



Welcome to Eastern Mennonite University

Welcome to the learning community at Eastern Mennonite University – a Christian university like no other! 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 our vision to 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. Through many activities, 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". The signature is written in dark ink on a white background.

Loren E. Swartzendruber

Undergraduate Catalog 2013-14 Eastern Mennonite University

1200 Park Road
Harrisonburg, VA 22802-2462
Phone: 540-432-4000
Fax: 540-432-4444
E-mail: info@emu.edu
Web site: www.emu.edu

The information in this Undergraduate Catalog applies to the academic year 2013-14. The university reserves the right to change programs of study, academic requirements, the announced university calendar and other matters described herein without prior notice, in accordance with established procedures. This Undergraduate Catalog is descriptive and is not to be construed as a legal contract.

Acknowledgements

Editor: Nancy R. Heisey
Managing editor: John W. Fast

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 the provost's 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.



Table of Contents

2013-14 Calendar.....	4	Nursing	151
Introduction.....	5	Physical Education & Recreation ...	157
Campus Map	10	Psychology	169
Academic & Degree Information ...	12	Theater.....	174
EMU Core Curriculum	24	Visual and Communication Arts....	180
Applied Social Sciences	35	Special Programs	192
Bible and Religion	48	Graduate Programs.....	209
Biology.....	62	Academic Support.....	214
Business and Economics	73	Admissions.....	216
Chemistry	85	Student Life	222
Education	91	Student Activities & Organizations .	228
History	104	Tuition and Fees	231
Language and Literature.....	114	Financial Assistance	233
Liberal Arts.....	129	Administration and Faculty	236
Mathematical Sciences.....	132	Index.....	250
Music.....	141		

2013-14 Calendar

Fall Semester

August	14-15	Faculty/Staff Conference	
	24-26	New Student Orientation	
	26	Final Fall Registration	
	27	FALL SEMESTER CLASSES BEGIN	8:00 a.m.
	28	Fall Semester Convocation	10:00 a.m.
October	11-13	Homecoming and Parents Weekend	
	18	Mid-Semester Recess Begins	5:30 p.m.
	23	Classes Resume	8:00 a.m.
November	26	Thanksgiving Recess Begins	5:05 p.m.
December	2	Classes Resume	8:00 a.m.
December	6	Fall Graduates Reception	
	9	Last Day of Classes	
	10	Final Exams Begin	8:00 a.m.
	13	Final Exams End	12:40 p.m.

Spring Semester

January	5	New Student Registration	4:00 p.m.
	6	SPRING SEMESTER CLASSES BEGIN	8:00 a.m.
	8	Spring Semester Convocation	10:00 a.m.
February	28	Mid-Semester Recess Begins	5:30 p.m.
March	10	Classes Resume	8:00 a.m.
April	17	Last Day of Classes	
April	17	Easter Recess Begins	5:05 p.m.
April	22	Classes Resume	8:00 a.m.
	22	Final Exams Begin	8:00 a.m.
	25	Final Exams End	12:40 p.m.
	26	Baccalaureate	7:00 p.m.
	27	Ninety-sixth Annual Commencement	1:00 p.m.



Introduction

Historical Sketch

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

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

Eastern Mennonite School, as it was first called, began as a Bible academy and is now a fully accredited university with over 1,400 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 curriculum entitled the EMU Core which is not only interdisciplinary but also cross-cultural in its focus.

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

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 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

Mission Statement

Identity

A leader among faith-based universities, Eastern Mennonite University emphasizes peacebuilding, creation care, experiential learning, and cross-cultural engagement.

Founded in 1917 in Harrisonburg, Virginia, EMU is an educational institution of Mennonite Church USA. EMU serves students of diverse religious and cultural backgrounds and confers undergraduate, graduate, and seminary degrees.

Mission

EMU educates students to serve and lead in a global context. Our 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 follow Christ's call to bear witness to faith, serve with compassion, and walk boldly in the way of nonviolence and peace.

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.

Shared Values

EMU embodies the enduring values of the Anabaptist tradition: Christian discipleship, community, service, and peacebuilding.

Together we worship God, seek truth, and care for God's creation.

Approved by the EMU Board of Trustees, June 28, 2008

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 baccalaureate degree of the nursing program at Eastern Mennonite University is accredited by 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 20036; (202) 887-6791; 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), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, re-licensure, or other purposes. All licensure programs are approved by the Virginia Department of Education. The English as a Second Language and Reading Specialist programs at

EMU Lancaster are approved by the Pennsylvania Department of Education.

