience in a congregation or church agency. Special emphasis is placed on personal development for ministry and experiencing ministry in the congregation.
- 432 Anthropology and Christian Mission** **3**  
 This course probes the cultural dimensions of Christian mission from an anthropological perspective. It is concerned with cross-cultural understanding, empathy and adjustment. Attention is given to anthropology of religion, communication, social change and contextualization of the church and its theology. (CIW)
- 461/2/3 Missions Practicum** **3**  
 The purpose of the practicum is first-hand exposure to mission. There are a variety of ways that the mission practicum can be fulfilled. For culture, religion and missions majors, a summer mission overseas is normally required. YES, Reach, Salt and similar short-term mission service assignments may be approved for the mission practicum. For missions minors, the practicum may be integrated with practicums required in the major, or with a cross-cultural program. Students who have had extensive experience or exposure in mission may substitute another course for the practicum.
- 471/2/3 Youth Ministry Practicum** **3**  
 A supervised field experience in a congregation or church agency. The focus of the practicum is to experience relationships, program and leadership in a youth ministry setting.
- \*482 Mennonite History and Thought** **3**  
 A study of the Anabaptist movement and Mennonites throughout the world. Particular attention is given to the Anabaptist vision and its relevance for 21st century American life. (HIST 482) (CIW) (Spring 2009)
- 491/2 Independent Study** **1-3**

## Justice, Peace and Conflict Studies (JPCS)

### **372 Global Ethics of Peace and Justice**

**3**

The course will explore how Christian social ethics informs the challenges of building a just peace, both globally and in local communities. It will explore issues like global economic structures, the environment, war and American foreign policy. Students will participate in a field trip to Washington, D.C. to visit such organizations as the World Bank and Christian organizations working for peace and justice.

### **382 History and Philosophy of Nonviolence**

**3**

Nonviolence has a long, rich history. This course begins with the early Christian application of Jesus' peaceable way to the issue of involvement in warfare, and traces the philosophy and practice of nonviolence in the centuries since. We also look at the origins and development of the just war and justifiable revolution traditions. We pay special attention to the application of the philosophy of nonviolence to social change efforts, including the work and thought of Mahatma Gandhi, the North American civil rights movement, and opposition to militarism.

## Philosophy (PHIL)

CIW - Satisfies Global Village Curriculum Christian Identity and Witness requirement.

### **201/2 Introduction to Philosophy**

**3**

An introduction to major philosophical systems and selected transitional thinkers who have helped to shape the Western intellectual heritage. The focus is on metaphysics (the nature of reality at its most fundamental level) and epistemology (how and what we can know). The course also addresses how the great transitions in thought have influenced our view of God, moral values, truth and the meaning of existence. (CIW)

### **\*222 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. (CIW) (Spring 2008)

### **\*282 Logic and Critical Thinking**

**3**

Introduction to deductive and inductive rules of reasoning with attention to both formal and informal fallacies. Emphasis on practical applications of critical thinking to everyday problems. (Spring 2009)

### **\*302 Ancient Philosophy**

**3**

Students read, interpret and understand original philosophical texts from Plato, Aristotle, and Augustine in order to understand the classical Western conceptions of reality, knowledge and humanity. Prerequisite: PHIL 201/2 or permission of the instructor. (CIW) (Spring 2009)

- \*321 Philosophy of Science** **3**  
Students engage epistemological questions emerging from the practices and claims of scientific inquiry including scientific explanation, theory formation, and hypothesis confirmation. Issues discussed include scientific claims of truth, theory construction, scientific and other paradigms, and the implications of scientific theories and claims for understanding reality. Prerequisite: PHIL 201/2 or permission of the instructor. (CIW) (Fall 2007)
- \*331 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 201/2 or permission of the instructor. (CIW) (Fall 2008)
- \*352 Politics: Conceptions of Common Good** **3**  
The course examines competing theories and conceptualizations of justice in human arrangements. Theories articulated by Plato, Hobbes, and contemporary libertarian, communitarian, utilitarian and fairness based thinkers are explored. Limited applications of the theories to questions of distributive justice are presented. Prerequisite: PHIL 201/2 or permission of the instructor. (CIW) (Spring 2009)
- \*362 Modern Philosophy** **3**  
Students read, interpret and understand original texts from Descartes, Hobbes, Hume, Locke, Berkeley, Leibniz, Kant, Hegel, Marx, and Mill in order to understand the modern Western conceptions of reality, knowledge and humanity. Prerequisite: PHIL 201/2 or permission of the instructor. (CIW) (Spring 2008)
- \*371 Contemporary Philosophy** **3**  
An introduction to the contemporary postmodern situation. The writings of Hegel, Marx, Wittgenstein, Heidegger, as well as other influential thinkers, will be studied. Attention will also be given to marginalized viewpoints. Since philosophical concerns always arise in specific historical and social contexts, special attention will be given to the interrelationship between styles of thinking and ways of life. (CIW) (Fall 2008)
- \*401 Philosophy of Religion** **3**  
This course examines issues that arise from a tradition of philosophical reflection upon the language and truth claims of religion. Issues receiving careful attention are the classic proofs of God's existence, the problem of evil, the religious truth claims, and the question of miracles and human destiny. Both religious and non-religious attempts to "make sense" of religious language are investigated. (CIW) (Fall 2008)
- \*431 Philosophical Theology** **3**  
Students investigate important philosophical texts and their impact on significant theological writings. Representative philosophers and theologians from each era (medieval, modern and contemporary) are read and explored. The use of philosophical method in theology and the relationship between philosophy and theology are discussed. (Fall 2007)



**\*461 Topics in Contemporary Philosophy** **3**  
This class changes content as new issues in contemporary philosophy arise and old issues are revisited with new insight. The success of neuroscience is raising philosophical questions concerning the nature of the human being and the possibility of reducing mental events to brain events. The awareness of pluralism, particularly religious pluralism, raises philosophical questions concerning the nature of truth and the adequacy of human language and conceptual schemes in our attempts to make sense of the world and God. (CIW) (Fall 2007)

**491/2 Independent Study** **1-3**

## Religion (REL)

CIW - Satisfies Global Village Curriculum Christian Identity and Witness requirement.

**\*251 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. (CIW) (Fall 2007)

**\*262 Topics in Religion** **3**  
This class is designed to focus on particular issues that arise from time to time in the discipline of religious studies. Consideration may be given to questions in inter-religious dialogue, to the religious understandings of groups such as Native Americans or Africans, or to the role of religion in the context of the global free-market economy. (CIW)

**362 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. (CIW)

**371 Contemporary Culture** **3**  
Introduces and applies anthropological methods to a variety of popular cultural expressions for the purpose of understanding the themes and meanings of the post-modern culture. A wide variety of contemporary cultural phenomena, from rock music videos to shopping malls, will be observed and critiqued. (CIW)

**\*412 Sociology of Religion** **3**  
Designed to develop an understanding of the sociological dimension of religious belief and behavior, the interrelationships of religion as a social institution with other societal institutions, formal and informal organizations growing from and propagating religious activity, the interaction between transcendent and cultural components of religion, and the functions of religion in American society. (CIW) (Spring 2008)

**\*421 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. (CIW) (Fall 2007)

**491/2 Independent Study** **1-3**

# Theology (THEO)

ABP - Satisfies Global Village Curriculum Anabaptist Biblical Perspectives requirement with permission of instructor.

CIW - Satisfies Global Village Curriculum Christian Identity and Witness requirement.

## **232 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. (CIW)

## **\*321 Topics in Christian Theology** **3**

A 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. (CIW) (Fall 2008)

## **341 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. (ABP)

## **\*421 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. (CIW) (Fall 2007)

## **491/2 Independent Study** **1-3**

\*Indicates courses offered in alternate years.



# Biology

**Faculty:**

- Stephen Cessna
- Greta Ann Herin
- Roman J. Miller
- Douglas S. Graber Neufeld (chair)
- John L. Spicher
- James M. Yoder

**Majors:**

- Biology
- Biochemistry
- Clinical Laboratory Science
- Environmental Science with concentrations in:
  - Environmental Monitoring and Analysis
  - Conservation Ecology
  - Sustainable Agriculture

**Minors:**

- Environmental Science
- Biology

**Teaching****Endorsement:**

- Teaching Endorsement
- Biology, Grades 6-12

**Other programs:**

- Au Sable Institute of Environmental Studies
- Pre-professional Health Sciences (PPHS)

The primary objective of the biology department is to provide courses and skill training required by students earning B.A. or B.S. degrees, especially those majoring in biology. Additionally it emphasizes preparing students for graduate training in medicine, dentistry, veterinary sciences and allied health fields; teaching biology in secondary schools; sustainable agriculture; environmental science; and graduate work in other fields of biology.

Students majoring in biology, biochemistry and environmental science earn a Bachelor of Arts (B.A.) degree. However, students with multiple mathematics and science majors or minors have the option of earning a Bachelor of Science (B.S.) degree. Clinical laboratory science majors earn a Bachelor of Science (B.S.) degree. Students should consult the department chair for further information.

**Major in Biology**

Doug Graber Neufeld, Advisor

**Required biology courses (32 SH):**

BIOL 171 Concepts in Biology: Unity and Diversity of Life . . . . .	4
BIOL 222 Molecules, Genes and Cells . . . . .	4
BIOL 232 Ecology: Adaptation and Environment . . . . .	4
BIOL 281 Animal Form and Function . . . . .	4
BIOL 482 Faith, Science, and Ethics . . .	2

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

### Botany requirement:

- \*BIOL 242 Agroecology OR
- \*BIOL 252 Botany OR
- \*BIOL 371 Plant Physiology OR
- \*BIOL 392 Taxonomy of Flowering Plants . . . . . 4

### Animal Systems requirement:

- \*BIOL 301 Development Biology OR
- BIOL 431 Mammalian Anatomy OR
- BIOL 442 Mammalian Physiology . . . 4

### Research requirement (2SH minimum):

- BIOL 351 Research Topics OR
- BIOL 461/2 Biology Research . . . . 1-3

Biology elective. . . . . 4

In addition, the biology major includes CHEM 221, CHEM 232 and at least one semester each of the following: organic chemistry, physics and calculus.

The elective requirement may be satisfied by any course with a BIOL or a BIOCH designation, or NUTR 241 Nutrition Fundamentals.

## Pre-Professional Health Sciences Program (PPHS)

Greta Ann Herin and Roman J. Miller, Advisors

Biology majors interested in biomedicine enroll in PPHS, which is designed for students anticipating entrance into a professional health science school such as medicine, dentistry, veterinary medicine, physical therapy, exercise physiology, occupational therapy, optometry, podiatry, osteopathy, or graduate education and research in any area of biomedicine. (For occupational therapy, see Psychology page 144.) Whereas most of the students in this program are biology majors, it is possible to major in chemistry, mathematics or another area in the liberal arts and succeed in the program. Since course requirements for non-biology majors vary, students should check

with their major department for specific details. Because graduate schools value a broad education, a minor in a non-science area of interest is suggested.

In addition to the required biology courses listed above, biology majors in PPHS are also required to take:

- CHEM 322 Organic Chemistry II . . . 4
- PHYS 262 University Physics II. . . . 4

### Highly recommended elective courses include:

- \*BIOL 301 Developmental Biology. . 4
- BIOL 442 Mammalian Physiology . . . 4
- \*BIOCH 371 Foundational Biochemistry. . . . . 4
- \*BIOCH 392 Advanced Cell Biology 3
- \*BIOCH 431 Molecular Genetics . . . 3
- \*CHEM 331 Analytical Chemistry . 4
- MATH 242 Statistics for the Natural Sciences . . . . . 3

Normally the pre-professional health sciences student will complete these courses by the end of the junior year in order to be fully prepared at that time to take a professional health science school entrance exam (MCAT, DAT, VET or GRE).

## Major in Biochemistry

Stephen Cessna and Tara Kishbaugh, Advisors  
See Chemistry, page 68.

## Major in Biology, Teaching Endorsement for Grades 6-12

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 (pages 46-47) and the secondary education courses (page 77) make up the program for teacher licensure, grades 6-12.

# Major in Environmental Science

Doug Graber Neufeld and James Yoder, Advisors

The environmental science major focuses on sustaining the quality of our natural world. The curriculum focuses on the interrelationships between the natural world and humanity, with an emphasis on how human society has altered the environment. The major prepares students for work in environmental monitoring and analysis, conservation biology and ecology, or sustainable agriculture. Coursework from a range of disciplines informs students about such environmental 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 agricultural methods. It also provides specific preparation for graduate study in many of these or related areas. The environmental science major at Eastern Mennonite University is designed around the following principles:

- Environmental problems are viewed through the biblical concept of Christian stewardship of the earth's resources.
- The environmental science curriculum seeks to couple scientific rigor with a broad-based approach, and recognizes a balance between technical training and a broad liberal arts education.

The major consists of 38 SH of core courses and 16 additional semester hours from one of the following concentrations: environmental monitoring and analysis, conservation ecology, or sustainable agriculture

## Core Courses:

BIOL 162 Food and Population . . . . .	3
BIOL 171 Concepts in Biology: Unity and Diversity of Life . . . . .	4
BIOL 181 Environmental Science OR *SOC 241 Environment and Society . . .	3
BIOL 232 Ecology: Adaptation and Environment . . . . .	4
*BIOL 242 Agroecology OR	
*BIOL 451 Advanced Ecology and Field Biology . . . . .	4
*BIOL 342 Environmental Physiology OR	
*BIOL 371 Plant Physiology. . . . .	4
BIOL 411/2 Environmental Science/ Agriculture Practicum. . . . .	3
BIOL 482 Faith, Science and Ethics .	2
CHEM 221 General Chemistry I . . . .	4
CHEM 232 General Chemistry II . . . .	4
MATH 242 Statistics for the Natural Sciences . . . . .	3

## Concentrations:

In addition to the core requirements, environmental science majors take 16 SH from one of three concentrations. These concentrations are intended to provide expertise in a particular field. Final course design for fulfilling a concentration is chosen in close collaboration with the faculty advisor.

### Environmental Monitoring and Analysis

This concentration focuses on chemical analysis and effects of pollution. This group of courses provides background in monitoring the human impact on atmospheric, terrestrial and aquatic environments. In addition, these courses are selected to understand the toxicological effects of pollutants on organisms.

### Recommended courses(choose 16SH):

BIOL 201 Microbiology . . . . .	4
BIOL 222 Molecules, Genes and Cells . . . . .	4
*BIOL 402 Applied Ecology . . . . .	4
*BIOL 471 Soil Science. . . . .	4

CHEM 282 Environmental Chemistry . . . . .	4
CHEM 311 Organic Chemistry I . . .	4
CHEM 322 Organic Chemistry II . . .	4
*CHEM 331 Analytical Chemistry . . .	4
GEOL 302 Earth Science . . . . .	3
PHYS 251 University Physics I . . . .	4
PHYS 262 University Physics II . . . .	4

### Conservation Ecology

Courses in this concentration focus on ecological issues at the population, community and ecosystem levels. Emphasis is given to the impact of humans on global biodiversity and current approaches to conserving and managing biological resources. These courses also promote an awareness of the economic and peace and justice concerns inherent in environmental studies and provide a strong background in animal and plant ecology.

### Recommended courses(choose 16SH):

BIOL 222 Molecules, Genes and Cells . . . . .	4
*BIOL 252 Botany . . . . .	4
*BIOL 262 Zoology . . . . .	4
*BIOL 272 Ornithology . . . . .	3
*BIOL 321 Conservation Biology . . .	3
*BIOL 402 Applied Ecology . . . . .	4
CHEM 282 Environmental Chemistry . . . . .	4
CHEM 311 Organic Chemistry I . . .	4
ECON 221/2 Microeconomics . . . . .	3
JPCS 372 Global Ethics of Peace and Justice . . . . .	3
SOC 482 Conservation and Sustainable Development . . . . .	3

### Sustainable Agriculture

This concentration allows students to apply their scientific learning specifically to issues of agriculture and sustainability. Students with an interest in pursuing careers in the agricultural sciences, agricultural development, and/or small-scale or urban agriculture would benefit from the courses in this concentration.

### Recommended courses(choose 16SH):

*BIOCH 431 Molecular Genetics . . .	4
BIOL 222 Molecules, Genes and Cells . . . . .	4
*BIOL 252 Botany . . . . .	4
*BIOL 291 Agricultural Animal Science . . . . .	3
*BIOL 471 Soil Science . . . . .	4
CHEM 282 Environmental Chemistry . . . . .	4
CHEM 311 Organic Chemistry I . . .	4
ECON 221/2 Microeconomics . . . . .	3
GEOL 302 Earth Science . . . . .	3
JPCS 372 Global Ethics of Peace and Justice . . . . .	3
SOC 482 Conservation and Sustainable Development . . . . .	3

## Major in Clinical Laboratory Science

Greta Ann Herin and Roman J. Miller,  
Advisors

A major in clinical laboratory science consists of the 39 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 96 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 Rockingham Memorial Hospital, Augusta Medical 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. The following courses are prerequisites for entrance into a clinical program:

BIOL 171 Concepts in Biology: Unity and Diversity of Life . . . . .	4
BIOL 201 Microbiology . . . . .	4

BIOL 222 Molecules, Genes and Cells . . . . .	4
BIOL 281 Animal Form and Function . . . . .	4
*BIOL 332 Immunology . . . . .	4
CHEM 221 General Chemistry I . . . .	4
CHEM 232 General Chemistry II . . . .	4
CHEM 311 Organic Chemistry I . . . .	4
*CHEM 331 Analytical Chemistry . . . .	4
MATH 242 Statistics for the Natural Sciences . . . . .	3

**The following courses are recommended:**

*BIOCH 392 Advanced Cell Biology	3
*BIOCH 431 Molecular Genetics . . . .	3
*BIOL 301 Developmental Biology . . . .	4
BIOL 442 Mammalian Physiology . . . .	4
CHEM 322 Organic Chemistry II . . . .	4
PHYS 251 University Physics I . . . . .	4

## Minor in Biology

A non-biology major may earn a minor in biology by taking at least 18 SH of biology courses. One course must be at the 300 or 400 level. 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, students are urged to consult with a biology faculty member in outlining a minor.

## Minor in Environmental Science

The environmental science minor consists of the following courses for a total of 17-19 SH.

One chemistry course . . . . .	3-4
BIOL 181 Environmental Science . . . .	3
*BIOL 242 Agroecology OR	
BIOL 232 Ecology: Adaptation and Environment . . . . .	4
*BIOL 321 Conservation Biology . . . .	4
Additional biology course required or recommended for the environmental science major . . . . .	3-4

## Au Sable Institute of Environmental Studies

EMU is a "Participating College" of the Au Sable Institute of Environmental Studies. Au Sable is a Christian institute whose mission is to bring healing to the biosphere and the whole of Creation. Au Sable achieves these goals through academic courses and programs for college and university students, research projects, seminars, and other educational activities. Students can enroll for Au Sable courses through EMU. Tuition (set by EMU) and room and board (set by Au Sable) is paid directly to EMU. Course credits earned at Au Sable appear directly on the student's EMU transcript. As a "Participating College" EMU is eligible for at least one \$1200 fellowship each year. Au Sable also offers other fellowships and financial aid to qualifying students.

The Au Sable courses most available to EMU students are those offered during their May term and the two Summer Sessions. Most of the courses are offered at their Great Lakes campus, a camp-like setting in northern Lower Peninsula Michigan. Au Sable also offers courses at its Pacific Rim campus on Whidbey Island in Puget Sound, in Kenya, South India, and Tangier Island in the Chesapeake Bay.

The following courses offered at the Au Sable Institute (Great Lakes campus) are recommended for environmental science or biology majors. Any of the courses offered at any of the Au Sable campuses can be taken for biology or environmental science credit. The courses listed below are especially recommended because of the unique resources of Au Sable or because they supplement rather than replicate courses already offered on campus.



## Au Sable Courses

### **BIOL 302 Limnology (Water Resources)**

**4**

Field study of lakes and other freshwater systems with applications to planning and management. Includes an introduction to limnology and investigation of representative lakes, streams, and wetlands of the region and compares the North American Great Lakes with the other great lakes of the world and their stewardship. Prerequisites: BIOL 171 and 232; CHEM 221 and 232. Summer session II

### **BIOL 322 Aquatic Biology**

**4**

Ecology, identification, systematics, culture and care of aquatic plants and animals, and adaptations to freshwater environments. Aquatic life is studied in lakes, ponds, bogs, marshes, and streams and in the laboratory. The course assesses human impacts on aquatic species and ecosystems, presents procedures for the stewardship of aquatic habitats, and introduces aquatic restoration ecology. Prerequisites: BIOL 171 and BIOL 232 or BIOL 252 and BIOL 262. Summer session I

### **BIOL 343 Tropical Agriculture and Missions**

**4**

An introduction to tropical agriculture and training of present and prospective workers with resource-poor farmers. Topics include tropical agriculture techniques, on-site practical work with tropical plants and animals, growing food under difficult conditions, and appropriate technologies. Utilizes ECHO's fruit arboretum and the six settings of its Global Village: tropical rainforest, semi-arid, hillside farming, tropical lowlands, rooftop, and urban gardens.

### **ENVST/BIOL/INT 353 Stewardship Praxis**

**3**

Intensive interdisciplinary study of applied environmental stewardship through lectures, discussions, field trips, and hands-on projects. (May Session, Pacific Rim Campus).

Contact the biology department for catalogs and more information about the Au Sable Institute of Environmental Studies.

## Biology (BIOL)

### **101 Bioscience**

**3**

Introductory course designed for non-majors, with an emphasis on the human organism. Presents the major philosophical approaches to biology, the scientific method and basic cellular processes. Focuses on human systems, homeostatic, genetic, and developmental processes, and human interaction with the environment. Includes laboratory experience.

### **111 Human Anatomy and Physiology I**

**3**

Lecture and laboratory study of the cellular, histological, structural and functional aspects of the body systems. Homeostasis and regulatory principles are emphasized in illustrating normal physiological systems. Laboratory sessions utilize physiologic instrumentation, dissection of laboratory animals and cadavers to demonstrate biologic concepts. High school advanced biology or BIOL 101 and high school chemistry or CHEM 101 are recommended as preparation for this course.

### **142 Human Anatomy and Physiology II**

**3**

A continuation of BIOL 111.

- 162 Food and Population** **3**  
An examination of the biological and demographic aspects of the world food and population problems, including economic, political, ethical and theological contributions to the problems and solutions. Current international events that shape global food and population problems will also be addressed.
- 171 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 promise and challenge of the human genome project. Lecture and laboratory experiences use these two issues as a springboard for learning fundamental concepts and methods in biology. 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.
- 181 Environmental Science** **3**  
Survey of the human impact on natural and cultural ecosystems. Focuses on problems associated with population growth; the use of energy and other natural resources; and water, air and solid-waste pollution. Also attempts to present interdisciplinary techniques for solving some of these problems.
- 201 Microbiology** **4**  
Study of the biology of viruses, bacteria, algae, fungi and protozoa, with laboratory emphasis on bacteria. Prerequisite: BIOCH 152 or BIOL 171.
- 211/2 Life Science Practicum** **1-2**  
Experiential community learning in areas related to future vocation is coordinated with classroom instruction. Typical experiences may involve hospitals, biomedical organizations, clinics, rescue squads, health departments, or life science education. Prerequisite: satisfactory completion of at least two college level biology courses.
- 222 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 171.
- 232 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 171. Prerequisite: BIOL 171.
- \*242 Agroecology** **4**  
An exploration of the ecological principles of agricultural systems, including physical, social, biological, political, and economic bases. An attempt is made to appreciate traditional agricultural rationality and to investigate the ecological impacts of modifying existing agroecosystems, especially in food-deficit countries. (Spring 2008)

- \*252 Botany** **4**  
Survey of the plant kingdom with an emphasis on the ecology, morphology and systematics of the various plant groups including algae, fungi, mosses, ferns, conifers and flowering plants. (Spring 2009)
- \*262 Zoology** **4**  
Survey of the animal kingdom with emphasis on the ecology, behavior, systematics and morphology of the major groups of the animal kingdom with special emphasis on the invertebrates. (Spring 2008)
- \*272 Ornithology** **3**  
Introductory survey emphasizing the annual life cycle, ecology, natural history and some anatomy and physiology of birds. Laboratory time is devoted to field identification and classification studies. Two periods and one three-hour laboratory per week.
- 281 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 171.
- \*291 Agricultural Animal Science** **4**  
This course surveys the use of domesticated animal breeds in agriculture. Specific animal nutrition requirements, reproduction management, growth characteristics, and marketing issues will be studied. In contrast to a modern American contemporary agribusiness approach, this course will focus on animal management and use that is based in sustainable agriculture, organic farming, animal behavioral ecology, and international practices. Laboratory sessions include field trips to local agricultural farms and some animal practicum experiences. A student project paper is required. (Fall 2007)
- \*301 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 111 or 171 or equivalent. (Fall 2008)
- \*322 Conservation Biology** **3**  
A study of global biodiversity and its importance. Examines the current threats to biodiversity, including species extinction, habitat degradation, invasive species, and over exploitation of natural environments. Considers efforts to manage and maintain biodiversity, including how human activity impacts conservation efforts. Prerequisite: BIOL 232. (Spring 2008)
- \*332 Immunology** **4**  
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. Prerequisites: BIOL 201 and 222. (Spring 2008)

- \*342 Environmental Physiology** **4**  
 A study of the physiological adaptations that allow animals to survive in a wide range of environmental conditions. Themes include cold, heat, altitude, diving, dehydration, freshwater/marine systems, and acid-base regulation. Emphasis is also given to basic physiological principles of environmental toxicology. Laboratory emphasizes conditions encountered by local animals. Prerequisite: BIOL 232 or equivalent. (Spring 2008)
- \*351 Research Topics** **2-3**  
 A laboratory-intensive course with topics that vary according to instructor availability.
- 361/2 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.
- \*371 Plant Physiology** **4**  
 A modern molecular approach to classical plant physiology. Topics include water relations and transport, photosynthesis and respiration, nutrient assimilation, plant growth and development, plant responses to herbivory and disease, and plant environmental physiology. Prerequisite: BIOL 222. (Fall 2008)
- \*391 Taxonomy of Flowering Plants** **4**  
 Advanced botany course emphasizing the systematics and classification of flowering plants and some fern and conifer taxonomy. Includes the concepts of evolution, speciation, and aspects of population genetics. The laboratory time is devoted to learning characteristics of some important temperate zone plant families and identification of local flora to the species level. Prerequisites: BIOL 171 or permission of instructor. (Fall 2007)
- \*402 Applied Ecology** **3-4**  
 A project orientated course involving an in-depth investigation of a specific ecological skill, tool, or issue on a rotating basis. One example is the study of Geographic Information Systems (GIS) and their role in environmental and conservation practices. Students learn basic GIS skills and choose a local natural resource or landscape issue to investigate using GIS. Prerequisite: BIOL 181 and BIOL 232 or consent of the instructor. (Spring 2008)
- 411/2 Environmental Science/Agriculture Practicum** **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 practicum 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 science majors only.
- \*422 Neuroscience** **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 physiological principles in affecting human behavior. Laboratory sessions utilize computers and modern biological instrumentation as well as human cadaver material. (PSYC 422) (Spring 2008)

- 431 Mammalian 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, histotechnique and microscopy.
- 442 Mammalian 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, physiologic instrumentation and computer interfaced technology. Prerequisite: BIOL 111 or 171.
- \*451 Advanced Ecology and Field Biology** **4**  
An advanced ecology course emphasizing population ecology and investigative field techniques. Extended field projects focusing on animal behavior, population surveys, vegetative sampling, and landscape ecology will be combined with population dynamic modeling and simulations. Also includes an introduction to ecological research design and data analysis. Prerequisite: BIOL 232. (Fall 2008)
- 461/2 Biology Research** **1-3**  
Research under the direction of a faculty member. Permission required since enrollment is limited.
- \*471 Soil Science** **4**  
Survey of soil science including a look at tropical soils and food production problems. Sustainable management of low-input systems will be emphasized. Includes soil testing, evaluation of fertilizer materials, and a look at how management options impact soil and crop systems. Prerequisite: CHEM 232.
- 482 Faith, Science, and Ethics** **2**  
This team-taught course 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, and bioethics are examined. Christian faith as embodied in an Anabaptist perspective is advanced as the worldview that critiques other approaches and points toward a resolution. A “worldview” term paper is required.
- 491/2 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: basic high school course in biology and chemistry or CHEM 101.

- \*371 Foundational Biochemistry** **4**  
 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. Three lecture periods and one lab per week. Prerequisite: CHEM 322. (Fall 2008)
- \*392 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. Laboratory involves light and fluorescence microscopy, and directed research projects of the student's choosing. Two lecture periods and one lab per week. Prerequisite: BIOL 222. (Spring 2009)
- \*431 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. The laboratory involves an introduction to common techniques employed in molecular biology followed by directed research projects of the student's choosing. Two lecture periods and one lab per week. Prerequisite: BIOL 222. (Fall 2007)
- 462 Biochemistry/Chemistry Seminar and Research** **2**  
 An investigation of a research topic, including designing, conducting, analyzing and reporting an independent investigation in science. Students meet with the instructor to develop the research project and to read, discuss and critique research articles related to the field of inquiry. Students write an extended review article on the topic. Prerequisites: CHEM 322 and departmental approval.
- 491/2 Independent Study** **3**

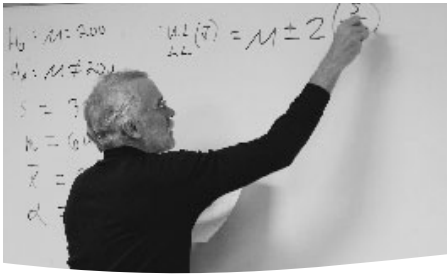
## Geology (GEOL)

- 302 Earth Science** **3**  
 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.

## Nutrition (NUTR)

- 241 Nutrition Fundamentals** **3**  
 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.

\*Indicates courses offered in alternate years.



# Business and Economics

## Faculty:

Spencer L. Cowles (chair)

Chris D. Gingrich

Allon H. Lefever

Ronald L. Stoltzfus

Walter W. Surratt

## Majors:

- Accounting
- Business Administration
- Economics
- International Business

## Minors:

- Accounting
- Business Administration
- Economics
- Finance

## Concentration:

- Human Resource Management

Within the context of EMU's philosophy and mission, the vision of the department of business and economics is to provide a perspective in which graduates will:

- understand that the role of business in meeting economic need is foundational to peacebuilding
- work for fairness and justice
- highlight the value of people in business
- view business as service
- exercise responsible stewardship of resources
- have an interdisciplinary and global perspective.

The mission is to produce graduates who have the skills and perspectives to successfully manage or work in a business or organization, are proactive participants in the marketplace, and promote the common good.

The business curriculum is set in the context of a liberal arts curriculum with an international focus. The Business and Economics faculty believe that a well-rounded education is critical for business success in a rapidly changing world. Consequently, corequisites and prerequisites include courses in the humanities, math, and science in addition to the required Global Village Curriculum and business courses. Students are also encouraged to take electives outside the department. Students majoring in accounting and business administration earn a Bachelor of Science (B.S.) degree. Students majoring in economics and international business earn a Bachelor of Arts (B.A.) degree.

Learning experiences are varied. Classes include case studies, special projects, simulation games, field trips and guest speakers as well as lectures and class discussions. Computer skills are integrated throughout the curriculum. Internships in business are encouraged for upper-

**Careers in Business and Economics include** public and private accounting, banking, insurance, operations and manufacturing, marketing and sales, human resources management, not-for-profit management, computer information systems specialist, financial management, economist and international business consultant.



level students to integrate theory and practice. Emphasis is placed on learning and utilizing analytical skills, communication skills and decision-making techniques. Extensive group work develops the students' ability to work effectively in a team environment.

To graduate with a major from the business and economics department, a student must be admitted to the department. Normally this process occurs during the spring semester of the sophomore year. Transfer students above the sophomore level apply for admission after their first semester at EMU. Only students admitted to the department will be permitted to participate in the internship program, and some upper-level classes are restricted to admitted students.

To be admitted to the department students complete an application and an interview with their advisor and meet the GPA standards set by the department—a GPA of 2.00 overall and 2.50 for business courses (ACTG, BUAD, CIS, ECON, FIN and MKTG) taken at EMU. Complete admission requirements are available from the department. To graduate from the business and economics department, students must maintain the same GPA standard. Some courses require prerequisites including admission to the department. Students must pass all prerequisites with a C or higher before these courses are attempted.

### Core Courses

With the exception of economics, all business and economics department majors are required to take a set of core courses. Students complete these foundational courses in accounting, economics, information systems and management prior to taking more advanced courses. The core also includes upper-level courses which are critical to the common body of knowledge for business.

In addition to the following courses, students are required to take Elementary Statistics or Statistics for the Natural Sciences and either Modeling with Algebra, Elements of Calculus or Differential Calculus.

ACTG 221 Financial Accounting . . .	3
ACTG 232 Managerial Accounting . . .	3
BUAD 221/2 Principles of Management . . . . .	3
BUAD 301/2 Quantitative Decision Making for Business . . . . .	3
BUAD 331/2 Organizational Behavior . . . . .	3
BUAD 461 Management Policy . . .	3
CIS 121 Microcomputer Applications . . . . .	3
CIS 251/2 Management Information Systems . . . . .	3
ECON 211/2 Principles of Macroeconomics . . . . .	3
FIN 341 Financial Management . . .	3

### Major in Accounting

The major in accounting prepares students for a career in public accounting. Courses fulfill preparation requirements for the Certified Public Accountant (CPA) exam. In those states which have adopted the 150-SH requirement, the additional course work can be taken at EMU. Students are encouraged to sit for the exam as soon as they qualify.

The accounting major consists of the core courses plus the following courses for a total of 60 SH:

ACTG 321 Intermediate Accounting I . . . . .	3
ACTG 332 Intermediate Accounting II . . . . .	3
*ACTG 342 Cost Accounting . . . . .	3
ACTG 411 Intermediate Accounting III . . . . .	3
*ACTG 452 Auditing . . . . .	3
ACTG 462 Advanced Accounting . .	3
BUAD 411 Business Law I . . . . .	3
*BUAD 422 Business Law II . . . . .	3
ECON 221/2 Principles of Microeconomics . . . . .	3
MKTG 301/2 Principles of Marketing .	3

## Major in Business Administration

The major in business administration provides a general background for people entering a career in business. Job opportunities include management, sales, banking, production supervision, program management and other positions requiring skills in leadership, planning, organizing and implementation. Students may elect to develop an area of specialization by adding one of the minors.

Students interested in managing computer information systems should add a computer science minor to the business administration major. The computer science minor (see page 114) consists of 18 SH, with specific courses determined between students and their advisors. Recommended courses include CS 251 Networking and Data Communications, CS 272 Databases and Information Management, and CS 472 Project Management.

The business administration major consists of the core courses plus the following courses for a total of 57 SH:

BUAD 411 Business Law I . . . . .	3
BUAD 442 International Business . . .	3
ECON 221/2 Principles of Microeconomics . . . . .	3
*ECON 312 Contemporary Economic Issues OR	
ECON 401 Economic Development OR	
*ECON 412 International Economics . . . . .	3
MKTG 301/2 Principles of Marketing .	3
MKTG 311 Research Methods and Statistics . . . . .	3
ACTG, BUAD, ECON, FIN or MKTG electives (excluding BUAD 111) . . . . .	9

## Major in Economics

Understanding economics is important for anyone curious about wealth and poverty, financial events in the media, government programs and policies, and the structure of society. As one of the classical disciplines, economics examines many of society's most fundamental and controversial issues. As an integral part of a liberal arts education, economics seeks to explain how people and societies behave. The major in economics is designed for students with interests in either graduate studies (law, history, economics, business, sociology, political science, conflict transformation, economic development) or immediate employment in the public or private sector.

In order to encourage double majors, the required number of credit hours for the economics major is kept relatively low at 48 hours. To ensure that economics majors have a liberal arts perspective on economics, students are strongly encouraged to take upper-level courses that build on the Global Village Curriculum such as philosophy, history and art. Economics majors do not need to take the business core courses.

The required courses are as follows:

ECON 211/2 Principles of Macroeconomics . . . . .	3
ECON 221/2 Principles of Microeconomics . . . . .	3
*ECON 302 Money and Banking . . .	3
*ECON 312 Contemporary Economic Issues . . . . .	3
*ECON 331 History of Economic Thought . . . . .	3
*ECON 342 Intermediate Macroeconomics . . . . .	3
*ECON 351 Intermediate Microeconomics . . . . .	3
ECON 401 Economic Development . .	3
*ECON 412 International Economics . . . . .	3
ACTG 221 Financial Accounting . .	3
BUAD 301/2 Quantitative Decision Making for Business OR	
*MATH 351 Linear Algebra . . . . .	3

CIS 121 Microcomputer Applications . . . . .	3
JPCS 372 Global Ethics of Peace and Justice . . . . .	3
MATH 131 Elements of Calculus OR	
MATH 151 Differential Calculus . . .	3
MATH 201/2 Elementary Statistics .	3
MKTG 311 Research Methods and Statistics OR	
SOC 331 Methods of Social Research	3

## Major in International Business

The major in international business is designed to prepare students for a management career in the international environment. This 60 SH major 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 the international business.

The major requires foreign language competency through the intermediate level.

International business majors are required to take part in a semester-long cross-cultural experience in order to develop skills in cross-cultural understanding, living and communication. The requirement can be met through participation in one of EMU's semester cross-cultural offerings or through one of several programs with which the university is affiliated. These include the International Business Institute, which is a summer-long program of formal business study in Europe; the business track of the Council for Christian Colleges and Universities Costa Rica study program; and Brethren Colleges Abroad programs which focus on language study in a variety of locations throughout Latin America, Asia and Europe.

The major consists of the core courses plus the following courses for a total of 60 SH:

BUAD 442 International Business. . .	3
ECON 221/2 Principles of Microeconomics . . . . .	3

ECON 401 Economic Development .	3
*ECON 412 International Economics .	3
MKTG 301/2 Principles of Marketing .	3
*MKTG 411 International Marketing . . . . .	3
CHST 432 Anthropology and Christian Mission OR	
REL 362 World Religions . . . . .	3
HIST Area Studies (HIST 212, 251, or 432) OR	
*POL 201 Comparative Government . . . . .	3
JPCS 372 Global Ethics of Peace and Justice OR	
SOC 321 Sociology of International Development. . . . .	3
JPCS 471 International Conflict and Peacebuilding OR	
*SOC 261 Cultural Anthropology and Social Change . . . . .	3

## Minor in Accounting

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

### Required courses (18 SH):

ACTG 221 Financial Accounting . . .	3
ACTG 232 Managerial Accounting .	3
ACTG 321 Intermediate Accounting I . . . . .	3
ACTG 332 Intermediate Accounting II . . . . .	3
*ACTG 342 Cost Accounting. . . . .	3
BUAD 221/2 Principles of Management . . . . .	3

## Minor in Business Administration

This minor is designed for students who want to develop management skills to complement another major. It is especially valuable to strengthen programs in missions, pre-professional health sciences, social work and development. This minor is not open to majors within the department.

ACTG 221 Financial Accounting . . .	3
BUAD 111 Exploring Business . . . .	3
BUAD 221/2 Principles of Management . . . . .	3
*BUAD 321 Human Resource Management OR	
BUAD 331/2 Organizational Behavior . . . . .	3
ECON 211/2 Principles of Macroeconomics OR	
ECON 221/2 Principles of Microeconomics . . . . .	3
MKTG 301/2 Principles of Marketing.	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 social work, history, applied sociology, the sciences, pre-law, business, the health professions and similar programs.

#### Required courses (18 SH):

ECON 211/2 Principles of Macroeconomics . . . . .	3
ECON 221/2 Principles of Microeconomics . . . . .	3
*ECON 342 Intermediate Macroeconomics . . . . .	3
*ECON 351 Intermediate Microeconomics . . . . .	3
ECON Elective . . . . .	3
Choose any 200 level or above of the following: ACTG, BUAD, CIS, FIN or MKTG course OR	
JPCS 372 Global Ethics of Peace and Justice . . . . .	3

### Minor in Finance

The minor in finance is designed for students interested in employment in various sectors of the financial services industry including banking, investments, insurance and real estate, and in financial management of for-profit and not-for-profit organizations.

#### Required courses (21 SH):

ACTG 221 Financial Accounting . . .	3
ACTG 232 Managerial Accounting . . . . .	3
ECON 211/2 Principles of Macroeconomics . . . . .	3
*ECON 302 Money and Banking . .	3
FIN 341 Financial Management . . .	3
*FIN 352 Investments . . . . .	3
*FIN 412 Intermediate Finance . . . .	3

### Concentration In Human Resource Management

A concentration in human resource management is available only to business administration majors. This option allows students to develop an area of specialty by completing additional courses in business and related areas.

This concentration is designed for students who want to work closely with the employment relationship and its impact on organizational effectiveness.

#### Required courses:

*BUAD 322 Human Resource Management . . . . .	3
*BUAD 432 Seminar in Human Resource Management . . . . .	3
JPCS 351 Mediation and Conflict Transformation . . . . .	3
Select one of the following:	
PSYC 221/2 Social Psychology . . . .	3
PSYC 231/2 Applied Behavior Analysis . . . . .	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. Prerequisite or co-requisite: CIS 121.

## **232 Managerial Accounting**

**3**

The course covers corporation accounting and examines the use of accounting information in the planning and controlling of the firm's operations. 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, accounting cycle, and accounting for current assets. Prerequisite: ACTG 232 and competency in Excel.

## **332 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 and statement of cash flow. Prerequisite: ACTG 321.

## **\*342 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 232 and competency in Excel. (Spring 2008)

## **411 Intermediate Accounting III**

**3**

Continuation of ACTG 332. 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 332.

## **\*452 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 332. (Spring 2009)

## **462 Advanced Accounting**

**3**

A study of advanced accounting procedures as they apply to business consolidations and specialized partnerships. Other topics include fiduciary accounting, foreign currency translation and not-for-profit accounting. Prerequisite: ACTG 332.

**481/2/3 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 all accounting majors. Prerequisite: admission to the department and junior or senior standing; application at least one semester in advance; and a business GPA of at least 2.7.

**491/2/3 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)**

**111 Exploring Business****3**

A first course in business administration for students. Provides students with a basic understanding of business and the role it plays in American society and the economy. Provides a brief overview of functional areas of business. This course is recommended for non-majors or students considering a major in the department. Not open to other students who have already completed other courses in ACTG, BUAD, CIS, ECON or MKTG.

**221/2 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.

**301/2 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, networks and simulation. The course will emphasize applications using computer spreadsheets and software. Prerequisites: MATH 111/2, MATH 201/2, CIS 121 and admission to the department.

**\*322 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 221/2. (Spring 2008)

**331/2 Organizational Behavior****3**

This course studies the management of human behavior in organizations. Behavioral topics include group dynamics, motivation, communication, job design, power and politics. 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 of equipping students for managerial and leadership roles. Prerequisite: BUAD 221/2.