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

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

EMU holds memberships in the Council of Independent Colleges, the Council of Independent Colleges of Virginia, the Association of Virginia Colleges and Universities, the 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 19-member Board of Trustees appointed by the Mennonite Education Agency which coordinates the educational endeavors of the Mennonite Church, USA. The university is supported by and receives counsel from the alumni, parents, churches, friends of the university and the local community.

Location

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

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

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

Campus and Facilities

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

The **Campus Center**, completed in 1986, houses administrative offices, classrooms, faculty offices and post office.

This building replaces the former 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, fossils, and mounted birds and mammals. The newly refurbished **Discovery Room** contains hands-on displays and specimens focusing on animal adaptations, fossil formation, and the rock cycle. It is open to the public Sunday afternoons and for group tours and workshops by appointment. Museum information can be found at: www.emu.edu/sciencecenter/museum

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 has a 22-rank Reuter pipe organ as well as a Bösendorfer concert grand piano.

Between the Science Center and the Lehman Auditorium is the **Sadie A. Hartzler Library** building which opened in 1971. It offers a mix of quiet study carrels and areas for group work. In addition to books and periodicals, there are numerous public access computers and a computer lab as well as wireless

access through the entire building. The building houses the **Menno Simons Historical Library**, the **EMU Archives**, the **Academic Support Center**, and the **Information Systems Helpdesk**. The **Hartzler Library Art Gallery** is located on the second floor and features local and international art throughout the academic year. In the fall of 2010 high-efficiency photovoltaic panels capable of generating 104.3 kilowatts of electricity were installed on the library roof.

Outdoor athletic facilities 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 for students in four traditional residence halls, two intentional community houses, and suites/apartments. **Cedarwood Residence Hall**, a LEED (Leadership in Energy and Environmental Design) certified building opened for student residents in Fall, 2009. LEED-certified renovations to **Elmwood Residence Hall** and **Maplewood Residence Hall** were completed in 2011. Students who are junior status or 20 years of age or older may apply to live in a suite/apartment with 2-4 other students. Since this is a competitive process, additional criteria are considered for housing placements. The dining hall serves cafeteria style meals for students with continuous, unlimited service for those living in the traditional residence halls and a 60 block plan for those juniors living in Hillside Suites and Parkwood Apartments.