- 411 Business Law I** **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.
- \*422 Business Law II** **3**  
 This course is designed for students pursuing a degree in accounting or students with a particular interest in law as it relates to business formation, government regulation, and debtor-creditor relationships. Students will develop an understanding of professional responsibilities, business organizations, debtor-creditor relationships, the uniform commercial code, real and personal property, anti-trust and intellectual property issues. This course exposes students to subjects often tested on the Business Law section of the CPA Exam. Prerequisite: BUAD 411. Prerequisite: BUAD 411. (Spring 2008)
- \*432 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 unions, collective bargaining, minimum and maximum wage hours, safety, health, compensation for injuries, and pension and health benefits. (Spring 2009)
- 442 International Business** **3**  
 This course examines the international dimensions of management which include industry globalization, development and implementation of international strategy, cross-cultural understanding and appreciation and ethical considerations unique to international business. The environment of international business will also be examined, including government barriers and/or incentives, country risk analysis, foreign exchange markets and differing consumer preferences. Prerequisite: BUAD 461/2 and senior standing or consent of instructor.
- 461 Management Policy** **3**  
 Emphasizes strategic planning through detailed analysis of the firm's industry environment, competitive position and internal resources. A biblical perspective on business management and ethical considerations in strategic planning are also explored. The course relies heavily on class discussion using the case study method. Prerequisite: Senior standing and departmental admission.
- 471/2/3 Topics in Business** **1-3**  
 Courses on specific current business topics are offered on a rotating basis determined by student and faculty interest and availability.
- 481/2/3 Business Internship** **1-3**  
 Work experience designed to integrate practice and theory, to give business 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 done during the summer. Grading is on a Pass/Fail basis. This is highly recommended for all business majors. Prerequisite: Admission to the department and junior or senior standing; application and approval at least one semester in advance; and a business GPA of at least 2.7.



## **491/2/3 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)**

## **121 Microcomputer Applications**

**3**

An introduction to computer use in business with an emphasis on increasing personal productivity using personal computers. Students learn to use applications in word processing, spreadsheet analysis, database management, presentation graphics and basic web page development.

## **251/2 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 dealing with the planning for management and use of information and information technology tools. Prerequisites: BUAD 221/2 and CIS 121 or permission of instructor.

# **Economics (ECON)**

## **211/2 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, inflation and international finance in a mixed international market system.

## **221/2 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. Introduces international trade, and examines the strengths and limitations of the market system.

## **\*302 Money and Banking**

**3**

Examines the role of money and banking in the modern economy as well as their institutional setting. Topics include the financial system and financial institutions, monetary policy, interest rates, and how these influence economic activity. Prerequisite: ECON 211/2. (Spring 2008)

## **\*312 Contemporary Economic Issues**

**3**

Applies elementary economic theory and techniques to current economic and social issues. Prerequisite: ECON 211/2 or ECON 221/2, or consent of the instructor. (Spring 2008)

## **\*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 211/2 or ECON 221/2. (HIST 331) (Fall 2007)

- \*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 context of the global economy. Prerequisite: ECON 211/2; ECON 221/2 and ECON 351 recommended. (Spring 2009)
- \*351 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 221/2. (Fall 2008)
- 401 Economic Development** **3**  
 An investigation of the situation and choices of low-income countries who seek development and growth. Explores theories of development and underdevelopment. Tools of economic analysis are applied to development issues. Prerequisite: ECON 211/2 or ECON 221/2.
- \*412 International Economics** **3**  
 A study of the theory and methods of international trade and how trade is financed. Emphasis is placed on 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. Prerequisite: ECON 211/2 and ECON 221/2. (Spring 2009)
- 491/2 Independent Study** **3**  
 Supervised reading and/or research in economics. Oral or written examinations and presentation of findings may be required.

## Finance (FIN)

- 341 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 232, CIS 121 (or current enrollment), MATH 111/2 (or equivalent), MATH 201/2 and admission to the department.
- \*352 Investments** **3**  
 An advanced course covering the main concepts used by financial investors. Topics covered include security valuation, portfolio theory, efficient market hypothesis, asset allocation, mutual fund performance, options and futures. Prerequisite: FIN 341. (Spring 2008)
- \*412 Intermediate Finance** **3**  
 An advanced course in the theory and practice of corporate financial management. A multi-period decision-making focus covers working capital management, capital budgeting analysis, cost of capital, capital structure dividends options, derivatives and international finance. Prerequisite: FIN 341. (Spring 2009)

# Marketing (MKTG)

## **301/2 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, and development of a marketing plan is required. Prerequisite: BUAD 221/2.

## **311 Research Methods and Statistics**

**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 with computerized statistical software. Prerequisites: CIS 121 and MATH 201/2.

## **\*411 International Marketing**

**3**

This course, which takes an environmental, cultural and historical approach. It is designed to provide students with familiarity into the problems and perspectives of marketing across national boundaries as well as within foreign countries. It is intended to provide the student with the analytic ability and tools to make marketing decisions as well as to implement and control marketing programs related to overseas business. The financial requirements of international marketing, especially as they relate to different exchange rates will be emphasized. Prerequisite: MKTG 301/2. (Fall 2007)

\*Indicates courses offered in alternate years.



# Chemistry

**Faculty:**

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

**Majors:**

- Chemistry
- Biochemistry

**Minor:**

- Chemistry

**Teaching****Endorsement:**

- Chemistry, Grades 6-12

**Other program:**

- Pre-professional Health Sciences
- 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 which 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.

Students majoring in chemistry and biochemistry earn a Bachelor of Arts (B.A.) degree. However, students with multiple mathematics and science majors or minors have the option of earning a Bachelor of Science (B.S.) degree. Students should consult with the department chair for further information.

## Major in Chemistry

The major includes 31-32 SH in chemistry:

- CHEM 221 General Chemistry I . . . 4
- CHEM 232 General Chemistry II . . . 4
- CHEM 311 Organic Chemistry I . . . 4
- CHEM 322 Organic Chemistry II . . . 4
- \*CHEM 331 Analytical Chemistry . . 4
- \*CHEM 401 Thermodynamics . . . . 3
- \*CHEM 412 Quantum Mechanics . . 3

**Careers in Chemistry include** biotechnology, environmental chemistry, medicine, middle or high school instructor, pharmaceutical manufacturing, pollution testing, research lab technician and research.

CHEM/BIOCH 462 Chemistry Seminar and Research . . . . .	2
Chemistry or biochemistry elective . . . . .	3-4

Seventeen semester hours are required in mathematics and physics:

MATH 151 Differential Calculus . . .	3
MATH 162 Integral Calculus . . . . .	3
MATH 242 Statistics for the Natural Sciences . . . . .	3
PHYS 251 University Physics I . . . . .	4
PHYS 262 University Physics II . . . . .	4

Additional mathematics courses recommended:

MATH 251 Intermediate Calculus . . .	3
MATH 262 Multivariate Calculus . . .	3

## Major in Chemistry, Teaching Endorsement for Grades 6-12

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 (pages 68-69) and the secondary education courses (page 77) make up the program for teacher licensure, grades 6-12.

## Major in Biochemistry

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

The major includes 31-32 SH in chemistry and biochemistry:

*BIOCH 371 Foundational Biochemistry . . . . .	4
CHEM 221 General Chemistry I . . .	4
CHEM 232 General Chemistry II . . .	4
CHEM 311 Organic Chemistry I . . .	4
CHEM 322 Organic Chemistry II . . .	4
CHEM/BIOCH 462 Biochemistry Seminar and Research . . . . .	2
Biochemistry or chemistry elective	3-4

Choose one of the following courses:

*BIOCH 392 Advanced Cell Biology . . .	3
*BIOCH 431 Molecular Genetics . . . . .	3

Choose one of the following courses:

*CHEM 401 Thermodynamics . . . . .	3
*CHEM 412 Quantum Mechanics . . . . .	3

Twenty-six semester hours are required in biology, mathematics and physics:

BIOL 171 Concepts in Biology: Unity and Diversity of Life . . . . .	4
BIOL 222 Molecules, Genes and Cells . . . . .	4
MATH 151 Differential Calculus . . .	3
MATH 162 Integral Calculus . . . . .	3
PHYS 251 University Physics I . . . . .	4
PHYS 262 University Physics II . . . . .	4

Choose one of the following courses:

*BIOL 301 Developmental Biology . . .	4
*BIOL 332 Immunology . . . . .	4
*BIOL 342 Environmental Physiology . . . . .	4
*BIOL 371 Plant Physiology . . . . .	4
BIOL 442 Mammalian Physiology . . .	4

## Pre-Professional Health Sciences Program

The chemistry or biochemistry major may be chosen for premedical, pre-dental, prepharmacy, or preclinical chemistry programs. The biochemistry major is excellent preparation for these fields. Students who major in chemistry should take, in addition to the standard chemistry major above, the following courses:

*BIOCH 371 Foundational Biochemistry . . . . .	4
BIOL 171 Concepts in Biology: Unity and Diversity of Life . . . . .	4
BIOL 222 Molecules, Genes and Cells . . . . .	4

Recommended electives:

*BIOCH 392 Advanced Cell Biology . . .	3
*BIOCH 431 Molecular Genetics . . . . .	3
BIOL 281 Animal Form and Function	4
BIOL 442 Mammalian Physiology . . .	4

## Chemistry or Biochemistry with Pre-Law

The chemistry and biochemistry majors may be chosen as pre-law degree programs (see Pre-law minor, page 90). 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 science majors, the minor consists of the following 22-24 SH:

CHEM 221 General Chemistry I . . .	4
CHEM 232 General Chemistry II . . .	4
CHEM 311 Organic I . . . . .	4
CHEM 322 Organic II . . . . .	4

Choose one of the following courses:

*CHEM 331 Analytical Chemistry . . .	4
*CHEM 401 Thermodynamics . . . . .	3
*CHEM 412 Quantum Mechanics . . .	3

Choose one of the following courses:

*BIOCH 371 Foundational Biochemistry . . . . .	4
CHEM 282 Environmental Chemistry . . .	4
CHEM 451 Special Topics in Chemistry . . . . .	3

For all other majors, the minor consists of 20 SH in chemistry or biochemistry at the CHEM 221 level or higher.

## Chemistry (CHEM)

### 101 Matter and Energy

3

The design of the course will result in a natural presentation of many elements of the Virginia Science Standards of Learning. Prerequisite: high school algebra or equivalent.

### 221 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.

### 232 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 221.

- \*282 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 232. (Spring 2009)
- 311 Organic Chemistry I: Basic Principles of Organic Chemistry** **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 232.
- 322 Organic Chemistry II: Reactions and Mechanisms** **4**  
This class builds on the reactions and mechanisms described in CHEM 311 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 311.
- \*331 Analytical Chemistry** **4**  
Foundational principles of volumetric, spectrometric, chromatographic, and calorimetric analysis. Laboratory involves the analysis of several biologically and/or industrially relevant molecules with quantitative and instrumental techniques; students eventually design and conduct their own experimentation using NMR, IR, UV-Vis and/or fluorescence spectroscopy. Two lectures and two laboratory periods per week. Prerequisite: CHEM 232. (Fall 2008)
- \*401 Thermodynamics** **3**  
A computation 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. Three lectures per week. Prerequisite: MATH 131 OR MATH 162. (PHYS 401) (Fall 2007)
- \*412 Quantum Mechanics** **3**  
A quantitative study of quantum mechanics as related to atomic and molecular structure and spectroscopy. Three lectures per week. Prerequisite: MATH 162. (PHYS 412) (Spring 2008)
- 451 Special Topics in Chemistry** **3**  
Topics vary by faculty and student interest. Typically, courses involve two lectures and one lab period per week. Laboratory work revolves around the development of a research project. Instructor permission required.



**462 Chemistry/Biochemistry Seminar and Research** **2**  
An investigation of a research topic, including designing, conducting, analyzing and reporting an independent investigation in science. Students meet with the instructor to develop the research project and to read, discuss and critique research articles related to the field of inquiry. Students write an extended review article on the topic. Prerequisite: CHEM 322 and departmental approval.

**491/2 Independent Study**  
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: basic high school course in biology and chemistry or CHEM 101.

**\*371 Foundational Biochemistry** **4**  
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. Three lecture periods and one lab per week. Prerequisite: CHEM 322. (Fall 2008)

**\*392 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. Laboratory involves light and fluorescence microscopy, and directed research projects of the student's choosing. Two lecture periods and one lab per week. Prerequisite: BIOL 222. (Spring 2009)

**\*431 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. The laboratory involves an introduction to common techniques employed in molecular biology followed by directed research projects of the student's choosing. Two lecture periods and one lab per week. Prerequisite: BIOL 222. (Fall 2007)

**462 Biochemistry/Chemistry Seminar and Research** **2**  
An investigation of a research topic, including designing, conducting, analyzing and reporting an independent investigation in science. Students meet with the instructor to develop the research project and to read, discuss and critique research articles related to the field of inquiry. Students write an extended review article on the topic. Prerequisite: CHEM 322 and departmental approval.

\*Indicates courses offered in alternate years.



# Education

## Faculty:

Sandra L. Brownscombe  
Cathy K. Smeltzer Erb  
(chair)  
Toni M. Flanagan  
Tracy L. Hough  
Lori H. Leaman  
Katrina L. Maynard  
Donovan D. Steiner  
Judith H. Wilfong

## Program Areas:

- Early/Primary Education (PreK-3) and Elementary Education (PreK-6)
- Special Education (K-12)
- Secondary Education (6-12)
  - Biology
  - Chemistry
  - English
  - History and Social Science
  - Mathematics
- All-Grade Education (PreK-12)
  - Art
  - Health and Physical Education
  - Modern Language
  - Music
  - Theater Arts
- Para-Professional

## Teacher Education

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, and value service to others.

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 caring, reflective practitioners will offer healing and hope in a diverse world. The successful teacher candidate is able:

**Scholarship:** to acquire knowledge through the liberal arts, Global Village General Education Curriculum 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, 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.

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

**Careers in Education include** teach at the early childhood, elementary, middle and high school levels; special education, physical education, art, biology, chemistry, English, history and social science, mathematics, music and modern language education.

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

Prospective teachers 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 senior 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). This assures graduates reciprocal licensure in most states.

The “Title II Institutional Report” includes information on EMU program completers in teacher education. This report consists of assessment pass rates required by the Virginia Department of Education and Teacher Licensure. See pages 86-87 for the Title II Institutional Report.

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 can be obtained from the education department 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/tehandbook.pdf](http://www.emu.edu/education/tehandbook.pdf) or [www.emu.edu/education/3steps.html](http://www.emu.edu/education/3steps.html). Praxis I, a basic skills test in reading, writing and mathematics, is required for admission to the teacher education program. The Virginia Communication and Literacy Assessment (VCLA) is required for teacher licensure. The Virginia Reading Assessment (VRA) is required for early/primary education (preK-3), elementary education (preK-6), special education (K-12). Students with qualifying Virginia SAT/ACT scores meet the Praxis I requirement. Admission to teacher education requires a 2.5 cumulative GPA, submission of an entry 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 SPED prefix) to be admitted to Student Teaching. Exit requirements include meeting the Virginia State cut off score requirements for the Praxis II (consisting of specialty area components); submission of a capstone portfolio as part of ED 441/2; an earned GPA of 2.7.

Early/primary, elementary and special education programs require an appropriate academic 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 programs in teacher education:

- Early/Primary Education, PreK-3
- Elementary Education, PreK-6
- Art, PreK-12
- Biology, 6-12
- Chemistry, 6-12
- English, 6-12
- Health and Physical Education, PreK-12
- History and Social Science, 6-12
- Mathematics, 6-12
- Modern Languages:
  - French, PreK-12
  - Spanish, PreK-12
- Music Education:
  - Vocal/Choral, PreK-12
  - Instrumental, PreK-12
- Special Education:
  - Learning Disabilities/Emotional Disturbance, K-12
  - Emotional Disturbance/Mental Retardation, K-12
  - Mental Retardation/Learning Disabilities, K-12
- Theater Arts, PreK-12

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

- Computer Science
- Journalism
- English as a Second Language, PreK-12
- Physics, 6 -12

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. Permission is required to take more than two courses with practica in a given semester.

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

### Professional Sequence for Early/Primary and Elementary Education

ED 101/2 Exploring Teaching . . . . .	2
ED 201/2 Computers and Instructional Technology in Education. . . . .	1
ED 231 Organizing for Learning . . . . .	3
ED 261 Learning, Motivation, and Assessment (PreK-6) . . . . .	3
ED 312a Math in the Elementary School. . . . .	2
ED 312b Science in the Elementary School. . . . .	2
ED 312c Social Studies in the Elementary School . . . . .	2
ED 321a Language Arts . . . . .	2
ED 321b Reading/Diagnostic Reading. . . . .	3
ED 321c Content Area Reading and Writing . . . . .	2
ED 331/2 Needs of Diverse Learners . . . . .	3
ED 351/2 Management and Organization in Early Education. . . . .	3
ED 441/2 Reflective Teaching Seminar and Portfolio . . . . .	1
ED 451/2 Examining Foundations of Education . . . . .	2
<b>Plus:</b>	
<b>Early/Primary Education only</b>	
ED 411/2a Student Teaching I: PreK-3. . . . .	7
ED 411/2b Student Teaching II: PreK-3. . . . .	7

**Elementary Education only**  
 ED 411/2a Student Teaching I:  
 PreK-3.....7  
 ED 411/2c Student Teaching II: 4-6 .7

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

Elementary education program candidates may receive a single endorsement in special education by extending their program into the fifth year.

Early/primary and elementary licensure candidates must fulfill requirements for an academic 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 101 Bioscience ..... 3  
 GEOL 302 Earth Science..... 3  
 CHEM 101 Matter and Energy .... 3  
 HIST 181 The Global Past I:  
 Prehistory to 1500 ..... 3  
 +HIST 192 The Global Past II:  
 1500 to the present ..... 3  
 HIST 131 American History to 1865. 3  
 HIST 142 American History 1865 to  
 the Present ..... 3  
 GEOG 382 Cultural Geography ... 3  
 +POL 101 Introduction to Politics .3  
 +MATH 111/2 Modeling with  
 Algebra..... 3  
 MATH 122 Math and Liberal Arts .2  
 MATH 141 Finite Mathematics ... 3  
 MATH 201/2 Elementary Statistics. 3  
 ENG 302 Literature for Children. ... 3  
 HE 251/2 Health and Safety ..... 2  
 PSYC 201/2 Developmental  
 Psychology ..... 3  
 PSYC 211/2 Developmental Case  
 Study.....1  
 ++BUAD 221/2 Principles of  
 Management..... 3  
 ++HE 222 First Aid ..... 1

++PEM 212 Rhythmic Activities ... 1  
 ++SOC 252 The Family in Social  
 Context..... 3

In addition, LANG 372  
 Psycholinguistics and LANG 312  
 Grammars of English are strongly  
 recommended.

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

## Special Education (K-12)

Licensure for special education in grade levels K-12 includes successful completion of general education requirements, an academic 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 101/2 Exploring Teaching ..... 2  
 ED 201/2 Computers and Instructional  
 Technology in Education. .... 1  
 ED 321a Language Arts ..... 2  
 ED 321b Reading/Diagnostic  
 Reading..... 3  
 ED 321c Content Area  
 Reading and Writing ..... 2  
 SPED 301 Introduction to  
 Cognitive, Learning and Emotional  
 Exceptionalities..... 3  
 SPED 312a Individual Instruction  
 in Content Areas: LD,ED,MR... 3

SPED 312b Adapting Curriculum for LD,ED,MR . . . . .	4
SPED 312c Medical Issues and Assistive Technology . . . . .	1
*SPED 322 Evaluation and Planning in Special Education . . . . .	3
*SPED 331 Educational Foundations and Due Process . . . . .	2
*SPED 361 Intervention Strategies for Middle and High School . . . . .	3
SPED 373 Special Education Professional Field Experience. . . . .	2
*SPED 411 Supporting Positive Classroom Behavior . . . . .	3
ED 441/2 Reflective Teaching Seminar and Portfolio . . . . .	1

Students complete two of the following:

SPED 481/2a Student Teaching: ED. . .	7
SPED 481/2b Student Teaching: LD. . .	7
SPED 481/2c Student Teaching: MR. . .	7

Twenty-four semester hours of the above are devoted to professional studies; 25 semester hours involve practica.

Additional licensure requirements are as follows:

BIOL 101 Bioscience . . . . .	3
CHEM 101 Matter and Energy . . . . .	3
GEOG 302 Earth Science. . . . .	3
HE 251/2 Health and Safety . . . . .	2
HIST 131 American History to 1865 . . .	3
HIST 142 American History 1865 to the Present . . . . .	3
HIST 181 The Global Past I OR HIST 192 The Global Past II. . . . .	3
MATH 122 Math and the Liberal Arts. . . . .	2
MATH 141 Finite Mathematics . . . . .	3
MATH 201/2 Elementary Statistics. . . .	3
PSYC 201/2 Developmental Psychology . . . . .	3
PSYC 231/2 Applied Behavior Analysis . . . . .	3
SOC 252 The Family in Social Context. . . . .	3
An English or American literature course . . . . .	3

A minor in a content area is recommended.

## Secondary Education (6-12)

Licensure for secondary education includes completion of Global Village Curriculum 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 101/2 Exploring Teaching . . . . .	2
ED 201/2 Computers and Instructional Technology in Education. . . . .	1
ED 242a Learning, Motivation and Assessment (6-12) . . . . .	3
ED 242b Learning, Motivation and Assessment PFE . . . . .	1
ED 331/2 Needs of Diverse Learners . . .	3
ED 342 Middle School Curriculum and Organization . . . . .	3
ED 361a General Curriculum and Methods . . . . .	1
ED 361b Special Methods . . . . .	2
ED 361c Special Methods PFE. . . . .	1
ED 391 Reading and Writing Across the Curriculum (6-12) . . . . .	2
ED 441/2 Reflective Teaching Seminar and Portfolio . . . . .	1
ED 451/2 Examining Foundations of Education . . . . .	2
ED 471/2a Middle School Student Teaching . . . . .	7
ED 471/2b High School Student Teaching. . . . .	7

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

Additional licensure requirements are as follows:

PSYC 201/2 Developmental Psychology . . . . .	3
An American History course . . . . .	3

## All-Grade Education (PreK-12)

Students majoring in art, music, health and physical education, or modern languages are licensed for pre-kindergarten through grade 12. Licensure requirements for All-Grade Programs (PreK-12) are listed on page 165 for art, pages 134-135 for health and physical education, page 103 for modern language (French, Spanish), pages 121-122 for music, and page 159 for Theater Arts.

Additional licensure requirements are as follows:

PSYC 201/2 Developmental Psychology . . . . .	3
An American History course . . . . .	3

## Associate 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 Global Village Curriculum requirements on page 15 the following sequence of courses is outlined for this program:

### Required Courses for Education: Para-Professional

ED 101/2 Exploring Teaching . . . . .	2
ED 221/2 Professional Field Experience (Early Childhood) . . . . .	2
ED 231 Organizing for Learning . . . . .	3
ED 261 Learning, Motivation and Assessment (PreK-6) . . . . .	3
ED 312a Math in the Elementary School . . . . .	2

ED 312b Science in the Elementary School . . . . .	2
ED 312c Social Studies in the Elementary School . . . . .	2
ED 331/2 Needs of Diverse Learners . . . . .	3
ED 351/2 Management and Organization in Early Education . . . . .	3
ENG 302 Literature for Children . . . . .	3
HE 251/2 Health and Safety OR HE 382 Family Life and Sexuality . . . . .	2
MATH 122 Math and the Liberal Arts . . . . .	2
PSYC 201/2 Developmental Psychology . . . . .	3
PSYC 211/2 Developmental Case Study . . . . .	1
SOC 252 The Family in Social Context . . . . .	3

Two of the following courses:

HE 222 First Aid . . . . .	1
PEM 212 Rhythmic Activities . . . . .	1
*PEM 221 Recreational Games . . . . .	1

Recommended:

ED 201/2 Computers and Instructional Technology in Education . . . . .	1
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# Education (ED)

## **101/2 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.)

## **201/2 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 101/2.

## **221/2 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.

## **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.

## **242a 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.

## **242b 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. The professional field experience is taken concurrently with ED 242a.

## **251/2 Tutoring**

**1**

Involves tutoring a student (PreK-12) in need of academic assistance on a structured and systematic basis. Participation is by special arrangement and contract. An interactive journal and selected assignments are required.

## **261 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.

## **Curriculum Block: ED 312 a-c**

**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 261 and a cumulative GPA of 2.5.

### **312a 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.

### **312b 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.

### **312c 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 321 a-c**

### **(Includes a 60-hour practicum)**

**7**

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.

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.

**321a 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.

**321b 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.

**321c 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.

**331/2 Needs of Diverse Learners 3**

Addresses teaching students with diverse and special needs. Inclusive settings and integrated services approach are discussed along with common exceptionalities. Explores concepts of ethnic and religious diversity.

**342 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.)

**351/2 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.)

**Middle and Secondary Curriculum Block: ED 361a-c 4**

**361a 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 242 a, b and admission to teacher education.

**361b Special Methods 2**

Focusing on the application of specific curriculum and methods concepts relevant to the student's certification area.

**361c 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.

**391 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 or by permission from the instructor.

**411/2a, b Student Teaching (PreK-3) 7**

**411/2c Student Teaching (4-6) 7**

Designed for prospective early/primary education (PreK-3) and elementary education (PreK-6) teachers. Four 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 and evaluation; (3) Reflective Teaching Seminar (see ED 441/2). 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.

**441/2 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 e-Portfolio is required for program completion, which includes entry, candidacy, and capstone phases. This process begins in ED 201/2 and is completed in this course. To be taken concurrently with student teaching.

**451/2 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 or by permission from the instructor.

**471/2a Middle School Student Teaching** **7**  
**471/2b High School Student Teaching** **7**  
 Consisting of four integrated components: (1) Orientation and participational 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, participation, responsible teaching, conferencing; (3) Reflective Teaching Seminar (see ED 441/2). 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.

**481/2a Elementary Student Teaching (PreK-6)** **7**  
**481/2b Middle/High School Student Teaching (6-12)** **7**  
 A full semester program for health and physical education, modern language, art and music majors consisting of integrated components: (1) Orientation and participational 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 7-week blocks of actual classroom experience at both elementary and middle or high school levels under the supervision of a cooperating teacher, including observation, participation, responsible teaching, conferencing; (3) Reflective Teaching Seminar (see ED 441/2). 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.

**491/2 Independent Study** **1-3**  
 Individualized studies in specialized topics. Open to advanced students with approval.

## Special Education (SPED)

**301 Introduction to Cognitive, Learning and Emotional 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.

**Special Education Block: SPED 312a-c** **8**  
**(Includes a 60-hour practicum)**  
 An integrated block of courses including:

**312a Individualized Instruction in the Content Areas for LD, ED & MR** **3**  
**312b Adapting Curriculum for LD, ED & MR** **4**  
**312c Medical Issues and Assistive Technology** **1**

A study of the specialized curriculum and methods for teaching children with cognitive, learning and emotional disabilities. Section “a” will emphasize the prescriptive creation of developmentally and disability appropriate curriculum in reading, language arts, social studies, math, science, and integrated arts. Section “b” will focus on adapting general education curriculum to provide an appropriate education to children with MR, LD, and ED 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. Section “c” 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. A 60-hour field/clinical experience requires students to assist general and special education teachers in planning/adapting instruction, materials and curriculum for children with mental retardation, learning disabilities or emotional disturbance. Prerequisites: SPED 301 and a cumulative GPA of 2.5.

**\*322 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: SPED 301. (Spring 2008)

**\*331 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 2007)

**\*361 Intervention Strategies for Middle and High School Learners with Mild Disabilities 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 20-hour field/clinical experience allows students to teach middle or secondary students with significant learning and/or behavior difficulties. (Fall 2008)

**373 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.

**\*411 Supporting Positive Classroom Behavior 3**

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. A 1 SH field experience is included. (Fall 2008)

<b>481/2 a Student Teaching: ED</b>	<b>7</b>
<b>481/2 b Student Teaching: LD</b>	<b>7</b>
<b>481/2 c Student Teaching: MR</b>	<b>7</b>

For LD/ED, ED/MR or MR/LD licensure:

Consisting of four 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 actual classroom experience under the supervision of a cooperating teacher, including observation, participation, responsible teaching and conferencing; and (3) Reflective Teaching Seminar (see ED 441/2). 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.

<b>491/2 Independent Study</b>	<b>1-3</b>
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Individualized studies in specialized topics. Open to advanced students with approval.

\*Indicates courses offered in alternate years.



# EMU Education Department Title II Report for 2005-2006

Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2005-2006

Number of program completers: 41

Type of Assessment	# taking assess.	# passing assess.	Institut. pass rate	Statewide pass rate
Basic Skills				
Assessment 1: PPST Reading	32	32	100%	99%
Assessment 2: PPST Writing	31	31	100%	99%
Assessment 3: PPST Math	33	33	100%	99%
Assessment 4: CPPST Reading	7	*		
Assessment 5: CPPST Writing	8	*		
Assessment 6: CPPST Math	6	*		
# Passing by Virginia Composite Score	14	14	100%	
(* <10: not reported)				

Academic Content Areas (math, English, biology etc.)

Assessment 1: Elementary Ed: Content Knowledge	18	18	100%	100%
Assessment 2: Eng Lang Lit Comp: Cont. Know.	1	1	100%	99%
Assessment 3: Mathematics: Content Knowledge	3	3	100%	95%
Assessment 4: Social Studies: Content Knowledge	9	9	100%	97%
Assessment 5: Music: Content Knowledge	2	2	100%	96%
Assessment 6: Art: Content Knowledge	1	1	100%	97%
Assessment 7: German: Content Knowledge	1	1	100%	
Assessment 8: Spanish: Content Knowledge	1	1	100%	97%
Assessment 9: Chemistry: Content Knowledge	1	1	100%	100%

Other Content Areas (elementary education, career/technical education, health education, etc.)

Assessment 1: Health & PE: Content Knowledge	3	3	100%	100%
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Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2005-2006

Total number of program completers: 44

Type of Assessment	# taking assess	# passing assess	Institut. pass rate	Statewide pass rate
Aggregate: Basic Skills	43	43	100%	
Aggregate: Academic Content Areas (elementary education, math, English, biology etc.)	37	37	100%	
Aggregate: Other Content Areas (career/technical education, health education, etc.)	3	3	100%	
Summary of Individual Assessments	44	44	100%	

Total number of students enrolled during 2005-2006: 86\*

\*Undergraduates formally admitted to the program.

Students enrolled in supervised student teaching during acad. year 2005-2006: 44

Full-time EMU education faculty supervising student teaching: 8

Full-time EMU faculty supervising student teaching:	4
Part-time EMU education faculty supervising student teaching:	3
Student/faculty ratio:	9.38
Average number of hours per week required of student participation in supervised student:	35 hours
Total number of weeks of supervised student teaching:	14 weeks
Total number of hours required:	400+ hours
Teacher preparation program is currently approved or accredited by the state of Virginia.	
EMU's teacher preparation program is NOT currently under a designation as "low-performing" by the state.	

## EMU Education Department Title II Report for 2002-2003

Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2002-2003 Third Year Cohort Update

Number of program completers: 47

Type of Assessment	# taking assess.	# passing assess.	Institut. pass rate	Statewide pass rate
<b>Basic Skills</b>				
Assessment 1: PPST Reading	38	37	97%	92%
Assessment 2: CBT Reading	9			98%
Assessment 3: PPST Writing	38	31	82%	82%
Assessment 4: CBT Writing	9			85%
Assessment 5: PPST Mathematics	39	37	95%	86%
Assessment 6: CBT Mathematics	8			89%
#Passing by Virginia Composite Score	13	13	100%	
<b>Academic Content Areas (math, English, biology etc.)</b>				
Assessment 1: Elementary Education: Cont. Know.	14	14	100%	100%
Assessment 2: English Lang Lit Comp: Cont. Know.	5	5	100%	93%
Assessment 3: Mathematics: Cont. Know.	1	1	100%	84%
Assessment 4: Social Studies: Cont. Know.	3	3	100%	98%
Assessment 5: Music: Cont. Know.	3	3	100%	92%
Assessment 6: Art: Cont. Know.	2	3	100%	98%
Assessment 7: Spanish: Cont. Know.	1	1	100%	100%
Assessment 8: Biology: Cont. Know.	1	1	100%	89%
Assessment 9: Chemistry: Cont. Know.	1	1	100%	100%
Assessment 10: Health and PE: Cont. Know.	4	4	100%	95%

Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2002-2003 Cohort Update

Total number of program completers: 47

Type of Assessment	# taking assessment	# passing assessment	Institut. pass rate	Statewide pass rate
Aggregate: Basic Skills	47	47	100%	97%
Aggregate: Academic Content Areas (math, English, biology etc.)	31	30	97%	97%
Summary of Individual Assessments	47	46	98%	96%



# History

**Faculty:**

Mark Metzler Sawin  
 Mary S. Sprunger (chair)  
 Daniel W. Wessner

**Majors:**

- History
- History and Social Science

**Minors:**

- History
- History and Social Science
- Political Studies
- Pre-Law

**Teaching**

**Endorsement:**

- History and Social Science, Grades 6-12

**H**istory 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 and political studies minors place such critical analysis in a contemporary, comparative and globalizing context. A major in this department prepares the student for future specialization, teaching, library science and 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 30 SH in history including:

- HIST 121 Introduction to History and Methods . . . . .3
- HIST 452 Seminar in History . . . . .3

Majors are strongly encouraged to take a wide range of history courses (American, European, area studies) and to acquire a high level of proficiency in at least one foreign language.

**Major in History and Social Science**

This interdepartmental major of 45 SH consists of the following:

**American History (6 SH)**

Choose two of the following courses:

- HIST 131 American History to 1865 . . . . .3
- HIST 142 American History 1865 to the Present . . . . .3

**Careers in History include** secondary education; public service; law; mediation, jobs at local, state and national government agencies; international development; graduate studies; library degree; archival library or museum work.

- \*HIST 222 African-American History . . . . . 3
- \*HIST 311 History of Nineteenth-Century America . . . . . 3
- \*HIST 322 Modernizing America . . . 3
- \*HIST 411 The History of Recent America . . . . . 3  
(History/Social Science Education majors are required to take HIST 131 and one modern/recent American history course.)

**European and World History (6 SH)**

- Choose two of the following courses:
- HIST 181 The Global Past I: Prehistory to 1500 . . . . . 3
  - HIST 192 The Global Past II: 1500 to the Present . . . . . 3
  - \*HIST 362 Renaissance and Reformation Europe . . . . . 3
  - \*HIST 391 Seventeenth- and Eighteenth-Century Europe . . . . . 3
  - \*HIST 401 Medieval Europe . . . . . 3
  - \*HIST 462 Nineteenth- and Twentieth-Century Europe . . . . . 3  
(History/Social Science Education majors are required to take HIST 181 and either HIST 391 or HIST 462.)

**Area Studies (3 SH)**

- Choose one of the following courses:
- \*HIST 212 History of Latin America 3
  - \*HIST 251 History of Africa . . . . . 3
  - \*HIST 371 History of Asia . . . . . 3
  - \*HIST 432 History of the Middle East . . . . . 3

**Historiography (6 SH)**

- HIST 121 Introduction to History and Methods . . . . . 3
- HIST 452 Seminar in History . . . . . 3

**Political Studies (12 SH)**

- POL 101 Introduction to Politics . . . 3
- Choose three of the following courses:
- \*POL 201 Comparative Government 3
  - \*POL 302 Constitutional Issues . . . . 3
  - \*POL 311 International Relations . . . 3
  - \*POL 341 Human Rights and Dignity 3

**Economics (3 SH)**

- Choose one of the following courses:
- ECON 211/2 Principles of Macroeconomics . . . . . 3
  - ECON 221/2 Principles of Microeconomics . . . . . 3

**Geography (3 SH)**

- GEOG 382 Cultural Geography . . . . 3

**Social Science (6 SH)**

- Choose two of the following courses:
- PSYC 101/2 General Psychology . . . . 3
  - PSYC 201/2 Developmental Psychology . . . . . 3
  - SOC 101/2 Introduction to Sociology . . . . . 3  
(Students pursuing teacher licensure must take PSYC 201/2 and SOC 101/2.)

**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 by the National Council for the Social Studies (NCSS):

- 1: Culture and Cultural Diversity
- 2: Time, Continuity, and Change
- 3: People, Places, and Environment
- 4: Individual Development and Identity
- 5: Individuals, Groups and Institutions
- 6: Power, Authority and Governance
- 7: Production, Distribution, and Consumption
- 8: Science, Technology and Society
- 9: Global Connections
- 10: Civic Ideals and Practices

The courses listed in the History and Social Science major (pages 88-89) and the secondary education courses (page 77) make up the program for teacher licensure, grades 6-12.

## Minor in History

A history minor requires 18 SH of history which 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

A minor in political studies requires 18 SH: 12 SH in political studies including POL 101 Introduction to Politics, and 6 SH chosen from geography, history, economics, or justice, peace and conflict studies.

## Pre-Law Minor

The pre-law minor is an interdisciplinary and interdepartmental minor. It is designed to complement a variety of majors to prepare students for a range of careers including traditional practices of law, mediation, environmental law, international development, politics, human rights work, victim offender

reconciliation, and juvenile justice. The minor will consider peace, justice, mercy and faith within the practice of law. Students will learn to understand diverse perspectives and to craft a worldview that speaks meaningfully to a complex globe. Students will survey a range of legal careers and will learn pre-professional test-taking skills and strategies for affordable graduate education. The minor consists of the following 22-24 semester hours, including an internship:

BUAD 411 Business Law I OR	
*JPCS 392 Restorative Justice . . . . .	3
*PHIL 282 Logic and Critical Thinking . . . . .	3
*PHIL 331 Ethics: Conceptions of Personal Good OR	
*PHIL 352 Politics: Conceptions of Common Good. . . . .	3
*POL 302 Constitutional Issues. . . . .	3
*POL 341 Human Rights and Dignity	3
POL 412 Law, Values, and Worldview . . . . .	3
POL 481/2/3 Pre-law Internship (May be satisfied by an internship for one's major) . . . . .	1-3
THEO 341 Biblical Theology of Peace and Justice . . . . .	3

# World History (HIST)

## 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 some of the major religions (Judaism, Christianity, Islam, Hinduism and Buddhism); medieval society, institutions, and civilizations, and the evolution of representative government; the 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 colonialism as overseas contacts between Europe and other parts of the world develop; the culture and ideas of the Renaissance and Reformation; and the origins of capitalism. This course contributes related content to NCSS themes: 1, 2, 5, 6, 8, 9.

**192 The Global Past II: 1500 to the Present 3**

This course will cover major themes in world history from the early modern era to the present. Some of the topics covered will be: the intellectual revolution of the 17th and 18th centuries (Enlightenment) in Europe and America; the American, French and Russian revolutions; the Industrial Revolution 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 Korean and Vietnam wars, and the breakdown of the Cold War; the struggle for women's rights and changing gender roles; and independence movements and the breakdown of colonialism and genocide. This course contributes related content to NCSS themes: 1, 2, 5, 6, 8, 9.

**\*352 History of Women 3**

A comparative study of how women around the world 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. This course contributes related content to NCSS themes: 2, 4, 5, 6, 7, 9, 10. (Spring 2008)

## U.S. History (HIST)

**131 American History to 1865 3**

This course will highlight major events in Virginia history, the American Revolution, the development of the constitution, the role of religion in American history, and re-create the main outlines of how the United States became a nation-state. Topics include: the tragedy of racism, the emergence of a capitalist economy, the battle for women's rights, and the influx of immigrants. This course contributes related content to NCSS themes: 3, 5, 6.

**142 American History 1865 to the Present 3**

This course will address the changing role of America in the world, and the origins, effect, and aftermath of the world wars, the Korea and Vietnam wars, and the Cold War. American history in the 20th century is marked by powerful historical forces such as economic depressions, population shifts from rural to urban settings, life-changing discoveries in science and technology, and profound re-orientations in lifestyles. This course contributes related content to NCSS themes: 3, 5, 7.

**\*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 affirmative action, this course will trace the changing history of what it has meant to be both "African" and "American" in the larger American context. This course contributes related content to NCSS themes: 5, 4, 10. (Spring 2009)

**\*312 History of Nineteenth-Century America 3**

This course examines the critical years of national development from 1789 to 1865. American self-idealization and reform, commercial and early industrial development, continental expansion, regionalism, and the slavery controversy are examined. Special attention is given to the Civil War and the subsequent Reconstruction period. The experiences of women, immigrants, Native Americans and African Americans will receive attention. This course contributes related content to NCSS themes: 4, 6, 8. (Spring 2008)

**\*321 Modernizing America, 1865-1940** **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. This course contributes related content to NCSS themes: 6, 7, 8. (Fall 2008)

**\*411 The History of Recent America, 1941-Present** **3**  
This 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. Major themes include radical political movements, Vietnam, Watergate, TV-culture, the Religious Right, and the Reagan/Bush years. 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 the roots of the current “War on Terror.” This course contributes related content to NCSS themes: 6, 7, 8, 10. (Fall 2007)

## European History (HIST)

**\*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. This course contributes related content to NCSS themes: 5, 6, 9, 10. (Spring 2009)

**\*391 Seventeenth- and Eighteenth-Century Europe** **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 a series of historical movies (the Early Modern Film Festival). This course contributes related content to NCSS themes: 6, 8, 9. (Fall 2008)

**\*402 Medieval Europe** **3**  
A history of Europe from the late Roman Empire to the sixteenth 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 female mystics. This course contributes related content to NCSS themes: 5, 6. (Spring 2008)

**\*461 Nineteenth- and Twentieth-Century Europe** **3**  
A history of Europe from the French Revolution to the present. Themes include revolution, industrialization, women’s suffrage, militarism, imperialism, communism, fascism, the world wars, the reunification of Eastern and Western Europe, and the emergence of the European Union. This course contributes related content to NCSS themes: 6, 8, 10. (Fall 2007)



## Area Studies (HIST)

### **\*212 History of Latin America**

**3**

An area study of Spanish and Portuguese America as a major world region. Explores the cultural, economic and social diversity through the historical, geographic and political perspectives. (GEOG 212, POL 212). This course contributes related content to NCSS themes: 1, 4, 9. (Spring 2008)

### **\*251 History of Africa**

**3**

A survey of African history during the colonial and contemporary era. This course contributes related content to NCSS themes: 1, 4, 9. (Fall 2007)

### **\*371 History of Asia**

**3**

An area study of Asia generally and/or certain sub-areas specifically (e.g., Southeast Asia, Vietnam, India, China, Japan) covering the cultural, economic, and social structures of the region in a historical context. Course may be repeated as a different class if the sub-area or focus of the course is significantly changed. This course contributes related content to NCSS themes: 1, 4, 9. (Fall 2008)

### **\*432 History of the Middle East**

**3**

A historical survey of the Middle East with particular focus upon Iran, Iraq, Afghanistan, the Arab-Israeli conflict and the role of U.S. foreign policies in these countries. This course contributes related content to NCSS themes: 1, 4, 9. (Spring 2009)

## Historiography (HIST)

### **121 Introduction to History and Methods**

**3**

This course is required for all history majors and strongly recommended for history and social science majors and all history minors. It serves as a general introduction to the discipline of History and will provide an overview of historical methods and research skills through a thematic analysis of a specific historical area such as U.S. Cultural History, European Social History, etc. The specific thematic area will vary from year to year depending on the instructor's area of specialization. This course contributes related content to NCSS theme 2 and is limited to history and history and social science majors and minors, and students considering these programs.

### **452 Seminar in History**

**3**

A study of the history of historical writing as well as the nature and meaning of history. The main focus of the seminar is independent original research and writing of a major paper. This course contributes related content to NCSS theme 2.