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

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

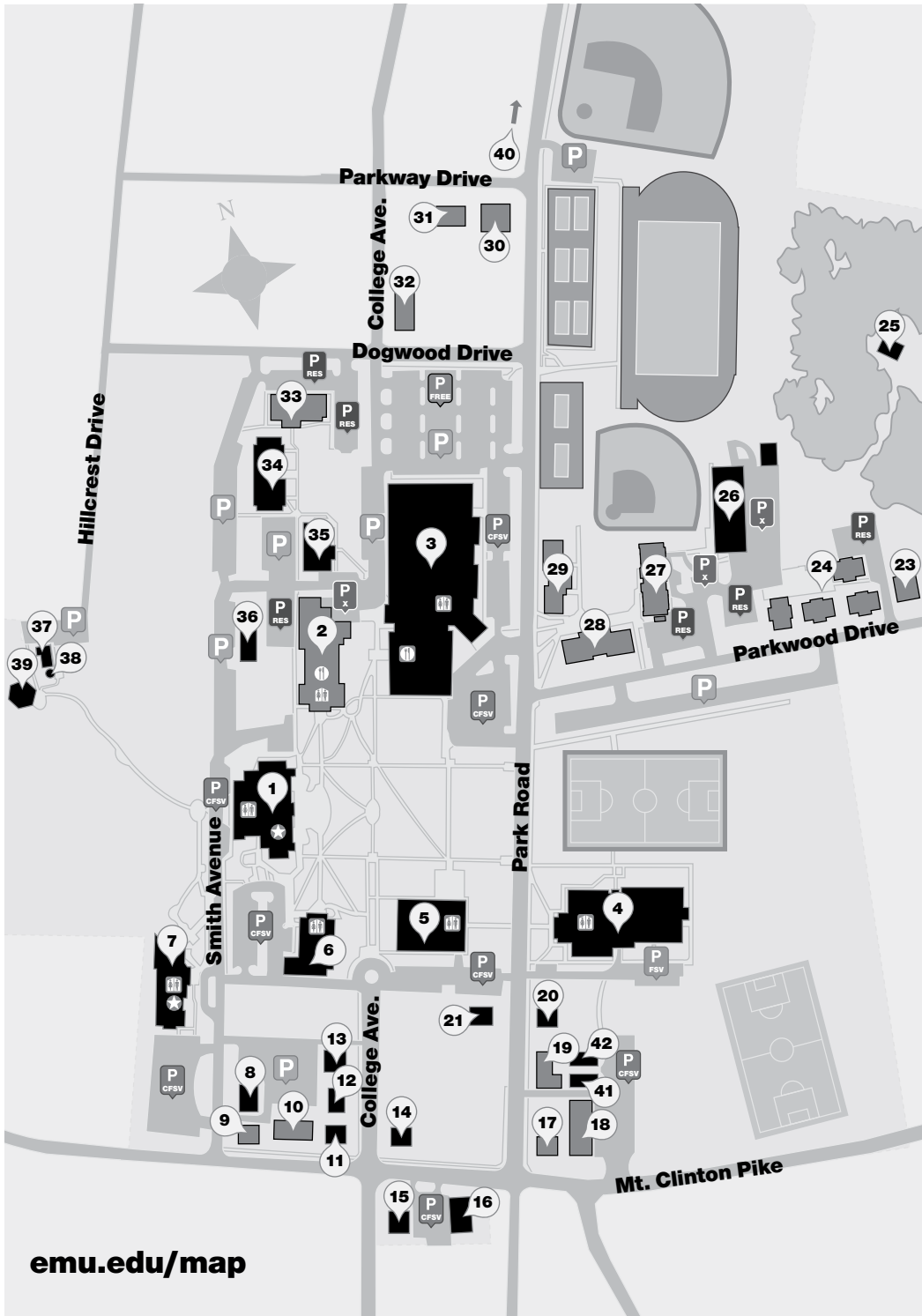
Just a few hundred feet south of the Campus Center is the **Seminary Building**. Approximately 150 students are enrolled in the seminary.

North of Northlawn residence hall lies the **Esther K. Augsburg Art Center**, completed in Fall 2001. The facility 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 work-space, and art-specific health and safety features including specialized ventilation.

The **University Commons** is a multipurpose facility with approximately 138,000 square feet of space for athletics, 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 and the Visual and Communication Arts departments. The former Gymnasium-Student Center, renovated in the summer of 2010, is the location for the 200-seat Main Stage Theater, the Lee E. Eshleman Studio Theater, and theater tech space. In addition, the renovated building houses the Margaret Martin Gehman Art Gallery, a digital media classroom, and expanded space for the Common Grounds Coffeehouse

In addition to the Harrisonburg campus, EMU also operates a site in Lancaster, Pennsylvania for 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



emu.edu/map

BUILDING KEY

- Information
- Public restrooms
- Food
- Academic
- Residential

PARKING KEY

- Unrestricted, public
- Fac/staff, visitor
- Commuter, fac/staff, visitor
- Residential
- Restricted
- Fac/staff free permit registration required

CAMPUS DIRECTORY



OFFICE AND DEPARTMENTAL DIRECTORY

(Building number and phone ext.)