## Topics (HIST)

### **\*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. Prerequisites: ECON 211/2 or ECON 221/2. (ECON 331). This course contributes related content to NCSS themes: 5, 7. (Fall 2007)

**342 Topics in History** **3**

This course is offered as instructors with special expertise in an area are available.

**382 Church History** **3**

This course provides an overview of the stories of Christianity, beginning with the New Testament period and coming up to the sixteenth century of the Common Era. It describes the varied successes and failures in the witness of Christians as they spread west into Europe, east toward China, and south into Africa. While this story may seem far removed from the church experiences of many class members, the course will help them begin to connect to the questions people of faith have struggled with, and to learn from the different answers Christians in many places developed. (CHST 382)

**421/2 History Tutorial** **3**

A course taught in the Socratic tutorial style. Two to six students will negotiate a specific subject and reading list with the assigned professor. Multiple Tutorial groups may run concurrently. Course may be repeated as a different class if the area of study and focus is significantly changed.

**441/2 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.

**\*482 Mennonite History and Thought** **3**

A survey of the Anabaptist movement and Mennonites throughout the world. Particular attention is given to the Anabaptist vision and its relevance for 21st-century American life. (CHST 482) (Spring 2009)

**491/2 Independent Study** **3**

## Geography (GEOG)

**\*212 History of Latin America** **3**

Described under HIST 212. (POL 212). This course contributes related content to NCSS themes: 1, 4, 9. (Spring 2008)

**382 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. This course contributes related content to NCSS themes: 1, 2, 3, 8, 9.

## Political Studies (POL)

**101/2 Introduction to Politics** **3**

An introduction to the fundamental ideas and processes in the political arena, and the institutions through which political practices are effected. This course contributes related content to NCSS themes: 2, 5, 6, 9, 10.

- \*201 Comparative Government** **3**  
 The purpose of this course is to introduce students to the variety of political systems and to assess their functional performance. This course contributes related content to NCSS themes: 2, 5, 6, 9, 10. (Fall 2008)
- \*212 History of Latin America** **3**  
 Described under HIST 212. (GEOG 212). This course contributes related content to NCSS themes: 1, 4, 9. (Spring 2008)
- \*302 Constitutional Issues** **3**  
 Historic constitutional law developments are presented, as are comparative constitutional approaches across diverse governments. Students work with landmark constitutional cases to develop basic legal reading skills. Selected domestic and international constitutional issues are researched, briefs written, and arguments orally debated in class. Stresses analytical, advocacy, and research skills. (Spring 2009)
- \*311 International Relations** **3**  
 This course focuses on contemporary power relationships between nation-states and diverse transnational actors. Significant time is devoted to a study of the problems and possibilities of international peace. Global eco-politics also receive attention. This course contributes related content to NCSS themes: 1, 3, 6, 9. (Fall 2007)
- \*341 Human Rights and Dignity** **3**  
 Surveys fundamental conventions, tribunals, truth commissions, and ethics underlying the effort to further human rights and dignity worldwide. Via case studies past and present, as well as virtual links to human rights advocates in other countries, this course draws students into problem-solving on domestic and international fronts. There is also some exposure to the United Nations system and the work of non-governmental organizations. (Fall 2007)
- 412 Law, Values, and Worldview** **3**  
 A special capstone course to integrate a student's chosen major, the pre-law minor, and prospective paths for the study and application of law. Students engage one another and classrooms in other countries to examine "the vocation of law." Options from legal practice (law school path) to mediation, alternative dispute resolution, conflict transformation, human rights, regime-building and international development are considered. Calls upon pre-law minors from diverse majors to craft a worldview that reflects on the possible contributions of a law-related vocation. Some strategizing and skill-building for graduate school admission tests (LSAT, GRE) will be included.
- 441/2/3 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.
- 481/2/3 Pre-Law Internship** **1-3**  
 Minors would 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, JPCS) can use this to satisfy the pre-law internship.

\*Indicates courses offered every two or three years.



# Justice, Peace and Conflict Studies

**Coordinator:**

Gloria I. Rhodes

**Collaborating  
Faculty:**

Martha Greene Eads  
Ted G. Grimsrud  
Barrett S. Hart, Jr.  
Jerry L. Holsopple  
Terrence Jantzi  
Vernon E. Jantzi  
Daniel W. Wessner

**Major:**

- Justice, Peace and Conflict Studies

**Minor:**

- Justice, Peace and Conflict Studies with tracks in:
  - Analysis
  - Practice

Through a trans-disciplinary and experiential learning program, the JPCS major and minor seek to foster the development of graduates committed to being catalysts for social and personal change. Focusing on the analytical and intuitive aspects of justice and peace work the program prepares students to engage in reflective practice, a balance between action and reflection.

As a program without walls, JPCS draws on knowledge and skills from a variety of departments throughout the university, though the program has a clear theological and social science orientation. JPCS courses and activities give concrete expression to its commitment to nurture a lifestyle of justice and reconciliation. It also encourages students to develop the disciplines and creativity needed to sustain such a lifestyle. The program emphasizes practical interaction with the local community, the church, the nation and the world at large.

Through thoughtful planning students can design a combination of core and elective courses to build on their particular strengths and interests. The program strongly recommends that:

- Majors pursue competency through the intermediate level II in one foreign language.
- Majors take a non-JPCS minor in order to broaden options for service and employment.
- Majors and minors participate regularly in Peace Fellowship.

**Careers in Justice, Peace and Conflict Studies include social services, development, criminal justice, law, conflict resolution/ mediation, advocacy organizations and non-profit agencies.**

# Major in Justice, Peace and Conflict Studies

A major in justice, peace and conflict studies consists of 45 SH:

## Core courses (15 SH):

JPCS 281 Exploring Conflict and Peace . . . . .	3
JPCS 311 Developing and Sustaining the Peacebuilder . . . . .	3
JPCS 372 Global Ethics of Peace and Justice OR	
THEO 341 Biblical Theology of Peace and Justice . . . . .	3
JPCS 382 History and Philosophy of Nonviolence OR	
ENG 291 Ways of War and Peace . . .	3
JPCS 482 Theories for Analysis and Action . . . . .	3

## Practicum (0-3 SH)

JPCS 431/2 Justice and Peace Practicum (May be satisfied by semester cross-cultural experience) . . . . .	0-3
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## Social Theory (3 SH)

SOC 281 Sociological Theories for Social Change . . . . .	3
SOC 321 Sociology of International Development . . . . .	3
*SOC 342 Social Movements, Revolutions, and Terrorism . . . . .	3

## Practice (6 SH)

JPCS 351 Mediation and Conflict Transformation . . . . .	3
JPCS 462 Group Dynamics and Facilitation . . . . .	3
JPCS 471 International Conflict and Peacebuilding . . . . .	3
*CHST 352 Youth Ministry in the Congregation . . . . .	3
PSYC 301 Interpersonal Relationship Skills . . . . .	2
PSYC 391/2 Introduction to Counseling . . . . .	3
*SOC 411 Practicing Social Change: Issues for the Change Agent . . . . .	3

*SOC 452 Program Evaluation through Qualitative Methods . . . . .	3
SOC 331 Methods of Social Research or similar research or statistics course in BUAD, MATH, MKTG, NSL3, PSYC . . . . .	3
SOWK 431 Social Work Practice III. (with permission)	3

## Economics and Political Economy (6 SH)

ECON 221/2 Principles of Microeconomics . . . . .	3
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### Choose one of the following courses:

ECON 211/2 Principles of Macroeconomics . . . . .	3
*ECON 312 Contemporary Economic Issues . . . . .	3
ECON 401 Economic Development . . .	3
*ECON 412 International Economics . . . . .	3

## History/Political Studies (6 SH)

*POL 341 Human Rights and Dignity. Any 300-400 level HIST or POL course . . . . .	3
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## Creative Processes (3-4 SH)

Any ART course . . . . .	3
DIGM 231 Video Camera and Non-linear Editing . . . . .	4
DIGM 281/2 Web Design . . . . .	3
*DIGM 432 Documentary Production . . . . .	3
*LANG 251 Poetry-Writing . . . . .	3
LANG 322 Fiction-Writing . . . . .	3
MUES/MUPS performance courses . . . . .	1-3
PHOTO 171/2 Digital Imaging . . . . .	3
THR 181/2 Acting I . . . . .	3
*THR 322 Voice and Movement . . .	3
*THR 352 Acting II . . . . .	3

## Elective Courses (6 SH)

Choose additional courses from above or from the following options.

## Bible and Religion

*CHST 281 The Church in a Changing World . . . . .	3
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CHST 382 Church History . . . . .	3
CHST 432 Anthropology and Christian Mission . . . . .	3
*CHST 482 Mennonite History and Thought . . . . .	3
REL 362 World Religions. . . . .	3
REL 371 Contemporary Culture . . . .	3
*REL 421 Judaism, Christianity, Islam: Comparative Monotheisms . . . . .	3
*THEO 321 Topics in Christian Theology. . . . .	3
*THEO 421 Contemporary Theology. . . . .	3
Any PHIL course . . . . .	3

**Biology**

BIOL 162 Food and Population . . . .	3
BIOL 181 Environmental Science. . . .	3
*BIOL 242 Agroecology. . . . .	4
*BIOL 322 Conservation Biology . . .	3
BIOL 451 Advanced Ecology and Field Biology. . . . .	4

**Business Administration/  
Economics**

*BUAD 322 Human Resource Management. . . . .	3
BUAD 331/2 Organizational Behavior . . . . .	3

**Communication/English**

COMM 161 Mass Communication and Culture. . . . .	3
COMM 361 Film and Culture. . . . .	3

**Foreign Language**

French or Spanish; other languages by transfer.

**Psychology**

PSYC 201/2 Developmental Psychology . . . . .	3
PSYC 221/2 Social Psychology . . . .	3

**Justice, Peace and Conflict  
Studies**

JPCS 302 Contemporary Issues . . . .	3
*JPCS 392 Restorative Justice . . . .	3
Any additional JPCS course. . . . .	3

**Sociology**

SOC 101/2 Introduction to Sociology . . . . .	3
SOC 221 Human Behavior and Social Environment I: Primary Groups. . . .	3
SOC 232 Human Behavior and Social Environment II: Social Stratification. . . . .	3
*SOC 261 Cultural Anthropology and Social Change . . . . .	3
SOC 361 Human Behavior and Social Environment III: Social Problems – Racism and Sexism . . . . .	3

**Theater**

*THR 281 Theater and Justice . . . .	3
*THR 301 Global Theater. . . . .	3

**Minor in Justice, Peace  
and Conflict Studies**

The JPCS minor provides students the opportunity to pursue one of two concentrations: analysis or practice. The analysis concentration emphasizes theory and analytical frameworks for students who wish to engage in activities directed toward social issues analysis, advocacy and policy formation. The practice concentration provides skills and frameworks for students who anticipate working in such areas as development, peacebuilding, church-related ministry and social services. Students will take 9 semester hours in the JPCS minor core plus 9 semester hours in one of the two concentrations.

**JPCS Minor Core (9 SH)**

JPCS 281 Exploring Conflict and Peace. . . . .	3
JPCS 311 Developing and Sustaining the Peacebuilder. . . . .	3
JPCS 372 Global Ethics of Peace and Justice OR THEO 341 Biblical Theology of Peace and Justice . . . . .	3

## Analysis Concentration (9 SH)

JPCS 482 Theories for Analysis and Action.....	3
SOC 281 Sociological Theories for Social Change OR	
SOC 321 Sociology of International Development OR	
*SOC 342 Social Movements, Revolutions, and Terrorism.....	3

### Choose one of the following courses:

JPCS 382 History and Philosophy of Nonviolence.....	3
*JPCS 392 Restorative Justice.....	3
*ECON 312 Contemporary Economic Issues.....	3
*ECON 412 International Economics.....	3

*POL 302 Constitutional Issues.....	3
*POL 311 International Relations.....	3

## Practice Concentration (9 SH)

### Choose three of the following courses:

JPCS 351 Mediation and Conflict Transformation.....	3
JPCS 431/2 Justice and Peace Practicum.....	3
JPCS 462 Group Dynamics and Facilitation.....	3
JPCS 471 International Conflict and Peacebuilding.....	3
*SOC 411 Practicing Social Change: Issues for the Change Agent.....	3
*SOC 452 Program Evaluation through Qualitative Methods.....	3

# Justice, Peace and Conflict Studies (JPCS)

## 281 Exploring Conflict and Peace

3

An overview to the field of peace and conflict studies, this course introduces students to theories, key terms, concepts, and skills related to conflict, justice, peace, and conflict transformation. Students will discover and attend to their own conflict styles and learn introductory skills for dealing with conflict on an interpersonal level. Students will analyze a current conflict situation in the world and will practice peacebuilding by intervening in a campus conflict or situation of injustice. Open to non-majors as well.

## 302 Contemporary Issues

3

A course on current justice and peace issues in the U.S. and abroad, determined by student and faculty interest and availability. (Spring 2009)

## 311 Developing and Sustaining the Peacebuilder

3

This experiential/reflective course focuses on the vocation of being a peacebuilder with time divided between a peace and justice community learning assignment and reflection upon that experience. In addition to community learning, the course includes exploration of opportunities for vocational involvement, the development of a professional portfolio with personal resumé and the exploration of disciplines for sustaining ourselves in the long term for peace and justice work. Students will participate in a field trip to the Greaterford Prison. Priority given to junior or senior JPCS majors and minors. Prerequisite: JPCS 281.

## 351 Mediation and Conflict Transformation

3

This course is an introduction to the theory and practice of transformative mediation. Students will learn about conflict transformation and the mediation process through readings, activities and class discussions, and will develop the skills essential for effective mediation through extensive role playing. Writing assignments will help students to reflect on personal conflict experiences, consider the personal, ethical, and policy issues that arise in mediation, and evaluate various mediation models and mediator styles. With its emphasis on practical outreach, 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.



- 372 Global Ethics of Peace and Justice** **3**  
 The course will explore how Christian social ethics informs the challenges of building a just peace, both globally and in local communities. It will explore issues such as global economic structures, the environment, war and American foreign policy. Students will participate in a field trip to Washington, D.C. to visit such organizations as the World Bank and Christian organizations working for peace and justice.
- 382 History and Philosophy of Nonviolence** **3**  
 Nonviolence has a long, rich history. This course begins with the early Christian application of Jesus' peaceable way to the issue of involvement in warfare, and traces the philosophy and practice of nonviolence in the centuries since. We also look at the origins and development of the just war and justifiable revolution traditions. Special attention is paid to the application of the philosophy of nonviolence to social change efforts, including the work and thought of Mahatma Gandhi.
- \*392 Restorative Justice** **3**  
 The course provides a basic and critical introduction to the principles and operation of the American criminal justice system and an exploration of important issues in the field (e.g. role of victims, race, death penalty). Critical perspectives are drawn from a variety of peacemaking traditions including the field of restorative justice. (Spring 2008)
- 431/2 Justice and Peace Practicum** **1-3**  
 A justice and peace practicum provides JPCS majors opportunities for practical off-campus experience in settings related to the field. Prerequisite: approval of JPCS coordinator.
- 462 Group Dynamics and Facilitation** **3**  
 This course will introduce students to group dynamics including the functions and features of groups, group structure, development and leadership. It will also provide an opportunity for students to apply group dynamics theories to facilitation and to work toward mastery of the skills required for good group process. Emphasis will be placed on decision-making, problem solving, conflict transformation and teambuilding. Students will practice facilitation in campus or community settings focusing on planning and facilitating effective meetings.
- 471 International Conflict and Peacebuilding** **3**  
 This course focuses on the structure, dynamics and challenges of conflicts in and between nation-states through the in-depth exploration of several specific situations (e.g., Central America, Middle East) in which students research and simulate aspects of the conflict. Causes and development of conflict internationally and a more in-depth understanding of peacebuilding strategies applicable to concrete situations are explored.
- 482 Theories for Analysis 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 theoretical assumptions that guide peace practitioners in action and reflection on their peacebuilding efforts. Prerequisite: JPCS 281 and any social theory course.

\* Indicates courses offered in alternate years.



# Language and Literature

## Faculty:

Kirsten E. Beachy  
Donald R. Clymer  
Violet A. Dutcher (chair)  
Martha Greene Eads  
Linda W. Gnagey  
Chantal S. Logan  
R. Michael Medley  
Moirra R. Rogers

## Majors:

- English
- French
- Spanish

## Minors:

- English
- French
- Spanish
- Teaching English as a Second Language (TESL)

## Teaching

### Endorsements:

- English, Grades 6-12
- French, Grades PreK-12
- Spanish, Grades PreK-12
- English as a Second Language, Grades PreK-12 (add-on)

The department of language and literature offers majors in English, French and Spanish. Minors in all of the above in addition to Teaching English as a Second Language (TESL) can supplement various majors in the university. Teaching licensure is available in English, French and Spanish; endorsement in TESL is also available.

The department aims to help students develop communication skills, including reading, writing, speaking, and listening. Since the university requires a cross-cultural experience as part of its Global Village Curriculum, the department urges all students to acquire proficiency in a foreign language.

## Major in English

English majors study literature, writing, English language, and dramatic arts. Students focus on close reading of texts, on study of particular authors and genres, and on the relationship of literary works to their historical periods. They investigate the development and use of written and spoken English as well as theater. English majors are required to study a foreign language through intermediate level II.

A major in English prepares students to enter a variety of fields in addition to careers in teaching English. Graduates work in many areas where keen self-perception and skillful use of language are important. These fields include teaching, journalism, publishing, editing, news reporting, film producing, broadcasting, creative writing, free-lance writing, law, medicine, psychiatry, business, advertising, library science, Christian missions, and church and school administration.

**Careers in Language and Literature include teaching in public and Christian schools, teaching English as a second language, editing, translating, advertising, law, communications and public relations.**

Requirements consist of 36 SH:

- ENG 201 British Literature I . . . . . 3
- ENG 212 British Literature II . . . . . 3
- ENG 231 American Literature I . . . . . 3
- ENG 242 American Literature II . . . . . 3
- ENG 361 Shakespeare . . . . . 3
- ENG 402 Seminar in the Major . . . . . 3

Choose one of the following courses:

- \*ENG 251 Introduction to Fiction . . 3
- \*ENG 262 Introduction to Drama . . 3
- \*ENG 272 Introduction to Poetry . . 3

Choose one of the following courses:

- \*ENG 282 African Literature . . . . . 3
  - \*ENG 341 World Literature I . . . . . 3
  - \*ENG 351 World Literature II . . . . . 3
- (Literature in a foreign language may fulfill this requirement.)

Choose one of the following courses:

- LANG 301 Introduction to Linguistics . . . . . 3
- LANG 312 Grammars of English . . . 3

Choose three or more courses from those remaining above or from the following list:

- ENG 291 Ways of War and Peace . . 3
- ENG 302 Literature for Children . . 3
- \*ENG 312 Adolescent/Young Adult Literature . . . . . 3
- ENG 412 Introduction to Literary Theory . . . . . 3
- \*LANG 251 Poetry-Writing . . . . . 3
- LANG 322 Fiction-Writing . . . . . 3
- \*LANG 371 Psycholinguistics . . . . . 3
- LANG 452 Methods of TESL . . . . . 3
- LANG 461/2 TESL Practicum . . . . . 3
- \*THR 342 Playwriting and Criticism 3

## Major in English, Teaching Endorsement for Grades 6-12

This program will prepare students to teach English by instructing them in the standards of the National Council of Teachers of English (NCTE). Students pursuing this program are required to

study a foreign language through intermediate level II.

Requirements consist of 36 SH:

- ENG 201 British Literature I . . . . . 3
- ENG 212 British Literature II . . . . . 3
- ENG 231 American Literature I . . . . 3
- ENG 242 American Literature II . . . 3
- \*ENG 312 Adolescent/Young Adult Literature . . . . . 3
- \*ENG 341 World Literature I . . . . . 3
- ENG 361 Shakespeare . . . . . 3
- ENG 402 Seminar in the Major . . . . 3
- ENG 412 Introduction to Literary Theory . . . . . 3
- LANG 301 Introduction to Linguistics . . . . . 3
- LANG 312 Grammars of English . . . 3

Choose one of the following courses:

- COMM 221 News and Feature Writing . . . . . 3
- \*ENG 262 Introduction to Drama . . 3
- THR 101 Introduction to Theater Arts . . . . . 3
- \*THR 391 History and Traditions of Western Theater I . . . . . 3
- \*THR 422 History and Traditions of Western Theater II . . . . . 3

In addition students must take the secondary education courses (page 77) for teacher licensure.

## Majors in French and Spanish

In foreign languages, the goals are to comprehend, speak, read, and write the respective language and to gain an appreciation of French and Spanish-speaking cultures as well as greater global awareness. Foreign language majors are required to study one or two semesters in a country where the target language is spoken.

A degree in one of the foreign languages provides a broad liberal arts background that can be used as a basis for a variety of graduate programs as well as professional programs. Graduates are also prepared to work with various agencies in non-English-speaking coun-

tries. A placement test administered during fall orientation validates previous instruction or experience in French or Spanish. Students then register for the courses at their skill levels.

### **French**

A student majoring in French shall complete 30 SH of course work above the intermediate level in the Brethren Colleges Abroad Program according to the following minimum specifications: 9 hours grammar, linguistics and composition; 9 hours literature; 3 hours civilization; 9 hours electives from the above or related fields, such as art, anthropology, geography, music, philosophy, political science or religion, taught in French.

### **Spanish**

A student majoring in Spanish shall complete 30 SH of course work above the intermediate level according to the following specifications: 9 hours grammar, linguistics and composition; 9 hours literature; 3 hours civilization of Spain; 3 hours civilization of Latin America; 6 hours electives from the above or related fields, such as art, anthropology, geography, political science or religion, taught in Spanish. At least one semester of study in Cadiz, Spain, or in a similar approved academic program is required.

## **Majors in French, Spanish; Teaching Endorsements, PreK-12**

These programs will prepare students to teach French and Spanish by instructing them in the standards of the American Council of Teachers of Foreign Language (ACTFL). Students must complete the major in Spanish or French and the following courses:

ED 101/2 Exploring Teaching . . . . .	2
ED 201/2 Computers and Instructional Technology in Ed. . . . .	1
ED 261 Learning, Motivation and Assessment (PreK-6) . . . . .	3

ED 342 Middle School Curriculum and Organization . . . . .	3
ED 361a General Curriculum and Methods for Middle and Secondary Teaching. . . . .	1
ED 391 Reading and Writing Across the Curriculum (6-12) . . . . .	2
ED 441/2 Reflective Teaching Seminar and Portfolio . . . . .	1
ED 451/2 Examining Foundations of Education . . . . .	2
ED 481/2a Elementary Student Teaching (PreK-6) . . . . .	7
ED 481/2b Middle/High School Student Teaching (6-12) . . . . .	7
LANG 452 Methods of Teaching ESL/FL . . . . .	3
LANG 461/2 TESL Practicum. . . . .	3

### **Recommended Education Courses:**

ED 331/2 Needs of Diverse Learners. . .	3
ED 342 Middle School Curriculum . . .	3

In addition, prospective teachers must comply with all teacher education requirements listed on pages 73-78.

A native speaker or candidate who has learned a foreign language without formal academic credit in a college or university must complete the following requirements: (1) a minimum score of 600 on the paper-based Test of English as a Foreign Language, if English is not the native language (native speakers of English are exempt from this test); (2) a composite score at or above the 50th percentile on the listening, speaking, reading, writing, civilization and culture sections of the Modern Language Association Proficiency Test for Teachers and Advanced Students (no individual section score shall be below the 25th percentile); (3) a minimum of 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels from an accredited college or university in the United States.

## Minor in English

A minor in English consists of 18 SH.

Choose three of the following courses:

- ENG 201 British Literature I . . . . . 3
- ENG 212 British Literature II . . . . . 3
- ENG 231 American Literature I . . . . . 3
- ENG 242 American Literature II . . . . . 3
- ENG 361 Shakespeare . . . . . 3

Choose three more courses from those remaining above or from courses required for the English major.

## Minors in French and Spanish

Requirements: 18 SH of language, literature or culture at the intermediate and advanced levels. One semester, or the equivalent, of study abroad or other experience in the target culture is required.

## Minor in Teaching English as a Second Language (TESL)

The TESL minor provides the opportunity to study the unique aspects of teaching English as a second language with practical experience in the classroom. The minor consists of 18 SH:

- LANG 301 Introduction to Linguistics . . . . . 3
- LANG 312 The Grammars of English . . . . . 3
- \*LANG 371 Psycholinguistics . . . . . 3
- LANG 452 Methods of Teaching ESL and Foreign Languages . . . . . 3
- LANG 461/2 TESL Practicum . . . . . 3
- Foreign Language (Intermediate II or above) . . . . . 3

## Add-on Teaching Endorsement in TESL

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

# English Language (LANG)

### 101 Transition to College Writing

4

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 Global Village Curriculum writing requirement. A grade of C- must be achieved in the course as a prerequisite for enrollment in LANG 131/2. Upon completion of the course, instructor evaluation will indicate one of the following: 1) the student must enroll in LANG 131/2 to satisfy the writing requirement; 2) the student must enroll in LANG 122 to achieve proficiency required before enrolling in LANG 131/2.

### 111 Reading and Writing for College I

3

A developmental skills course linked to a first-year general education course. Reading and writing proficiencies are developed in the context of assignments in the linked course. Course does not satisfy the writing requirement. Upon completion of course, instructor evaluation will indicate one of the following: 1) the student must enroll in LANG 131/2 to satisfy the writing requirement; 2) the student must enroll in LANG 122 to achieve proficiency required before enrolling in LANG 131/2.

- 122 Reading and Writing for College II** **3**  
Builds on skill development of LANG 111. Focus is on reading and writing in the various discourse communities required in college. Reviews essentials of clear, effective academic prose. Course does not satisfy the writing requirement. Upon completion of course, instructor evaluation will indicate one of the following: 1) the student must enroll in LANG 131/2 to satisfy the writing requirement; 2) the student must complete further developmental work before enrolling in LANG 131/2.
- 131/2 College Writing** **3**  
Focus is on critical thinking required in college for reading and writing in various discourse communities, with particular attention to analysis and synthesis. Includes research project. Satisfies Global Village Curriculum writing requirement.
- 192 Advanced Writing** **3**  
Focus is on critical thinking required in college for reading and writing in various discourse communities with an emphasis on writing about literature. Includes research project. Satisfies Global Village Curriculum writing requirement.
- \*251 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. This course is not open to first-year students. (Fall 2008)
- 291/2 Speech Communication** **2**  
Process of giving ideas substance and making them communicable; speech preparation based upon rhetorical principles; practice in vocal and visual communication, including video. Satisfies Global Village Curriculum requirement.
- 301 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.
- 312 The Grammars of English** **3**  
Using the tools of applied linguistics, students examine the structural features of English basic to logic and expression. Modern grammars, in addition to traditional grammar, are used to raise consciousness of the structure of the language we otherwise use intuitively.
- 322 Fiction-Writing** **3**  
Theories for structure and style. Extensive writing of short stories. Students submit papers for group criticism. This course is not open to first-year students.
- 332 Academic and Professional Writing** **3**  
A second course in rhetoric and composition, designed for students who seek additional practice in academic and professional writing. Includes study of the principles of visual and aural rhetoric and extensive work in writing for various disciplines. Open to students in all majors.
- \*371 Psycholinguistics** **3**  
Survey of psychological perspectives on language. Includes study of language processing and production, language and thought, meaning, memory for language, biological bases of language, and various exceptionalities. Emphasizes first and second language acquisition. Prerequisite or corequisite: LANG 301. (Fall 2007)

- 452 Methods of Teaching ESL/FL** **3**  
 Methods of Teaching English as a Second Language and Foreign Languages. Emphasizes theory, practical methods and materials for teaching any second language. Satisfies requirement for TESL minor and foreign language education PreK-12. Prerequisite or corequisite: LANG 301 OR LANG 312 OR LANG 371.
- 461/2/3 TESL Practicum** **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: LANG 451.
- 491/2 Independent Study** **1-3**  
 Directed study in aspects of linguistics not covered by the above courses or when circumstances warrant. Open to juniors or seniors by permission of the language and literature department

## Literature (ENG)

- 201 British Literature I: Monsters, Heroes, Saints and Madmen** **3**  
 Required of English majors and minors. Survey of the Medieval, Renaissance, and Neoclassical periods. Drama, poetry, and prose.
- 212 British Literature II: Soul and Society** **3**  
 Required of English majors and minors. Survey of six to eight major literary figures from the 19th, 20th, and 21st centuries, including Romantics, Victorians, Realists, Modernists, and Postmodernists. Drama, poetry, and prose.
- 231 American Literature I: Pioneers and Puritans, Rebels and Romantics** **3**  
 Required of English majors and minors. Survey of literature from before European exploration through the antebellum period in what became the United States. Drama, poetry, and prose.
- 242 American Literature II: Coming of Age** **3**  
 Required of English majors and minors. Survey of six to eight major literary figures from the Civil War through the early twenty-first century. Drama, poetry, and prose.
- \*251 Introduction to Fiction: Guilt and Redemption** **3**  
 Recommended for non-majors; elective for majors and minors. A selection of novels and/or short stories (written in English or in translation) designed to help students develop critical reading skills and enhance their reading pleasure. (Fall 2007)
- \*262 Introduction to Drama: Page and Stage** **3**  
 Recommended for non-majors; elective for majors and minors. A drama survey emphasizing twentieth-century and contemporary plays, using the elements of drama to encourage analytical thinking about the plays and how they affect us. If possible, the class will attend a performance of a play being studied. (Spring 2009)
- \*272 Introduction to Poetry: Meaning in Meter** **3**  
 Recommended for non-majors; elective for majors and minors. A course designed to develop basic skills in reading poems from all periods of English and American literature. (Spring 2008)



- \*282 African Literature** **3**  
Recommended for non-majors; elective for majors and minors. This course presents the works of contemporary African writers in the light of traditional oral literature. It includes a study of the value, the role, and the genres of oral literature as a basis for understanding the nature, the challenges and the issues of writing on the African continent today. Since not all the works studied have been originally written in English, this course is partly a literary study “in translation.” Prerequisite: LANG 131/2. (Spring 2009)
- 291 Ways of War and Peace** **3**  
Required for JCPS majors; elective for English majors and minors. An examination of twentieth-century literary texts in light of classic Christian views of war and peacemaking.
- 302 Literature for Children** **3**  
An exploration of 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. This course is not open to first-year students.
- \*312 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 shall center on reader-response theory. This course is for students teaching middle and high school. (Spring 2009)
- \*341 World Literature I** **3**  
A survey of Ancient, Medieval, and Early Modern literature from around the globe, much of it in translation. Epic, drama, poetry, and prose. (Fall 2008)
- \*352 World Literature II** **3**  
A survey of Modern and Postmodern literature from around the globe, much of it in translation. Drama, poetry, and prose. (Spring 2010)
- 361 Shakespeare** **3**  
A selection of comedies, histories and tragedies. A literary study with awareness of Shakespearean drama as theater. Class members attend one or more performances of Shakespeare’s plays.
- 402 Seminar in the Major:**  
**The Road to the Postmodern Continental Novel** **3**  
Required for majors. A focused study of a major author or literary movement, designed to prepare students for graduate-level work. In Spring 2008, the course will explore the development of the post-modern novel in continental Europe.
- 412 Introduction to Literary Theory** **3**  
Recommended for students considering graduate school. An overview of key works and topics in literary criticism, beginning with a survey of representative texts that span antiquity to the mid-twentieth century and continuing with a focus on contemporary issues of literary analysis (including postcolonialism, race, and gender). Students will learn to analyze and evaluate the argument posed by each critical text and apply them to literary texts.

**491/2 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.

**French (FR)****101 Elementary French I****3**

Part I of a comprehensive four-semester language and culture course supported by video programming and audio cassette lessons. Regular oral practice with a native-speaker language assistant.

**112 Elementary French II****3**

Continuation of 101. Prerequisite: FR 101. Regular oral practice with a native speaker language assistant.

**201 Intermediate French I****3**

Continuation of 112 with added emphasis upon the mastery of listening, speaking, reading and writing skills. Regular oral practice with a native speaker language assistant.

**212 Intermediate French II****3**

Continuation of 201. Prerequisite: FR 201. Regular oral practice with a native speaker language assistant. Includes an emphasis on current events in France and Africa.

**301/2 Professional French****3**

Advanced practice in writing and speaking for francophone professional settings. Students may pursue individual interest areas including business, peace and justice, health care and missions.

**491/2 Independent Study****1-3**

Advanced work in literature, conversation or composition. Prerequisite: FR 212 or consent of instructor.

**Spanish (SPAN)****101/2 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.

**111/2 Elementary Spanish II****3**

Continuation of 101. Prerequisite: SPAN 101. Regular oral practice with a native-speaker language assistant.

**131 Accelerated Elementary Spanish****3**

For students with some previous study of the language. Covers in one semester the same material covered in SPAN 101 and 112. Admission by placement test or consent of instructor. Regular oral practice with a native-speaker language assistant.

**201 Intermediate Spanish I****3**

A thorough review of grammar, vocabulary-building, conversation, composition and reading. Prerequisite: SPAN 112, 132 or equivalent. Regular oral practice with a native-speaker language assistant.

- 212 Intermediate Spanish II** **3**  
Continuation of 201. Prerequisite: SPAN 201. Regular oral practice with a native-speaker language assistant.
- 301 Spanish 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 212 or consent of instructor.
- 311/2; 411/2 Topics in Hispanic Studies** **3**  
A cycle of seven courses; one offered each semester: Hispanic Theater; Civilization of Latin America; Grammar and Composition; Literature of Spain; Spanish Phonetics; Literature of Latin America; The Culture and Politics of Andalucia; Latin American Film.
- 392 Community Learning in Hispanic Education** **3**  
A combination of experiential learning in the local Latino community with a reflection on larger international, national and local immigration/migration issues and policies.
- 491/2 Independent Study** **1-3**  
Advanced work in literature, conversation or composition. Prerequisite: SPAN 301 or consent of instructor.

\*Indicates courses offered in alternate years



# Liberal Arts

**Advisor:**

Suzanne K. Cockley

**Majors:**

- Liberal Arts
- Associate in Arts in General Studies

**W**ith 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 33 semester hours 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:

- At least 15 SH must be selected from a single department, of which 9 SH must be upper-level courses.
- At least 6 SH must be selected from each of the following three areas:
  - Humanities/Fine Arts
  - Social/Behavioral Sciences
  - Natural Science/Mathematics
- 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 Global Village curriculum, 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 in General Studies**

Students pursuing the A.A. degree may opt for the general studies major. Of the 64 SH required, approximately 30 SH are Global Village Curriculum requirements as outlined on page 15 and the remaining credits are chosen from a variety of areas.



# Mathematical Sciences

## Faculty:

- Leah S. Boyer
- Owen D. Byer
- Charles D. Cooley
- Deirdre L. Smeltzer (chair)
- Yong Zhang

## Majors:

- Mathematics
- Computer Science

## Minors:

- Mathematics
- Computer Science
- Physics

## Other program:

- Pre-engineering

## Teaching Endorsements:

- Computer Science (add-on)
- Mathematics, Grades 6-12
- Physics, Grades 6-12 (add-on)

The department of mathematical sciences offers students a variety of options to fit individual interests and career preferences. Major emphasis is placed on preparing students in mathematics and computer science for graduate study, teaching, or a career in business or industry.

A major and a minor are offered in both mathematics and computer science. In addition, secondary education licensure in mathematics and a minor in physics are available.

EMU also offers a pre-engineering program. This program is designed for students who want to major in an engineering discipline but who also wish to spend a year or more at a Christian college to explore new meanings of faith and learning, to establish friendships and to get a broader education than is typically provided by engineering schools.

## Major in Mathematics

The following 46 SH program of courses is required:

MATH 151 Differential Calculus . . .	3
MATH 162 Integral Calculus . . . . .	3
MATH 171 Discrete Mathematics . .	3
MATH 242 Statistics for the Natural Sciences . . . . .	3
MATH 251 Intermediate Calculus . .	3
MATH 262 Multivariate Calculus . .	3
*MATH 351 Linear Algebra . . . . .	3
*MATH 452 Introduction to Analysis	
OR	
*MATH 462 Abstract Algebra . . . . .	3
CS major electives . . . . .	6
PHYS 251 University Physics I . . . .	4

**Careers in Mathematical Sciences include** computer programmer/analyst, systems analyst, information system consultant, engineer, actuary, statistician, operations researcher, teacher and marketing research analyst.

Choose four of the following courses:

- \*MATH 361 Geometry . . . . . 3
- \*MATH 371 Topics in Math. . . . . 3
- \*MATH 382 Applied Mathematics. . 3
- \*MATH 422 History of Math . . . . . 3
- \*MATH 452 Introduction to Analysis OR
- \*MATH 462 Abstract Algebra . . . . . 3
- \*MATH 471 Mathematical  
Probability . . . . . 3
- MATH 483 Summer Seminar . . . . . 3

## 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 361 and MATH 422. See page 77 for required courses for 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 12 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 SH of mathematics courses covering calculus through integration, topics in discrete mathematics, and basic statistical methods; and an additional 6 SH from computer science or related fields for a total of 45 SH. The specific 18 SH of upper-level computer science courses and the additional 6 SH of electives will be determined by 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 311, CS 322, CS 422, MATH 162, MATH 171 and MATH 242 in their course selection and are encouraged to minor in mathematics. Students planning to seek a graduate degree in computer science should consider a double major in computer science and mathematics. Students who do not complete the math and computer science courses required for a B.S. will receive a **bachelor of arts degree in computer science**.

### Foundational Courses (12 SH)

- CS 212 Intermediate Programming:
  - Java . . . . . 3
- CS 231 Networking and Data  
Communications . . . . . 3
- CS 251 Architecture and Operating  
Systems . . . . . 3
- CS 272 Databases and Information  
Management . . . . . 3

### Upper-level Courses (18 SH)

Courses selected from the 300-level or 400-level CS courses.

### Mathematics Courses (9 SH)

- MATH 131 Elements of Calculus OR
- MATH 162 Integral Calculus . . . . . 3
- MATH 141 Finite Mathematics OR
- MATH 171 Discrete Mathematics . . 3
- MATH 201/2 Elementary Statistics  
OR
- MATH 242 Statistics for the Natural  
Sciences . . . . . 3

### 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.



## Pre-Engineering

The pre-engineering program provides a strong academic base for future study in engineering. Students studying pre-engineering at EMU should select an engineering school before the beginning of their second year in order to meet prerequisite requirements and to transfer the maximum number of semester hours.

## Minor in Mathematics

The minor consists of 18 SH of mathematics including:

MATH 151 Differential Calculus . . . 3  
MATH 162 Integral Calculus . . . . . 3  
and 12 SH selected from the remaining mathematics (MATH) courses listed in the major.

## 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 17 SH program:

PHYS 251 University Physics I . . . . 4  
PHYS 262 University Physics II. . . . 4

Choose three courses from the following list:

\*ENGR 262 Engineering Statics . . . . 3  
\*ENGR 272 Engineering Dynamics. . 3  
\*PHYS 241 Electronics . . . . . 3  
\*PHYS 401 Thermodynamics . . . . . 3  
\*PHYS 412 Quantum Mechanics . . . 3

## Add-on Teaching Endorsements

Teaching endorsements in computer science and physics (6-12) are approved by the Virginia Department of Education when combined with an education licensure.

# Computer Science (CS)

### 101/2 Introduction to Computers 3

A lab-based course designed to tour the modern world of computing. This course introduces the major areas of computer science, including web page design, data representation, computer hardware, programming languages, algorithms, operating systems, spreadsheets, computer networks, and ethics in computing. This course is ideal both for general education purposes and for students considering a minor or major in Computer Science. Some typing skill is recommended.

### 111 Introduction to Programming: Visual Basic 3

An introduction to the basic concepts of programming, problem-solving, as well as the design techniques of an object-oriented, event-driven language such as Visual Basic.NET.

### 212 Intermediate Programming: Java 3

Introduction to Java language in the context of media computation. Students will write Java programs to create and modify images, sounds, movie clips and web pages. Prerequisite: CS 111 or other programming experience.

### 231 Networking and Data Communications 3

An introduction to networking and the Internet. Topics include TCP/IP and other network protocols, standard data formats, Web-based and general client/server applications, network infrastructure and security.

- 251 Architecture and Operating Systems** **3**  
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, concurrency, and multiprocessor architectures.
- 272 Databases and Information Management** **3**  
A course in software design in a database environment with an emphasis on the design and querying of database systems. Topics include design principles; loading, modifying, and querying databases; and macro programming. Prerequisite: CS 111 or equivalent.
- \*311 Data Structures** **3**  
Basic data structures are introduced in this course, including arrays, linked lists, stacks, queues, trees, etc. Simple algorithm analysis techniques will also be covered. Students are required to implement various data structures and algorithms using Java. Prerequisite: CS 212.
- \*322 Analysis of Algorithms** **3**  
An introduction to basic algorithm analysis and design techniques, including divide-and-conquer, greedy algorithm and dynamic programming. Prerequisites: CS 311 and MATH 171.
- \*352 System Administration** **3**  
An overview of the management and maintenance of organizational computing infrastructure including hardware, operating system, network, database and application software. Topics include installation and configuration, routine maintenance tasks, client/server application management, automation and user support. Prerequisite: CS 251.
- \*371 Software Engineering** **3**  
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 corporate strategic planning and information usage. Several software development lifecycle models will be explored as students participate in generating logical programming designs. Prerequisites: CS 212 and CS 272.
- \*422 Programming Languages** **3**  
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 Ada, Prolog and LISP. Prerequisite: CS 322.
- 452 Topics in Computing** **3**  
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, hypermedia development, language translation systems, and functional programming.

**\*472 Project Management** **3**

This course provides a comprehensive view of information systems. Topics include systems, management and organizations, information, quality and decision-making processes. The relationship of information systems to corporate planning and strategy will also be explored. Prerequisite: CS 371.

**481/2/3 Computer Science Internship** **1-3**

Work experience giving students an opportunity to integrate theory and practice. Consulting and reporting to the faculty advisor guide the student's experience in order to maximize learning. Travel and other expenses are the student's responsibility. Many students find the practical experience gained during internships to be extremely valuable. 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.

**491/2/3 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.

## Mathematics (MATH)

**101/2 Mathematics Competency** **1**

This course focuses on foundational mathematics necessary for the college graduate. Successful completion of the course requires demonstrating mastery in each of the following areas: computation and estimation; decimals and percentages; ratio and measurement; proportions; data analysis; geometry. The course is offered in conjunction with tutorial support in the Academic Support Center. It is recommended that this course be completed prior to taking other math courses.

**111/2 Modeling with Algebra** **3**

This course will emphasize applied algebra through a modeling approach. Topics include equations and inequalities, polynomial and rational functions, exponential and logarithmic functions, and systems of equations and inequalities. A graphing calculator is required. A TI-83 or TI-84 is recommended. Prerequisite: MATH 101/2.

**122 Mathematics and the Liberal Arts** **2**

A survey of topics in contemporary mathematics. Topics may vary from year to year but will usually include geometry and measurement, apportionment and voting methods, consumer mathematics, and an introduction to computer programming. Prerequisite or corequisite: MATH 101/2.

**131 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 biology. A graphing calculator is required (TI-83 or TI-84 recommended). Prerequisite: MATH 111/2 or high school equivalent.

**141 Finite Mathematics** **3**

A study of the strategies and tools of problem solving. Topics include set theory and logic, numeration systems (including a historical survey), number theory and the real number system, elementary graph theory and basic probability and counting methods. Prerequisite: MATH 101/2.

- 151a Differential Calculus** **3**  
An introduction to the derivative and associated topics in analytic geometry. Topics include functions (exponential, logarithmic, trigonometric, etc.), differentiation techniques, continuity and applications. Antiderivatives are introduced. A graphing calculator is required. A TI-83 or above is recommended. Prerequisite or corequisite: MATH 101/2.
- 151b Differential Calculus with Review** **4**  
This section of Differential Calculus includes review material of the algebra and trigonometry necessary for Differential and Integral Calculus. The main topics will be functions (trigonometric, exponential, rational, etc.) and their properties, unit circle trigonometry, special algebraic techniques, and summation notation. This section is recommended for students who have SAT math scores below 680. Prerequisite or co-requisite: MATH 101/2.
- 162 Integral Calculus** **3**  
Concepts of the integral calculus are applied to elementary, exponential, logarithmic and trigonometric functions. Topics include techniques of integration and applications. A group project is a significant requirement for the course. Prerequisite: Grade of C- in MATH 151 or permission of instructor.
- 171 Discrete Mathematics** **3**  
Topics include set theory, logic, mathematical induction, algorithms, combinatorics, probability, graph theory and proof writing. Prerequisites: MATH 101/2, three years of high school mathematics or permission of instructor.
- 201/2 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. The spreadsheet program Excel will be introduced and used throughout the course. **Credit for this course will not be given if the student has already received credit for MATH 242.**
- 242 Statistics for the Natural Sciences** **3**  
This course in descriptive and inferential statistics is designed for students majoring in the mathematical and natural sciences. Probability distributions will be discussed in relation to confidence intervals and hypothesis testing. Correlation, regression, and analysis of variance will be covered as time permits. Students will apply statistical theory to a self-designed project. The spreadsheet program Excel will be introduced and used throughout the course. Prerequisite: MATH 131 or equivalent. **Credit for this course will not be given if the student has already received credit for MATH 201/2.**
- 251 Intermediate Calculus** **3**  
Topics include sequences and series, improper integrals, polar coordinates, parametric equations, vectors, and vector-valued functions. Prerequisite: minimum grade of C- in MATH 162 or permission of instructor.
- 262 Multivariate Calculus** **3**  
A study of functions of several variables, including partial derivatives, multiple integration, line integrals, Green's Theorem, the Divergence Theorem and Stokes Theorem. Prerequisite: minimum grade of C- in MATH 251 or permission of instructor.

- \*351 Linear Algebra** **3**  
 Vectors and vector spaces, systems of linear equations, linear transformations and matrices, determinants, and eigenvalues and eigenvectors. Prerequisite or corequisite: MATH 251 or permission of instructor. (Fall 2007)
- \*361 Geometry** **3**  
 A study of both Euclidean and non-Euclidean geometries using an axiomatic approach and taught from a historical perspective. Euclidean topics deal with transformations, convexity, the geometry of the polygon and circle, and constructions. Both hyperbolic and elliptic non-Euclidean geometries are discussed. Prerequisite: MATH 171 (Fall 2008)
- \*371 Topics in Mathematics** **3**  
 The content of this course is determined by the special interest of the faculty and students. Recent courses have included Number Theory, Coding Theory and Combinatorics. Prerequisite: permission of the instructor. (Fall 2007)
- \*382 Applied Mathematics** **3**  
 An introduction to mathematical modeling: problem identification, model construction and model validation. The course includes a unit on differential equations as a technique for solving mathematical models. Prerequisite MATH 162. (Spring 2009)
- \*422 History of Math** **3**  
 The course will emphasize the men and women who have contributed to the historical development of mathematics. It will include the mathematics of early civilizations, Greek mathematics, non-western mathematics, the mathematics of the dark ages, the development of Calculus, and modern mathematics (probability, revival of number theory, set theory, philosophies of mathematics). Some contemporary mathematicians will be examined (Paul Erdos, Andrew Wiles, John Nash and others) as time permits. Prerequisites: MATH 171, MATH 251, and either MATH 351 or MATH 361. (Spring 2008)
- \*452 Introduction to Analysis** **3**  
 A critical study of the calculus. Topics include real numbers, sequences, limits, continuity, and differentiation and integration. Prerequisite: MATH 251. (Spring 2009)
- \*462 Abstract Algebra** **3**  
 A study of the properties of groups, rings, integral domains and fields. Prerequisite: MATH 351. (Spring 2008)
- \*471 Mathematical Probability** **3**  
 A study of probability, random variables, distribution and density functions, and the theory behind the statistical techniques used in MATH 242. Prerequisites: MATH 242 and MATH 262. (Fall 2008)
- 483 Summer Seminar** **3**  
 A special 3-week seminar determined by the faculty interest. Prerequisite: permission of the instructor.
- 491/2 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)

### \*241 Electronics

3

An introduction to basic analog and digital circuits. The analog portion includes DC and AC circuits, filters, transformers, and amplifiers. The digital portion covers binary numbers, combinational logic, various flip-flops, and registers. Some circuits, such as bicycle light flashers, DC power supply, and robots, will be built throughout the semester. The course is recommended for pre-engineering and computer science students and hobbyists. (Fall 2007)

### 251 University Physics I

4

A course with a laboratory that surveys the following topics in classical physics: mechanics, vibrations and waves, thermodynamics, and fluid mechanics. Elementary differential and integral calculus are used. Prerequisite: MATH 131 or MATH 151.

### 262 University Physics II

4

A continuation of PHYS 251. Topics include electricity, magnetism, optics, relativity, and atomic and nuclear physics. Prerequisite: PHYS 251.

## Pre-Engineering (ENGR)

### \*262 Engineering Statics

3

Principles of mechanics, vector treatment of force systems and friction, free body diagrams, moments, distributed forces, centroids, shear and moment in beams, moment of inertia, applications. Prerequisites: MATH 151, PHYS 251. (Spring 2009)

### \*272 Engineering Dynamics

3

Principles of vector mechanics as it relates to dynamical systems. Topics include kinematics, Newton's 2nd law, energy, momentum, rigid body motion and mechanical vibrations. Prerequisites: MATH 151, PHYS 251. (Spring 2008)

\*Indicates courses offered in alternate years.



# Music

**Faculty:**

Beth K. Aracena  
Jennifer A. Cooper  
John W. Fast  
Joan Griffing (chair)  
Sharon M.D. Miller  
Kenneth J. Nafziger  
Paulo Steinberg

**Major:**

- Music

**Concentrations:**

- Music Performance
- Church Music

**Minors:**

- Music
- Church 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 20th 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, and elements of aesthetics, analysis, and writing about music. In addition, students choose a concentration in music education, music performance or church music. Students must audition for the department in order to be formally admitted as a music major.

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** church music director, freelance artist, public/private elementary and secondary school music teacher, professional performance musician, choral conductor, private studio teacher, management and programming for music radio and recording industry, arts management and composer.



## Major in Music

Core courses (required of all majors and must be passed with a grade of C or better)

+CMUS 101 Introduction to Music Theory . . . . .	.2
CMUS 112 Appreciating Music Making . . . . .	.3
CMUS 122 Music Theory I . . . . .	.2
CMUS 132 Music Skills I . . . . .	.2
CMUS 211 Music Theory II . . . . .	.2
CMUS 221 Music Skills II . . . . .	.2
*CMUS 312 Music Theory III . . . . .	.3
*CMUS 322 Music History I . . . . .	.3
*CMUS 332 Music History II . . . . .	.3
*CMUS 411 Conducting I . . . . .	.4
*CMUS 422 Conducting II . . . . .	.4
#MUPS Private studies . . . . .	.7
#MUES Ensemble . . . . .	0-8

+ may be fulfilled by an entrance exam  
# required each semester of enrollment on EMU campus

## Concentration in Church Music

Required courses for a church music concentration include the core courses listed above (except for CMUS 312) plus the following courses (must be passed with a grade of C or better):

*CHMUS 211 Music for the Congregation . . . . .	.3
*CHMUS 431 Song of the Christian Church . . . . .	.3
CHMUS 451/2 Church Music Internship . . . . .	.2
MUPS 481/2 Senior Recital/Project .	.1

Choose 6 SH from the following courses:

*CHMUS 211 Music for the Congregation (may be repeated) .	.3
CMUS 201 Special Topics: World Music . . . . .	.3
*MUED 212 Child and Adolescent Voice . . . . .	.2
MUPS Private Studies in composition, piano, voice or organ . . . . .	1-2

Vocal and piano proficiencies are required to ensure that future church music leaders will be able to use their voices and the keyboard with confidence. Class voice and/or class piano are required until church music majors have met voice and piano proficiencies.

## 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):

MUPS Private studies, an additional 5 hours, for a total of . . . . .	.12
(Private studies in the major area will receive 2 SH each semester of enrollment on campus after admission to the performance major.)	
MUPS 391/2 Junior Recital . . . . .	.1
*MUED 412, 422, OR 432 Pedagogy in the performance area . . . . .	.2
MUES 411/2 Chamber Ensemble (two semesters) . . . . .	1 + 1
MUPS 481/2 Senior Recital/Project .	.3

## Major in Music, Endorsement for Grades PreK-12

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):

*MUED 212 The Child and Adolescent Voice . . . . .	.2
*MUED 222 Instrumental Methods: Strings . . . . .	.2
*MUED 242 Instrumental Methods: Woodwinds . . . . .	.2
*MUED 262 Instrumental Methods: Brasses . . . . .	.2
*MUED 272 Instrumental Methods: Percussion . . . . .	.1

*MUED 341 Elementary School	
Music . . . . .	3
*MUED 351 Secondary School	
Music . . . . .	3
MUED 381/2	
Instructional Module: . . . . .	1-2
a. Marching Band	
b. Music for the Mainstreamed	
Classroom	
c. Jazz-Show Choir	
d. Jazz Band	
e. Open Title	
MUPS 481/2 Senior Recital/Project	1

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 or keyboard 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.

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 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 to ensure that future music educators will be able to use their voic-

es and the keyboard with confidence in general music classrooms and in rehearsal settings. Class voice and/or class piano are required until music education majors have met voice and piano proficiencies.

### Education Curriculum

ED 101/2 Exploring Teaching . . . . .	2
ED 201/2 Computers and Instructional	
Technology in Education . . . . .	1
ED 261 Learning, Motivation and	
Assessment (PreK-6) . . . . .	3
ED 361a General Curriculum	
and Methods for Middle and	
Secondary School Teaching . . . . .	1
ED 391 Reading and Writing Across	
the Curriculum . . . . .	2
ED 441/2 Reflective Teaching	
Seminar and Portfolio . . . . .	1
ED 451/2 Examining Foundations of	
Education . . . . .	2
ED 481/2a Elementary Student	
Teaching (PreK-6) . . . . .	7
ED 481/2b Middle/High School	
Student Teaching (6-12) . . . . .	7

### Recommended Education Course:

ED 331/2 Needs of Diverse Learners . .	3
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As a corequisite to the first of the two music methods courses (MUED 341 Elementary School or MUED 351 Secondary School), students take ED 361a General Curriculum and Methods. Successful passing of the Praxis I exam or meeting the Virginia SAT/ACT qualifying scores and admission to Teacher Education are required before enrolling in the second music methods course. Successful passing of the Praxis II exam is required for completion of the program in Music Education. Additionally, prospective teachers must comply with all teacher education requirements listed on pages 73-78.

## Minor in Church Music

This minor consists of the following 20 SH (courses must be passed with a grade of C or better):

- \*CHMUS 211 Music for the Congregation . . . . . 3
- \*CHMUS 431 Song of the Christian Church . . . . . 3
- +CMUS 101 Introduction to Music Theory . . . . . 2
- CMUS 132 Music Skills I . . . . . 2
- \*CMUS 411 Conducting I. . . . . 4
- Two semesters of class/private studies 2
- Four semesters of participation in a vocal ensemble . . . . . 4

## Minor in Music

This minor consists of the following 18 SH (courses must be passed with a grade of C or better):

- +CMUS 101 Introduction to Music Theory . . . . . 2
- CMUS 112 Appreciating Music Making . . . . . 3
- Two courses from the music theory and music skills sequence. . . . . 4
- Three semesters of private studies . . 3
- Three semesters of participation in any of the music ensembles . . . . 3
- Three credits from any offering of the music department . . . . . 3

+Students substitute other music courses for any of the introductory courses passed by entrance exams.

# 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. (Fall 2007)

### **402 The Practice of Christian Worship 3**

Designed to prepare students for congregational worship leadership by providing a wide variety of experiences working with worship settings, themes and materials. The course features two layers of activity which move together throughout the semester. The first layer follows the liturgical calendar - Advent, Christmas, Epiphany, Lent, Easter, and Pentecost - which is the history of Jesus Christ and of the founding of the church. The second layer emphasizes the development of practical skills in worship leading, worship planning, and the preparation, assembly and creation of materials for worship. (SMCL 682)

### **\*431 Song of the Christian Church 3**

This course is designed for singing and studying hymns. It is organized historically and explores the many styles of hymn singing, including international styles. Both unaccompanied and accompanied styles of hymn singing are included. The course explores the role and importance of congregational song in worship. (SMCL 551) (Fall 2008)

### **451/2 Church Music Internship 1-2**

Internships are provided through churches and community organizations. Students gain various experiences in church music according to their areas of interest.

# Comprehensive Musicianship (CMUS)

- 101 Introduction to Music Theory** **2**  
A music fundamentals course open to students of all disciplines. Music notation, scales, chords and simple melodic functions are studied. Majors and minors may be excused from this requirement by passing an entrance exam.
- 112 Appreciating Music Making** **3**  
Focusing on experiential learning, this class introduces music from the insider's perspective in order for students to explore creative processes involved in music making. Class content is organized topically, including notation systems, ensembles, composition, improvisation, music philosophies, film music, and music and worship from both Western and non-Western perspectives. Students will develop informed listening skills and cultivate an appreciation for the many contexts of music in our daily lives. Familiarity with music notation is not required. This course is open to students of all disciplines and required for music majors.
- 122 Music Theory I** **2**  
A music fundamentals course in which students begin their study in analysis and writing four-part tonal music. The class includes study of basic harmony, non-harmonic tones, and simple melodic forms. Prerequisite: CMUS 101 or entrance exam.
- 132 Music Skills I** **2**  
Instruction in ear training, sight singing and keyboard harmony skills.
- \* 141 Jazz Improvisation** **1**  
The art of improvisation is the essence of jazz. Students will focus on basic theoretical information crucial to jazz improvisation (dorian, mixolydian, major and blues scales, jazz song form, etc.). The jazz combo is the medium for in-class practicing of "solos." Rhythm section players will also be coached on their roles in the combo. A performance will be held at the end of the semester. (Fall 2007)
- 201 Special Topics** **3**  
Various music topics are offered depending upon student interest and faculty availability.
- 211 Music Theory II** **2**  
A continuation of CMUS 122. Students develop a broader vocabulary in harmony with writing and analysis of seventh chords, secondary dominants, and simple modulations.
- 221 Music Skills II** **2**  
A continuation of CMUS 132.
- \*312 Music Theory III** **3**  
A continuation of CMUS 211. The course includes study of song forms, figured bass, chromatic harmony, and modulation. Techniques and materials of 20th century composition are introduced. (Spring 2009)
- \*322 Music History I: Ancient through Baroque** **3**  
This course is a survey of music literature from the Ancient, Medieval, Renaissance, and Baroque eras. The composers, compositional practices, genres, and contexts important in the development of Western music provide the materials for study. Listening, style analysis, and writing about music are emphasized. Prerequisite: CMUS 112 or permission of the instructor. (Spring 2008)

- \*332 Music History II: Classic through Contemporary** **3**  
 This course is a survey of music literature from the Classic, Romantic, and twentieth-century eras. The composers, compositional practices, genres, and contexts important in the development of Western music provide the materials for study. Listening, style analysis, and writing about music are emphasized. Prerequisite: CMUS 112 or permission of the instructor. Music majors may take the two history courses in any order. (Spring 2009)
- \*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. (Fall 2008)
- \*422 Conducting II** **4**  
 A continuation of CMUS 411 with continuing development of conducting techniques. The completion of a choral arrangement with a public performance, and preparation for and public performance of selected works for voices and instruments are the major projects of the semester. (Spring 2009)
- 441/2 Seminar** **1-3**  
 Offerings dependent on faculty and student interest. Requires instructor's permission; may be repeated.
- 491/2 Independent Study** **1-3**  
 Independent research, reading or work under the supervision of a faculty member. For advanced students only.

## Music Education (MUED)

- 101/2 Voice Proficiency Class** **1**  
 Beginning voice instruction in a small group setting for music education and church music students in order to meet proficiency requirement. Additional fee.
- 111/2 Piano Proficiency Class** **1**  
 Beginning piano instruction in a small group setting for music education and church music students in order to meet proficiency requirement. Additional fee.
- \*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.
- \*222 Instrumental Methods: Strings (Spring 2009)** **2**
- \*242 Instrumental Methods: Woodwinds (Spring 2008)** **2**
- \*262 Instrumental Methods: Brasses (Spring 2009)** **2**

- \*272 Instrumental Methods: Percussion (Spring 2009)** **1**  
 The Instrumental Methods courses (MUED 222, MUED 242, MUED 262, MUED 272) 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** **3**  
 An exploration of the methods, materials, philosophy and objectives appropriate to the elementary school music program. Students participate in field experience as part of the course. Special emphasis is given to Orff and Kodaly approaches, the needs of diverse populations and the use of technology in the music classroom. Admission to Teacher Education and ED 361a may be prerequisites. Additional fee. (Fall 2008)
- \*351 Secondary School Music** **3**  
 A study of methods and materials designed to prepare students to teach in middle and high school music programs. Field experience is included in the course. Special emphasis is given to the maturing adolescent voice, performing ensembles and ethnic music of various cultures. Admission to Teacher Education and ED 361a may be prerequisites. Additional fee. (Fall 2007)
- 381/2 Instructional Module** **1-2**  
 In consultation with the Music Education advisor, each student will select an area for concentrated study.
- \*412 Vocal Pedagogy (Spring 2009)** **2**
- \*422 Piano Pedagogy (Spring 2009)** **2**
- \*432 String Pedagogy (Spring 2008)** **2**  
 The pedagogy courses (MUED 412, MUED 422, MUED 432) 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. A maximum of 8 SH may be applied toward graduation requirements.

- 301/2 University Chorale** **0-1**  
 A large choir of mixed voices, singing music from a variety of eras and cultures. A minimum of one on-campus concert is scheduled each semester, with an occasional off-campus concert. Audition required.
- 311/2 Chamber Singers** **0-1**  
 A select choir of 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. Audition required.
- 321/2 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.
- 331/2 EMU Jazz Ensemble** **0-1**  
 A big band ensemble (brass, sax, rhythm) that studies and performs a variety of musical styles including ballad and big-band swing. The ensemble performs both on- and off-campus and tours each year. Audition required.

**341/2 Wind Ensemble** **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.

**411/2 Chamber Ensemble** **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.

## Music Performance Studies (MUPS)

**101/2 Class Voice** **1**  
Beginning vocal instruction in a small group setting. Additional fee. A prerequisite for private studies if student has had no previous private voice study.

**111/2 Class Piano** **1**  
Beginning piano instruction in a small group setting. Additional fee.

**Private studies** **1-2**  
Credit is available for private study in the areas listed below. A semester of private study includes a minimum of thirteen 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. Additional fee.

**221/2, 321/2 Voice** **1-2**

**231/2, 331/2 Piano** **1-2**

**241/2, 341/2 Organ** **1-2**

**251/2, 351/2 Strings** **1-2**

**261/2, 361/2 Woodwinds** **1-2**

**271/2, 371/2 Brasses** **1-2**

**281/2, 381/2 Other Instruments** **1-2**

**291/2 Sophomore Recital** **0**  
Sophomore recitals are arranged with the approval of the instructor.

**391/2 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.

**481/2 Senior Recital/Project** **1, 3**  
A solo performance containing a minimum of one half hour of music for the music education concentration and church music concentration 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.

\*Indicates courses offered in alternate years.





# Nursing

## Faculty:

Jan R. Butcher  
Melody M. Cash  
Ann G. Hershberger  
Violet M. Horst  
Lisa Gallagher Landes  
Ann T. McNallen  
Karen L. Madison Smith  
Donald L. Tyson  
Arlene G. Wiens (chair)  
Laura G. Yoder

## 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 and activities.

The nursing program at EMU is organized around the concepts of health, person, environment and nursing. 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 professional nurses. Mastery-based

**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.**

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 I) of the program is contingent upon a minimum cumulative GPA of 2.6 and a "C-" grade or better in prerequisite courses (with no more than one course repeated). Admission to Level I is subject to approval by the nursing department's student affairs committee. A separate application for Level I is required for students. Applications for fall semester are due by November 1. Applications for spring semester are due by April 1. EMU is committed to admitting all students who attended EMU for two years to the clinical level within the year in which they are eligible.

Students 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:

BIOCH 152 Human Biochemistry . . . 2  
 CHEM 101 Matter and Energy . . . . . 3

(Required only for students who have not had 2 years of high school chemistry, Advanced Placement or honors chemistry. A placement exam is given for all other students.)

BIOL 111 Human Anatomy and Physiology I . . . . . 3  
 BIOL 142 Human Anatomy and Physiology II . . . . . 3  
 BIOL 201 Microbiology . . . . . 4  
 MATH 101/2 Mathematics  
     Competency . . . . . 1  
 NUTR 241 Nutrition Fundamentals . . 3  
 PSYC 201/2 Developmental Psychology . . . . . 3  
 SOC 101/2 Introduction to Sociology OR  
 Other selected sociology courses . . . 3

The nursing major requires the following courses:

NSL1 301 A Conceptual Framework of Nursing . . . . . 2  
 NSL1 311/2 Health Assessment . . . . 2  
 NSL1 321/2 Therapeutic Communication . . . . . 1  
 NSL1 331/2 Basic Needs I . . . . . 3  
 NSL1 341/2 Basic Needs II . . . . . 3  
 NSL1 351/2 Professionhood I . . . . . 2  
 NSL1 371/2 Nursing Care of Clients with Comfort Problems . . . . . 1  
 NSL2 312 Nursing Care of the Adult I . . . . . 4  
 NSL2 341/2 Adult Health Practicum I . . . . . 3  
 NSL2 351/2 Nursing Care of Children . . . . . 3  
 NSL2 381/2 Nursing Care of Clients with Psychosocial Needs . . . . . 3  
 NSL2 391/2 Professionhood II . . . . . 1  
 NSL2 411 Nursing Care of the Adult II . . . . . 4  
 NSL2 441/2 Adult Health Practicum II . . . . . 3  
 NSL2 461/2 Nursing and the Beginning Family . . . . . 3  
 NSL2 471/2 Nursing and the Family in the Community . . . . . 3  
 NSL3 411/2 Leadership . . . . . 4  
 NSL3 421/2 Community Health . . . . 4  
 NSL3 431/2 Professionhood III . . . . 4  
 NSL3 441/2 Research . . . . . 2  
 NSL3 471/2 Crisis Intervention . . . . 2

## Registered Nurse Options

Registered nurse options include the traditional program (daytime) and the Adult Degree Completion option (evening program). See pages 180-182 for information on the Adult Degree Completion Program (ADCP). 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 biochemistry), nutrition, genetics, immunology, advanced (mammalian) physiology, pathophysiology, neuro-immunology and pharmacology. The RN ADCP coordinators 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 Virginia or another state. The EMU Nursing program participates in the Virginia RN Articulation Plan.

## Full-time RN Curriculum Plan – Daytime Program (29-30 credits)

NURS 301 Conceptual Framework Bridge Course . . . . .	3
NURS 311/2 Health Assessment . . . . .	3
NSL2 471/2 Nursing and the Family in the Community . . . . .	3
NSL3 411/2 Leadership (or NRS 420 ADCP) . . . . .	3-4
NSL3 421/2 Community Health . . . . .	4
NSL3 431/2 Professionhood III . . . . .	4
NSL3 441/2 Research . . . . .	2
NRS 350 (ADCP) Health Care Policy . . . . .	4
An approved BUAD or JPCS course . . . . .	3

## LPN Option

The nursing curriculum can be accelerated for LPNs who have work experience.

LPNs may challenge content related to obstetrics, pediatrics and psychiatric nursing through nursing Acceleration

Challenge Examinations (ACE) and through clinical mastery.

The EMU Nursing program participates in the Virginia LPN Articulation Plan.

## Required Nursing Courses for LPNs:

NURS 301 Conceptual Framework Bridge Course . . . . .	3
NURS 311/2 Health Assessment . . . . .	3
NSL2 312 Nursing Care of the Adult I . . . . .	4
NSL2 341/2 Adult Health Practicum I . . . . .	3
*NSL2 351/2 Nursing Care of Children . . . . .	3
NSL2 381/2 Nursing Care of Clients with Psychosocial Needs . . . . .	3
(required unless the LPN has extensive psychiatric experience)	
NSL2 391/2 Professionhood II . . . . .	1
NSL2 411 Nursing Care of the Adult II . . . . .	4
NSL2 441/2 Adult Health Practicum II . . . . .	3
(if not mastered in Practicum I)	
NSL2 461/2 Nursing and the Beginning Family . . . . .	3
NSL2 471/2 Nursing and the Family in the Community . . . . .	3
NSL3 411/2 Leadership . . . . .	4
NSL3 421/2 Community Health . . . . .	4
NSL3 431/2 Professionhood III . . . . .	4
NSL3 441/2 Research . . . . .	2
NSL3 471/2 Crisis Intervention . . . . .	2

\*Course content the LPN needs to complete depends on the ACE test results.

## 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. Prerequisites include an anatomy and physiology course and a course that includes chemistry content (inorganic, organic, or biochemistry). The prerequisite social science courses (one course

each in psychology and sociology) may be taken with nursing courses, load permitting.

Each applicant's academic record will be reviewed individually. Depending on the academic work completed by the applicant, a course in interpersonal rela-

tionship skills may be accepted as transfer credit to meet nursing requirements. The length of the program for second degree students who have completed prerequisites is four semesters.

## Nursing Level 1 (NSL1)

Level 1 is one semester in length.

### **301 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. Also included in this course will be an introduction to medical terminology. Clinical observational experiences will take place in a variety of settings, according to the student's individual interests. Taken during the sophomore year or during Level 1.

### **311/2 Health Assessment**

**2**

Includes interviewing, documenting, understanding normal findings on physical examination and geriatric considerations, theory, individual partnership experience and school laboratory practice of physical examination.

### **321/2 Therapeutic Communication**

**1**

This course provides a basic framework for therapeutic relationships using a combination of theoretical and practical skills. Students learn firsthand the dynamics of interpersonal communication through a variety of activities designed to foster an increased awareness of how therapeutic communication works. The importance of therapeutic relationship skills in healthcare professions is emphasized.

### **331/2 Basic Needs I**

**3**

Introduces the study of human basic needs, including oxygen, regulation, mobility, asepsis, and physical comfort and safety. Clinical experience is with well clients and nursing home residents. Includes oral and topical medications.

### **341/2 Basic Needs II**

**3**

Continues the study of individual basic human needs such as food, sleep, fluid, aging, elimination and sensory with well and nursing home clients. Includes asepsis and care of persons experiencing surgery in an acute care setting.

### **351/2 Professionhood I**

**2**

Focuses on the major processes used in nursing such as teaching, decision making, interpersonal relationships, and assessment and care planning.

### **371/2 Nursing Care of Clients with Comfort Problems**

**1**

Focuses on problems of pain and the administration of parenteral medications and the care of persons receiving parenteral medications. Clinical experiences are in the nursing home and acute care settings.

(Level 1 Clinical Experience: 11 days, 4 hrs/day in nursing home and hospital)

## Nursing Level 2 (NSL2)

Level 2 is two semesters in length.

- 312 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.
- 341/2 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)
- 351/2 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)
- 381/2 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)
- 391/2 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.
- 411 Nursing Care of the Adult II** **4**  
Addresses the needs of clients with problems involving the cardiovascular, respiratory, neurological and sensory systems.
- 441/2 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)
- 461/2 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: 7 days)
- 471/2 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.

## Nursing Level 3 (NSL3)

Level 3 is one semester in length.

- 411/2 Leadership** **4**  
Provides a theoretical framework centering on principles of leadership and change for developing effective leadership skills. Students learn to manage care for a group of patients where they focus on care, collaboration, priority setting and decision-making. Students apply the knowledge in specific hospital and community based experiences. (Clinical experience: 13 days)

- 421/2 Community Health** **4**  
 Focuses on community health nursing with clinical application to individuals, families and communities. Epidemiology, communicable diseases and health care systems are considered. (Clinical experience: 9 days plus community project) (For related options see development studies under Orié Miller Global Village Center, page 191.)
- 431/2 Professionhood III** **4**  
 Examines professional issues and the role development of the professional nurse. Students present a professional seminar, write an issue analysis paper and participate in various professional activities.
- 441/2 Research** **2**  
 Guides the student in understanding the research process and becoming a critical consumer of research. Students apply research findings in diverse settings.
- 471/2 Crisis Intervention** **2**  
 Crisis theory is applied with clients and their families in the acute stages of a health-related situational crisis and in community settings. Clinical experiences occur in the emergency department and critical care units. (Clinical experience: 4 days)

## Nursing (NURS)

- 301 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.
- 311/2 Health Assessment** **3**  
 Includes the content and experiences of NSL1 311/2 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.
- 491/2 Independent Study** **1-3**  
 Independent study is an elective and may be taken by arrangement.



# Physical Education and Recreation

## Faculty:

Brenda K. Bechler  
 Sandra L. Brownscombe  
 Harlan De Brun  
 Roger E. Mast  
 Lester R. Zook (chair)

## Majors:

- Health and Physical Education (PreK-12)
- Camping, Recreation and Outdoor Ministry
- Recreation and Sport Leadership

## Minors:

- Coaching
- Exercise Science
- Camping, Recreation and Outdoor Ministry

## Teaching

### Endorsement:

- Health and Physical Education, Grades PreK-12

The physical education and recreation department at EMU exists to promote a healthful, activity-oriented lifestyle and to develop competent professionals who carry a sense of ministry and service into their role. The department offers courses for the general student population in addition to the following major and minor programs.

## Major in Health and Physical Education (PreK-12)

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 111 Human Anatomy and Physiology I . . . . .	3
BIOL 142 Human Anatomy and Physiology II . . . . .	3
MATH 201/2 Elementary Statistics . .	3
NUTR 241 Nutrition Fundamentals .	3
HE 222 First Aid. . . . .	1
HE 251/2 Health and Safety . . . . .	2
HE 351 Athletic Training . . . . .	2
HE 382 Family Life and Sexuality . .	2
*PE 242 Introduction to Health, Physical Education and Recreation	3
PE 332 Motor Learning . . . . .	2
*PE 441 Management and Assessment of Physical Activity . .	3
*PE 452 Fitness Administration and Assessment . . . . .	2

**Careers in Physical Education and Recreation include** camp director, recreation/camp program director, outdoor education specialist, community recreation agency programmer, youth pastor/Christian educator, elementary or secondary physical education teacher, health educator, athletic coach, municipal recreation specialist, adult fitness or sports club management and sports information director.



*PE 461 Exercise Physiology and Kinesiology . . . . .	4
PEG 282 Fitness, Conditioning, and Weight Training. . . . .	1
*PEM 131 Net Games . . . . .	1
*PEM 151 Territorial Games . . . . .	1
*PEM 172 Target and Fielding Games. . . . .	1
*PEM 181 Adventure Leadership . . .	1
*PEM 192 Track and Field. . . . .	1
PEM 212 Rhythmic Activities. . . . .	1
*PEM 221 Recreational Games . . . . .	1

**Professional Studies Requirements (41 SH):**

ED 101/2 Exploring Teaching . . . . .	2
ED 201/2 Computers and Instructional Technology in Education. . . . .	1
ED 242 Learning, Motivation and Assessment (6-12) . . . . .	3
ED 331/2 Needs of Diverse Learners .3	
ED 391 Reading and Writing Across the Curriculum (6-12) . . . . .	2
ED 441/2 Reflective Teaching Seminar and Portfolio . . . . .	1
ED 451/2 Foundations of Education .2	
ED 481/2a Elementary Student Teaching (PreK-6) . . . . .	7
ED 481/2b Middle/High School Student Teaching (6-12) . . . . .	7
PE 372 Adapted Physical Education .3	

**Secondary Physical Education Block:**

ED 361a General Curriculum and Methods for Middle and Secondary Teaching. . . . .	1
*HE 421 Health Methods . . . . .	2
*PE 401 Middle and Secondary Physical Education . . . . .	3

Prerequisite courses: ED 101/2, ED 201/2, ED 242a, HE 251, HE 382 and MATH 201/2.

**Elementary Physical Education Block:**

*PE 431 Elementary Physical Education . . . . .	3
*PEM 231 Movement Education . . .	1

Prerequisite courses:  
ED 101/2, ED 242a, PE 332 and PE 372.

Admission prerequisites for the first semester of block courses: admission to Teacher Education; 2.7 cumulative GPA; and submission of Praxis I 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.

Prospective teachers must comply with all teacher education requirements listed on pages 73-78.

**Major in Camping, Recreation and Outdoor Ministry**

The camping, recreation and outdoor ministry program prepares students to serve in a variety of camping, outdoor education, and ministry settings. Courses in administration and programming are balanced with activity electives such as technical rock climbing or canoeing. The three-week wilderness seminar provides leadership training in an expedition context. Two concentrations allow students to focus their interest; an internship serves as the climax pre-professional development experience. The major consists of 54 SH.

To proceed in the camping, recreation and outdoor ministry major, a student must apply for Sophomore Review. This is typically done at the conclusion of PE 261/2/3 Sophomore Practicum. The process includes an application and departmental interview. Students are approved for eventual registration in PE 471/2/3 Senior Internship if they: 1) have completed at least 12 SH in the major; 2) are maintaining a major

GPA of at least 2.5; 3) have completed PE 261/2/3 Sophomore Practicum and earned at least a 2.5 on the four-point evaluation instrument; and 4) are demonstrating the personal and professional attributes and work quality that suggest success in the profession. Students receiving a “recommendation with reservation” may address the necessary issues and reapply the following semester. Students who are denied approval may submit an appeal.

- HE 222 First Aid . . . . .1
- HE 382 Family Life and Sexuality . . .2
- PE 202 Introduction to Youth Ministry .3
- \*PE 212 Foundations of Christian  
Camping and Outdoor Ministry . . .3
- \*PE 231 Recreational Programming:  
Design and Implementation . . . . .2
- \*PE 252 Facility Design and Supervision  
in Sports and Recreation . . . . .2
- PE 261/2/3 Sophomore Recreation  
Practicum . . . . .1
- \*PE 302 Recreation and Sport in  
Modern Society . . . . .3
- \*PE 341 Outdoor Education . . . . .2
- PE 372 Adapted Physical Education .3
- PE 471/2/3 Senior Recreation  
Internship . . . . .4
- \*PE 483 Wilderness Seminar . . . . .3
- PSYC 201/2 Developmental  
Psychology . . . . .3
- PSYC 211/2 Developmental  
Case Study . . . . .1

Choose three semester hours from the following:

- PEG 222 Lifeguarding . . . . .1
- PEG 243 Canoeing . . . . .1
- PEG 262 Backpacking . . . . .1
- PEG 271 Technical Rock Climbing .1
- \*PEG 291 Outdoor Living Skills . . . .1
- \*PEM 181 Adventure Leadership . . .1
- \*PEM 221 Recreational Games . . . .1

Select two concentrations:

**Ministry** (choose 9 SH)

- \*CHST 281 The Church in a  
Changing World . . . . .3
- \*CHST 342 Church Leadership . . . .3

- \*CHST 351 Youth Ministry in the  
Congregation . . . . .3
- CHST 391/2 Introduction to  
Counseling . . . . .3
- JPCS 351 Mediation and Conflict  
Transformation . . . . .3

**Management** (choose 9 SH)

- ACTG 221 Financial Accounting . . .3
- ACTG 232 Managerial Accounting .3
- BUAD 221/2 Principles of  
Management . . . . .3
- \*BUAD 322 Human Resource  
Management . . . . .3
- BUAD 331/2 Organizational  
Behavior . . . . .3
- BUAD 411 Business Law I . . . . .3
- FIN 341 Financial Management . . .3
- MKTG 301/2 Principles of Marketing .3

**Environmental Education**

(choose 9 SH)

- BIOL 181 Environmental Science . . .3
- \*BIOL 252 Botany . . . . .4
- \*BIOL 262 Zoology . . . . .4
- \*BIOL 272 Ornithology . . . . .3
- \*BIOL 322 Conservation Biology . . .4
- \*BIOL 451 Advanced Ecology and  
Field Biology . . . . .4
- GEOL 302 Earth Science . . . . .3

**Major in Recreation and Sport Leadership**

This program prepares students for entry-level positions in such areas as athletic administration, sports promotion and marketing, arena and stadium management, sports club management, commercial and municipal recreation, adult fitness, and corporate and campus recreation. The program utilizes courses from both the Physical Education and the Business and Economics departments, articulating for interested students a collection of courses and professional experiences in this unique field. A concentration allows the student to focus interest in movement studies, human resource management, or marketing and promotion. The major consists of 50 SH.

To proceed in the recreation and sport leadership major, a student must apply for Sophomore Review. This is typically done at the conclusion of PE 261/2/3 Sophomore Practicum. The process includes an application and departmental interview. Students are approved for eventual registration in PE 471/2/3 Senior Internship if they: 1) have completed at least 12 SH in the major; 2) are maintaining a major GPA of at least 2.5; 3) have completed PE 261/2/3 Sophomore Practicum and earned at least a 2.5 on the four-point evaluation instrument; and 4) are demonstrating the personal and professional attributes and work quality that suggest success in the profession. Students receiving a “recommendation with reservation” may address the necessary issues and reapply the following semester. Students who are denied approval may submit and appeal.

BUAD 111 Exploring Business . . . . .	3
ACTG 221 Financial Accounting. . . . .	3
BUAD 221/2 Principles of Management. . . . .	3
BUAD 331/2 Organizational Behavior . . . . .	3
CIS 121 Microcomputer Applications OR	
CS 122 Introduction to Computers . . . . .	3
ECON 211/2 Principles of Macroeconomics OR	
ECON 221/2 Principles of Microeconomics . . . . .	3
HE 222 First Aid. . . . .	1
MKTG 301/2 Principles of Marketing 3	
*PE 231 Recreational Programming: Design and Implementation. . . . .	2
*PE 242 Introduction to Health, Physical Education and Recreation	3
*PE 252 Facility Design and Supervision in Sport and Recreation . . . . .	2
PE 261/2/3 Sophomore Recreation Practicum . . . . .	1
*PE 302 Recreation and Sport in Modern Society . . . . .	3

*PE 441 Management and Assessment of Physical Activity . . . . .	3
PE 471/2/3 Senior Recreation Internship . . . . .	4
PEG 282 Fitness, Conditioning, and Weight Training. . . . .	1

Choose one concentration:

### **Movement Studies**

(choose 9 SH)

BIOL 111 Human Anatomy and Physiology I . . . . .	3
BIOL 142 Human Anatomy and Physiology II . . . . .	3
HE 351 Athletic Training . . . . .	2
NUTR 241 Nutrition Fundamentals . . . . .	3
*PE 291 Principles of Coaching. . . . .	2
PE 332 Motor Learning . . . . .	2
*PE 461 Exercise Physiology and Kinesiology . . . . .	4

### **Human Resource Management**

*BUAD 322 Human Resource Management. . . . .	3
*BUAD 432 Seminar in Human Resource Management. . . . .	3
PSYC 221/2 Social Psychology OR	
PSYC 231/2 Applied Behavior Analysis . . . . .	3

### **Marketing and Promotion**

(choose 9 SH)

COMM 161 Mass Communication and Culture . . . . .	3
COMM 221 News and Feature Writing . . . . .	3
DIGM 221/2 Introduction to Graphic Design OR	
DIGM 281 Web Design OR	
*DIGM 382 Advanced Web Design Production . . . . .	3

### **Minor in Coaching**

This program is designed to give the prospective teacher the necessary background knowledge and skills to coach youth and scholastic sports. This minor consists of 18 SH:

HE 222 First Aid. . . . .	1
PE 221/2/3 Coaching Practicum . .	1-2
<b>OR</b>	
PE 271/2/3 Coaching Methods and Strategies (sport-specific). . . . .	1
*PE 242 Introduction to Health, Physical Education and Recreation.	3
*PE 291 Principles of Coaching. . . . .	2
PE 332 Motor Learning . . . . .	2
*PE 441 Management and Assessment of Physical Activity . . . . .	3
PEG 282 Fitness, Conditioning and Weight Training. . . . .	1

Choose four or five semester hours from the following:

HE 351 Athletic Training . . . . .	2
NUTR 241 Nutrition Fundamentals. . .	3
*PE 461 Exercise Physiology and Kinesiology . . . . .	4
PEG 192 Soccer . . . . .	1
PEG 231 Intermediate Tennis . . . . .	1
*PEM 131 Net Games . . . . .	1
*PEM 151 Territorial Games . . . . .	1
*PEM 172 Target and Fielding Games . . . . .	1
*PEM 192 Track and Field. . . . .	1

## Minor in 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 18 SH.

HE 222 First Aid. . . . .	1
HE 351 Athletic Training . . . . .	2
*PE 242 Introduction to Health, Physical Education and Recreation	3
PE 332 Motor Learning . . . . .	2
*PE 441 Management and Assessment of Physical Activity . . . . .	3
*PE 461 Exercise Physiology and Kinesiology . . . . .	4
PEG 281/2 Fitness, Conditioning, and Weight Training. . . . .	1

Choose three semester hours from the following:

PE 281/2/3 Independent Study: Applied Exercise Science Practicum . . . . .	1
(required for Health and Physical Education majors)	
PEG 211 Intermediate Swimming . . .	1
*PEG 243 Canoeing. . . . .	1
PEG 251 Cycling . . . . .	1
PEG 262 Backpacking . . . . .	1
PEG 271 Technical Rock Climbing .	1
*PEG 291 Outdoor Living Skills . . .	1
*PEM 131 Net Games . . . . .	1
*PEM 151 Territorial Games . . . . .	1
*PEM 172 Target and Fielding Games	1

## Minor in Camping, Recreation and Outdoor Ministry

This program is for students who envision involvement with camping ministry or outdoor education, though not necessarily at the full-time professional level. This minor consists of 18 SH:

HE 222 First Aid. . . . .	1
[WFA, WAFA, WFR or WEMT (with CPR credential) will satisfy]	
PE 202 Introduction to Youth Ministry . . . . .	3
*PE 212 Foundations of Christian Camping and Outdoor Ministry . .	3
*PE 231 Recreational Programming: Design and Implementation. . . . .	2
PE 261/2/3 Sophomore Recreation Practicum . . . . .	1
*PE 341 Outdoor Education. . . . .	2
PSYC 201/2 Developmental Psychology . . . . .	3

Choose three semester hours from the following:

PE 483 Wilderness Seminar . . . . .	3
PEG 222 Lifeguarding. . . . .	1
PEG 243 Canoeing. . . . .	1
PEG 262 Backpacking . . . . .	1
PEG 271 Technical Rock Climbing .	1
*PEG 291 Outdoor Living Skills . . .	1
*PEM 181 Adventure Leadership . .	1
*PEM 221 Recreational Games . . . .	1

## General Activity Courses (PEG)

These courses are designed to provide opportunities for skills improvement, knowledge of the activity, fitness improvement and the enjoyment of participation. Some classes are not offered every year.