Add prefix 432 from off-campus (local); Add 540-432 long-distance

Academic Support Center	5 4254	Applied Social Sciences Dept.	13 4450
Admissions, Undergrad	1 4118	Language & Literature Dept.	1 4168
Admissions, Seminary	7 4257	Library	5 4175
Adult Degree Completion Program	1 4982	MA in Biomedicine	4 4400
Advancement	1 4203	MA in Counseling	7 4243
Alumni/Parent Relations	1 4294	MA in Education	1 4350
Apartment Rentals	3 4662	MA in Organizational Leadership (MOL)	1 4984
Art Galleries		Marketing & Communications	20 4056
Sadie Hartzler Library	5	Martin Chapel	7
Student Gallery	3	Mathematical Sciences Dept.	4 4400
Athletics	3 4440	MBA	1 4150
Auxiliary Services	3 4662	MS in Nursing	1 4186
Bach Festival	6 4652	Multicultural Programs	3 4458
Bible & Religion Dept.	12 4463	Museum (D. R. Hostetter)	4 4400
Biology Dept.	4 4400	Music Dept.	6 4225
Bookstore	3 4250	Music Studios	11 4242
Box Office	3 4582	Nursing Dept.	1 4186
Business & Economics Dept.	1 4150	Physical Education & Recreation Dept.	3 4440
Business Office	1 4575	Physical Plant	26 4390
Campus Ministries	3 4196	Post Office	1 4253
Career Services	3 4131	Preparatory Music	6 4277
Center for Justice and Peacebuilding	16 4490	President's Office	1 4100
Chemistry Dept.	4 4400	Printing Services	26 4543
Church Relations	21 4589	Provost	1 4105
Common Grounds Coffeehouse	3 4675	Psychology Dept.	4 4431
Computer Labs	1, 4, 5	Recreational Sports	3 4133
Congregational Resource Center	7 4219	Registrar	1 4110
Counseling Services	3 4317	Royals' Den (snack shop)	3 4335
Cross-Cultural Program	1 4591	Security	26 4911
Development	21 4200	Seminary	7 4260
Dining Hall	2 4311	Shenandoah Valley Children's Choir	34 4650
Disability Support Services	5 4233	Sports Information Office	3 4441
Discovery Room	4 4400	STAR Program	14 4651
Education Dept.	1 4142	Strite Conference Suite	1
Financial Assistance	1 4137	Student Government	3 4135
Fitness Center	3 4341	Student Life	3 4135
Game Room	3 4375	Studio Theater	3
Health Services	3 4317	Summer Peacebuilding Institute	15 4653
History Dept.	4 4408	Theater Dept.	3 4360
Housing/Residence Life	3 4128	Undergraduate Dean	1 4141
Human Resources	1 4049	User Services/Help Desk	5 4357
Information Office	1 4000	Visual & Communication Arts Dept.	3, 35 4360
Information Systems	1 4357	Weather Vane	28 4338
Institutional Research	1 4304	Weaver Wellness Suite	3 4317
Intensive English Program	34 4059	Yoder Arena (gymnasium)	3
International Student Services	3 4459		

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



Academic and Degree Information

Undergraduate Academic Programs

Majors

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

- Accounting*
- Art
- Bible and Religion
- Biblical Studies
- Biochemistry*
- Biology*
- Business Administration*
- Chemistry*
- Clinical Laboratory Science*
- Communication
- Computer Science†
- Congregational and Youth Ministries
- Digital Media
- Economics
- English
- Environmental Sustainability
- Health and Physical Education*
- History
- History and Social Science
- International Business
- Kinesiology and Exercise Science
- Liberal Arts
- Management and Organizational Development (degree completion program)*
- Mathematics*
- Music
- Nursing*
- Nursing (RN–BS degree completion program)*

- Outdoor Ministry and Adventure Leadership
- Peacebuilding and Development
- Philosophy and Theology
- Photography
- Psychology*
- Recreation Leadership and Sport Promotion
- Religious and Intercultural Studies
- Social Work
- Spanish
- Theater
- Writing Studies

* Results in a Bachelor of Science degree.

† See departmental information for degree options.

Pre-Professional and Professional Programs

The following pre-professional and professional programs are available:

- Early/Primary Education Licensure
- Elementary Education Licensure
- Secondary Education Licensure
- 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
- Chemistry
- Church Music
- Coaching
- Computer Science
- Digital Communication
- Digital Video Production
- Economics
- English
- Environmental Sustainability
- Finance
- Gender Studies
- History
- History and Social Science
- Honors Program
- International Development
- Journalism
- Kinesiology and Exercise Science
- Mathematics
- Music
- Outdoor Ministry and Adventure Leadership
- Peacebuilding
- Philosophy
- Photography
- Physics
- Political Studies
- Pre-Law
- Psychology
- Religious and Intercultural Studies
- Sociology
- Spanish
- Teaching English to Speakers of Other Languages
- Theater
- Writing Studies
- 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 205)

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.

Residence Requirements

At least 32 SH or a minimum of 25% of the credits required for the 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.

EMU Core Requirements

See pages 24–34 for the EMU Core requirements.

Major and Minor Requirements

Each student shall complete course requirements for one major as designated by the department. Completion of a minor is optional. Students are required to complete major, minor, and general education requirements as they appear in the EMU Catalog in effect when they first enrolled as a degree-seeking student.

Upon request, students may be permitted to complete updated major or minor requirements if curriculum changes occur during their time of enrollment.

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

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

Student Assessment

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

Requirements for Associate in Arts 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 EMU Core 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 13).