<b>^#102</b>	<b>Aerobic Cross-Training</b>	<b>1</b>
<b>^111</b>	<b>Bowling</b>	<b>1</b>
<b>122</b>	<b>Beginning Tennis/Badminton</b>	<b>1</b>
<b>#131/2</b>	<b>Strength Training</b>	<b>1</b>
<b>^141</b>	<b>Golf</b>	<b>1</b>
<b>#151/2</b>	<b>Jogging/Walking</b>	<b>1</b>
<b>^162a</b>	<b>Skiing</b>	<b>1</b>
<b>^162b</b>	<b>Snowboarding</b>	<b>1</b>
<b>^171</b>	<b>Beginning Swimming</b>	<b>1</b>
<b>182</b>	<b>Beginning Volleyball</b>	<b>1</b>
<b>+192</b>	<b>Soccer</b>	<b>1</b>
<b>^202</b>	<b>Competition Racquetball/Table Tennis</b>	<b>1</b>
<b>^#+211</b>	<b>Intermediate Swimming</b>	<b>1</b>
<b>^+222</b>	<b>Lifeguarding</b>	<b>1</b>
<b>+231</b>	<b>Intermediate Tennis</b>	<b>1</b>
<b>^243</b>	<b>Canoeing</b>	<b>1</b>
<b>#251</b>	<b>Cycling</b>	<b>1</b>
<b>^262</b>	<b>Backpacking</b>	<b>1</b>
<b>^271</b>	<b>Technical Rock Climbing</b>	<b>1</b>
<b>#281/2</b>	<b>Fitness, Conditioning and Weight Training</b>	<b>1</b>
<b>^291</b>	<b>Outdoor Living Skills</b>	<b>1</b>

+ skill pre-assessment required

# meets fitness requirement for graduation

^ extra fee required

## Majors Activity Courses (PEM)

These courses provide students the opportunities and learning experiences necessary to develop expertise in the techniques, strategies, progressions, methodologies and organizational structure of the activity while enhancing personal skill development and fitness. The following courses are open to non-majors by consent of instructor.

<b>* 131</b>	<b>Net Games</b>	<b>1</b>
<b>* 151</b>	<b>Territorial Games</b>	<b>1</b>
<b>* 172</b>	<b>Target and Fielding Games</b>	<b>1</b>
<b>* 181</b>	<b>Adventure Leadership</b>	<b>1</b>
<b>* 192</b>	<b>Track and Field</b>	<b>1</b>
<b>212</b>	<b>Rhythmic Activities</b>	<b>1</b>
<b>* 221</b>	<b>Recreational Games</b>	<b>1</b>
<b>* 231</b>	<b>Movement Education</b>	<b>1</b>

## Varsity Sport Credit (PEV)

Students may earn one semester hour of credit per season for participation on a varsity athletics team or for serving as an athletic trainer. These credits receive pass-fail grading.

### PEV

<b>112 Varsity Baseball/Softball</b>	<b>1</b>
<b>122 Varsity Basketball</b>	<b>1</b>
<b>131 Varsity Cross Country</b>	<b>1</b>
<b>141 Varsity Field Hockey</b>	<b>1</b>
<b>151 Varsity Soccer</b>	<b>1</b>
<b>162 Varsity Tennis</b>	<b>1</b>
<b>172 Varsity Track and Field</b>	<b>1</b>
<b>181 Varsity Volleyball (Women)</b>	<b>1</b>
<b>182 Varsity Volleyball (Men)</b>	<b>1</b>

### HEV

<b>101/2 Basic Athletic Training I</b>	<b>1</b>
<b>201/2 Basic Athletic Training II</b>	<b>1</b>

## Health (HE)

<b>222 First Aid</b>	<b>1</b>
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Principles of administering first aid and adult CPR in all aspects to victims of accidents and sudden illnesses are covered. WFA, AWFA, WEMT, WFR or Red Cross standard first aid (all with CPR credential) will satisfy.

<b>251/2 Health and Safety</b>	<b>2</b>
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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.

<b>351 Athletic Training</b>	<b>2</b>
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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 142, HE 222.

<b>382 Family Life and Sexuality</b>	<b>2</b>
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This course provides prospective teachers and youth workers with opportunities for instruction and values exploration in family dynamics and personal sexuality.

<b>*421 Health Methods</b>	<b>2</b>
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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 361, PE 401). Prerequisite: Admission to Teacher Education. (Fall 2007)

# Physical Education (PE)

## **202 Introduction to Youth Ministry**

**3**

This class is an overall look at youth and their experiences in society, examination of faith development theories with a special emphasis on a believers church understanding, and an exposure to various youth ministry models. (CHST 202)

## **\*212 Foundations of Christian Camping and Outdoor Ministry**

**3**

This class introduces students to the historical tradition, philosophies, and various forms of practice in Christian camping and its evolution into retreat programming, outdoor education, wilderness expeditions, and targeted growth experiences. (Spring 2009)

## **221/2/3 Coaching Practicum**

**1-2**

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.

## **\*231 Recreational Programming: Design and Implementation**

**2**

Prospective recreation leaders identify various theories of participation, explore the philosophies of recreation and acquire the skills of the leisure program planning process. (Fall 2008)

## **\*242 Introduction to Health, Physical Education and Recreation**

**3**

This course introduces fundamental theories, applications and personal experiences necessary for a comprehensive understanding of relationships between fitness and physical activity to overall health and wellbeing throughout the lifespan. This course is designed to equip students for lifelong understanding of themselves as integrated physiological, psychological and sociological entities. Covers psychological and social-psychological antecedents and consequences of exercise, physical activity, and sports participation. Emphasizes theory and research on personality, motivation, arousal, cognition, attributions, attitudes, self-efficacy, leadership effectiveness, and group-dynamics. (Spring 2008)

## **\*252 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. (Spring 2009)

## **261/2/3 Sophomore Recreation Practicum**

**1**

This is an opportunity for students to explore involvement in the fields of Camping, Recreation, and Outdoor Ministry or Recreation and Sport Leadership. 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, or counseling at a summer camp. Assignments will include several reflective exercises asking the student to explore characteristics of the profession and personal suitability to the field.

## **271/2/3 Coaching Methods and Strategies (sport-specific)**

**1**

This individualized course invites students to study coaching approaches, conditioning, strategies and skill teaching in the sport of their choice.



- 281/2 Applied Exercise Science Practicum** **1**  
This individualized course provides practical experience for upper level exercise science minors in professional adult fitness or sports medicine settings.
- \*291 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 2007)
- \*302 Recreation and Sport in Modern Society** **3**  
This course surveys the role of recreation and leisure in various cultures and from several vantage points. Specific study lenses include the anthropological, psychological (motivations), sociological, the ethical/theological and the socio-economic. Students analyze and critique the various functions that recreation and sport fulfill in culture. (Spring 2008)
- 332 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.
- \*341 Outdoor Education** **2**  
The outdoor setting provides unique educational opportunities as the learner interacts with the natural environment. This course prepares prospective recreation leaders to design, implement and evaluate various outdoor curriculum models and teaching strategies. (Fall 2007)
- 372 Adapted Physical Education** **3**  
This is a combined study of academic course work and practicum experiences 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.
- \*401 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 (ED 361a and HE 421). Course prerequisites: ED 101/2, 201/2, 242, HE 251, 382, and MATH 201/2. Admission prerequisites: First semester of block courses: Admission to Teacher Education recommended, 2.7 cumulative GPA and Praxis I scores required. Second semester of block courses: Admission to Teacher Education required. (Fall 2007)
- \*431 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 (PEM 231). Course prerequisites: ED 101/2, 242, PE 332, and 372. Admission prerequisites: First semester of block courses: Admission to Teacher Education recommended, 2.7 cumulative GPA and Praxis I scores required. Second semester of block courses: Admission to Teacher Education required. (Fall 2008)

- \*441 Management and Assessment of Physical Activity** **3**  
 This course is designed to prepare students to effectively assess and manage student learning in physical activity settings. Course content includes: basic theoretical and practical knowledge in measurement and evaluation techniques, developmentally appropriate assessment strategies, fundamentals of planning activities, analyzing tasks, classroom management in physical activity settings, providing feedback, and school organization, school law, and legal liability for the supervision and administration of physical education and athletic programs. (Fall 2008)
- \*452 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 111, BIOL 142, PE 461. (Spring 2008)
- \*461 Exercise Physiology and Kinesiology** **4**  
 This course introduces physical education majors to two exercise science disciplines. Exercise physiology 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. Kinesiology 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 111, BIOL 142 and PEG 281/2. (Fall 2008)
- 471/2/3 Senior Recreation Internship** **4**  
 This course is the culminating professional development experience for CROM and RASL 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 two hundred clock 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. Monitoring and evaluation is conducted by an on-site supervisor, with an EMU faculty assigned as institutional liaison. Prerequisites: PE 261/2/3, HE 222 or equivalent and departmental approval of sophomore review.
- \*483 Wilderness Seminar** **3**  
 This three-week wilderness experience encourages students to develop leadership skills and outdoor living competencies. Opportunities for personal growth are encountered in physical challenges, small group dynamics and personal reflection. (Summer 2008)
- 491/2 Independent Study** **1-3**

\*Indicates courses offered in alternate years.



# Psychology

**Faculty:**

Kim G. Brenneman (chair)  
 S. Jeanne Horst  
 Galen R. Lehman  
 Judy H. Mullet

**Major:**

- Psychology

**Minor:**

- 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. 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.

A minor in psychology is valuable for anyone planning to work with people in careers such as medicine, business, church ministry, missions, education or physical education.

## Major in Psychology

A major in psychology consists of 46 SH. All courses in psychology must be passed with a C- or better.

PSYC 101/2 General Psychology . . .	3
PSYC 201/2 Developmental Psychology . . . . .	3
PSYC 211/2 Developmental Case Study . . . . .	1

**Careers in Psychology include public social service agencies, mental and rehabilitative institutions, community service in missions, lay counseling, child development centers, hospitals, substance abuse treatment facilities, juvenile delinquent institutions, human resources, occupational therapy, nursing homes and private human service organizations.**

PSYC 221/2 Social Psychology . . . . .	3
PSYC 231/2 Applied Behavior Analysis . . . . .	3
PSYC 301 Interpersonal Relationship Skills . . . . .	2
PSYC 331/2 Abnormal Psychology . . .	3
PSYC 341 Cognitive Psychology . . .	3
PSYC 351/2 Teaching of Psychology .1	
PSYC 362 Theories of Personality . . .	3
PSYC 431 Research in Psychology . .2	
PSYC 441/2 Psychology Internship . .3	
PSYC 452 Research in Psychology: Applied . . . . .	2
PSYC 461 History of Psychology . . . .2	
MATH 201/2 Elementary Statistics . .3	

Choose three of the following courses:

*PSYC 322 Exploring Creativity in Psychology . . . . .	3
*PSYC 381 Special Topics in Psychology . . . . .	3

PSYC 391/2 Introduction to Counseling . . . . .	3
*PSYC 422 Neuroscience . . . . .	3
*PSYC 471 Psychological Testing and Assessment . . . . .	3

**Other:**

PSYC 491/2 Independent Study . . .1-3	
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**Minor in Psychology**

A minor in psychology consists of 18 SH:

PSYC 101/2 General Psychology . . .3	
PSYC 201/2 Developmental Psychology . . . . .	3
PSYC 221/2 Social Psychology . . . .3	
PSYC 231/2 Applied Behavior Analysis . . . . .	3
PSYC 331/2 Abnormal Psychology . .3	
PSYC Elective . . . . .	3

**Psychology (PSYC)**

**101/2 General Psychology 3**

An introduction to the principles, language, methods and major topics of the science of behavior. Emphasizes exploration and application in the following areas of psychology: history, human consciousness, the brain, learning, motivation, development, abnormal behavior, behavior modification and research. Features mastery learning, self-pacing, use of proctors and motivational lectures by each member of the department.

**201/2 Developmental Psychology 3**

Examines the factors affecting the development of behavior throughout the entire lifespan. Current research relevant to infancy, childhood, adolescence, adulthood and aging is reviewed. Social issues affecting the individual, family and community are analyzed.

**211/2 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 201/2. Prerequisite: minimum of two semesters previous enrollment at EMU.

**221/2 Social Psychology 3**

Examines the major variables affecting an individual's beliefs and behavior in social situations. Principles derived from social psychology research are applied to cultural, institutional and group processes. Topics include conformity, mass communication, propaganda, persuasion, self-justification, human aggression, prejudice and attraction. Small group activities are designed to improve communication and increase understanding of social behavior. Prerequisite: PSYC 101/2 or PSYC 201/2.

- 231/2 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.
- 281, 291 Contemporary Issues in Colleges I, II** **1, 1**  
This course provides community advisors with training in the areas of effective leadership, conflict management, educational programming, and basic helping skills. This seminar style course provides opportunities for discussion and interaction among residence hall leaders focusing on contemporary issues in college. Limited to current community advisors.
- 301 Interpersonal Relationship Skills** **2**  
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 communication works. The importance of interpersonal relationship skills in the helping professions is emphasized. Enrollment priority is given to junior and senior level psychology majors.
- \*322 Exploring Creativity in Psychology** **3**  
Examines various theoretical meanings of creativity within a psychological framework. Explores aspects of creativity in work and school settings, leisure activities, relationships as well as in the arts. This course will examine a variety of ways to enhance creativity which then can help individuals gain a different perspective of themselves. (Spring 2008)
- 331/2 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 101/2.
- 341 Cognitive Psychology** **3**  
An introduction to the experimental study of mental processes. Topics include perception, attention, knowledge representation, memory, neural network theories and artificial intelligence. Students conduct and participate in illustrative experiences.
- 351/2 Teaching of Psychology** **1**  
Students serve as teaching assistants for PSYC 101/2 or PSYC 201/2.
- 362 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 331/2.
- \*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; application of psychology to education; forensics; psychology and spirituality. Open to psychology majors only. Prerequisite: junior/senior level status.

- 391/2 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. Applications for counseling skills are examined along with a basic exposure to counseling theories and theories of development. (Enrollment strictly limited to juniors and seniors.) (CHST 391/2)
- \*422 Neuroscience** **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 physiological principles in affecting human behavior. Laboratory sessions utilize computers and modern biological instrumentation as well as human cadaver material. (BIOL 422) (Spring 2008)
- 431 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: MATH 201/2 and PSYC 331/2.
- 441/2 Psychology Internship** **3**  
Students gain field experience in a psychology related agency. The practicum is designed to begin developing students' psychological skills and abilities as a professional 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. Prerequisite PSYC 301.
- 452 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 431.
- 461 History of Psychology** **2**  
Studies the philosophical assumptions, contributions and limitations of the major schools of psychology: structuralism, functionalism, gestalt psychology, psychoanalysis, behaviorism, humanistic psychology and cognitive psychology.
- \*471 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: MATH 201/2 and PSYC 331/2. (Fall 2008)
- 491/2 Independent Study** **1-3**



# Sociology and Social Work

## Faculty:

Jane Wenger Clemens  
Terrence Jantzi  
Vernon E. Jantzi  
Elroy J. Miller (chair)  
Melody M. Pannell  
Gloria I. Rhodes

## Majors:

- Social Work
- Applied Sociology with concentrations in :
  - Community Development
  - Environmental Conservation
  - International Development

## Minors:

- Sociology
- Socio-Economic Development with concentrations in:
  - Community Development
  - Environmental Conservation
  - International Development

This department offers majors in social work and three areas of applied sociology: international development, community development, and environmental conservation. Minors in sociology and socio-economic development are offered to supplement various majors. A strong international and American cross-cultural perspective is emphasized in the curriculum. Many students find it useful to complement their major preparation by adding a minor. All students in this department are encouraged to participate in a semester-long cross-cultural experience.

**Careers in Sociology include** international development, community development, conflict mediation, peace and justice advocacy, program evaluation, city and regional planning, adult education, agricultural extension, environmental conservation, natural resource policy and management, public policy development, teaching, applied sociology research, law and social advocacy.

**Career opportunities in Social Work include** medical social work, substance recovery programs, adoption and foster care agencies, juvenile justice and corrections centers, domestic violence prevention programs, corrections facilities, public sector social services, disaster relief agencies, mental health agencies, counseling services, adult education programs, refugee programs, residential geriatric facilities, day programs for the elderly, emergency family shelters, migrant education programs, child care agencies, half-way homes, judicial/court programs, youth /children support programs, mental retardation support programs, rape crisis programs, crisis hot line services, mediation programs, substance abuse programs, health and wellness agencies and after-school care programs.



## Major in Applied Sociology

The dynamics of trying to “make a difference” and change something in society are remarkably similar across all disciplines, whether in the arena of environmental conservation, poverty alleviation, social justice, or Christian missions. Whatever the disciplinary perspective, one is engaging in intentional social change – a form of applied sociology. The applied sociology major is designed to prepare students for work in international development, community development, environmental conservation or related disciplines. It will also provide specific preparation for graduate study in these or related areas. This major equips students to become effective practitioners of change by providing the theoretical models and frameworks necessary for understanding intentional social change and by teaching specific skills, tools and techniques related to the concept of creating social change for a more just society.

The major consists of 30 SH of core courses and 15 additional hours from one of the concentration areas (community development, international development or environmental conservation).

### Core courses:

SOC 232 HBSE II: Social Stratification. . . . .	3
*SOC 261 Cultural Anthropology and Social Change . . . . .	3
SOC 281 Sociological Theories for Social Change . . . . .	3
SOC 321 Sociology of International Development . . . . .	3
SOC 331 Methods of Social Research . . . . .	3
*SOC 342 Social Movements, Revolutions, and Terrorism . . . . .	3
*SOC 411 Practicing Social Change: Issues for the Change Agent . . . . .	3
*SOC 452 Program Evaluation through Qualitative Methods . . . . .	3

SOC 481 Conservation and Sustainable Development . . . . .	3
SOC Elective . . . . .	3

### Concentrations:

In addition to the core requirements, applied sociology majors take an additional fifteen semester hours from one of three concentrations. These concentrations complement the core by providing a level of specialization.

#### Community Development: Equity and Empowerment

Students choose 15 semester hours of courses which have community-based or group-based specializations from the following list:

BUAD 221/2 Principles of Management . . . . .	3
BUAD 331/2 Organizational Behavior	3
*CHST 342 Church Leadership . . . . .	3
ECON 401 Economic Development . . . . .	3
JPCS 281 Exploring Conflict and Peace . . . . .	3
JPCS 351 Mediation and Conflict Transformation. . . . .	3
JPCS 462 Group Dynamics and Facilitation . . . . .	3
JPCS 471 International Conflict and Peacebuilding . . . . .	3
JPCS 482 Theories for Analysis and Action . . . . .	3
*PHIL 352 Politics: Conceptions of Common Good. . . . .	3
PSYC 221/2 Social Psychology . . . . .	3
SOWK 322 Social Policy Analysis . . . . .	3
SOWK 431 Social Work Practice III . . . . .	3

**Environmental Conservation:  
Ecology and Sustainability**

Students choose 15 semester hours of courses which have environmental or ecological related specializations from the following list:

- BIOL 162 Food and Population . . . . .3
- BIOL 181 Environmental Science . . .3
- BIOL 232 Ecology: Adaptation  
and Environment . . . . .4
- \*BIOL 242 Agroecology . . . . .4
- \*BIOL 252 Botany . . . . .4
- \*BIOL 262 Zoology . . . . .4
- \*BIOL 322 Conservation Biology . . .3
- \*BIOL 342 Environmental Physiology 4
- \*BIOL 402 Applied Ecology . . . . .3-4
- BIOL 411/2 Environmental Science  
Practicum . . . . .3
- \*BIOL 451 Advanced Ecology  
and Field Biology . . . . .4
- \*BIOL 471 Soil Science . . . . .4
- GEOL 302 Earth Science . . . . .3
- \*SOC 241 Environment and Society 3  
(Strongly recommended for this con-  
centration.)

**International Development:**

**Economic and International Issues**

Students choose 15 semester hours of courses which have international or economic related specializations from the following list:

- BUAD 442 International Business . . .3
- ECON 211/2 Principles of  
Macroeconomics . . . . .3
- ECON 221/2 Principles of  
Microeconomics . . . . .3
- \*ECON 312 Contemporary Economic  
Issues . . . . .3
- \*ECON 331 History of Economic  
Thought . . . . .3
- ECON 401 Economic Development .3
- \*ECON 412 International  
Economics . . . . .3
- \*HIST 212 History of Latin America 3
- \*HIST 251 History of Africa . . . . .3
- \*HIST 321 Modernizing America,  
1865-1940 . . . . .3
- \*HIST 371 History of Asia . . . . .3
- \*HIST 411 History of Recent

- America 1941-Present . . . . .3
- \*HIST 432 History of the  
Middle East . . . . .3
- JPCS 372 Global Ethics of Peace  
and Justice . . . . .3
- JPCS 471 International Conflict  
and Peacebuilding . . . . .3
- \*POL 311 International Relations . . .3

**Major in Social Work**

EMU is accredited by the Council on Social Work Education which serves as the national accrediting and standard-setting agency for both graduate and undergraduate social work programs.

The primary objective of the EMU social work program is to prepare students for baccalaureate-level social work practice with individuals, families, groups, organizations and communities within the context of the various human service agencies and voluntary services in the U.S. and abroad. The social work curriculum also provides good preparation for leadership roles in the home, church and community, and for entrance into social work graduate schools.

The curriculum is generalist in nature with some opportunity for students to develop skills in particular areas through class projects, reading, electives and selection of field instruction settings. Since social work positions frequently require a broad liberal arts education, bilingual capability, and computer and other technical skills, students are encouraged to plan their educational pursuits accordingly.

Students apply for admission into the social work program during the fall semester of their sophomore year. Transfer students make application during the first semester of enrollment at EMU. Continuance in the social work program is contingent upon academic performance (a minimum of C- in all social work/sociology courses required in the major) as well as personal quali-

ties 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 responsibility. The social work program will not grant academic credit for work in the profession or life experience in lieu of specific courses or the social work practicum.

The major consists of the following 64 SH:

BIOL 101 Bioscience . . . . .	3
ECON 211/2 Principles of Macroeconomics OR ECON 221/2 Principles of Microeconomics . . . . .	3
POL 101 Introduction to Politics. . .	3
PSYC 101/2 General Psychology. . .	3
PSYC 201/2 Developmental Psychology . . . . .	3
PSYC 211/2 Developmental Case Study. . . . .	1
SOC 101/2 Introduction to Sociology . . . . .	3
SOC 331 Methods of Social Research . . . . .	3
SOWK 121/2 Exploring Social Work	3
SOWK 221 HBSE I: Primary Groups	3
SOWK 232 HBSE II: Social Stratification. . . . .	3
SOWK 271 Social Welfare History and Philosophy . . . . .	3
SOWK 322 Social Policy Analysis . .	3
SOWK 361 HBSE III: Social Problems- Racism and Sexism. . . . .	3
SOWK 381/2 Social Work Practice I. . . . .	3
SOWK 421/2 Social Work Practice II . . . . .	3
SOWK 431 Social Work Practice III .	3
SOWK 441/2 Senior Practicum in Social Work . . . . .	12
SOWK Elective (Topics selection) . .	3

## Minor in Sociology

This minor is intended to complement student preparation in other majors by facilitating the development of an analytical understanding of society, its institutions, and dynamics of change. The minor consists of 18 semester hours of sociology courses including SOC 281.

## Minor in Socio-Economic Development

This minor is designed for students preparing to work within diverse fields related to social change and is intended to complement their major field of interest. The minor consists of a core of three courses and options of three courses from one of three separate concentrations: Community Development, International Development and Environmental Conservation. These three concentrations are intended to offer an array of courses to fit student interests and career opportunities. The minor consists of 18 semester hours.

### Core requirements for all concentrations:

SOC 281 Sociological Theories for Social Change . . . . .	3
SOC 321 Sociology of International Development . . . . .	3
SOC 331 Methods of Social Research OR *SOC 452 Program Evaluation through Qualitative Methods . . .	3

(The Environmental Conservation concentration requires SOC 481 instead of the SOC 331/452 option.)

## Community Development Concentration

This concentration provides practitioner-oriented skills for working with groups, organizations or communities with an emphasis on facilitation, mobilization and empowerment. In addition to the three minor core courses, students choose 9 semester hours from the following list of courses:

BUAD 221/2 Principles of Management . . . . .	3
BUAD 331/2 Organizational Behavior . . . . .	3
*CHST 342 Church Leadership . . .	3
ECON 401 Economic Development .	3
JPCS 281 Exploring Conflict and Peace . . . . .	3
JPCS 351 Mediation and Conflict Transformation . . . . .	3
JPCS 462 Group Dynamics and Facilitation . . . . .	3
JPCS 471 International Conflict and Peacebuilding . . . . .	3
JPCS 482 Theories for Analysis and Action . . . . .	3
*PHIL 352 Politics: Conceptions of Common Good . . . . .	3
PSYC 221/2 Social Psychology . . . .	3
*SOC 411 Practicing Social Change.	3
SOWK 322 Social Policy Analysis . .	3
SOWK 431 Social Work Practice III.	3

## Environmental Conservation Concentration

This concentration prepares students for engagement in issues of environmental conservation by providing an exposure to environmental issues from a sociological and biological perspective. In addition to the three minor core courses, students choose 9 semester hours from the following list of courses that have an emphasis on environmental or ecological issues.

BIOL 162 Food and Population . . . .	3
BIOL 181 Environmental Science . . .	3
BIOL 232 Ecology: Adaptation and Environment . . . . .	4
*BIOL 242 Agroecology . . . . .	4

*BIOL 252 Botany . . . . .	4
*BIOL 262 Zoology . . . . .	4
*BIOL 322 Conservation Biology . .	3
*BIOL 342 Environmental Physiology	4
*BIOL 402 Applied Ecology . . . . .	3-4
BIOL 411/2 Environmental Science Practicum . . . . .	3
*BIOL 451 Advanced Ecology and Field Biology . . . . .	4
*BIOL 471 Soil Science . . . . .	4
GEOL 302 Earth Science . . . . .	3
*SOC 241 Environment and Society	3

(Strongly recommended for this concentration.)

## International Economic Development Concentration

This concentration is designed for students preparing to work in the field of international development or economic development. In addition to the three minor core courses, students choose 9 semester hours from the following list of courses that have an emphasis on international or economic issues.

BUAD 442 International Business . .	3
ECON 211/2 Principles of Macroeconomics . . . . .	3
ECON 221/2 Principles of Microeconomics . . . . .	3
*ECON 312 Contemporary Economic Issues . . . . .	3
*ECON 331 History of Economic Thought . . . . .	3
ECON 401 Economic Development .	3
*ECON 412 International Economics	3
JPCS 372 Global Ethics of Peace and Justice . . . . .	3
JPCS 471 International Conflict and Peacebuilding . . . . .	3
*HIST 212 History of Latin America	3
*HIST 251 History of Africa . . . . .	3
*HIST 321 Modernizing America, 1865-1940 . . . . .	3
*HIST 371 History of Asia . . . . .	3
*HIST 411 History of Recent America 1941-Present . . . . .	3
*HIST 432 History of the Middle East	3
*POL 311 International Relations . .	3
SOC 232 HBSE II: Social Stratification . . . . .	3

# Sociology (SOC)

## **101/2 Introduction to Sociology**

**3**

Provides a perspective for understanding human activity. Fundamental assumptions, basic concepts, methods of analysis and major findings of sociology constitute the central focus of the course. American society is analyzed in order to understand social structure, social institutions, power, and social problems with an orientation towards creative and responsible social change. Permission of instructor needed for senior-level student to enroll.

## **221 Human Behavior and the Social Environment I: Primary Groups**

**3**

Described under SOWK 221.

## **232 Human Behavior and the Social Environment II: Social Stratification**

**3**

Described under SOWK 232.

## **\*241 Environment and Society**

**3**

The main objective of the course is to develop a critical understanding of the dominant trends in modern U.S. environmental thought such as preservationism, conservationism, deep ecology, ecofeminism, social ecology, NIMBYism, environmental racism, and environmental equity. The course will trace the underlying philosophical and sociological frameworks of these trends and their historical origins and transformations. Specific case topics, such as deforestation, climate change, or air quality, will be used to highlight how these different philosophical approaches to the environment have influenced public policy and contributed to the public debate on environmental issues during the last century of American and global politics. (Fall 2008)

## **252 The Family in Social Context**

**3**

An exploration of contemporary family structure and dynamics from historical, cross-cultural, developmental and practical perspectives. Provides an overview of courtship, marriage, gender roles, parenting, aging, family crisis and conflict resolution.

## **\*261 Cultural Anthropology and Social Change**

**3**

The impact of social change on communities and societies is studied using analytical tools from the field of cultural anthropology. The course focuses on how different groups attempt to deal with social change in order to maintain or gain a sense of dignity and control in their social environment. (Fall 2007)

## **281 Sociological Theories for Social Change**

**3**

This course is a study of sociological theory and how it helps students understand the process of social change. Historical and modern perspectives are examined to find practical applications for current efforts to promote change. The course is designed as an overview course to provide the foundation for later social change courses in the curriculum.

## **321 Sociology of International Development**

**3**

An examination of socio-economic development focusing on third world populations and global dynamics. 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 juniors and seniors except with permission of instructor.

- 331 Methods of Social Research** **3**  
Examines assumptions underlying sociological research and relation of theory to research. Emphasis is placed on gaining practical skill in the use of qualitative and quantitative research. A laboratory with guided exercises, including the use of computers in research, is included. Course enrollment for majors other than sociology, social work, or JPCS requires permission of instructor.
- \*342 Social Movements, Revolutions and Terrorism** **3**  
This course is intended to provide an intermediate level of theory related to how change occurs within society from “the grassroots”. The intellectual rationale underlying the study of social movements is the belief that they are an important source of social change for relatively powerless people and are rooted in non- (or extra-) institutional political activity. That is, they are “politics by other means.” Primarily envisioned as a case-study format. Revolutions and Terrorism will be profiled not as suggested courses of action but rather as special sub-sets of social movements that have a particular relevance for understanding current social and political realities. Prerequisite: SOC 281 or permission of instructor. (Spring 2009)
- 361 Human Behavior and the Social Environment III: Social Problems - Racism and Sexism** **3**  
Described under SOWK 361.
- 371/2 Leadership Practicum** **1**  
Students gain leadership experience through leading program efforts in a variety of areas on campus and within the community. Reflect on leadership styles and analyze their own methods of communication and leadership through direct immersion.
- \*411 Practicing Social Change: Issues for the Change Agent** **3**  
This course is designed as a seminar covering a variety of topics related specifically to the organizational and social reality of being an agent for change. The topics to be covered include social situation assessment strategies, a reflection and analysis of how the specific characteristics of the change agent can promote or inhibit the change process, and an analysis of “best practices” intended to promote sustainable change after the change agent leaves the context. Students will learn and reflect through participating in a hands on project oriented around social change. Prerequisite: SOC 281 or permission of instructor. (Fall 2007)
- 432 Sociology Internship** **3**  
Provides sociology majors with supervised field practice and/or research experience in the field. Prerequisite: Permission of instructor.
- \*452 Program Evaluation through Qualitative Methods** **3**  
Intended for all students interested in working in social service, business development, or missions related programs or projects, this course will explore the theory and practice of program evaluation. An overview of the current range of thinking on the philosophies, purpose, and structure of program evaluation will be presented, but with a special emphasis on qualitative methods. Students will engage in hands on data collection and analysis of an on-going program evaluation as part of the learning process. Enrollment limited to juniors and seniors except with permission of instructor. (Spring 2009)
- 481 Conservation and Sustainable Development** **3**  
This course establishes a conceptual foundation for analyzing and addressing conservation and development issues from an interdisciplinary perspective. The course is intended to engage students in the inherent tension between natural resource conservation and economic and rural development. Students will use local, national and international case-studies to examine the underlying political, social, environmental, and development tensions in balancing conservation with development. Enrollment limited to juniors and seniors except with permission of instructor.

**491/2 Independent Study****3**

Independent research or readings in sociology under the supervision of a faculty member. Designed for advanced students.

**Social Work (SOWK)****121/2 Exploring Social Work****3**

Introduction to beginning social work theory, values and skills, generalist social work practice and an overview of professional social work opportunities; participation in agency visits and 22 hours of community learning are required. This is an entry-level course for the social work program. Enrollment limited to first and second year students.

**221 Human Behavior and the Social Environment I: Primary Groups****3**

This course explores the impact of the social environment on human behavior and development through the lifespan (conception through older adulthood). Traditional and alternate social work paradigms are studied in relationship to the needs and realities for individuals, families, groups, organizations and communities. The course fosters an appreciation for human diversity, and recognizes the complexities of understanding human behavior and the environment including: poverty, oppression, discrimination and differences due to culture, race and ethnicity. Prerequisites: SOC 101/2, PSYC 101/2. Corequisites: BIOL 101, PSYC 201/2. (SOC 221)

**232 Human Behavior and the Social Environment II: Social Stratification****3**

Study of general stratification theory and analysis including diversity of stratification related to gender, race, age, class, prestige, education, law, power, economics, culture, organizations and social systems. This course will use a social justice lens to explore the implications of stratification for populations-at-risk. Prerequisite: SOC 101/2. Recommended prerequisite: SOWK 221. (SOC 232)

**271 Social Welfare History and Philosophy****3**

The course explores the historical roots of social welfare, the development of social welfare philosophy and policy in the U.S., and examines current social welfare programs and services, especially as it pertains to populations-at-risk. Recommended prerequisite: SOWK 121/2.

**322 Social Policy Analysis****3**

This course builds on SOWK 271. It provides social work theory and skills to assess social problems, to analyze and evaluate social welfare policy and programs, and to engage in and advocate for organizational, political, and community policy formation and change. Prerequisite: SOWK 271.

**361 Human Behavior and the Social Environment III: Social Problems - Racism and Sexism****3**

Foundational course in social systems and social problems, providing an overview of human systems of all sizes and complexity. The course details the basic dynamics of the civil rights movement, power and conflict, racism, sexism, ageism, and poverty. Prerequisite: SOC 101/2. Recommended prerequisite: SOWK 232. (SOC 361)

**371/2 Leadership Practicum****1**

Described under SOC 371/2. (SOC 371/2)



**381/2 Social Work Practice I****3**

This course provides a generalist, problem-solving process for beginning social workers and details professional relationship development methods/strategies that facilitate the helping process with a variety of client systems. It is a client-centered and strength-based approach with emphasis on personal and professional growth and development and effective practice across difference. This course is restricted to students who have formally declared their social work major with the registrar's office. Students will receive an incomplete (I) grade in this course unless all their paper work for social work program admission has been submitted. Prerequisites: SOWK 121/2, SOWK 221.

**421/2 Social Work Practice II****3**

This course provides a generalist focus highlighting knowledge and skills to work with families and groups. Skill development includes effective communication and relationship building, strength-based perspective and techniques for social work practice, boundary setting with client systems, assessment skills, service delivery and evaluation. Units will highlight group and family work, crisis intervention, diversity and cultural competency. Client advocacy, professional documentation, use of supervision, participating in partnership/team model, personal professional growth and adherence to professional ethical standards are integrated throughout the course. This course is restricted to social work majors accepted into the social work program. Prerequisite: SOWK 381/2.

**431 Social Work Practice III****3**

Provides macro social work knowledge and skills necessary to engage in macro systems intervention (neighborhoods, communities, organizations, and society). Students are introduced to social advocacy and action strategies with populations-at-risk. This course is restricted to social work majors accepted into the social work program. Prerequisite: SOWK 381/2, or special permission for applied sociology majors.

**441/2 Senior Practicum in Social Work****12**

The senior practicum is a 430-clock-hour, semester-long placement in an approved social work agency setting under an agency supervisor. Students must satisfactorily complete an application process prior to placement and work with the field instruction coordinator to arrange the practicum placement. The faculty liaison facilitates a senior course that meets for 1 1/2 hours each week during the semester. This course involves processing practicum experiences and completing assignments related to the practicum. This course is restricted to social work majors accepted into the social work program. All social work courses must be completed prior to this practicum unless special permission is granted.

**482 Topics in Social Work****3**

The following courses are approved social work topics courses: PSYC 331/2 Abnormal Psychology; PSYC 391/2 Introduction to Counseling; PSYC 322 Exploring Creativity in Psychology, SOC 321 Sociology of International Development; SOC 342 Social Movements, Revolutions and Terrorism; SOC 452 Program Evaluation through Qualitative Methods; JPCS 351 Mediation and Conflict Transformation; JPCS 392 Restorative Justice; JPCS 462 Group Dynamics and Facilitation.

**491/2 Independent Study in Social Work****3**

Independent research or readings in social work under the supervision of a faculty member. Designed for advanced students.

\*Indicates courses offered in alternate years.



# Theater

**Faculty:**

Phil Grayson  
Patrick R.K. Reynolds (chair)  
Heidi W. Vogel

**Major:**

Theater

**Minor:**

Theater

**Teaching  
Endorsement:**

Theater Arts,  
Grades PreK-12

EMU's department of theater seeks to grant vitality to performance and scholarship through a rigorous exploration of the many disciplines encompassed by theater. Our students therefore find themselves at the vigorous heart of the liberal arts tradition, gaining expertise in fields ranging from literature to performance, psychology to law, and design to history. As well, we seek to understand and explore our mission as artists through our role as Christians.

Theater students at EMU investigate areas such as acting, directing, theater history, dramatic literature, playwriting, scenic and lighting design, stage management and technical theater. Our curriculum, rich in a diversity of course offerings, provides the inquisitive student the ability to map out rewarding paths of creativity. Rather than narrowly pursuing a single focus for their many gifts, our artists and scholars are thus encouraged to forge bonds between the various theatrical crafts. Students from across the university often begin as actors, stage technicians or classroom students only to soon write, direct or design their own works. Valued as significant critical voices and artistic forces within the university's community, our theater students also aid in selecting the department's season, direct departmental productions, and stage independent works. Perhaps most important, the department provides the opportunity to directly engage our faith lives through its challenging mission courses, classes which explore the theater's possibilities to enrich our relationship with Christ.

EMU's Washington Community Scholars' Center, the university's residential seminar and internship program in the nation's capitol, affords theater students

**Careers in Theater include** acting (stage, television and film), directing, playwriting, design (scenic, costume, lighting and sound), marketing, theater administration, drama ministry, journalism, drama therapy, theater for young audiences, children's theater, technical theater, conflict transformation, theater scholarship and theater education.

the exciting opportunity to engage in internships and advanced theater study with professional companies in one of the country's premier theater communities. Additionally, the department regularly participates in the Kennedy Center/ American College Theatre Festival, consistently finding its students nominated for regional and national honors in performance and design. Departmental alumni are active in fields such as performance, theater administration and drama ministry.

Regardless of one's primary field of study or professional aspirations, studying theater at EMU illuminates exciting paths of scholarship, art and faith.

## Major in Theater

The major consists of a minimum of 41 semester hours of coursework and practica culminating in a senior project.

### Core Courses (13 SH):

- THR 101 Introduction to the Theater Arts . . . . .3
- \*THR 232 Vocations in Theater . . . .1
- \*THR 241 Stage Design and Technology . . . . .3
- \*THR 301 Global Theater . . . . .3
- THR 471/2 Senior Project Practicum.3

### Mission (Two courses are required – 2-4 SH):

- \*THR 112 Theater and Faith . . . . .1
- \*THR 281 Theater and Justice . . . .3

### Theater History (6 SH):

- \*THR 391 History and Traditions of Western Theater I . . . . .3
- \*THR 422 History and Traditions of Western Theater II. . . . .3

### Performance (6 SH):

- THR 181/2 Acting I . . . . .3
- \*THR 322 Voice and Movement OR
- \*THR 352 Acting II. . . . .3

### Practica (9 SH):

Choose from two or more of the following areas of practical learning through participation in theater productions.

- THR 261/2 Performance Practicum . . . . .1-3
- THR 271/2 Technical Theater Practicum . . . . .1-3
- THR 331/2 Theater Design Practicum . . . . .1-3
- THR 361/2 Stage Management Practicum . . . . .1-3
- THR 451/2 Directing Practicum . .1-3

### Electives (3-6 SH):

Choose a minimum of 3 SH of additional electives.

- \*ENG 262 Introduction to Drama . . .3
- ENG 361 Shakespeare . . . . .3
- \*THR 251 Technical Theater and Stage Management . . . . .3
- \*THR 292 Collective Theater . . . . .3
- \*THR 311 Directing for the Theater . . . . .3
- \*THR 342 Playwriting and Criticism . . . . .3
- \*THR 381 Topics in Theater . . . . .3

## Minor in Theater

The theater minor is designed to work in partnership with other programs such as education; communication; liberal arts; justice, peace, and conflict studies; and ministry. The minor requires a minimum of 16 SH:

### Core Course (3 SH):

- THR 101 Introduction to the Theater Arts . . . . .3

### Mission (1-3 SH):

Choose one of the following courses:

- \*THR 112 Theater and Faith . . . . .1
- \*THR 281 Theater and Justice . . . .3

### **Theater History (3 SH):**

Choose one of the following courses:

- \*THR 391 History and Traditions of Western Theater I . . . . . 3
- \*THR 422 History and Traditions of Western Theater II. . . . . 3

### **Performance (3 SH):**

- THR 181/2 Acting I . . . . . 3

### **Practica (3 SH):**

Choose from the following areas of practical learning through participation in theater productions.

- THR 261/2 Performance Practicum . . . . . 1-3
- THR 271/2 Technical Theater Practicum . . . . . 1-3
- THR 331/2 Theater Design Practicum . . . . . 1-3
- THR 361/2 Stage Management Practicum . . . . . 1-3
- THR 451/2 Directing Practicum . . 1-3

### **Electives (3 SH):**

Choose one of the following courses:

- \*ENG 262 Introduction to Drama. . . 3
- ENG 361 Shakespeare . . . . . 3
- \*THR 241 Stage Design and Technology. . . . . 3
- \*THR 251 Technical Theater and Stage Management. . . . . 3
- \*THR 301 Global Theater. . . . . 3
- \*THR 311 Directing for the Theater . . . . . 3
- \*THR 342 Playwriting and Criticism. . . . . 3
- \*THR 382 Topics in Theater. . . . . 3

### **Teaching Endorsement**

A teaching endorsement in Theater Arts (PreK-12) is approved by the Virginia Department of Education.

Students pursuing Theater Arts PreK-12 licensure must complete the courses listed in the theater major (page 158) and the secondary education courses, page 77.

## **Theater (THR)**

### **101 Introduction to the Theater Arts**

**3**

An introductory survey of the arts and crafts—costume, lighting, scenery, playwriting, acting—that collaborate to create a work of theater. The course provides enjoyable, hands-on experience through creative team projects. This course is ideal for students who wish to enrich their appreciation and enjoyment of theater.

### **\*112 Theater and Faith: The Beatitudes**

**1**

This course is a weekly, one hour seminar that examines each of the Beatitudes in the context of current theatrical practices, including play-reading and theater attendance. In the Sermon on the Mount, Jesus outlined nine Beatitudes. These short bits of wisdom offer a revolutionary view of what comprises a rewarding life. If we really lived as if we believed the Beatitudes to be true, how would the theater be different? (Spring 2008)

### **181/2 Acting I**

**3**

This course serves as an introduction to the craft of acting for the stage. In this beginning study of acting students will learn techniques to enhance creativity, unleash the imagination, free the body, and discover the voice. The course may culminate in a public performance. Grading is on a pass-fail basis.