Associate in Arts (A.A.)

Each student satisfies EMU Core requirements as listed below.

Christian Faith

Anabaptist Biblical Perspectives3
Life Wellness2

Communication

College Writing for Transitions4
Speech: Exploring Voice in Vocation . .2
Mathematics Competency0-1

Cross-Cultural Learning

Cross-cultural designate3
Foreign Language3

Critical Thinking

Natural Sciences3
Social and Behavioral Sciences3
Creative Arts1-3
History and Literature3
Total27-30

Requirements for Students with a Previous Bachelor's Degree

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

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

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

Graduation Application and Commencement Requirements

Students expecting to graduate must file an Application for Degree 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. To register for more than 18 SH a student must obtain written approval from the University Registrar.

First-year-level courses are numbered 100-199; sophomore, 200-299; junior, 300-399; and senior, 400-499. Courses marked with an asterisk (*) are normally offered in alternate years. See the schedule of course offerings, available 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

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.

Repeat Courses. When a course is repeated, both the initial grade and subsequent grade(s) appear on the transcript. Credit is awarded only once and the higher grade is computed into the grade point average.

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 220.

Academic Probation

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

Academic Review

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

Conditional admission granted to new students (see “Requirements for Admission,” page 218) is for one year only, and the academic record of these students is reviewed by the university registrar and the assistant dean after two semesters of enrollment. Those not meeting the criteria for unconditional readmission may be denied readmission or may be granted conditional readmission for one semester.

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

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

writing within 30 days of receipt of the request.

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

Student Academic Misconduct Integrity Policy

Eastern Mennonite University fosters a culture where faculty, staff, and students respect themselves and others. In this culture, faculty, staff, and students gain confidence in their desire and ability to discover their ideas, construct new knowledge, and think critically about their own ideas and the ideas of others. In doing so, EMU community members grow as competent thinkers and writers.

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

A. At EMU, academic integrity means

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

B. Academic integrity includes

1. using accurate quotations. When used, quotations are exact, word-for-word as they appear in the original document. Every quotation, including a short phrase or a single word if it is unusual, includes the required citation and quotation marks.
2. using appropriate paraphrasing with documentation. Paraphrasing is more than rewording the original material. It must be nearly entirely in the writer’s own words, using new phrases and synonyms. The writer may repeat technical terms. Place quotation marks around any exact words that are retained. The sentence structure should not be the same as in the source. In the paraphrase, do not add interpretations, ideas, and assessments that are not in the original source.
3. documenting and citing work that was created for a previous assignment whether for the current course or for another one.
4. using appropriate documentation when using words from a class speaker, including the class instructor, in an assignment, i.e. cite professors’ lectures.
5. using common knowledge appropriately. Common knowledge is information that is easily observed, commonly reported facts (George Washington was the first president of the United States.), or proverbs. Common knowledge does not need to be cited, but be certain that these words are in the public domain. When in doubt, ask the professor.

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

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

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

1. Minimal Violation

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

- a) using a minimal number of distinguishing words from a source.
- b) re-arranging the word order of a sentence.
- c) producing a similar sentence or style from a source.
- d) using an idea or argument from a source.

(Adapted from “Westmont College Plagiarism Policy” (2002) www.westmont.edu/_academics/pages/provost/curriculum/plagiarism.)

2. Substantial Violation

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

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

- i) assisting another student to cheat or to copy one's own or someone else's work without appropriate documentation.

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

D. Procedures

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

1. Procedures for Minimal Violations

When a first-time minimal violation is noted in a project, the professor will use this as an opportunity to teach the student/s explicitly about academic integrity. Faculty should keep internal records of minimal violations. When a second minimal violation occurs, either within the same class or in multiple classes with the same instructor, faculty will document this as a substantial offense by submitting a Violation of Academic Integrity Report to the respective chair or program director. Chairs and program directors must forward a copy of the report to their respective dean.

2. Procedures for Substantial Violations

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

- a) The professor will:
 - 1. notify the student of the violation.
 - 2. determine whether the student is guilty of the violation.
 - 3. contact the Dean's office to check on previous student violations in order to determine first, second or third offense.
 - 4. document the finding and the action either taken (First-time offense) or repeated (Second and Third-time offenses) on the Violation of Academic Integrity Record.