### **\*232 Vocations in Theater**

**1**

Course members meet weekly to explore the diverse vocational possibilities in theater and theater-related fields. (Spring 2009)

- \*241 Stage Design and Technology** **3**  
Students learn the elements and processes of stage production design – scenery, lighting, sound, costuming, and makeup. Includes hands-on creative experience in rendering, model building, and drafting that will allow students to realize their own creative designs. The course culminates in the student’s original production design for a chosen play. (Fall 2008)
- \*251 Technical Theater and Stage Management** **3**  
Students learn and gain practical experience in the technical arts and crafts of theater – set and costume construction, scene painting, lighting and sound operation, stage management, makeup techniques, and props construction. Classroom time alternates with lab/practicum time spent working on productions of the EMU Theater. (Fall 2007)
- 261/2 Performance Practicum** **1-3**  
Performance practicum credits are earned through onstage participation in productions. Credits depend upon the scope, time, and responsibilities associated with the activity. Students seeking practicum credit are required to find an appropriate way to document and reflect upon their experiences. Prerequisite: permission of instructor/supervisor.
- 271/2 Technical Theater Practicum** **1-3**  
Technical practicum credits are earned through backstage participation in productions. Credits depend upon the scope, time, and responsibilities associated with the role. Students seeking practicum credit are required to find an appropriate way to document and reflect upon their experiences. Prerequisite: permission of instructor/supervisor.
- \*281 Theater and Justice** **3**  
Students examine the ability of theater to engage issues of social, economic, and political justice through an examination of various methods of performance. Special attention is paid to theater of advocacy as it applies to areas of interest within Anabaptist Christian faith and practice. (Fall 2008)
- \*292 Collective Theater** **3**  
Intended for a wide range of artists and scholars—visual and digital media artists, musicians, historians, educators—this course allows students to collaboratively create a piece of original theatre. Under supervision of the instructor students will research possible topics, investigate performance methods through laboratory exercise, generate a script and stage a public performance. (Spring 2008)
- \*301 Global Theater** **3**  
In this course students will examine theater history and performance traditions from around the globe (e.g. Latin America, South America, Africa, Asia, and the South Pacific). Particular emphasis is placed upon popular theater and various forms of contemporary performance. (Fall 2007)
- \*311 Directing for the Theater** **3**  
Students learn and apply various theories of stage direction. Topics include action, character, rehearsal approaches and techniques, and the analysis of dramatic literature with an eye toward enabling performance. This course may culminate in the presentation of student directed works. Prerequisite: permission of instructor. (Spring 2009)

- \*322 Voice and Movement** **3**  
With an ear toward theatrical performance, this studio course frees and employs the human voice through exercises and application. A variety of techniques come to bear in the effort to create a free, supple and powerful instrument. This course may culminate in a public performance, exemplifying the application of these techniques. Prerequisite: THR 181/2 (Spring 2008)
- 331/2 Theater Design Practicum** **1-3**  
Design practicum credits are earned through costume, set, or lighting design of a production. Credits depend upon the scope, time, and responsibilities associated with the role. Students seeking practicum credit are required to find an appropriate way to document and reflect upon their experiences. Prerequisite: permission of instructor/supervisor.
- \*342 Playwriting and Criticism** **3**  
Students work creatively with the elements of playwriting: plot, character, language, and theme. By analytically studying important examples of playwriting and by writing their own short sketches, scenes, and plays in a variety of forms, students will grow in their knowledge and ability to both write plays and to write about plays as dramatic criticism. (Spring 2009)
- \*352 Acting II** **3**  
A studio course in which actors learn to create and develop characters through text analysis and laboratory exercises. Students will also discuss professional performance opportunities and prepare several audition monologues. This course may culminate in a public performance. Prerequisite: THR 181/2. (Spring 2009)
- 361/2 Stage Management Practicum** **1-3**  
Stage management practicum credits are earned through stage managing or assistant stage managing productions. Credits depend upon the scope, time, and responsibilities associated with the production. Students seeking practicum credit are required to find an appropriate way to document and reflect upon their experiences. Prerequisite: permission of instructor/supervisor.
- \*381 Topics in Theater: Children's Theater** **3**  
This course explores theater as a tool for artistic expression and education for children. Students investigate different methods of working with young theater artists in the construction of youth-based theater. Particular emphasis is placed upon theater study, creation, and performance in educational settings. No prior experience in the theater arts is required. (Fall 2007)
- \*391 History and Traditions of Western Theater I** **3**  
An examination of the evolution of Western theater from classical Greece to 1850. The course will survey stage practices, production techniques, theater architecture and major critical theories while investigating the intersection between the theater and its surrounding sociological, political, philosophical and cultural contexts. (Fall 2008)
- \*422 History and Traditions of Western Theater II** **3**  
This course is a continuation of THR 391 covering the period from 1850 to the present. As an EMU Writing Intensive (WI) course, students will learn basic research methodologies in pursuit of a piece of original scholarship. No prerequisite. (Spring 2009)

**451/2 Directing Practicum****1-3**

Directing practicum credits are earned through directing or assistant directing productions. Credits depend upon the scope, time, and responsibilities associated with the production. Students seeking practicum credit are required to find an appropriate way to document and reflect upon their experiences. Prerequisite: permission of instructor/supervisor.

**471/2 Senior Project Practicum**

Students complete an original project that creates a unique challenge and represents and expresses their knowledge and abilities in theater. The project may be a significant academic research study which culminates in presentation of a paper, or it may be a major creative project that results in a public performance acted, directed or designed by the student. This project may be done independently, or with other students. It may be completed in conjunction with a major role in a scheduled production. It receives essential but minimal faculty oversight and advising. Prerequisite: permission of theater faculty.

\*Indicates courses offered in alternate years.





# Visual and Communication Arts

## **Faculty:**

Barbara P. Fast  
Cyndi D. Gusler (co-  
chair)  
Jerry L. Holsopple (co-  
chair)  
Steven D. Johnson  
Greg R. Owens  
Lara L. Scott

## **Majors:**

- Art
- Communication
- Digital Media
- Photography

## **Minors:**

- Art
- Communication
- Journalism

## **Teaching**

### **Endorsements:**

- Art, Grades PreK-12
- Journalism (add-on)

The visual and communication arts department (VACA) offers majors in art, communication, digital media and photography. 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.

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, image-makers 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 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.

**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, communications, art therapist, community arts activist, production craftsperson, CD-ROM developer, advertising, broadcasting, screen printer, photographer, 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.

Being a part of the visual and communication arts within the context of a liberal arts education is an ideal situation. Students can 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 doing hands-on work, critical analysis and careful thought in a collaborative spirit so that students and faculty learn from each other. The VACA majors at EMU, particularly in the junior and senior years, encourage a high level of independent work and individual initiative. Students should 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 **communication major** offers students a broad group of core courses along with foundational courses in electronic media, writing and theory.

The **digital media major** focuses on the intersection of the internet, digital video, audio and photography within an increasing array of delivery systems.

The **photography major** builds a solid framework in digital photography grounded on traditional chemical methods and photography theory.

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 for study at The Catholic University of America, Howard University or the Corcoran College of Art and Design are available through the Washington Community Scholars' Center (see pages 180-182).

All seniors complete a major production or exhibit. (Communication majors complete an intensive internship to meet this requirement.) 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 artistic work and the presentation during the semester of graduation.

## Major in Art

The major consists of 43 SH culminating in a senior exhibit.

### Foundations (Required beginning sequence for art majors)

ART 101 Drawing . . . . .	3
ART 111/2 Two-Dimensional Design . 3	
*ART 122 Three-Dimensional Design .3	

### Additional Courses

ART 211 Painting . . . . .	3
ART 301 Survey of Western Art. . . . 3	
*ART 312 Survey of World Art. . . . . 3	
*ART 341 Advanced Studio . . . . . 3	
ART 402 Advanced Drawing . . . . . 3	
*ART 412 Advanced Painting OR	
*ART 452 Advanced Ceramics. . . . . 3	
ART 482 Advanced Studio	
Practicum . . . . .	4
PHOTO 171/2 Digital Imaging. . . . . 3	

### Electives

Choose three courses from the following list:

*ART 231 Printmaking: Relief and	
Screen. . . . .	3
ART 251 Ceramics. . . . .	3
*ART 261 Papermaking. . . . .	3
*ART 321 Survey of Modern and	
Contemporary Art . . . . .	3
ART 381/2/3 Art Internship . . . . . 3	

*ART 461 Advanced Papermaking . . .	3
ART 491/2 Independent Study . . . . .	3
COMM 391/2 Topics . . . . .	3
DIGM 221/2 Introduction to Graphic Design . . . . .	3
DIGM 281/2 Web Design . . . . .	3
PHOTO 221/2 Black and White Photography . . . . .	3
PHOTO 472 Advanced Photoshop Studio . . . . .	3

## Major in Art, PreK-12 Teaching Endorsement

Required courses for teacher licensure program (PreK-12) include the following:

### Education Curriculum

ED 101/2 Exploring Teaching . . . . .	2
ED 261 Learning, Motivation and Assessment (PreK-6) . . . . .	3
ED 361a General Curriculum and Methods for Middle and Secondary Teaching . . . . .	1
ED 391 Reading and Writing Across the Curriculum (6-12) . . . . .	2
ED 441/2 Reflective Teaching Seminar and Portfolio . . . . .	1
ED 451/2 Examining Foundations of Education . . . . .	2
ED 481/2a Elementary Student Teaching (PreK-6) . . . . .	7
ED 481/2b Middle/High School Student Teaching (6-12) . . . . .	7

Recommended Education Courses:

ED 201/2 Computers and Instructional Technology in Education . . . . .	1
ED 331/2 Needs of Diverse Learners .	3
ED 342 Middle School Curriculum .	3

### Art Education Curriculum

ART 101 Drawing I . . . . .	3
ART 111/2 Two-Dimensional Design	3
*ART 122 Three-Dimensional Design . . . . .	3
ART 211 Painting . . . . .	3
ART 251 Ceramics . . . . .	3
*ART 261 Papermaking OR elective in 3-D . . . . .	3

ART 301 Survey of Western Art . . . .	3
*ART 312 Survey of World Art . . . .	3
*ART 361 Elementary School Art Methods . . . . .	3
*ART 371 Secondary School Art Methods . . . . .	3
ART 402 Advanced Drawing . . . . .	3
*ART 452 Advanced Ceramics . . . .	3
PHOTO 171/2 Digital Imaging . . . .	3

As a corequisite to the first of the two art methods courses (ART 361 Elementary School or ART 371 Secondary School) students take ED 361a General Curriculum and Methods. Successful passing of the Praxis I exam and admission to Teacher Education are required before enrolling in the second art methods course. Successful passing of the Praxis II exam is required for completion of the program in Art Education. Additionally, prospective teachers must comply with all teacher education requirements listed on pages 73-78.

## Major in Communication

The major in communication consists of 49-50 SH.

COMM 161 Mass Communication and Culture . . . . .	3
*COMM 191 Introduction to Radio .	1
COMM 221 News and Feature Writing . . . . .	3
COMM 331/2 Campus Communications: Weather Vane/ Shenandoah . . . . .	3
COMM 352 Visual Communication Theory . . . . .	3
COMM 361 Film and Culture . . . . .	3
COMM 421/2 Communication Internship . . . . .	3
DIGM 221/2 Introduction to Graphic Design . . . . .	3
DIGM 281/2 Web Design . . . . .	3
PHOTO 171/2 Digital Imaging . . . .	3

Choose four of the following courses:  
COMM 391 Topics . . . . . 3

DIGM 231 Video Camera and Non-linear Editing . . . . .	4
*DIGM 252 Audio Production . . . . .	3
*DIGM 333 Live Event and Field Production . . . . .	3
DIGM 341 2-D Animation/After Effects . . . . .	3
DIGM 392 Flash Animation . . . . .	3
PHOTO 371 Color Photography. . . . .	3
PHOTO 472 Advanced Photoshop Studio . . . . .	3

**Choose one of the following courses:**

JPCS 281 Exploring Conflict and Peace. . . . .	3
JPCS 372 Global Ethics of Peace and Justice . . . . .	3
JPCS 382 History and Philosophy of Nonviolence. . . . .	3

**Choose two of the following courses:**

BUAD 221/2 Principles of Management. . . . .	3
COMM 491/2 Independent Study. . . . .	3
MKTG 301/2 Principles of Marketing . . . . .	3

## Major in Digital Media

The major in digital media consists of 54 SH.

### Foundations

(Required beginning sequence for digital media majors):

ART 111/2 Two-Dimensional Design .3
PHOTO 171/2 Digital Imaging . . . . .3

### Additional Courses

ART 301 Survey of Western Art OR	
*ART 321 Survey of Modern and Contemporary Art . . . . .	3
ART 482 Advanced Studio Practicum . . . . .	4
COMM 161 Mass Communication and Culture. . . . .	3
*COMM 191 Introduction to Radio. . . . .	1
COMM 221 News and Feature Writing . . . . .	3

COMM 352 Visual Communication Theory . . . . .	3
COMM 361 Film and Culture . . . . .	3
DIGM 221/2 Introduction to Graphic Design . . . . .	3
DIGM 231 Video Camera and Non-linear Editing . . . . .	4
*DIGM 252 Audio Production . . . . .	3
DIGM 281/2 Web Design . . . . .	3
DIGM 341 2-D Animation/ After Effects OR	
DIGM 392 Flash Animation . . . . .	3
*DIGM 432 Documentary Production . . . . .	3
PHOTO 371 Color Photography. . . . .	3
PHOTO 472 Advanced Photoshop Studio . . . . .	3

**Choose one of the following courses:**

COMM 391 Topics . . . . .	3
*DIGM 382 Advanced Web Design Production . . . . .	3
*DIGM 442 Narrative Video. . . . .	3

## Major in Photography

The major in photography consists of 50 SH.

### Foundations

(Required beginning sequence for photography majors):

ART 111/2 Two-Dimensional Design .3
PHOTO 171/2 Digital Imaging . . . . .3

### Additional Courses

ART 301 Survey of Western Art. . . . .	3
*ART 321 Survey of Modern and Contemporary Art . . . . .	3
ART 482 Advanced Studio Practicum . . . . .	4
COMM 221 News and Feature Writing . . . . .	3
COMM 352 Visual Communication Theory . . . . .	3
DIGM 221/2 Introduction to Graphic Design . . . . .	3
*DIGM 432 Documentary Production . . . . .	3
PHOTO 221/2 Black and White Photography . . . . .	3

PHOTO 331/2 Photo Bureau . . . . .	1
PHOTO 371 Color Photography . . . . .	3
*PHOTO 462 Studio Photography . . . . .	3
PHOTO 472 Advanced Photoshop Studio . . . . .	3

### Electives

Choose three of the following courses:

ART 101 Drawing . . . . .	3
*ART 231 Printmaking: Relief and Screen . . . . .	3
*ART 312 Survey of World Art . . . . .	3
COMM 361 Film and Culture . . . . .	3
COMM 391 Topics . . . . .	3
DIGM 281/2 Web Design . . . . .	3
DIGM 392 Flash Animation . . . . .	3
*PHOTO 322 Advanced Black and White Photography . . . . .	3

### Minor in Art

The 18 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 ART 101 and ART 112 as a beginning course sequence.)

ART 101 Drawing . . . . .	3
ART 111/2 Two-Dimensional Design	3
ART ___ Elective . . . . .	3
ART ___ Elective . . . . .	3

Choose one of the following courses:

ART 301 Survey of Western Art . . . . .	3
*ART 312 Survey of World Art . . . . .	3
*ART 321 Survey of Modern and Contemporary Art . . . . .	3

Choose one of the following courses:

*ART 122 Three-Dimensional Design . . . . .	3
ART 251 Ceramics . . . . .	3

### Minor in Communication

The minor in communication consists of 18 SH.

COMM 221 News and Feature Writing . . . . .	3
COMM 352 Visual Communication Theory OR	
COMM 361 Film and Culture . . . . .	3
DIGM 281/2 Web Design . . . . .	3
PHOTO 171/2 Digital Imaging . . . . .	3

Choose two courses (6 SH) from the DIGM offerings (three credits may also be earned with COMM 331/2).

### Minor in Journalism

The minor in journalism consists of 18 SH.

COMM 161 Mass Communication and Culture . . . . .	3
COMM 221 News and Feature Writing . . . . .	3
COMM 331/2 Campus Communications: Weather Vane . . . . .	3
COMM 421/2 Communication Internship . . . . .	3
*COMM 432 Documentary Production . . . . .	3
POL 101/2 Introduction to Politics . . . . .	3

### Add-on Teaching Endorsement in Journalism

An add-on teaching endorsement may be added to an existing teaching license if the candidate has a baccalaureate degree, an endorsement in any teaching area and 15 semester hours in journalism. Students choose 15 semester hours from the following list of courses: COMM 161, COMM 191, COMM 221, COMM 331/2, PHOTO 171/2, DIGM 432, POL 101/2.

# Art (ART)

- 101 Drawing 3**  
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.
- 111/2 Two-Dimensional Design 3**  
An introduction to principles of design in two-dimensional art including basic color theory. Visual skills and creative problem-solving are emphasized.
- \*122 Three-Dimensional Design 3**  
An introduction to three-dimensional design principles necessary for making everything from chairs to site-specific and sculptural forms. Individual and collaborative design processes are a focus. (Spring 2008)
- 211 Painting 3**  
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.
- \*231 Printmaking: Relief and Screen 3**  
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. (Fall 2008)
- 251 Ceramics 3**  
An introduction to the basics of clay work using hand-building techniques such as pinch, coil and slab construction and a potter's wheel. Students participate in centuries old ceramic traditions and explore ceramics in contemporary art contexts.
- \*261 Papermaking 3**  
An exploratory course in handmade paper as an art medium. Topics covered will include sheet forming, shaped-screen laminating, embedding, embossing, free and mould casting, pulp painting, collage and assemblage techniques. A variety of vegetable fibers will be introduced and integrated papermaking with other arts will be explored. An introduction to the origins and development of paper, its use in history, the ecological and cultural implications of making paper and the work in paper of contemporary artists will provide a broad context for this medium. (Fall 2008)
- 301 Survey of Western Art 3**  
A thematic approach to the history and appreciation of Western art which examines the ways in which religious, social, political and philosophical concepts have been expressed in art. (not offered 2007-08)
- \*312 Survey of World Art 3**  
A thematic approach to the history and appreciation of art outside the Western mainstream. (Spring 2009)

- \*321 Survey of Modern and Contemporary Art** **3**  
An introduction to modern and contemporary art with emphasis on the interpretation of artistic production within its historical, political, social, cultural, and theoretical contexts. Issues to be addressed 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. (Fall 2007)
- \*341 Advanced Studio: Junior/Senior Seminar** **3**  
This course uses a combination hands-on and discussion format to study individual and contemporary methods, theories and professional practices in art. Course readings and related research are primarily dictated by special abilities and interests of students who will work in a chosen medium or mixed media. Prerequisite: junior or senior art, photography or digital media major. Open to non-majors with consent of instructor. (Fall 2007)
- \*361 Elementary School Art Methods (Art Education)** **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. Field experience in the elementary setting is a component of the course. Admission to Teacher Education and ED 361a may be prerequisites. (Fall 2007)
- \*371 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. Field experience in a secondary art setting is a component of the course. Admission to Teacher Education and ED 361a may be prerequisites. (Fall 2007)
- 381/2/3 Art Internship** **3**  
Provides students with an opportunity to integrate theory and practice by working in a professional art/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: Junior or senior status; consent of instructor.



**402 Advanced Drawing****3**

Further development of drawing techniques, visual processes and experimental approaches. The capacity to change one's perspective and habits and an openness to taking risks are encouraged. This course is for students who want to explore drawing in its own right, strengthen work in other media through enhanced drawing skills, or connect drawing with other arts or disciplines. Advanced investigation into physical, intellectual and emotional aspects of drawing. Content development, individual direction and creative voice are stressed along with further development of drawing skills. Emphasis is placed on independent inquiry and self-directed initiative. Prerequisite: ART 101.

**\*412 Advanced Painting****3**

Further development of techniques and visual strategies using oil and acrylic media. The capacity to change one's perspective and habits and an openness to taking risks are encouraged to understand various ways artists approach structure and meaning in painting. Advanced investigation into physical, intellectual and emotional aspects of painting. Content development, individual direction and creative voice are stressed along with further development of painting skills. Emphasis is placed on independent inquiry and self-directed initiative. Prerequisite: ART 212. (Spring 2008)

**\*452 Advanced Ceramics****3**

Further development of techniques and visual strategies using ceramic media. Advanced investigation into physical, intellectual and emotional aspects of ceramic work. Content development, individual direction and creative voice are stressed along with further development of technical skills. Emphasis is placed on independent inquiry and self-directed initiative. Prerequisite: ART 252. (Spring 2008)

**\*461 Advanced Papermaking****3**

Advanced-level exploration in techniques and visual strategies in papermaking media. Individual directions are emphasized. Prerequisite: ART 261. (Fall 2008)

**482 Advanced Studio Practicum****4**

Each student will produce a thesis project for the senior art major exhibit consisting of a body of focused, coherent artwork in a chosen medium and direction. Students proposing work in media beyond the scope of the art curriculum must obtain approval for their project from the instructor. Students working in ceramics must have prior experience in reduction firing. The course is structured around independent studio work with individual and group critiques, discussions of issues in contemporary art and professional practice. Professional practices related to preparation and installation of the art major senior exhibit or the senior photography major. The Digital Media major will do a major production in the medium of choice (video, internet, interactive design). ART 482 is required for all art, photography and digital media majors during the senior year.

**491/2 Independent Study****1-3****Communication (COMM)****161 Mass Communication and Culture****3**

A survey of mass communication theory showing how the mass media influences and is influenced by the political, economic and social systems. Shows how the mass media in all their forms—newspaper, broadcasting, magazines, TV and the web—helps to shape the culture and set the agenda for all of our institutions: government, business, religion, fashion and entertainment. Heavy emphasis will be placed on how an audience is defined, on the communication process, and the influence of advertising and audience on what is being communicated.

- \*191 Introduction to Radio** **1**  
 The major purpose of this course is to train students in the major areas of radio station operations, with an orientation toward specific applications at the University-owned radio station WEMC 91.7 FM. Students will explore on-air announcing, control room operation, and radio station operations and policies. Students will also gain an overview of radio history, practices and philosophy. (Fall 2009)
- 221 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 more.
- 331/2 Campus Communications: WeatherVane/Shenandoah** **1-3**  
 Credit given for writing, design, photography production of the student-run university newspaper or yearbook. Students should expect to take two semesters of Campus Communications at one credit each except in the case of editors serving on the WeatherVane (or, if specially arranged, for editors of the Shenandoah).
- 352 Visual Communication Theory** **3**  
 The formal properties of electronic media will be analyzed focusing on still photography, kinetic text, sound and time-based media. Students will understand how these properties function in a variety of media forms, which will influence their own artistic work and critical analysis. Select theorists of visual communication and culture will be explored to give students a broad understanding of the theoretical base from which electronic artists work.
- 361 Film and Culture** **3**  
 Movies will provide the text for an exploration of how film communicates, the formulas used in film-making and a variety of critical analyses. The course will explore several genre of film including drama, action-adventure, comedy, romance and western. The relation of these texts to popular culture themes of gender, race, and violence will also be considered. Students will study in depth a director, specific genre, or a particular film to demonstrate their understanding of film studies and methods of critique.
- 391 Topics** **3**  
 Faculty will offer a topics course each year exploring a variety of art, digital media and photography issues.
- 421/2 Communication Internship** **3**  
 Students gain experience by completing a communication internship with an outside agency. Prerequisite: permission of instructor.
- 491/2 Independent Study** **1-3**

## Digital Media (DIGM)

- 221/2 Introduction to Graphic Design** **3**  
 Illustrator, Photoshop and InDesign are used in creative visual problem solving. Design process is emphasized, and typographic design and image/text relationships provide a focus. Prerequisite: ART 101 or ART 111/2 or PHOTO 171/2.

**231 Video Camera and Non-linear Editing 4**

This course is a practical hands-on introduction to the video camera and to non-linear editing of the material that comes from the video camera. 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. Students will edit exercises and their own productions. Prerequisite: PHOTO 171/2 or equivalent.

**\*252 Audio Production 3**

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, many to be broadcast on EMU's radio station WEMC-FM. Students will work with digital software editing programs to produce works utilizing a variety of recording and processing techniques. Course sections would 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. (Spring 2009)

**281/2 Web Design 3**

How the internet functions: how it is constructed, how it works, how it finds audiences, instruction in design of a web site. Students will gain a basic understanding of how the medium of the web affects communication and will create a web site. Prerequisite: PHOTO 171/2 or equivalent.

**\*333 Live Event and Field Production 3**

Offered with the Mennonite biennial youth convention. Pre-production work of the live show and four or five video pieces that will be shown during the convention. During the event itself students will produce the live show for the large screen (camera operators, grips, directors, cg operators and switcher operator) and also edit a five-minute video report for each day. At the end of the convention the students will edit a 30-40 minute report video. Prerequisite: DIGM 231 or equivalent. (Summer 2009)

**341 2-D Animation/After Effects 3**

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, PSA's, music video and short form 2-D animated storytelling. Prerequisite: PHOTO 171/2 or equivalent.

**\*382 Advanced Web Design Production 3**

Students will combine content, interactivity, graphic design and basic programming to produce their own web site. In addition to learning HTML and how to use basic cgi, javascript and applets, they will use several of the emerging technologies to incorporate animation, video and audio into their web sites to design sites that are rich, multileveled and audience friendly. Prerequisite: DIGM 281/2. (Spring 2008)

**392 Flash Animation 3**

Vector-based animation will be the medium as students explore the techniques and aesthetics of this rapidly growing art form. Emphasis will be given to uses of Flash animation for internet communication. Students will produce a variety of forms, advertising, opening screen and short form film in this class. Prerequisite: PHOTO 171/2. (not offered 2007-08)

**\*432 Documentary Production** **3**  
Students will study how text, photographic images and video documentaries are constructed, and used to communicate. They will research, design and produce a documentary show with text, photographs and video on a selected subject. Students should bring experience in at least one of the fields of writing, photography or video production to this class. Prerequisite: must have taken at least DIGM 231, PHOTO 221/2 or PHOTO 371. (Spring 2008)

**\*442 Narrative Video** **3**  
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 completing at least two independent projects from pre-production to post-production. Prerequisite: DIGM 231. (Spring 2009)

**491/2 Independent Study** **1-3**

## Photography (PHOTO)

**171/2 Digital Imaging** **3**  
This hands-on course introduces students to the process of digital imaging, from the acquisition of images by camera lens and scanning, through image correction, collage and manipulation, to the output of images to print and digital sources. Students will study raster-based image manipulation through Adobe Photoshop and be introduced to vector-based image creation through Illustrator. Students will leave with the basics of photographic composition, digital image manipulation, and a basic understanding of the usage of digital images in electronic media and art production.

**221/2 Black and White Photography** **3**  
An introduction to black and white photography. Participants will photograph in the field while learning to control and manipulate a camera, process film and produce prints. Picture-generating ideas, art concepts and elements of visual language are explored in relation to photography. Prerequisite: PHOTO 171/2.

**\*322 Advanced Black and White Photography** **3**  
Further development of concepts and skills in black and white photography including medium format, split-contrast printing, toning and archival processes. Introduction to non-traditional cameras and alternative processes. Contemporary photographic practices and theory are emphasized along with portfolio-based work exploring individual directions. Prerequisite: PHOTO 221/2. (Spring 2008)

**331/2 Photo Bureau** **1-3**  
Credit given for photography production for the student-run university newspaper, yearbook, athletic department or marketing services. Prerequisite: PHOTO 221/2 or PHOTO 371.

**371 Color Photography** **3**  
Digital darkroom work and archival printing from color negatives. Topics include image capture, color theory, image correction and interpretation, color management, digital output methods and contemporary practices and theory related to color photography. Prerequisite: PHOTO 171/2.

**\*462 Studio Photography****3**

This class explores aesthetic and technical issues related to photography in a studio environment. Students learn how to create professional lighting setups in relation to multiple photographic genres including traditional portraits and more conceptual/experimental approaches to image-making. Prerequisite: PHOTO 371. (Spring 2008)

**472 Advanced Photoshop Studio****3**

Students will study advanced Photoshop techniques with special emphasis on compositing. Students will study montage techniques, image repair, darkroom effects and color management. Students will create a unified set of prints and a web gallery. Prerequisite: PHOTO 221/2 or PHOTO 371.

**491/2 Independent Study****1-3**



## Special Programs

### Adult Degree Completion Program

Harrisonburg Director:

Suzanne K. Cockley

Harrisonburg Nursing Coordinator:

Linda Liskey

Lancaster Nursing Coordinator:

Priscilla Book Simmons

Eastern Mennonite University recognizes that the traditional semester format does not always accommodate the educational needs of adults. The Adult 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 for management and organizational development and 17 months for nursing.
- 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.

#### Current Programs

- Management and Organizational Development
- Nursing
- Liberal Arts - double major with Management and Organizational

Development for education certification (PreK-6)

To be considered for admission to the Adult Degree Completion Program a student must satisfy the following requirements:

1. A minimum of 60 SH of transferable credit from accredited colleges or universities. Graduates of diploma nursing programs meet this requirement.
2. A cumulative GPA of 2.0 or above.
3. Current employment or involvement with an organization which enhances the learning outcomes of the program.
4. Twenty-five years of age (waived for RNs)
5. Current state licensure as an RN for nursing majors.

#### Major in Management and Organizational Development

The major in Management and Organizational Development, an interdisciplinary curriculum leading to a Bachelor of Science (B.S.) degree, provides expertise in management, human dynamics, and organizational development for business and public administration. This interdisciplinary program takes a systems approach to the problems, principles and practices of management, incorporating conceptual and theoretical knowledge. The curriculum is organized into twelve sequential modules. See the Handbook for the Adult Degree Completion Program for graduation requirements.

# Adult Degree Completion Program

Required modules listed in the order in which they are taken (38 SH):

- MOD 330 Adult Development and Life Planning** **4**  
The emphasis in this module 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 module is personal discovery through examination of issues in adulthood as studied in the fields of literature and gender studies.
- MOD 350 Organizations and Environment** **3**  
This module focuses on organization structure and design. 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 environment on organizational effectiveness and design.
- MOD 360 Group and Organizational Behavior** **3**  
This module is a study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision making and resolving conflict in groups. Students develop strategies for efficient and productive group management and determine which tasks are best handled by groups or individuals.
- MOD 380 Individual in the Organization** **3**  
This module focuses on organizational behavior as it relates to individual motivation, productivity, and performance. A secondary emphasis is a focus on effectiveness in interpersonal relationships. Students will develop understanding of theories of motivation and organizational behavior and develop skills in effective interpersonal relationships.
- BIST 390 Biblical Perspectives** **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.
- CCUS 440 Cultural Perspectives** **3**  
This module 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.
- MOD 400 Statistical Methods** **3**  
Problem analysis and evaluation techniques are presented. Students are shown methods for defining, researching, analyzing, and evaluating a problem they would solve in their work or a vocational environment. Specific statistical information covered in the course includes identifying and measuring objectives, collecting data, working with significance levels, analyzing variance, and constructing questionnaires.



**MOD 405 Organizational Research****2**

This module 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.

**MOD 410 Human Resources Administration****4**

Students explore the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices of recruitment, selection, training, development and compensation of employees. Special attention is given to Equal Employment Opportunity and Office of Safety and Health Administration legislation through a series of case studies and simulations.

**MOD 420 Principles of Management and Leadership****4**

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. Negotiation is covered through readings and class practice, with an analysis of the effect on productivity.

**SRSEM 460 Issues and Values****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 life style in our contemporary world. Ethical theories and personal values are examined through readings, analysis of the workplace, and classroom discussion.

**MOD 430 Application of Research Project****3**

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.

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**Major in Nursing**

The major in professional nursing, leading to a Bachelor of Science (B.S.) degree, involves learning in the areas of nursing theory, research, case management, human dynamics, organizational development, family and community health. This interdisciplinary program takes a systems approach to the problems, principles and practices of today's complex health care system, incorporating conceptual and theoretical knowledge.

At least 11 SH in sciences of the human organism are required for graduation. For a complete list of graduation requirements, see the Policy Handbook for the Adult Degree Completion Program.

For more information on the Harrisonburg Adult Degree Completion Program contact the program representative at (540) 432-4983. For more information about the Lancaster, Pa., Adult Degree Completion Program contact the program representative at (800) 595-9805.

# Nursing

Required modules listed in the order in which they are taken (42 SH):

## **NRS 330 Nurses as Adult Learners**

**3**

The emphasis in this module is on the experiential nature of non-traditional education, self-reflection activities and selected nursing processes. Selected nursing processes include: critical thinking concepts, groups as peer, and mutual goal setting as an instrument for change and growth. The objective of the module is personal discovery and affirmation through examination of personal strengths and subsequent adjustments that may assist areas of personal growth.

## **NRS 340 Professional Nurse: Knowledge, Skills and Abilities**

**5**

This module 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.

## **NRS 345 Health Assessment**

**4**

This module presents the skills necessary to perform a written health history and comprehensive physical assessment. Connections are made between physical findings and common abnormalities.

## **NRS 350 Health Care Policy**

**4**

This module 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 health care 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.

## **CCUS 440 Cultural Perspectives**

**3**

This module 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 460 Family Health**

**3**

This module 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.

## **NRS 400 Statistical Methods**

**3**

This module presents an introduction to elementary probability theory and random variables. These are applied to statistical theory involving descriptive statistics, correlation, hypothesis testing, and analysis of variance.

## **NRS 405 Nursing Research**

**2**

This module 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.

#### **NRS 420 Principles of Nursing Management and Supervision** **4**

This module 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 organization change on nursing delivery systems is evaluated. The concepts of power, oppression, advocacy, delegation, stress, and change are addressed.

#### **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 life style 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 module 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.

#### **BIST 390 Biblical Perspectives** **3**

This module 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 module, the evidence-based project is written, implemented and orally presented as a capstone presentation to the instructor and learning group.

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## **Honors Program**

Each year the Honors Program accepts 14 academically-gifted first-year students into the program. Participation in the program is renewable for up to three additional years. Honors students must maintain a 3.5 GPA.

In the course of four years, honors students complete 9 SH of Honors Program Courses. In addition they gain access to special educational opportunities such as mentored independent studies, teaching assistantships, faculty mentoring and a variety of Honors-sponsored activities. Honors students meet monthly for discussion and fellowship.

The goals of the Honors Program are to assist each honors student to:

- develop skills in interactive communication
- display evidence of quality of thought and insight

- become self-aware of personal learning styles and abilities
- formulate and articulate a worldview.

Students eligible for the program may apply to the Director of Admissions. Students are selected on the basis of SAT (minimum 1350 for Math and Verbal/Critical Reading) or ACT (minimum composite of 30) scores, submitted essays, references, résumé, and interview with Honors Faculty.

# Honors Program Courses (HONRS)

## 111 Ruling Ideas Seminar

3

This seminar, led by a teaching team of two honors faculty, is required of all entering honors students and meets during the fall semester of each year. Students investigate ideas which dominate the disciplines and constructions of higher education. Together, students and faculty explore not only what ideas rule, but how they rule. The course features faculty members from different disciplines presenting ruling ideas from their discipline or ruling ideas about which they are passionate. Ruling Ideas Seminar satisfies the Global Village Curriculum GVC 111 First Year Seminar requirement.

## 212/312 Sophomore/Junior Honors Colloquium

3

Each upper-level honors student must enroll in at least one colloquium. Course proposals may be suggested by faculty or by honors students, and must be approved by the Honors Faculty Committee. Colloquia challenge students intellectually and further faith development. The colloquium requirement may be satisfied by an independent study or participation in an academic program such as the Washington Community Scholars' Center.

## 401/2 Worldview Seminar

3

This is required of all graduating honors seniors. Students are expected to articulate a worldview in the form of a substantial project. The seminar is designed to be highly interactive. This course satisfies the Global Village Curriculum requirement for GVC 401/2 Senior Seminar.

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## Washington Community Scholars' Center

Faculty: Douglas Hertzler, Kimberly D. Schmidt

Students explore career-building internships, city life, cultural diversity, a broad range of university classes, 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, university courses and seminar courses. WCSC faculty design internships in partnership with students and their academic advisors.

## Programs and Academic Credit

The Washington Community Scholars' Center provides strong academic programs grounded in practical experiences in Washington, D.C.'s diverse neighborhoods. WCSC programs meet EMU Cross-cultural and Global Village requirements. The following programs are offered:

### Summer 2007/Spring 2008

SOC 385 Urban Anthropology/  
Sociology . . . . . 3  
CHST 385 Faith and Urban  
Community. . . . . 3  
Internship . . . . . 6 (4 in summer)

Optional Courses at The Catholic University of America, Howard University, The Corcoran College of Arts and Design, Trinity University. . . . . up to 6 SH  
(Optional courses not included in summer program.)

### Fall 2007/Summer 2008

HIST 385 A Multicultural History of Washington D.C., 1930s to the Present . . . . .	.3
HUM 385 Exploring Washington D.C.'s Public Art . . . . .	.3
Internship . . . . .	6 (4 in summer)

Optional courses at The Catholic University of America, Howard University, The Corcoran College of Arts and Design, Trinity University . . . . . up to 6 SH  
(Optional courses not included in summer program.)

## WCSC Seminar Courses

### **HUM 385 Exploring Washington D.C.'s Public Art**

**3**

Students attend and review museum exhibits, plays and concerts. Guest lecturers provide guided tours of public art in Washington D.C. Reading and writing assignments focus on the relationship between art, Washington D.C.'s social history, and contemporary issues.

### **CHST 385 Faith and Urban Community**

**3**

This course explores various understandings of community, and the way different faith groups build community and work in local neighborhoods. Faith as a motivation for community organizing to address social problems and social justice issues will be emphasized and students will be required to explore various faith perspectives through visiting churches and faith based groups. (Satisfies Global Village Curriculum CIW requirement.)

### **SOC 385 Urban Anthropology/Sociology**

**3**

Students use the tools of participant observation to understand how different populations of urban regions form a social whole and how the lives and living conditions of all people are interconnected. This course focuses not only on the rather segregated "black" and "white" communities in DC, but also on the culture and social contributions of the communities of recent immigrants from Latin America. The course examines the causes and effects of the social construction of race and ethnicity in our society. Discussion will cover the ways in which our understanding of categories such as "white," "black" and "Latino" have the effect of both masking and defining the class stratification which occurs as part of our economic system. (Substitutes for SOWK 361; or with special permission, SOWK 232 or JPCS 372.)

### **HIST 385 A Multicultural History of Washington, DC, 1930-2000**

**3**

The Washington, DC 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 DC neighborhoods and political movements will be explored in this course, as will the more modern influences of a number of immigrant communities including Latinos, East Africans and Asians. Particular attention will be paid to the development and history of the historical black neighborhoods of the Shaw and LeDroit Park around Howard University. Through the arts, music and history this class includes multi-disciplinary examinations of African-American history and contemporary life.

## 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 one-fourth mile from the CUA/Brookland metro, the Catholic University of America, shops, restaurants and recreational areas. WCSC student life is a community experience, including shared meals, cooking and cleaning. Through sharing a house students gain new perspectives about themselves and others. Group life is

coordinated through house meetings through which students build interpersonal and conflict resolution skills.

WCSC brochures and applications are available from the undergraduate dean's office. Application review begins February 15. Inquiries are also welcome at:

wcsc@emu.edu or call  
(202) 529-5378. Further information on internships and applications can be found at [www.emu.edu/wcsc](http://www.emu.edu/wcsc).

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## Intensive English Program

Director: R. Michael Medley

The IEP is an on-campus pre-collegiate program of study in English as a second language designed to develop international students' cross-cultural skills, preparing them for admission to college or career advancement. The program consists of 20 hours per week of classroom instruction in the basic language skills: listening, speaking, reading, writing and grammar. Video and audio equipment help students improve pronunciation and listening comprehension. An IEP computer lab is available for student use.

There are three full-time levels in the IEP: Basic (Level I), Intermediate (Level II) and Advanced (Level III).

Students take a battery of placement tests to determine their level. The same tests are administered at the end of each semester to evaluate students' progress. Students who complete Levels II and III 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.

Students live in the residence halls with an American roommate, eat their meals in the dining hall and participate fully in campus activities.

Some students may be eligible to apply for combined admission to the IEP and the undergraduate program.

## Intensive English Program (IEP)

IEP courses do not earn academic credit, though work successfully completed in the IEP may be counted towards fulfilling international students' language and cross-cultural requirement in the general education curriculum. Thus, the descriptions below specify the number of hours of class meeting per week and not the number of credits. An IEP "hour" equals 50 minutes since university credit hours are based on the number of 50 minute class periods per week. Unless otherwise noted, courses are 15 weeks in duration.

### IEP 101/2/3 Basic Listening and Speaking

**8 hours/week**

In this class the emphasis is on development of basic conversational skills. Functions such as greeting, introductions, invitations, telephone use, asking for and giving personal information, and information for daily living are covered.

**IEP 111/2/3 Basic Core (Grammar, Writing, and Reading)****12 hours/week**

This class focuses on basic skills in grammar, writing, and reading. Students learn to use simple verb tenses, to recognize basic parts of speech, and to write simple and some compound sentences. Instruction includes writing of narratives, descriptions, and process analyses with a focus on using pre-writing techniques, constructing topic and supporting sentences, and following a simple editing code. Skills, such as pre-reading, skimming, scanning, and deriving meaning from various kinds of texts, are also taught.

**IEP 201/2/3 Intermediate Speaking and Listening****4 hours/week**

In this course students develop skills in identifying the main ideas of conversations, lectures, and other spoken texts and learn to recognize and understand stressed and reduced sounds in words and sentences. Learners also practice deriving the meanings of new words from the context, making inferences from what they hear, and basic note-taking. They also develop skills for participating successfully in social conversations and academic discussions, as well as improving their pronunciation.

**IEP 211/2/3 Intermediate Reading and Critical Thinking****4 hours/week**

Through intensive reading, students increase their reading speed and improve comprehension of material in short passages and texts by practicing a variety of strategies. Extensive reading emphasizes reading for enjoyment and discovery. Students are guided in interpreting texts and connecting them with vital issues in their lives and society.

**IEP 221/2/3 Intermediate Writing and Grammar****8 hours/week**

This course helps students to develop their academic writing and grammar skills. They learn to use grammar structures correctly in meaningful spoken and written communication. They develop writing skills in organizing ideas; creating topic sentences; organizing paragraphs; using examples and details to support main ideas; making ideas fit together and flow smoothly using transition words; and editing, revising, and proof reading essays. Often common rhetorical forms are practiced, such as narration, process description, classification, cause-effect, and comparison-contrast. Besides working on formal writing, students learn to write fluently by keeping a journal

**IEP 231/2 Communication in American Culture****4 hours/week**

While raising awareness of how communication takes place in students' own cultures, the course provides information and practice for a wide variety of culturally determined aspects of oral communication appropriate for US culture.

**IEP 241 English Bible****2 hours/week**

This elective course uses content drawn from the gospels (in the New Testament of the Christian Bible) in order to practice reading, listening, speaking, and writing skills. Well-known stories from the life and work of Jesus are read from a contemporary translation of the Bible.