- 5. meet with the student to obtain the student's signature, either acknowledging her/his violation or acknowledging discussion in which the professor explained the charges to the student. In the event that a student refuses to sign, the professor will document that the violation was discussed with the student and the student refused to sign. (Under some circumstances, the professor may want to request another professor to be present as witness. Students have the option to include a faculty or staff member, e.g. academic advisor, student life personnel, coach.)

- 6. submit the Violation of Academic Integrity Record to the respective chair or program director. Copies are forwarded to the dean.

b) the Dean will:

- 1. for undergraduate students, inform the Vice President for Student Life of violations and actions taken.
- 2. for all students, follow steps described below for Second and Third-time offenses.

c) The student will either:

- 1. accept the decision.
- 2. submit an appeal by following the *Appeal Procedures*. (See respective catalog.) *Graduate Catalog* www.emu.edu/catalog/graduate
Seminary Catalog www.emu.edu/seminary/catalog
Student Handbook University Policies, www.emu.edu/studentlife/studenthandbook

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

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

E. Consequences for Students

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

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

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

(See Student Handbook, University Policies.)

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

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

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

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

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

*Reviewed by Undergraduate Council, Graduate Council, and Faculty Senate
Adopted by Academic Cabinet, March 25, 2009;
Revised by Academic Cabinet, February 26, 2013*

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.

Grade Reporting

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

Grade Appeal Process

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

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

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

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

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

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

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

Transcripts

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

Requests should be made to the university registrar's office and should allow

one week for processing. There will be a \$5 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 (or higher grade according to departmental requirements). All transfer courses will be recorded with the same titles and grades as appear on the transcript from the previous school. Transfer credits will not be included in the EMU GPA, except for instances in which the student's enrollment at the other institution was sponsored by EMU.

Credit through Testing

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

Students in the traditional undergraduate program may apply CLEP/DSST credit toward EMU Core requirements only in the area of foreign language. Credit earned through Advanced Placement (AP) testing may be applied toward Core requirements as indicated by the University Registrar's Office. Students in the Adult Degree Completion

Program may use approved testing options to meet EMU Core requirements where appropriate equivalents have been identified.

Advanced Placement (AP) Credit

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

Credit by Examination

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

CLEP/DSST Examinations

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

Additional Foreign Language Testing Option

Students may satisfy the foreign language requirement of the EMU Core Curriculum or earn foreign language credit by achieving the requisite score on the American Council on the Teaching of Foreign Language Oral Proficiency Interview. Contact the EMU Career Services Office for details.

Service-Learning Credit

A maximum of 9 SH may be earned by persons who enter a term of voluntary service under mission and service agen-

cies. Credit requirements are arranged on a contractual basis between the individual and the undergraduate academic dean's office prior to the term of service. See page 231 for the service-learning tuition rate. Students are not considered to be enrolled at EMU while earning service-learning credit. For information on service-learning credit, contact the undergraduate academic dean's office, 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.

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.

Academic Advising

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

Registration

Course registration information is available through myEMU (my.emu.edu) and in the printed Undergraduate Schedule of Course Offerings, and is provided to current students prior to each registration period. Students are responsible to consult an advisor prior to their initial registration for an upcoming semester. Students should also consult an advisor prior to making any schedule changes for assistance in understanding the impact the change may have on their progress toward graduation.

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 with no grade 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 student does not receive a passing grade in a course which has not been dropped, an F grade will be assigned.

Part-Time Enrollment

Part-time status is defined as a course load of 11 SH or fewer per semester. Admission to the university (see “Requirements for Admission,” page 218) 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. Individuals who would like access to course materials through the learning management system must register to audit the class.

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.

Medical Leave: Students who need to be absent from the university due to a medical condition may apply for a Medical Leave by contacting the vice president for student life, completing a Medical Leave application form, and providing documentation from a licensed medical provider. Those hospitalized or otherwise unable to complete the form may have the application completed by a parent/spouse/guardian and/or the vice president for student life. A medical leave committee will review the request. If granted, all active courses that the student is unable to complete will be assigned a grade of W. The student may be on Medical Leave for up to two semesters without needing to re-apply for admission. The student on Medical Leave may return based on approval by the medical leave committee after submitting appropriate documentation from his or her medical provider indicating fitness to return.

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.

Administrative Withdrawal

If a student has not attended a class for a period of two weeks, and has not

responded to efforts by the instructor or other EMU personnel to address the absence, the university registrar may administratively withdraw the student from the course.

Such action will be taken in consultation with the undergraduate dean’s office. 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.