**IEP 251/2 American Cultures through Film****3-4 hours/ week**

This course explores American cultures through the medium of film, through written texts and research, and through current media in the context of a learning community. Through viewing, critical thinking, discussing, and making oral and written presentations, students will discover some of the particular worlds in which English lives.

**IEP 263 Idioms and Anecdotes****4 hours/week**

Students practice oral expression and reading skills, expand their vocabulary, and develop an understanding of American humor in a fun, relaxed atmosphere through reading short stories and studying idioms commonly used in American English.



**IEP 301/2/3 Advanced Listening and Speaking** **4 hours/week**

Listening and speaking skills in English for academic purposes are developed through a wide variety of activities. Students practice note taking skills while listening to academic lectures from a wide variety of disciplines. They practice a variety of quiz and test types using the lecture material.

**IEP 311/2/3 Advanced Reading and Critical Thinking** **4 hours/week**

This course reinforces skills in reading efficiency, comprehension, critical thinking and vocabulary that students have begun learning at the intermediate level. Instruction encourages vocabulary study according to individual needs. Intensive reading of authentic materials reinforces students' understanding of more complex English grammatical structures and vocabulary as well as sharpening their critical engagement with texts from a variety of academic disciplines.

**IEP 321/2/3 Advanced Writing and Grammar** **8 hours/week**

Integrating the teaching of writing and grammar, this course helps students perfect their skills in writing well developed, coherent paragraphs and short essays with special attention to editing of grammar. Following a process model of writing, students generally complete 3 or 4 polished paragraphs and 3 polished essays during a semester on topics related to their reading of culturally diverse short texts written by international authors. An important aim is to develop proficiency in the academic skill of writing about and with other texts. Grammar instruction focuses on complex sentence structures and the relationship among sentences in extended text. Rather than systematic study and review of grammar, the teacher's diagnosis of students' needs through their written and spoken discourse will determine the amount of time devoted to grammar practice of particular items. As there is evidence of solid essay writing ability, some limited attention may be given to library research skills, article summaries, and use of a system of documentation (MLA).

**IEP 331/2/3 Experiential Learning** **4 hours/week**

Designed to foster learning through direct observation and experience in American culture this course directly involves students with people and with "live" issues in the social environment of the host culture. The course involves readings, observations, and the use of film, television, the Internet, and other popular media. Students work independently and collaboratively under the supervision of an instructor. Projects will involve some form of community service.

**IEP 341/2/3 Current Issues** **4 hours/week**

The class strengthens students' English language skills while considering in some depth several major issues affecting modern societies around the globe according to students' interests. Students develop reading skills such as finding the main idea, evaluating evidence, and discerning the writer's/speaker's point of view. The class provides many chances for oral and written practice of English.

**IEP 351/2 American Cultures through Film** **4 hours/week**

In this class students view films representing various cultures in the USA to use as the basis for developing skills in viewing, listening, reading, thinking, writing, and discussion. The class studies background materials for each film and learns how to critique and review a film. An important emphasis of the class is learning how to use films to gain a deeper understanding of American cultures while expanding proficiency in vocabulary, idioms, and slang.

## **IEP 361/2 International Film Series**

**1 hour/week**

Students in this class take part in the International Film Series. They attend 4 or 5 films per semester and participate in discussions with other EMU students. They also take part in online discussions about the films with students from other universities around the world.

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## **The Bridge Program**

Bridge is a program of full-time study that helps internationals and 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, or a computer-based TOEFL score of 173-213, or an Internet-based TOEFL score of 61-79 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-secondary education if applicable. IEP students must also submit a final grade report from IEP with admission recommendation 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 the fall semester, students will take LANG 101 Transition to College Writing and one class designated by their writing instructor. Students may take two other university classes of their own choice (6 credit hours).

LANG 101 Transition to College Writing meets 4 class hours per week. The class gives students an opportunity to improve their English writing skills necessary for success in university classes. These skills include (1) writing paragraphs and essays, (2) writing research papers, (3) paraphrasing, (4) avoiding plagiarism, summarizing and analyzing, (5) editing their own writing for grammar mistakes.

## Study and Training for Effective Pastoral Ministry Program (STEP)

Director: Mark R. Wenger,  
Lancaster, Pa.

Eastern Mennonite University and Lancaster Mennonite Conference have collaborated to create a program for bi-vocational pastors at EMU at Lancaster. STEP recognizes that traditional formats of education do not always accommodate the needs of adults who are serving a congregation and also working significant hours in a job.

This integrated pastoral ministry program combines formation, practice, theory and reflection. The purpose of the program is stated as follows: Pastors who participate in STEP will grow in spiritual maturity, Biblical and historical knowledge and ministering skills as well as visionary and missionary leadership, becoming effective ministers in revitalized and multiplying congregations extending God's kingdom in the world. The curriculum focuses on four areas: being (spiritual, relational and vocational formation); knowing (intellectual formation); doing (ministry skills); leading (leadership skills). Admission to STEP requires a high school diploma.

The program has the following features:

- Classes are held one Saturday a month for nine months, for each of three years.
- Each class day includes components from a wide variety of ministry areas. These are woven together to provide unified learning over the three year period.
- Course content is focused on practical assignments that are immediately relevant to pastoral ministry.
- The program depends on students' ongoing pastoral ministry experiences to provide context for learning.
- Instructors are carefully selected for their qualifications, experience and passion.
- Students are admitted as part of a "cohort group," which completes the program together.
- Students complete 10 credits per year and receive a 30-hour certificate at the end of the three years.
- Students also may complete an Associate in Arts degree with a major in Pastoral Ministry by completing an additional 34 hours in general education (see page 189).

For more information, contact the program director at (866) 368-5262.

## Study and Training for Effective Pastoral Ministry Program (STEP)

Required courses listed in the order in which they are taken (30 SH):

### **STEP 111 Pastoral Topics I**

**4**

Introduces a series of topics in pastoral ministry, including administration, worship, basic Bible knowledge, Anabaptist history and personal evangelism. Each subject is explored in relationship to pastoral ministry.

### **STEP 121 Pastoral Skills I**

**3**

Focuses on preaching and pastoral care through a series of experiential assignments. Students preach and perform pastoral care, log the time and activity, reflect on it, meet with a supervisor and give presentations for reflection and counsel.

- STEP 131 Pastoral Formation I** **3**  
Deals with spiritual formation in the study and practice of spiritual disciplines, as well as personal formation in the study and exploration of pastoral call, gifts and family context.
- STEP 211 Pastoral Topics II** **4**  
Continues and deepens the study of topics in pastoral ministry, such as pastoral care, administrative structures, worship theology, Bible study skills, and community mission. Each subject is explored in relationship to pastoral ministry.
- STEP 221 Pastoral Skills II** **3**  
Focuses on teaching through a series of experiential assignments. Students teach in a congregational setting, reflect on their experience, meet with a supervisor and give presentations for reflection and counsel. Also included is a continuation of learning regarding preaching and pastoral care.
- STEP 231 Pastoral Formation II** **3**  
Deals with spiritual formation through the study and practice of spiritual disciplines that build on Pastoral Formation I. Personal formation is addressed through discussion of personal and ministry boundaries.
- STEP 241 Pastoral Topics III** **3**  
Continues the study of topics in pastoral ministry, such as pastoral care resources and referrals, team development, Biblical interpretation, and Anabaptist identity. Each subject is explored in relationship to pastoral ministry.
- STEP 251 Leadership Project** **4**  
During the final two years of the program, the student leads a process of change in the congregation. This includes the field education component for Year 3 as described above in Pastoral Skills I and II.
- STEP 261 Pastoral Formation III** **3**  
Continues work on the spiritual disciplines with special attention given to prayer. Students are invited to prepare to become life-long learners by continuing education goals.

## Associate in Arts Degree in Pastoral Studies

This program allows students to build on the STEP program and earn an associate in arts degree. A minimum of 64 semester hours and a cumulative grade point average of 2.00 overall are required. In addition to the 30 semester hours of pastoral studies in STEP, students must take 29 semester hours as listed below. The remaining semester hours are elective credit. At least 32 semester hours must be taken at EMU in order to satisfy the residency requirement.

College Writing . . . . .	3
Speech . . . . .	2
Mathematics . . . . .	3
Natural Science . . . . .	3
Social Science . . . . .	6
(economics, political science, psychology, sociology)	
Humanities . . . . .	9
(history, literature, art)	
Cross-cultural . . . . .	3
Electives (as needed to meet the 34 SH)	

## Cooperative Programs

Detailed information on cooperative programs can be obtained from the director of cross-cultural programs. 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 requirement for a major in foreign language.

## Au Sable Institute of Environmental Studies

Coordinator: Doug Graber Neufeld

EMU is a “Participating College” of the Au Sable Institute of Environmental Studies. Au Sable is a Christian institute whose mission is to bring healing to the biosphere and the whole of Creation. Au Sable achieves these goals through academic courses and programs for college and university students, research projects, seminars, and other educational activities. Students can enroll for Au Sable courses through EMU. Tuition (set by EMU) and room and board (set by Au Sable) is paid directly to EMU. Course credits earned at Au Sable appear directly on the student’s EMU transcript. As a “Participating College” EMU is eligible for at least one \$1200 fellowship each year. Au Sable also offers other fellowships and financial aid to qualifying students.

The Au Sable courses most available to EMU students are those offered during their May term and the two Summer Sessions. Most of the courses are offered at their Great Lakes campus, a camp-like setting in northern Lower Peninsula Michigan. Au Sable also offers courses at its Pacific Rim campus on Whidbey Island in Puget Sound, in Kenya, South India, and Tangier Island in the Chesapeake Bay. See page 51 for course descriptions.

## The Council for Christian Colleges and Universities (CCCCU)

Contact: Undergraduate Dean’s Office

The CCCU, of which EMU is a member, offers several semester-long and summer programs for students from member colleges. Financial assistance and credit for the programs are received through EMU.

**American Studies Program** is a program in Washington, D.C., for upper-level students which explores current public policy and international issues through seminar classes and an internship. Students may earn up to 16 SH of credit.

**The China Studies Program** includes study of standard Chinese language, geography and history, religion and culture, and China’s modern development. Participants travel to Beijing, Shanghai, Xi’an, and the Guangzhou/ Hong Kong region.

**The Contemporary Music Center** provides students with the opportunity to live and work in community while seeking to understand how God will have them integrate music, faith and business. Both interdisciplinary and multidisciplinary in nature, the CMC offers two tracks: the Artist Track and the Executive Track. The Artist Track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers, producers and recording engineers. The Executive Track is designed for business, arts management, marketing, communications and related majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters and entertainment industry entrepreneurs. Both Artist and Executive track students receive instruction, experience and a uniquely Christian perspective on creativity and the marketplace, while working together to create and market a recording of original music. Both tracks include course work, labs, directed study and a practicum. Students earn 16 semester hours of credit.

The **Latin American Studies Program** is located in San Jose, Costa Rica. Students may earn up to 16 SH of credit and satisfy EMU's cross-cultural requirement. LASP offers three specialized tracks: International Business; Management and Marketing; Tropical Science and Global Sustainability and Spanish language and literature.

**Los Angeles Film Studies Center**, located in Hollywood, is designed for upper-level students interested in an introduction to the film industry. The curriculum includes both theoretical and applied courses and is designed to examine what it means to be a Christian in this field. Students may earn up to 16 SH of credit.

The **Middle East Studies Program** is based in Cairo, Egypt. The program integrates the study of Arabic culture, history, religion, politics and language into three seminary courses and an Arabic language course. The program includes travel to Israel/Palestine, Jordan, Syria and Turkey. Students may earn up to 16 SH of credit.

**Russian Studies Program** enables juniors and seniors to study the Russian language and attend seminar courses on Russian culture, literature, history and current political and economic issues. Participants live for twelve weeks in Nizhni Novgorod and visit both Moscow and St. Petersburg. In addition to participating in a service project, after six weeks of language instruction, students will live with Russian families.

At the **Australia Studies Center** students attend the Wesley Institute, a dynamic evangelical Christian community of people from a variety of vocations, locations, churches, languages and cultures. Enrolling in a course of study involves a commitment to personal development through the study and fellowship with others who share a common goal: being equipped to undertake ministry opportunities in all walks of life. Students live in Sydney for 16 weeks, earn 16 hours of credit through courses offered at the Wesley

Institute, explore the musical traditions of Oceania, travel around Australia, and participate in service projects and experiential learning seminars.

The **Uganda Studies Program (USP)** offers an invaluable opportunity for studies in and about East Africa, for authentic cross-cultural exposure, and for participation in the lively faith and worship of Global South Christianity. Students live and study with the UCU Honours College, a group of approximately 30 students committed to high academic standards and self-guided learning. Core courses focus on religion, culture, literature, and history of Africa. Electives give students the opportunity to explore areas of interest, studying with and learning from Ugandans. USP participants gather together in a faith and practice seminar where they will process and apply their experiences in Uganda. The program will feature group travel to sights in Uganda. Students also may enjoy the opportunity of visiting the home village of fellow UCU students. Each USP student finds a place to serve regularly in the local community. These service opportunities include Habitat for Humanity, local orphanages, and campus worship teams. In addition, USP and Honours College students will join together for a larger service project of their own design.

**Oxford Honors Program** offers honors students the opportunity to study in England through an interdisciplinary semester at Oxford University. The rigorous academic program, aimed at increasing critical thinking skills and scholarship from a Christian perspective, allows participants to choose from a wide variety of tutorial study programs in the arts, religion, history, economics, philosophy, and many others. In addition to two Oxford tutorials, students participate in a seminar and an integrative course through which they produce a scholarly project or term paper. Field trips provide opportunities for experiential learning in England's rich historical setting.



Oxford Summer School Program, at Oxford University in England, is a multi-disciplinary study of the history and development of the Renaissance and Reformation. Courses examine the philosophy, art, literature, science, music, politics and religion of the era. Students study with the faculty at Oxford's Keble College.

The Summer Institute of Journalism is held in Washington, D.C. Twelve students are selected to participate in the integrated program of study, writing and field trips. Scholarships for travel, tuition, room and board are available.

### **Brethren Colleges Abroad**

Contact: Undergraduate Dean's Office

BCA offers semester and year-long study abroad opportunities for foreign language majors and minors in France, Germany, Spain, Ecuador and Mexico.

### **Lark Leadership Scholarship Program**

Coordinator: Loren E. Swartzendruber

The Lark program provides financial assistance to African-American Mennonite pastors and lay leaders to advance their college and graduate education. The purpose of the program is to better equip these persons for leadership in African-American churches.

There is no particular expectation that students will choose a Mennonite school. Lark is administered jointly by the African-American Mennonite Association, Mennonite Education Agency and EMU.

### **Ministry Inquiry Program**

Coordinator: Heidi Miller Yoder

The Ministry Inquiry Program 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. When at all possible, the student is placed in the congregation of his/her choice.

Through a cooperative arrangement with the Mennonite denomination, the area conference, the home congregation of the student, and Eastern Mennonite University, the student receives a scholarship of at least \$2,000 applied to university or seminary expenses during the following academic year. In addition, the congregation in which the student serves provides housing and \$500 cash. Academic credit can also be earned. Registration and payment at the summer school tuition rate are required for earning 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 application form and references are required for acceptance. For further information and application materials, contact Heidi Miller Yoder.

### **Orie Miller Global Village Center**

Orie O. Miller, a well-known Mennonite leader, modeled the integration of business, missions, 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, missions, and peace and justice. The Center promotes increased awareness and interest in these areas by organizing special conferences, providing off-campus resource persons and experiences, and convening faculty and students from the respective programs to engage in discussions to stimulate creativity and mutual understanding.

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 in the pursuit of a world providing for the basic survival needs of all, dignity derived from respect, and justice that frees us from exploitation, disempowerment, and the inability to engage the aesthetic. However, commitment to a more peaceful, just and sustainable world also requires specific perspectives, knowledge and skills that equip persons 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 science major in the biology department (page 48), the socio-economic development minor in sociology (pages 151-152), the community health focus in nursing (page 133), the justice peace and conflict studies major (pages 97-98) or the graduate program in conflict transformation (page 193). Linked together by a commitment to the fullness of life in a more humane world, these programs prepare persons for development work in international settings as well as in North America.

For details on specific development study options, consult the respective programs cited above. More information on Peace and Justice will be found under the justice, peace and conflict studies major (pages 96-98). Missions-related information and programs appear in the Bible and religion department section (pages 32-37).



# Graduate Programs

## Eastern Mennonite Seminary

A Graduate Division of Eastern Mennonite University

Seminary Dean: Ervin R. Stutzman

Eastern Mennonite Seminary, a graduate theological seminary of the Mennonite Church, is committed to preparing persons for Christian ministry. The seminary offers a variety of academic programs designed to equip persons for various ministries, especially the pastoral ministry. It also provides resources for leadership training programs of Mennonite conferences and congregations.

EMS is an accredited member of the Association of Theological Schools. It offers the three-year Master of Divinity degree, the two-year Master of Arts in Church Leadership and Master of Arts in Religion degrees, Clinical Pastoral Education and a one-year certificate program.

Current course schedules and the catalog can be obtained by visiting the EMS web site at [www.emu.edu/seminary](http://www.emu.edu/seminary). For more information, call (540) 432-4260.

## Master of Business Administration (MBA)

Director: Allon H. LeFever

The graduate program in business administration at Eastern Mennonite University prepares persons for leadership and management positions in an

increasingly diverse and global marketplace.

Through course work and interactions with faculty and peers, MBA students develop skills and abilities preparing them to work and advance in businesses and not for profit organizations.

Students can pursue the standard MBA, an MBA with a concentration in Health Services Administration, or a five-course online graduate certificate in Health Services Administration.

Designed with the working professional in mind, the EMU MBA develops a perspective that advances the common good for all stakeholders in business and promotes high ethical standards, stewardship and peacebuilding.

MBA students join cohorts who take their core classes together one night a week. Classes are delivered in a variety of formats including lecture, case study, and group discussion. The program includes 12 prerequisite hours (for those without a business major), a 32-hour core, and a 4-hour final project. The prerequisite courses are offered in an online accelerated eight-week format. The core program is normally completed in two and a half years. The Health Services Administration certificate is offered online over two years.

Contact the MBA office for more information. [mba@emu.edu](mailto:mba@emu.edu) (540) 432-4150 locally, or (800) 360-0530. Visit our web page at [www.emu.edu/mba](http://www.emu.edu/mba).

## Center for Justice and Peacebuilding

The Center for Justice and Peacebuilding (CJP), comprised of a graduate program in conflict transformation, the Practice Institute and the Summer Peacebuilding Institute (SPI), was established in 1994.

The program is committed to encouraging conflict transformation, justice and peacebuilding efforts at all levels of society in situations of complex, protracted, violent or potentially violent, social conflict in the United States and abroad.

### Graduate Program in Conflict Transformation

The graduate program is the academic component of CJP. Students selected for this program demonstrate ability in and a commitment to peacebuilding with a desire to further prepare for conflict transformation work. Students who have experienced working in the United States or internationally in conflict transformation, restorative justice, or related areas such as humanitarian assistance or development will be best suited for the program.

A 42 SH master of arts degree and a 15 SH graduate certificate program are offered. Both programs support the personal and professional development of individuals as peacebuilders and, through them, work to strengthen the peacebuilding capacities of the institutions they serve.

Open to people from all parts of the world and all religious traditions, the program is an outgrowth of the long-standing Mennonite peace-church tradition. As such, it is rooted in the Anabaptist values of peace and nonviolence, social justice, service, reconciliation, personal wholeness, and appreciation for diversity of all types. The program also builds upon extensive Mennonite experience in domestic and international service in disaster response, humanitarian relief,

socio-economic development, conciliation, and restorative justice.

The graduate program is intentionally designed to accommodate busy practitioners by offering full and limited-residency formats. The design and delivery of courses will focus on minimizing the need for students to be away from their work for long periods of time.

CJP is committed to creating and sustaining a mutual-learning community, which values the diversity and rich experience of students, faculty and staff.

### The Practice Institute

The Practice Institute is the applied practice and research component of the Center for Justice and Peacebuilding. It provides direct services in the form of trainings, consultation, mediation, and action-oriented research.

Through its links with strategic international partners and practitioners engaged in peacebuilding worldwide, the Practice Institute provides a necessary connection between current practice and the academic program.

### Summer Peacebuilding Institute

The Summer Peacebuilding Institute provides specialized, intensive courses for graduate credit or professional training that are specifically tailored for practitioners working in situations of protracted conflict.

For more information, contact the CJP office at (540) 432-4490, or by email at [cjp@emu.edu](mailto:cjp@emu.edu) or visit the website at [www.emu.edu/cjp](http://www.emu.edu/cjp).

## Master of Arts in Counseling

Director: P. David Glanzer

The Master of Arts in Counseling program provides training for counselors that is psychologically and spiritually grounded and based on the highest standards of professional excellence. Faculty believe that beyond theory and technique, the most important tool in counseling is a competently trained therapist. A community atmosphere within the program is created, bold with creative ideas and open with honesty, partnering in the inner work that counselor training requires.

The Master of Arts in Counseling program offers two tracks: community counseling and pastoral counseling. The community counseling track consists of 60 semester hours that prepare students for clinical practice as licensed counselors. The pastoral counseling track is a special emphasis offered in association with the American Association of Pastoral Counselors (AAPC). Regardless of which track a student chooses to complete, all students share the same 42 semester hour core of courses.

The master of arts in community counseling track is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and certified as a training program for the American Association of Pastoral Counselors (AAPC).

For information:  
1-800-710-7871 or (540) 432-4243  
counseling@emu.edu  
www.emu.edu/graduatecounseling

## Master of Arts in Education

Director: Donovan D. Steiner

The Master of Arts in Education is a 36 SH program composed of a 12 hour program core, 21 hours of specialized studies and three hours of research and practice. The program is designed to prepare reflective educators who will become social change agents within the communities in which they interact. Course work provides a sociological, psychological, philosophical and ethical framework centered around Eastern Mennonite University's distinctive faith and learning mission focus. Specifically the conceptual framework includes establishing constructivist environments, training in peacebuilding and conflict resolution within educational settings, action research, and analyzing social and ethical issues.

All course work leads to student designed action research projects which synthesize the student's interest, field of practice and curriculum emphasis. The program includes these specialty areas:

1. Literacy Agent: General or Reading Specialist
2. Needs of Diverse Learners Strategist: At-risk, Special Education or TESL (Teaching English as a Second Language)
3. Curriculum and Instruction Practitioner: Elementary, Middle or High School. Licensure is available in Special Education and TESL.

Courses are offered at two locations: Harrisonburg, VA and Lancaster, PA. For information:  
Harrisonburg – (540) 432-4350  
mained@emu.edu or  
Lancaster – (866) 368-5262  
maed.lancaster@emu.edu.



# Academic Support

## Hartzler Library

Director of Libraries: Donald D. Smeeton

The Sadie A. Hartzler Library provides instructional resources and services to support the mission and academic programs of Eastern Mennonite University. The library enables students to develop information literacy skills necessary to facilitate academic success and lifelong learning.

The library's website ([www.emu.edu/library](http://www.emu.edu/library)) is the access point to many resources and services. Sadie, the online library catalog, enables reliable and effective access to materials in the library collection. The collection includes over 160,000 books, 1,000 current periodicals and 89,000 microfilm and microfiche, primarily periodicals.

Research databases provide access to over 10,000 full-text journals, indexing to over 20,000 journals, newspapers and magazines and a catalog of over 60 million books and other materials held by libraries worldwide. The library participates in the Virtual Library of Virginia (VIVA), a library consortium that allows broader access to expensive online resources. Off-campus access is available to most of the research databases.

Interlibrary loan provides access to materials not owned by the Hartzler Library. To speed up access to articles, the library uses Ariel, a system that provides electronic delivery.

The library is open daily during the academic year for a total of 87 hours

each week. Accommodations on all three floors provide individual study space as well as rooms for group study. The library is equipped for wireless access to the internet.

Several specialized collections are located in the Hartzler Library. The Menno Simons Historical Library has the finest collection of Mennonite and Anabaptist materials on the east coast with items dating from the sixteenth century to the present. The Historical Library also has an extensive collection of local history materials. Collections of curriculum materials and children's literature support the teacher education program. The Hartzler Library also houses the archives for Eastern Mennonite University and Virginia Mennonite Conference.

Learning Resources provides audio-visual and presentation equipment and support. Other services offered include producing ID cards, taking passport pictures and laminating.

The Art Gallery on third floor of the library exhibits a variety of art work throughout the academic year, including senior art majors' presentations.

## Academic Support Center

Director: Linda W. Gnagey

The Academic Support 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 tutor-

ing as well as study skill and time management coaching. Writing and math support is offered during daily hours and during an evening drop-in center. Course-specific study halls are offered as needed.

The Academic Support 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 Support Center is to provide assistance and support to both students and staff whenever requested.

The Academic Support Center is located on the ground floor of Roselawn Residence Hall, (540) 432-4254.

## **Students with Documented Disabilities**

EMU is committed to working out reasonable accommodations for students with documented disabilities to ensure equal access to the University and its related programs. The University complies with Section 504 of the Rehabilitation Act of 1973, the Civil Rights Restoration Act of 1988, and the Americans with Disabilities Act of 1990.

To obtain reasonable and appropriate accommodations, students who are accepted to EMU voluntarily identify their disabilities and register the necessary documentation with the Coordinator of Student Disability Support Services (SDSS) in the Academic Support Center (540-432-4233) so it can be processed prior to registration and the student's arrival on campus. Students with physical disabilities related to housing and campus facilities should also contact the director of housing and residence life located in the student life office, University Commons, 540-432-4128.

## **Liberal Arts (LARTS)**

### **LARTS 131 Peer Tutoring Practicum I**

**1**

This one-credit course is offered by the Academic Support Center/Writing Center. Students explore a variety of topics (the role of the tutor, confidentiality issues, multicultural interactions, ethics) prior to completing eight weeks of supervised tutoring. A journal and selected assignments are required. See Vi Dutcher for approval to register. Serves as a Community Learning designate. Prerequisites: earned a B grade in LANG 131/2 or LANG 192 and have a 3.0 cumulative GPA.

### **LARTS 242/261 Peer Tutoring Practicum II**

**1**

Students who complete LARTS 131 may enroll in LARTS 242 the subsequent spring semester for additional tutoring experience with supervision from the appropriate faculty member. Students who desire further training and practicum experience may enroll for a third and final credit (LARTS 261) the following fall semester.



# 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 urged 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 1-800-368-2665 or 540-432-4118.

## High School Preparation for College

Students completing the college preparatory program of study in their high school will be best prepared for college. Students are strongly urged to 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 encouraged 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.

## Applying for Admission

Any student wishing for the first time to enroll 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. There is a nonrefundable \$25 application fee which should be submitted with the application.

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. All



applicants must agree to uphold the standards established for the Eastern Mennonite University community as outlined in the “Community Lifestyle Commitment” (pages 203-204) and appearing on the application form.

**2. Transcripts:** Applicants need to request a current transcript be sent from their high school to the admissions office. The transcript should include grade point average on a four-point scale. 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 applicants. It is recommended that applicants take one of these tests not later than January of their senior year. The ACT writing test is required. 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 are 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 for 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 toward a degree at EMU. Hesston College students may transfer up to 75 semester hours of credit. 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.

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.

## **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. Applicants are evaluated on academic as well as student life standing within the EMU community. Unconditional readmission may be granted when an applicant has an EMU GPA of 2.00 or higher or an equivalent GPA at an intervening college or university, as well as a positive recommendation from student life.

Conditional readmission may be granted on a semester-by-semester basis (see “Academic Review,” page 17).

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 Admissions 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.

Payments for tuition, room and board must be made in U.S. dollars. The financial assistance office will provide Canadian citizens a “Canadian Exchange” grant based on tuition, room and board charges less financial aid and the exchange rate as of Registration Day. This grant will be automatically applied to the student account.

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.

In addition to the above requirements, an international student must demonstrate “ability to pay” and submit the tuition payment for the first semester before an I-20 form will be issued.

### **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, support from a reference, 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 2.2 or above (on a 4.00 scale), and submit an SAT combined math and verbal/critical reading score of at least 920 or an ACT composite score of at least 20. In addition to these combined scores, applicants must earn the following minimum section scores: SAT verbal/critical reading, 420; SAT math, 420; ACT English, 19; ACT math, 19. Applicants who take the ACT are required to submit the writing test score. The university will collect SAT and ACT writing score data for three years (Fall 2005 - Spring 2008) to determine how these scores will be included in the admission policy. 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 coursework 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.

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 must have special approval from the Vice President and Undergraduate Academic Dean.

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.

Students granted conditional admission will be allowed to enroll for no more than 13 SH during their first two semesters at EMU. In addition, they will be required to participate in the academic advocacy program in the Academic Support Center. The program will provide academic advising and academic support to strengthen the student's potential for academic success.

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 con-

ditional admission based on a review of accumulated semester hours and the high school record.

### **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 readmission, or who is granted conditional admission or conditional readmission, may appeal that decision by filing a written request for review to the chair of the Admissions Committee 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 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," page 17).

### **Credit by Examination and Experience**

Options for advanced placement, credit by examination and extension credit are described on pages 19-20.

### **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," pages 197-198). Students may enroll for fewer than 6 hours by completing registration forms available from the university registrar's office.

### **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, but is credited to the student's account upon enrollment. On-campus housing assignments will not be made prior to the receipt of the tuition deposit.

## **2. Medical Forms**

The university requires that all students complete the Physical Examination Record prior to registering for 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 Spring Orientation and Registration (SOAR) is recommended for all new first-year 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 on page 211 of the catalog for more details.

## **6. Fall Orientation and Registration**

All new students are expected to participate in two-day orientation sessions held immediately prior to the start of classes. (Also, see “New Student Orientation” in the Student Life section, page 207.) 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.



# Student Life

**E**astern Mennonite University is concerned with the development and welfare of students as individuals and as participants in community. We teach truth in the classroom, examine it in the laboratory, put it on record in the library and demonstrate it in our behavior. We test it in the residence halls, on the playing fields, in the dining hall and in university chapel. Student life at EMU includes many organized services, programs and activities.

## **Living in Community**

The mission of EMU is carried out in a community in which love and honesty characterize our relationship with each other. EMU is a community that has developed a generally agreed upon lifestyle that each member of the administration, faculty, staff and student body accepts when he or she chooses to become a member of the community.

Realizing that a statement of behavioral standards is never exhaustive and that it must be somewhat flexible, we attempt to implement these expectations in the spirit of helpfulness and from a student development perspective. Violations of the standards constitute a failure to be responsible to each other. The spiritual growth and welfare of each member of the community is always our overriding objective.

## **Community Lifestyle Commitment**

Expectations and Responsibilities for Community Life for faculty, staff and students at Eastern Mennonite University

### **Preamble**

Eastern Mennonite University is a Christian community in the Anabaptist Mennonite tradition joined together for the purpose of academic study, personal development and spiritual growth. We are committed to the Lordship of Jesus Christ and believe that the scriptures establish the basic principles that should guide our life together. These principles include the responsibility to love God with all our being, love our neighbors as ourselves, seek after righteousness, practice justice, help those in need, forgive others, seek forgiveness and exercise freedom responsibly with loving regard for others.

We acknowledge that it is impossible to create a community with expectations that are totally acceptable to every member. Nevertheless, clearly stated expectations promote orderly community life. Because of the importance of trust in and responsibility to one another, violations of these standards are regarded as a serious breach of integrity within the community.

### **Commitment**

As a member of the EMU community, I will strive to practice stewardship of mind, time, abilities and finances. I will pursue opportunities for intellectual and spiritual



growth and demonstrate care for my body. I also will exercise social responsibility in my standard of living and use of economic resources. Realizing the destructive character of an unforgiving spirit and harmful discrimination based on prejudice, I will seek to demonstrate unselfish love in my actions, attitudes and relationships. I will be honest and show respect for the rights and property of others.

I recognize that some social practices are harmful to me, as well as harmful or offensive to others. Therefore, respecting the values of others and the mission of Eastern Mennonite University, I recognize my responsibility as a member of the community to refrain from sexual relationships outside of marriage, sexual harassment and abuse, pornography, acts of violence, abusive or demeaning language and the use of illegal drugs. Recognizing that EMU supports non-use of alcohol and tobacco, I will respect and abide by the university policy that prohibits the use of alcohol and tobacco on campus or at university functions and the misuse of alcohol off campus.

I pledge myself to carry out this commitment in a spirit of openness and helpfulness through mutual accountability motivated by love.

Adopted by the Board of Trustees; March 23, 2001

For additional information on expectations and responsibilities, see the Student Handbook and the Confession of Faith in a Mennonite Perspective. The latter is available on [www.mennolink.org](http://www.mennolink.org).

## **Campus Ministries**

The campus ministries staff are a spiritual resource available to students, faculty and staff for conversation, counseling, support and prayer. The pastors offer pastoral care, call out and nurture leadership, and coordinate programs for spiritual enrichment and growth including university chapel services, faith formation groups, special speakers and spiritual retreats. The Pastoral Assistant and Ministry Assistant programs offer

opportunities for students to explore and develop leadership skills and ministry gifts. These students facilitate Bible studies and small groups. They are also available for conversation, peer support, and prayer.

University chapel is at the heart of our life together at EMU. Chapel is an intentional gathering of the campus community two days each week for personal and corporate enrichment through worship and faith-related presentations. Participation in chapel by students, faculty and staff is expected as an expression of the community's interdependence, mutual accountability, and desire for continual upbuilding and growth.

## **Career Services**

Career Services provides coaching and resources at all points of career development – choosing a major, changing a major and using a major. Transition from high school to undergraduate, to graduate school, to work and to church-related service is facilitated through information resources and personal confidential assistance. Services are provided through individual appointments, workshops, classroom presentations and resources in an up-to-date Career Resource Center. CLEP and DSST tests that offer persons the opportunity to obtain college credit by examination are also offered through the Career Services office. The director has certification as a National Certified Career Counselor and a Job and Career Transition Coach.

## **Counseling Services**

Counseling services are provided by licensed mental health professionals and graduate students under supervision. Services include individual and group therapy, assessment and referral, mediation services, and educational workshops and seminars. In addition, the center maintains contact with a net-



work of on- and off-campus counseling professionals who can provide specialized services for the student in time of crisis or acute need.

## **Health Services**

The Health Center provides a comprehensive program of health services and wellness programming. The center is located on the upper level of the University Commons in the Weaver Wellness Suite.

The center director is a family nurse practitioner who is qualified to diagnose, order diagnostic testing, and prescribe medications for health problems; perform physicals; and to provide immunizations. Additionally, the college physician is available for consultation by phone during clinic hours and in person for an hour every week. Office visits are available for a minimal fee. Additional services including supplies, medications, dressings and laboratory tests are available. Equipment such as crutches, ice packs and heating pads are available for loan if needed. The cost of office visits and other services may be billed to student accounts or paid in cash at the time of service. The Health Center has appointments and walk-in hours for evaluation and treatment of health care issues.

Rockingham Memorial Hospital is a modern, well-equipped facility located three miles from campus and is available to students. Anyone requiring treatment in a larger medical center is referred to the University of Virginia Medical Center in Charlottesville.

A primary goal of the Health Center is to promote wellness and to encourage each student to take responsibility for his or her own health. The center sponsors preventative programming which addresses the needs of young adults and has a resource area with health-related files, books, pamphlets and audio-visu-als. Up-to-date travel advice and vac-

cines are also available at the Health Center.

## **International Student Services**

The presence of students from many nations of the world and from various ethnic traditions represented in our own country enriches the campus and helps to bring the global village into daily contact. The office of international student services provides leadership to a variety of programs and activities that affirm and support the diversity represented on campus.

The office of international student services assists international students with all immigration matters, helping them in fulfilling the requirements of their visa status. Orientation for new international students is held prior to the beginning of classes each fall, and excursions are arranged to help familiarize new arrivals with the Harrisonburg region.

Throughout the year, the office coordinates intercultural activities that promote understanding of other cultures and heritages and encourage student and community interactions. This office also acts as advisor to the International Student Organization.

## **Multicultural Services**

The multicultural services office provides educational opportunities and cultural programs that encourage members of the entire campus community to develop a better understanding and appreciation of their own culture, as well as the culture of others.

The EMU community is encouraged to participate in annual campus wide programs sponsored by this office such as African - American History Month, Latino Heritage Month and Dr. Martin Luther King Jr. Week, along with other cultural activities that affirm and celebrate diversity. Student organizations such as the Black Student

Union, Latino Student Alliance, the Gospel Choir, Future Leaders of Equality and Diversity and Alpha and Omega Dancers for Christ are advised by the multicultural services office and serve as a venue for student support and cross-cultural experiences. The multicultural services office also serves as a support to American students of African, Hispanic, Asian and Native American descent (AHANA). Through the multicultural services office, AHANA students are empowered to succeed academically, socially and spiritually. EMU as a whole reaps the benefits of a positive and diverse community.

### **Residential Life**

Living in the residence hall fosters social, emotional, intellectual and spiritual growth and offers the young adult a transition step toward a more autonomous lifestyle. Here students experience a balance between freedom and support while they develop their own value systems, identities as persons, ways of relating to other persons and life goals. The ideals of respect for others' rights, privileges and property are also emphasized.

A variety of undergraduate housing options are provided for unmarried students including on-campus apartments, suites, intentional communities, single rooms and rooms with roommates. All undergraduate students are required to live on campus. Students who are 21 years old and classified as seniors (earned 90 SH or more) are eligible to live off campus. Students who are married or who are living at home with parents are also eligible to live off campus. Students 25 years of age or older are required to live off campus.

A room deposit is required in order to reserve a space in university-owned housing. The housing deposit is due from continuing students prior to room selection procedures each spring. New

and readmitted students should refer to "Preparation for Enrollment" section on pages 201-202.

Apartments for students 25 years of age or older, married and graduate students are available in the Park View community and in university-owned buildings. For information, write to Greg Becker, manager of apartment rentals.

### **Student Programs**

Access to a wide variety of activities is one of the advantages of a university campus. Students may especially enjoy the film series, performing arts series and recreational sports opportunities. Many clubs are open to both under graduate and graduate members, although some are supported solely by undergraduate student activity fees.

### **Film Series**

Sponsored by Campus Activities Council (CAC), the film series runs during the academic semester on Friday and Saturday nights. The series focuses on a variety of current theatrical feature movies, along with other topical films sponsored with other groups on campus. Fresh popcorn, sodas and candy are available for purchase at each film. Films are selected and run by students.

### **Film Admission Fees**

(Subject to Change)  
EMU Admission: All EMU Students,  
faculty or staff with ID . . . . . \$1.50  
Students' children accompanied by  
parent . . . . . \$1.50  
Children under six . . . . . Free  
Without EMU ID . . . . . \$2.50

### **Recreational Sports**

The leagues currently offered include football, floor hockey, volleyball, basketball and outdoor and indoor soccer. Tournaments are offered in table tennis,

tennis, golf, billiards, wall climbing, sand volleyball, and 3-on-3 basketball.

Interested persons may form teams or register as an individual. Financial responsibility for the treatment of injury incurred while participating in a recreational activity belongs to the participant.

### **Game Room**

The Game Room provides a place to relax and enjoy a game of table tennis, pool, foosball or air hockey on evenings and weekends. Various board and card games are also available for overnight checkout, as well as soccer balls, volleyballs and basketballs for open gym. All are free with an EMU student ID or a Fitness Center ID. The Game Room is located in the University Commons.

### **Fitness Center**

With a student/staff EMU ID, or a purchased community membership, users of the Fitness Center can enjoy a variety of physical activities in a group exercise room, a free-weight room and a cardio fitness room. The Fitness Center machines include: treadmills, bicycles, rowing machines, and ellipticals. Members can also enroll in a variety of weekly classes, including aerobics, yoga, aikido and dance. The Fitness Center is located in the University Commons.

### **Commuter Students**

#### **Advising and Advocacy**

Commuters have some common concerns as well as some very specialized needs. The Student Program Director has been identified as an advocate for commuters. The office is located in the University Commons student life office, suite A (ext. 4133).

The university will make ID cards for student spouses at no charge. The cards serve as an annual pass to public events on campus.

Students' children accompanying parents with an ID receive the same privileges. The spouse ID card is available at the Learning Resources (ext. 4231) in the Hartzler Library.

### **New Student Orientation**

A key opportunity for enhancing the EMU experience is participation in the orientation program designed to help new students and transfer students make connections and adjust to campus. Crucial campus information is shared and social involvement is promoted by the formation of small groups led by returning students. These groups provide an excellent opportunity to make on-campus contacts and assist students in gaining an informed perspective on the campus system.

New students are encouraged to participate in Spring Orientation and Registration (SOAR) in May or June prior to enrollment for the fall semester. Fall orientation information is sent to new students in August (December for spring semester entrants).



# Student Activities and Organizations

## **Athletics: Intercollegiate**

Intercollegiate athletics are an integral part of life at Eastern Mennonite University. Christian values, goals and standards are the foundation for athletics. The athletic program is designed to provide men and women with opportunities to experience personal growth in leadership, athletic skills, wholesome attitudes and spiritual understanding. Balance between academic achievement and athletic accomplishment is emphasized.

The dynamics of interpersonal relationships are an important component of the athletic department. Christian coaches stress relationship building, teamwork, communication and service. Athletes are encouraged to involve themselves in the life of the campus community and beyond. As athletes interact with others and as they are challenged to develop their talents, they learn about themselves and the world in ways not available in the classroom. Athletic contests become community events as the campus and greater Harrisonburg communities gather to support the Royals.

EMU fields varsity teams for men in soccer, cross-country, basketball, volleyball, baseball and indoor and outdoor track and field. Women's sports include cross-country, field hockey, volleyball, basketball, softball, soccer and indoor and outdoor track and field.

Both men and women compete as members of the National Collegiate

Athletic Association (NCAA) Division III and the Old Dominion Athletic Conference (ODAC). Men's Volleyball competes in the North Eastern Collegiate Volleyball Association (NECVA).

The Royals have won a number of conference championships and have participated in NCAA post-season tournaments in a variety of sports. Student-athletes have received all-conference, all-state, all-region, and all-American awards in NCAA competition. Many athletes have also received academic awards.

EMU provides quality facilities for their athletes to maximize their abilities. In 2000, the University Commons was added. This building is home to the athletic department offices as well as the men's and women's basketball and volleyball teams and provides state-of-the-art athletic training facilities, weightroom, and indoor track. For more information on any phase of the athletic program, contact the athletics department at (540) 432-4440.

## **Athletics: Recreational Sports**

A complete program of athletic and recreational sports and wellness is steered by the Recreational Sports Committee. Sports with full-scale recreational sports seasons include: football (co-ed and men's) soccer (men's and women's), volleyball (co-ed), indoor soccer (co-ed), and basketball (men's and women's). Teams have 8-10 regular season games and may qualify for

playoffs. Tournaments are also offered. They include sand volleyball, 3-on-3 basketball, table tennis, co-ed volleyball, tennis, wall-climbing and more. Numerous outdoor activities are also offered through the program. These include canoeing, ropes course, skiing, rock climbing and hiking. Over 60 percent of the student body participates in what students describe as a very popular program.

## **Campus Activities Council (CAC)**

CAC serves as the main social programming body for Eastern Mennonite University and is comprised of a student leadership team and several volunteer programming committees. Members assist in planning, publicizing and organizing activities and help generate ideas for new programs and events.

### **Committees include:**

**Technical** - This committee coordinates open stages, other outside “coffee house style” performances and student organization sponsored performances in Common Grounds located in the University Commons. The atmosphere provides an informal setting for students to sit, relax and unwind over a bagel and cards while listening to live music.

**Films Committee** - This committee organizes films shown on campus. The film series focuses on a variety of current theatrical feature movies, along with topical films sponsored with other groups on campus.

**Social and Recreation**—This committee coordinates Midnight Bowling, Late Night Rollerskating and Late Night in the Commons programs. Additionally, they coordinate a variety social activities such as the annual semi-formal, week-end socials, dances, theme nights and annual programs such as Fall Fest and Spring Fest.

## **Music Ensembles**

The musical organizations, all of which offer credit, are open to all interested students. These groups include the Chamber Singers, Chamber Orchestra, Jazz Ensemble, University Chorale, and Wind Ensemble. See pages 126-127 for details and audition requirements.

## **Student Government Association**

SGA functions to coordinate student involvement in the campus community, to organize student opinions concerning campus life, to communicate concerns to and from the administration, to aid in decision-making, to educate on representative government, and to encourage each student toward campus and world citizenship.

## **Student Publications**

Shenandoah, the EMU yearbook, is produced and published by student staff. The pictorial record features the graduating seniors. Campus activities and other students will be published in a digital form. Yearbook staff may receive credit or financial remuneration.

The student newspaper, *Weather Vane*, issued weekly throughout the year, contains campus news and features from the students’ viewpoint. It offers practical experience in news, feature and opinion writing, photography, advertising, circulation and management. Selection of the editor is by recommendation of the visual and communication arts department. Eligible staff members may receive credit and financial remuneration.

## **EMU Theater**

EMU Theater seeks to promote an understanding and appreciation for the theater arts through direct participation in play production. The program supports the larger liberal arts vision of

the university and provides a foundation for the curriculum of the theater major. Mainstage productions are produced each year. Student- and guest-directed full-length plays and a student-led improvization group perform in the StudioTheater. Auditions and technical positions are open to all university students who desire the unique and comprehensive education provided through participation in the art of theater.

## Young People's Christian Association

YPCA, a student-operated and funded organization, provides service and fellowship opportunities for any Christian student on campus. The work of YPCA is divided into commissions, with student leaders for each commission.

Areas of work and service include: prison ministries, community service projects, grandparent and Saturday adoption, student mission interest group, Y-Church teams, and Spring Break service teams which travel to multiple locations around the country.

Involvement in YPCA provides a stepping stone in the participant's spiritual pilgrimage, encouraging growth and preparation for a life of service in the church while also meeting needs on the EMU campus and in the greater Harrisonburg area. For more information visit [www.emu.edu/studentlife/campusministries/ypca](http://www.emu.edu/studentlife/campusministries/ypca).

## Clubs and Organizations

A number of clubs and organizations are organized for student participation. These include:

- Alpha Omega Steppers for Christ
- Black Student Union
- Campus Activities Council
- Celebration
- Committee on Peer Education
- Cycling Club
- Earth Keepers

- Eastern Mennonite Student Women's Association
- Future Leaders of Equality & Diversity
- German Club
- Gospel Choir
- Inklings
- International Student Organization
- Latino Student Alliance
- Math Club
- Missionary/Third Culture Kids Organization
- Peace Fellowship
- Peer Review Board
- Pre-Professional Health Society
- Res Judicata
- Royal Ambassadors
- Safe Place
- Social Work Is People
- Student Education Association
- Student Government Association
- Student Health Advisory Council
- Students in Free Enterprise
- Student Nurses' Association
- Table Tennis Club
- Ultimate Frisbee Club
- Young Democrats
- Young People's Christian Association

For more information about student life at EMU, request a **Student Handbook** from the student life office.





# 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 activity fee charge of \$21,960 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 \$6,900. Books and supplies, personal expenses, travel and miscellaneous expenses are budgeted at about \$2,140.

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 will help the student arrange a payment plan. (See pages 213-215 for Financial Assistance Information.)

## 2007-2008 Charges\*

Basic charges	Semester	Annual
Full-time tuition/general activity fee (12-18 semester hours)	\$10,980	\$21,960
Room and board	3,450	6,900

### Other fees:

Application fee (nonrefundable) . . . . .	\$ 25
Tuition per semester hour, less than 12 hours . . . . .	.915
Tuition per semester hour, more than 18 hours . . . . .	.610
Auditing per semester hour . . . . .	.135
Applied music, class instruction per semester hour . . . . .	.117
Applied music, private instruction: one semester hour . . . . .	.180
Applied music, private instruction: two semester hours . . . . .	.265
Proficiency examination . . . . .	.80
Additional fee if exam is secured externally . . . . .	.80
Credit by examination, per semester hour . . . . .	.80
Extension credit, per semester hour	.80
Final examination out of schedule .	.35

### Summer School 2008

Tuition per semester hour . . . . .	\$.335
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.



## **Student Health Insurance**

All students are encouraged to have health insurance. International students, students participating in a cross-cultural seminar or intercollegiate sports are required to have health insurance. EMU offers a student health plan. Applications are available in the student accounts office.

## **Payment Plans**

Since the university must make financial commitments for an entire year, the student is required to choose a specific payment plan. Failure to meet financial obligations is cause for denying the student the privilege of registering for or attending subsequent classes, receiving a degree or releasing a transcript of credit.

The university provides for two payment plans. Arrangement for payment must be made with the student accounts office by one week before the semester begins.

1. **Semester Plan.** Tuition, Room and Board less financial aid for each semester is due when billed at the beginning of the semester.

2. **Tuition Management Systems (TMS).** A tuition payment plan is available through a third party provider, Tuition Management Systems (TMS). Brochures are available from the admissions office, financial assistance office or student accounts office.

## **Delinquent Policy**

Failure to meet financial obligations is cause for denying the student the privilege of registering for or attending subsequent classes, receiving a degree, or releasing grades or a transcript or credit. Collection costs or charges along with all attorney fees necessary for the collection of any debt to the university will be charged to and paid by the debtor. All accounts in collection are reported to three major credit bureaus.

## **Refund Policy**

Students who withdraw or drop below full-time enrollment may be entitled to an adjustment of tuition charges. Activities fees are non-refundable. The amount of adjustment is consistent with the percentage of the enrollment period that has elapsed prior to the change in enrollment status. Similarly, adjustments to student financial aid may be required due to enrollment changes. Further information is available on page 215 or from the financial assistance office.



# Financial Assistance

## Purpose

Financial assistance is available to eligible students to help defray educational expenses. This assistance may be used to meet both direct educational charges (tuition, fees, books) and personal living expenses (food, housing, transportation).

Financial assistance includes tuition discounts, grants, scholarships, employment and loan dollars. Students and parents are encouraged to contact the financial assistance office for information or visit the financial assistance website: [www.emu.edu/financialaid](http://www.emu.edu/financialaid).

Upon receipt of an application for admission, the admissions office will send new students instructions and application forms for financial assistance. Continuing students are notified annually about the distribution and deadlines of financial assistance application forms.

A student must reapply for financial assistance each academic year.

## Eligibility and Application

To be eligible for financial assistance, a student must be enrolled at least half-time and must maintain “satisfactory academic progress” by achieving a 2.0 grade point average and completing at least 66.67% of credit hours attempted by the end of the second academic year of enrollment. Some institutional aid programs, such as academic scholarships, may have additional satisfactory academic progress requirements.

Assistance is based on one or more of the following criteria: grade level, application date, GPA, level of financial need, test scores, state of residence, receipt of other aid, and parental employment. EMU uses the Free Application for Federal Student Aid (FAFSA) to determine financial need. Following receipt of appropriate applications, the financial assistance office will send each applicant a Financial Assistance Award Letter detailing eligibility for all applicable aid programs.

Anticipated changes in enrollment status or failure to maintain “satisfactory academic progress” should be discussed with the financial assistance office to determine the effect on eligibility.

Students who lose federal aid eligibility based on GPA or percentage of hours completed may regain aid eligibility only after achieving a cumulative EMU GPA of 2.0 and earning an EMU “hours completed” percentage of at least 66.67%. Academic scholarships that are lost due to unsatisfactory academic progress may not be regained.

## Distribution of Aid

Aid is distributed among students based on various eligibility criteria and in a manner consistent with enrollment management goals. The specific “awarding policy” for each year is available upon request.

Aid awards are usually divided equally between semesters. Subject to meeting program eligibility requirements, finan-

cial aid (except student employment earnings) is credited directly to students' tuition accounts at the beginning of each semester. Student and parent loan funds and funds from non-EMU scholarship agencies are credited to students' accounts upon receipt and endorsement of checks or upon receipt of electronic fund transfer sent or transmitted from the funding source. Student employees are issued monthly pay checks based on hours worked.

## Types of Assistance

### Discounts

Students whose parents are employed by a Mennonite 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, Academic Competitive Grant (ACG) and SMART grant. ACG and SMART grants also carry academic requirements.

State grants include Virginia Tuition Assistance Grant, Pennsylvania Higher Education Assistance Authority (PHEAA) Grant, Virginia Scholarship Assistance Program (need-based) and other state grants.

EMU grants include International Student Tuition Grants, Matching Congregation/Conference Grants, need-based EMU Grants and need-based AHANA (African, Hispanic, Asian and Native American) Grants.

### Scholarships

EMU offers renewable 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.

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 withholding certificates.

### Loans

Educational loans are available for college expenses and must be repaid. Loans available include Federal Subsidized Stafford Loan, Federal Unsubsidized Stafford Loan, Federal Parent Loan for Undergraduate Students, Federal Perkins Loan, Federal Nursing Loan and other loan programs.

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" arrangements. 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 attend entrance and exit interviews as prescribed by federal student aid regulations for the purpose of reviewing borrower rights and responsibilities, typical

repayment schedules and interest rate information. Details about deferment options are reviewed during the exit interview.

### **Refund/Repayment Policy**

Students who withdraw, drop out, are dismissed or otherwise cease enrollment prior to the 10th week of a regular semester or the 10th day of a summer term shall receive a credit toward institutional charges determined by the remaining weeks of the payment/enrollment period.

Students who have been awarded student aid will have the amount of student aid that has been “earned” determined by a specific formula, which must be applied to federal funds. If the student has been awarded more aid than has been “earned,” the excess amount will be returned. The amount of excess assistance 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.

If EMU is not required to return all of the excess funds, the student must return the remaining amount. Any loan funds that must be returned are repaid in accordance with the terms of the promissory note. If a student must return

grant funds, the student must return only 50 percent of the grant assistance that is his/her responsibility to repay.

Full details and examples of the refund and repayment policies are available upon request from the Financial Assistance and Student Accounts Offices and are located in the Student Handbook.

Students are encouraged to review the schedule of refundable and non-refundable charges and deposits which is published annually by the student accounts office.

Students who withdraw prior to the first day of classes shall receive a full refund of all payments made except tuition deposits.

### **Drop/Add Policy**

Adjustments to financial aid awards will 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**

For financial assistance and other consumer information required by the federal government to be available to students, see the director of financial assistance.



# Administration and Faculty

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Paul Johnson, treasurer 3744 S. Oneida Way Denver, CO 80237	2007
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Ed Diller, vice chair 30 Thomas Pointe Drive Ft. Thomas, KY 41075	2009
James L. Rosenberger, secretary 464 East Foster Avenue State College, PA 16801-5720	2009
Noel Santiago 210 S. Mainstreet Sellersville, PA 18960	2009
Jennifer Davis Sensenig 580 N. Los Robles Ave., #10 Pasadena, CA 91101	2009

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666 Royal View Drive  
Lancaster, PA 17601

John Stahl Wert 2009  
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Pittsburgh, PA 15219

Basil Marin 2011  
446 E. Rock St.  
Harrisonburg, VA 22802

## EMU Board of Trustees

### Term Expires

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Kathy Keener-Shantz 633 Regent Drive Lancaster, PA 17601	2007
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Gilberto Flores 722 Main Street, Box 347 Newton, KS 67114	2008

Curtis D. Hartman 2008  
4702 Spring Creek Road  
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Kathleen Nussbaum 2008  
9850 Heron Avenue N.  
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1845 Conestoga Ave.  
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Herb Noll 2009  
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Joan King  
Clyde G. Kratz  
Amy L. Rush  
Judith Trumbo

### President

Beginning Service

Dr. Loren E. Swartzendruber 2003  
B.A., Eastern Mennonite University;  
M.Div., Eastern Mennonite Seminary;  
D. Min., Northern Baptist Theological  
Seminary.

### Provost

Beginning Service

Dr. Beryl H. Brubaker 1970  
B.S., Case Western Reserve  
University; M.S., University of  
Pennsylvania; D.S.N., University of  
Alabama-Birmingham.

### Vice President and Undergraduate Academic Dean

Beginning Service

Dr. Marie S. Morris 1984  
B.S., Eastern Mennonite University;  
M.S.N., University of Virginia;  
Ph.D., George Mason University.

### Faculty

Beginning Service

Beth Aracena 2000  
Associate Professor of Music, Associate  
Dean for Curriculum  
B.A., Vassar College; M.A., Ph.D.,  
University of Chicago.

Kirsten E. Beachy 2007  
Assistant Professor of English  
B.A., Eastern Mennonite University;  
M.F.A., West Virginia University.

Brenda K. Bechler 2003  
Instructor in Physical Education  
B.S., Eastern Mennonite University;  
M.S., James Madison University.

- Lois B. Bowman 1963  
**Librarian, Menno Simons Historical Library**  
 B.A., Eastern Mennonite University;  
 M.A., Harvard University; M.L.S.,  
 The Catholic University of America.
- Leah S. Boyer 2004  
**Assistant Professor of Physics**  
 B.E.E., Dalian Marine College; M.S.,  
 Ph.D., Bowling Green State University.
- Kim G. Brenneman 1989  
**Professor of Psychology**  
 B.S., Eastern Mennonite University;  
 M.A., Ed. S., James Madison University;  
 Ph.D., University of Pittsburgh.
- Sandra L. Brownscombe 1978  
**Professor of Teacher Education and  
 Physical Education**  
 B.A., University of Northern  
 Colorado; M.S., Washington State  
 University; Ed.D., University of  
 Sarasota.
- Jan R. Butcher 1996  
**Assistant Professor of Nursing**  
 B.S.N., M.S.N., University of  
 Virginia, Certified Adult Health  
 Nurse Practitioner.
- Owen D. Byer 1991, 1999  
**Professor of Mathematics**  
 B.A., Messiah College; M.S., Ph.D.,  
 University of Delaware.
- Melody Miller Cash 1995  
**Assistant Professor of Nursing**  
 B.A., Eastern Mennonite University;  
 M.S.N., University of Virginia.
- Stephen Cessna 2000  
**Associate Professor of Chemistry**  
 (sabbatical leave 2007-2008)  
 B.A. University of Colorado at  
 Boulder; Ph.D., Purdue University.
- Jane Wenger Clemens  
 1992-1994, 2000  
**Associate Professor of Social Work**  
 B.A., Goshen College; M.S.W.,  
 Marywood University.
- Donald C. Clymer 1984, 2001  
**Assistant Professor of Spanish**  
 B.A., Goshen College; M.A., Wichita  
 State University.
- Suzanne K. Cockley 1996  
**Director of the Adult Degree  
 Completion Program**  
 B.S., Juniata College; M.S., Marshall  
 University; Ph.D., University of  
 Virginia.
- Charles D. Cooley 1999  
**Assistant Professor of Computer Science**  
 B.S., Roanoke College; M.S., James  
 Madison University.
- Jennifer A. Cooper 2004  
**Instructor in Music**  
 B.A., University of Maryland;  
 M.M., Arizona State University.
- Spencer L. Cowles 1988  
**Professor of Business**  
 B.A., Boston University; M.T.S.,  
 Gordon-Conwell Theological  
 Seminary; M.B.A., Boston University;  
 Ph.D., University of Virginia.
- Harlan de Brun 1995  
**Instructor in Physical Education**  
 B.A., Springfield College; M.Div.,  
 Gordon-Conwell Theological  
 Seminary.
- Peter Dula 2006  
**Assistant Professor of Religion and  
 Culture**  
 B.S., Eastern Mennonite University;  
 M.A.T.S., Associated Mennonite  
 Biblical Seminary; Ph.D., Duke  
 University.
- Violet A. Dutcher 2006  
**Associate Professor of English**  
 B.A., M.A., Ph.D., Kent State  
 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.
- Christian E. Early 2002  
**Associate Professor of Philosophy and  
 Theology**  
 B.A., University of the Nations; M.A.,  
 Fuller Theological Seminary; Ph.D.,  
 University of Wales.
- Cathy K. Smeltzer Erb 2002  
**Associate Professor of Teacher Education**  
 B.S., Eastern Mennonite University;  
 M.Ed., Ph.D., University of Toronto.
- Barbara P. Fast 1989  
**Professor of Art**  
 (sabbatical leave Spring 2008)  
 B.A., Bethel College; M.F.A., James  
 Madison University.
- John W. Fast 1975  
**Assistant Professor of Music**  
 (sabbatical leave Spring 2008)  
 B.A., Bethel College; M.M., Indiana  
 University.
- Toni M. Flanagan 2006  
**Assistant Professor of Teacher Education**  
 B.S., Indiana University of  
 Pennsylvania; M.T., Ed.D., University  
 of Virginia.
- Chris D. Gingrich 1995  
**Professor of Economics**  
 (sabbatical leave 2007-2008)  
 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  
**Associate Professor of Biology**  
 B.A., Tabor College; Ph.D.,  
 University of Texas at Austin.
- Joan Griffing 1996  
**Professor of Music**  
 B.M., Indiana University; M.M.,  
 Indiana University; D.M.A., Ohio  
 State University.
- Ted G. Grimsrud 1996  
**Professor of Theology and Peace Studies**  
 B.S., University of Oregon;  
 M.A., Associated Mennonite  
 Biblical Seminary; Ph.D., Graduate  
 Theological Union.
- Cyndi D. Gusler 2001  
**Assistant Professor of Art**  
 B.S., Eastern Mennonite University;  
 M.F.A., James Madison University.
- Barrett S. Hart, Jr. 1986, 1996  
**Associate of the Institute for Justice and  
 Peacebuilding, Director of University  
 Accord**  
 B.A., University of Maryland; M.Div.,  
 Eastern Mennonite Seminary; Ph.D.,  
 George Mason University.
- Nancy R. Heisey 1999  
**Associate Professor of Biblical Studies  
 and Church History**  
 B.A., Messiah College; M.Div.,  
 Eastern Mennonite Seminary; Ph.D.,  
 Temple University.
- Greta Ann Herin 2006  
**Assistant Professor of Biology**  
 B.S., Kansas State University; Ph.D.,  
 University of Pittsburgh.
- Ann G. Hershberger 1980-85, 1990  
**Professor of Nursing**  
 B.S., Eastern Mennonite University;  
 M.S.N., Ph.D., University of Virginia.

- Douglas C. Hertzler 2001  
Associate Professor of Anthropology and Sociology, Associate Director of the Washington Community Scholars' Center  
B.A., Eastern Mennonite University; M.A., Ph.D., University of Iowa.
- 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.
- Sonia Jeanne Horst 2005  
Assistant Professor of Psychology  
B.A., Millersville; M.A., James Madison University.
- Violet M. Horst 1993  
Assistant Professor of Nursing  
B.S., Messiah College; M.S.N., State University of New York, Pediatric Nurse Practitioner.
- Tracy L. Hough 2004  
Assistant Professor of Teacher Education  
B.A., University of California; M.A., Eastern Mennonite University.
- Terrence Jantzi 2000  
Associate Professor of Sociology  
B.S., Eastern Mennonite University; M.S., Ph.D., Cornell University.
- Vernon E. Jantzi 1975  
Professor of Sociology  
B.A., Eastern Mennonite University; M.S., Ph.D., Cornell University.
- Steven D. Johnson 2005  
Associate Professor of Visual and Communication Arts  
B.A., Houghton College; M.F.A., Savannah College of Art and Design.
- Tara L. S. Kishbaugh 2004  
Associate Professor of Chemistry  
B.S., Wheaton College; Ph.D., Dartmouth College.
- Lisa Gallagher Landes 2001  
Assistant Professor of Nursing  
B.S., Eastern Mennonite University; M.S.N., University of Virginia, Certified Family Nurse Practitioner.
- Lori H. Leaman 2004  
Assistant Professor of Teacher Education  
B.S., Eastern Mennonite University; M.Ed., James Madison University.
- Allon H. Lefever 2003  
Associate Professor of Business, MBA Director  
B.S., Millersville University; M.A., Ph.D. cand., Pennsylvania State University.
- Galen R. Lehman 1973  
Professor of Psychology  
(sabbatical leave Spring 2008)  
B.S., Eastern Mennonite University; M.A., Hollins College; Ph.D., Virginia Polytechnic Institute and State University.
- Chantal S. Logan 2004  
Associate Professor of French  
B.A., M.A., University of Paris-Nanterre; Ph.D., University of Limoges.
- Roger E. Mast 1991  
Associate Professor of Physical Education  
B.S., Eastern Mennonite University; M.S., West Chester University; Ed.D., Argosy University.
- Katrina L. Maynard 2007  
Associate Professor of Teacher Education  
B.A., M.T., Ph.D. cand., University of Virginia.
- R. Michael Medley 1999  
Professor of English as a Second Language, Director of the Intensive English Program  
B.A., Geneva College; M.A., Western Kentucky University; M.A., Ph.D., Indiana University.

- Ann Trivigno-McNallen 2006  
Associate Professor of Nursing  
B.S.N., Trenton State College;  
M.S.N., Catholic University; M.S.N.,  
Georgetown University.
- Elroy J. Miller 1995  
Associate Professor of Social Work  
B.S., Eastern Mennonite University;  
M.S.W., University of Southern  
Mississippi.
- Roman J. Miller 1985  
Daniel B. Suter Professor of Biology  
B.A., Malone College; M.S.,  
University of Akron; Ph.D., Kent  
State University.
- Sharon M. D. Miller 1989  
Assistant Professor of Music Education,  
Director 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.
- Kenneth J. Nafziger 1977  
Professor of Music  
B.A., Goshen College;  
D.M.A., University of Oregon;  
Post-doctoral study, Hochschule  
für Musik und Darstellende Kunst,  
Frankfurt/Main, Germany.
- Kreg R. Owens 2007  
Assistant Professor of Art and Speech  
Communication  
B.A., Northwest Nazarene College;  
M.A., Eastern New Mexico  
University; M.F.A., James Madison  
University.
- Patrick R.K. Reynolds 2004  
Assistant Professor of Theater  
B.A., Linfield College; A.M., Brown  
University; M.A., Ph.D. cand.,  
Cornell University.
- Gloria I. Rhodes 1988-1992, 1995  
Assistant Professor of Conflict Studies  
B.A., Eastern Mennonite University;  
M.S., Ph.D. cand., George Mason  
University.
- Moira R. Rogers 2003  
Professor of Spanish  
B.A., Universidad de Buenos Aires;  
M.A., Associated Mennonite Biblical  
Seminary; Ph.D., Virginia Polytechnic  
Institute and State University.
- Mark Metzler Sawin 2001  
Associate Professor of History  
B.A., Goshen College; M.A., Ph.D.,  
The University of Texas at Austin.
- Kimberly D. Schmidt 1999  
Associate Professor of History,  
Director of the Washington Community  
Scholars' Center  
B.A., Bethel College; M.A., Ph.D.,  
Binghamton University.
- Lara L. Scott 2006  
Associate Professor of Visual and  
Communication Arts  
B.A., Yale University; M.F.A.,  
University of Pennsylvania.
- Matthew S. Siderhurst 2006  
Assistant Professor of Chemistry  
B.A., Goshen College; Ph.D.,  
Colorado State University.
- Priscilla Book Simmons 2003  
Professor of Nursing, Director of the  
RN -BSN Program, Lancaster  
B.S., Messiah College; M.S., Temple  
University; M.S.N., Ed.D., Columbia  
University.
- Donald D. Smeeton 2007  
Director of Libraries  
B.A., Central Bible College; B.S.,  
Evangel University; M.A., Trinity  
Evangel Divinity School; M.A.,  
Assemblies of God Theological  
Seminary; Ph.D., Catholic University  
of Louvain, Belgium; M.L.I.S.;  
Dominican University.

- Deirdre L. Smeltzer 1998  
**Professor of Mathematics**  
 B.A., Eastern Mennonite University;  
 M.S., Ph.D., University of Virginia.
- Karen Madison Smith 2006  
**Associate Professor of Nursing**  
 B.S., George Mason University;  
 M.S.N., The Catholic University  
 of America; Post-M.S.N. Adult  
 Nurse Practitioner Program, George  
 Washington University.
- Mary S. Sprunger 1992  
**Professor of History**  
 B.A., Bethel College; M.A., Ph.D.,  
 University of Illinois.
- Paulo R. Steinberg 2005  
**Assistant Professor of Music**  
 B.M., Universidade de Sao Paulo;  
 M.M., Arizona State University; D.M.,  
 Indiana University.
- Donovan D. Steiner 1982  
**Jesse T. Byler Professor of Teacher  
 Education, Director of the M.A. in  
 Education Program**  
 (sabbatical leave Fall 2007)  
 B.A., Goshen College; M.A.,  
 Northern Arizona University; Ph.D.,  
 Southern Illinois University.
- Ronald L. Stoltzfus 1984  
**Professor of Business**  
 B.S., Eastern Mennonite University;  
 M.B.A., Shippensburg University;  
 M.S.A., James Madison University;  
 Ph.D., Virginia Commonwealth  
 University.
- Linford L. Stutzman 1993  
**Associate Professor of Culture and  
 Mission**  
 B.A., Eastern Mennonite University;  
 M.A.R., Eastern Mennonite Seminary;  
 Ph.D., The Catholic University of  
 America.
- Walter W. Surratt 2005  
**Assistant Professor of Business and  
 Economics**  
 B.S., M.A., University of Delaware.
- Donald L. Tyson 1999  
**Assistant Professor of Nursing**  
 (sabbatical leave 2007-2008)  
 B.S., Goshen College; M.S.N.,  
 University of Virginia.
- Jennifer M. Ulrich 1989  
**Catalog Librarian**  
 B.A., Goshen College; M.L.S.,  
 Indiana University; M.A., Claremont  
 Graduate University.
- Heidi W. Vogel 2006  
**Associate Professor of Theater**  
 B.A., University of Minnesota;  
 M.F.A., Pennsylvania State  
 University.
- Daniel W. Wessner 2004  
**Professor of International and Political  
 Studies**  
 B.A., Stanford University; J.D.,  
 University of Virginia; M.Div.,  
 Princeton Theological Seminary;  
 Ph.D., University of Denver.
- Terry L. Whitmore 1994  
**Instructor in Management and  
 Organizational Development**  
 B.S., Eastern Mennonite University;  
 M.B.A., James Madison University.
- Arlene G. Wiens 1986  
**Professor of Nursing**  
 B.S., Albright College; M.S.N.,  
 University of Pennsylvania; A.N.A.  
 Certification as Nurse Practitioner in  
 Adult Health; Ph.D., University of  
 Virginia.
- Judith H. Wilfong 2007  
**Associate Professor of Teacher Education**  
 B.A., Bridgewater College; M.Ed.,  
 James Madison University; Ed.D.,  
 Nova Southeastern University.

- Heidi Miller Yoder 1996  
Assistant Professor of Bible  
B.A., Goshen College; M.Div.,  
Eastern Mennonite Seminary.
- Laura A.G. Yoder 2003  
Assistant Professor of Nursing  
B.S.N., Goshen College; M.S.,  
University of South Florida.
- James M. Yoder 1999  
Associate Professor of Biology  
(sabbatical leave Fall 2007)  
B.S. Eastern Mennonite University;  
M.S., Ph.D., The Ohio State  
University.
- Nancy B. Yoder 1987  
Instructor in Teacher Education and  
Assessment Counselor in the Adult  
Degree Completion Program  
B.S., Eastern Mennonite University;  
M.Ed., James Madison University.
- Yong Zhang 2005  
Associate Professor of Computer Science  
B.S., University of Science and  
Technology of China; M.S., Peking  
University, China; M.S., Rutgers  
University; Ph.D., University of South  
Carolina.
- Lester R. Zook 1988  
Professor of Physical Education  
B.A., Messiah College;  
M.Ed., Temple University;  
Ed.D., University of Virginia.
- Bernadette Bekken  
Program Director,  
School of Clinical Laboratory Science  
Augusta Medical Center  
B.S., Aquinas College; CLS (NCA);  
M.T. (ASCP) BB.
- William R. Culbreth  
Assistant Professor of Business and  
Economics  
B.A., Wake Forest University; J.D.,  
University of Richmond.
- Deanna F. Durham  
Assistant Professor  
B.A., Northwest Nazarene College;  
M.S.W., Howard University.
- Carl Hansen  
Principal, Meserete Kristos College  
B.A., Eastern Mennonite University  
M.Div., Associated Mennonite  
Biblical Seminary; Th.M., Fuller  
Theological Seminary.
- Wayne P. Jessee  
Medical Director, School of Clinical  
Laboratory Science, Augusta Medical  
Center  
M.D., University of Virginia.
- Leah M. Kratz  
Assistant Professor of Business  
B.S., Eastern Mennonite University;  
M.B.A., James Madison University.
- Candace Lambert  
Education Coordinator, Medical  
Technology School, Rockingham  
Memorial Hospital  
B.S., Bridgewater College; M.T.,  
Rockingham Memorial Hospital  
(ASCP).

## Adjunct Faculty

- Warren D. Bannister  
Medical Advisor,  
Rockingham Memorial Hospital  
B.S., Ball State University; M.D.,  
Indiana State School of Medicine.
- Sue W. Lawton  
Program Director, Medical Technology  
School, Rockingham Memorial Hospital  
B.S., Purdue; M.A. Central Michigan  
University; M.S., Gannon University;  
M.T. (ASCP), Methodist Hospital at  
Memphis, TN.

James M. Leaman  
Assistant Professor of Business and  
Economics  
B.S., Eastern Mennonite University;  
M.P.A., James Madison University.

Lei Li  
Associate Professor of Biology  
M.D., Sun Yat-Sen University of  
Medical Sciences, China; M.S.,  
University of South Carolina.

Andrew D. Miller  
Assistant Professor of Business  
B.A., Eastern Mennonite University;  
M.S., Iowa State University.

James W. Warner  
Associate Professor of Music  
B.M., M.M., West Virginia University  
.

## Coaches

### Beginning Service

Brenda K. Bechler 2003  
Head coach, women's field hockey  
B.S., Eastern Mennonite University;  
M.S., James Madison University.

Steven A. Benson 2005  
Head coach, men's and women's vol-  
leyball  
B.S., North Park University; M.Ed.,  
Troy State University.

Kirby W. Dean 2003  
Head coach, men's basketball  
B.S., Eastern Mennonite University;  
M.S., James Madison University.

Kevin J. Griffin 2005  
Head coach, women's basketball  
B.S., Eastern Mennonite University.

P. Mark Mace 2005  
Head coach, baseball  
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.

Seth D. McGuffin 1999  
Head coach, men's and women's track  
and field  
B.S., Lynchburg College.

Holly Shifflett 2006  
Head coach, women's soccer  
B.S., Messiah College; B.S., University  
of Virginia.

Lester R. Zook 1988  
Head coach, men's and women's  
cross-country  
B.A., Messiah College; M.Ed., Temple  
University; Ed.D., University of  
Virginia.

## Emeriti

### Years of Service

Myron S. Augsburg 1965-1980  
President Emeritus

Titus W. Bender 1976-1997  
Professor Emeritus of Social Work

James R. Bomberger 1961-1998  
Professor Emeritus of English

Kenton K. Brubaker 1977-1996  
Professor Emeritus of Biology

Gerald Brunk 1965-2001  
Professor Emeritus of History

Phyllis Y. Coulter 1989-2003  
Professor Emerita of Education

Omar Eby 1964-1966, 1972-1999  
Professor Emeritus of English

Diana Eneedy 1981-2000  
Faculty Emerita of English

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

Ray E. Horst 1991-2003  
Faculty Emeritus of Spanish

Samuel L. Horst  
1949-1951, 1954-1967, 1972-1984  
Professor Emeritus of History

John L. Horst, Jr. 1960-2004  
Faculty Emeritus of Physics

Glenn M. Kauffman 1965-2003  
Professor Emeritus of Chemistry

Albert Keim 1965-2000  
Professor Emeritus of History

Naomi M. Krall 1977-1995  
Professor Emerita of Education

Olive M. Kuhns 1970-1986  
Professor Emerita of Nursing

Jay B. Landis 1956-2007  
Professor Emeritus of English

Joseph L. Lapp 1987-2003  
President Emeritus

Elsie E. Lehman 1956-1988  
Professor Emerita of Education

Esther K. Lehman 1951-1989  
Professor Emerita of Education

James O. Lehman 1969-1998  
Faculty Emeritus Director of Libraries

Wilmer Lehman 1959-2000  
Faculty Emeritus of Mathematics

Joseph W. Mast 1964-1965,  
1968-2005  
Professor Emeritus of Computer Science

A. Clair Mellinger 1970-2007  
Professor Emeritus of Biology

Hubert R. Pellman  
1941-1943, 1947-1984  
Professor Emeritus of English

Calvin E. Shenk 1976-2001  
Professor Emeritus of Religion

Margaret M. Shenk 1950-1984  
Librarian Emerita

Millard E. Showalter 1966-1998  
Professor Emeritus of Mathematics

Daniel B. Suter 1948-1985  
Professor Emeritus of Biology

Herbert L. Swartz 1973-1997  
Professor Emeritus of Biblical Studies

Carroll D. Yoder 1966, 1971-2004  
Professor Emeritus of French

Richard A. Yoder  
1985-1989, 1993-2006  
Professor Emeritus of Business and  
Economics

Robert D. Yoder 1963-1995  
Professor Emeritus of Biology

## Administrators

### Beginning Service

Jason H. Alderfer 2000  
Network Administrator  
B.S., Eastern Mennonite University

Jennifer N. Bauman 1992  
Assistant Director of Admissions  
B.S., Goshen College.



- Benjamin S. Beachy 2002  
**Application Development Manager**  
 B.S., Eastern Mennonite University.
- Gregory T. Becker 1993  
**Director of Auxiliary Services**  
 B.S., M.Ed., James Madison University; M.A., Colorado Christian University.
- James V. Bishop 1971  
**Public Information Officer**  
 B.A., Eastern Mennonite University.
- Jonathan D. Bowman 2006  
**Residence Director**  
 B.A., Eastern Mennonite University.
- Brian Martin Burkholder 2003  
**Campus Pastor**  
 B.S., M.A., University of Akron; M.Div., Associated Mennonite Biblical Seminary.
- Pamela Reese Comer 2004  
**Director of Counseling Services**  
 B.A., Bridgewater College; M.A., Eastern Mennonite University.
- Lisa B. Crist 1987  
**Student Finance Manager**  
 B.S., Eastern Mennonite University.
- David A. Detrow 1977  
**University Registrar**  
 B.A., Eastern Mennonite University; M.Ed., James Madison University.
- Rachel J. Diener 1993  
**Early Learning Center Director**  
 B.A., Goshen College.
- Michael M. Downey 1989-1999, 2001  
**Athletic Trainer**  
 B.S., M.S., James Madison University.
- Marcia J. Engle 2004  
**Director of Human Resources**  
 B.S. Eastern Mennonite University.
- Braden J. Gerber 2005  
**Financial Assistance Counselor**  
 B.S., Eastern Mennonite University.
- Marcy Gineris 2004  
**Content Creator for Print and Web**  
 B.A., California University of Pennsylvania.
- Jason L. Good 2005  
**Admissions Counselor**  
 B.A., Eastern Mennonite University.
- Jeremy T. Good 2002  
**Network Administrator**  
 B.A., Eastern Mennonite University.
- Theda J. Good 2006  
**Assistant to the Provost**  
 B.A., Messiah College; M.Div., Eastern Mennonite Seminary.
- Philip J. Guengerich 2000  
**Athletic Events Coordinator**  
 B.S., Eastern Mennonite University.
- Loretta Z. Hawkins 1990  
**Manager of Administrative Computing**  
 B.B.A., James Madison University.
- Joyce C. Hedrick 1993  
**Disabilities Support Services Coordinator**  
 B.S., James Madison University; M.Div., Eastern Baptist Theological Seminary; M.A., Eastern Mennonite University.
- Phillip N. Helmuth 1987-1995; 2001  
**Executive Director of Development**  
 B.S., Eastern Mennonite University.
- Michele R. Hensley 2001  
**Director of Financial Assistance**  
 B.A., Old Dominion University; M.A., George Washington University.
- Janet O. Kilby 2006  
**Associate Director of Development**  
 B.S., M.EM., Duke University.

- David A. King 2005  
**Director of Athletics**  
 B.S., Eastern Mennonite University;  
 M.Ed., Temple University.
- Martin G. King 1985  
**Learning Resources Manager**  
 B.S., Eastern Mennonite University.
- Jonathan A. Kratz 2000  
**Director of International Student Services**  
 B.S., Eastern Mennonite University.
- C. Eldon Kurtz 1977-1985; 1997  
**Director of Physical Plant**  
 B.A., Eastern Mennonite University.
- Renee L. Leap 1986  
**Associate Director of Financial Assistance**  
 B.S., Eastern Mennonite University.
- Edwin M. Lehman 1996  
**Assistant Director of Physical Plant**
- Jon D. Leichty 2004  
**User Services Analyst**  
 B.S., Eastern Mennonite University.
- Kimberly Leichty 2004  
**Assistant Director of Residence Life**  
 B.A., Western Michigan University;  
 M.A., Eastern Mennonite University.
- Janice K. Liskey 1993  
**Accounting Manager**  
 B.A., Eastern Mennonite University.
- Bonnie P. Lofton 2003  
**Publications Editor**  
 B.A., McGill University; M.A.,  
 Eastern Mennonite University.
- Carol S. Lown 1997  
**Manager of University Fund**  
 B.A., Randolph-Macon Woman's  
 College; M.A., University of Virginia.
- Daniel E. Marple, Jr. 1998  
**Systems Engineer**  
 B.S., Millersville University.
- Joy Y. Martin 2005  
**Office Coordinator for Education Department**  
 A.A., B.S., Eastern Mennonite  
 University.
- Margo A. McIntire 1999  
**Program Representative for the Adult Degree Completion Program**  
 B.S., Eastern Mennonite University.
- Ellen B. Miller 1991  
**Director of Housing and Residence Life**  
 B.A., Bridgewater College; M.Ed.,  
 James Madison University.
- Lawrence W. Miller 2001  
**Director of Student Programs and Orientation**  
 B.A., Bridgewater College; M.Ed.,  
 James Madison University.
- Karen Moshier-Shenk 1996  
**Associate Director for Development**  
 B.A., Eastern Mennonite University,  
 M.M., Duquesne University.
- Luke M. Mullet 2006  
**Residence Director**  
 B.S., Eastern Mennonite University;  
 J.D., University of Notre-Dame.
- Helen I. Nafziger 1986  
**Director of Career Services/Testing**  
 B.S., Goshen College; M.Ed.,  
 University of Oregon; M.A., Eastern  
 Mennonite University.
- Kenneth L. Nafziger 2003  
**Vice President for Student Life**  
 B.A., Eastern Mennonite University;  
 M.A., Ph.D., University of Illinois.
- Kevin A. Nickel 2006  
**Director of Finance**  
 B.A., Luther College; M.B.A., Bethel  
 College.
- Douglas Nyce 2004  
**Director of Alumni and Parent Relations**  
 B.S., Eastern Mennonite University.

- Melody M. Pannell 2003  
**Director of Multicultural Student Services**  
 B.S., Eastern Mennonite University;  
 M.S.W., Fordham University.
- Byron J. Peachey 2002  
**Associate Campus Pastor**  
 B.A., The Catholic University of America; M.A., Washington Theological Union.
- Jennifer L. Piper 1994-1999, 2000  
**User Services Manager**  
 B.S., Eastern Mennonite University.
- Ronald E. Piper 1986  
**Vice President for Finance**  
 B.B.A., University of Iowa; Certified Public Accountant.
- Daniel B. Risser 2005  
**User Services Hardware Support Technician**  
 B.S., Eastern Mennonite University.
- Jack Rutt 2000  
**Director of Information Systems**  
 B.S., Eastern Mennonite University.
- Gregory G. Sachs 2004  
**Network Administrator**  
 B.S., Eastern Mennonite University.
- Samuel R. Sauder 2001  
**Senior Web Programmer-Administrator**  
 B.S., Eastern Mennonite University.
- Stephanie C. Shafer 2004  
**Director of Admissions**  
 B.S., James Madison University;  
 M.B.A., Liberty University.
- Kirk L. Shisler 2005  
**Vice President for Advancement**  
 B.A., Eastern Mennonite University.
- Mary Ann Shisler 2005  
**Reference and Instruction Librarian**  
 B.A., M.L.S., Syracuse University.
- Rachel A. Smith 2004  
**Assistant to the Registrar**  
 B.A., Eastern Mennonite University.
- Lisa M. Smythe-Rodino 2006  
**Associate Director of Admissions**  
 B.S., Bloomsburg University; M.A., Gonzaga University.
- John L. Spicher 2003  
**Chemical Hygiene Officer/Lab Technician**  
 B.S., Eastern Mennonite University;  
 M.S., Geneva College.
- Amy K. Springer 1991-1998, 2000  
**Assistant Dean/Coordinator of Student Success**  
 B.A., Eastern Mennonite University;  
 M.Ed., James Madison University.
- Matthew A. Styer 2005  
**Graphic Designer**  
 B.S., Eastern Mennonite University.
- Timothy J. Swartzendruber 1996-2000, 2002  
**Associate Director of Development**  
 B.A., Eastern Mennonite University.
- Jeb A. Swartzentruber 2001  
**Web Programmer - Database Administrator**  
 B.A., Eastern Mennonite University.
- Margaret C. Upton 2006  
**Director of Health Services**  
 B.S., York College of Pennsylvania;  
 M.S.N., University of Missouri-Columbia.
- Cynthia Voth 2004  
**Residence Director**  
 B.A., Bluffton University.
- Douglas A. Wandersee 2004  
**Assistant Director of Student Programs and Orientation**  
 B.A., University of Minnesota - Morris; M.Ed., James Madison University.

Samuel O. Weaver 1991  
**Associate Director of Development**  
B.A., Eastern Mennonite University;  
M.A., James Madison University.

Andrea S. Wenger 2000-2003, 2006  
**Director of Marketing and  
Communications**  
B.A., Eastern Mennonite University;  
M.A., Penn State University.

Alex R. Yoder 2003  
**Financial Assistance Counselor**  
B.S., Eastern Mennonite University.

Michael D. Yoder 2006  
**User Services Administrator**  
B.S., Eastern Mennonite University.

Twila K. Yoder 1998  
**Assistant to the President**  
A.A., Hesston College; M.A., Eastern  
Mennonite Seminary.

Mark Zollinhofer 1995  
**Director of Instructional Technology**  
B.A., Asbury College;  
Ph.D., University of Virginia.

Michael J. Zucconi 2006  
**Sports Information Director**  
B.S., Eastern Mennonite University.

## **Administrators Emeriti**

	<b>Years of Service</b>
Frances Brubaker	1969-1983
Donald P. Foth	1979-1998
Paul T. Guengerich	1964-1980
David F. Miller	1977-1996
Lester C. Shank	1945-1976
Peggy S. Shenk	1970-1999
Samuel Z. Strong	1953-1981



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