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 request 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.



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

EMU educates students to serve and lead 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 follow Christ's call to bear witness to faith, serve with compassion, and walk boldly in the way of nonviolence and peace.

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

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

EMU Core Learning Outcomes

Christian Faith: Students will articulate Christian approaches, explain Anabaptist faith traditions and recognize expressions of these approaches and traditions in contemporary life.

Communication: Students will enhance successful interpersonal collaboration by developing effective communication skills through written, oral, aural, visual, numerical, and technological forms.

Cross-cultural Learning: Students will develop a critical awareness of themselves and others in local and global contexts.

Critical Thinking: Students will serve and lead in a global context by applying integrative learning, ethical reasoning, and problem-solving in the liberal arts.

EMU Core Outline

Christian Faith

Anabaptist Biblical Perspectives 3

Christian Identity and Witness. 3

Life Wellness 2

Communication

College Writing for Transitions 4

Speech: Exploring Voice in Vocation . . 2

Mathematics Competency 0-1

Writing Intensive Designates (2 courses)

Cross-cultural Learning

Cross-cultural core/designates 9

(Must include 3 SH Foreign Language)

Community Learning

Designate (1 course)

Critical Thinking

Natural Sciences. 3

Social and Behavioral Sciences 3

Creative Arts 1-3

History and Literature 3

Senior Seminar. 2

Total 35-38

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

Christian Faith

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

Refer to Bible and Religion (pages 48-61) for complete ABP and CIW course descriptions.

Anabaptist Biblical Perspectives (ABP)

In ABP courses, students will read the Bible and apply it to life while exploring major practices and beliefs of Mennonites and Anabaptists.

ABP 101 Introduction to the Bible . . . 3

ABP 112 Becoming God's People: Old Testament Themes. 3

ABP 123 Following Jesus Christ: New Testament Themes. 3

ABP 201 Ethics in the Way of Jesus. . . . 3

*BIST 223 New Testament Studies: Gospels. 3

*BIST 323 New Testament Studies: Paul. 3

*BIST 341 Old Testament Studies 3

THEO 323 Biblical Theology of Peace and Justice 3

Christian Identity and Witness (CIW)

In CIW courses, students will explore major practices and beliefs of Christians and analyze religious, philosophical, cultural, and economic questions from a Christian perspective.

*BIST 212 History of the Bible 3

CHST 212 Introduction to Youth

Ministry. 3

CHST 223 Spiritual Formation 3

*CHST 234 Mission in a Changing World 3

CHST 312 Missiology 3

*CHST 323 The Congregation and Its Ministries	3
CHST 341 Church History	3
PHIL 201 Introduction to Philosophy .3	
*PHIL 212 Ways of Knowing	3
*PHIL 323 Philosophy of Science3	
*PHIL 334 Ethics: Conceptions of Personal Good	3
*PHIL 341 Politics: Conceptions of Common Good	3
*PHIL 412 Philosophy of Religion . . .3	
*PHIL 434 Topics in Contemporary Philosophy	3
*REL 201 Introduction to Religious Studies	3
*REL 312 Topics in Religion	3
*REL 323 Contemporary Culture3	
REL 334 Cultural Anthropology: Christianity and Social Change3	
*REL 423 Judaism, Christianity, Islam: Comparative Monotheisms	3
THEO 201 Introduction to Theology .3	
*THEO 312 Topics in Christian Theology	3
*THEO 412 Contemporary Theology	3

Life Wellness

CORE 201 Life Wellness 2
 This largely experiential course focuses on creation care and stewardship of the body in relation to doing justice, loving mercy, and walking humbly with God. It is ideally taken at the sophomore level. (*Education students seeking PreK-3, PreK-6, SPED, or Health and Physical Education (PreK-12) licensure substitute HE 202 Health and Safety for CORE 201 Life Wellness.*)

Communication

Students develop effective communication skills through a first-year writing course which includes orientation to EMU, two additional writing intensive designate courses, speech communication, and mathematics competency.

College Writing for Transitions

This first-year course develops academic reading, thinking, and writing skills in various discourse communities while supporting students in their transition to EMU. Refer to Language and Literature (page 127) for complete course descriptions. The following are guidelines to follow for writing placement. Decisions are made on an individual basis.

WRIT 130 College Writing for Transitions	4
--	---

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.

WRIT 140 Advanced College Writing for Transitions	4
---	---

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 4 on the Advanced Placement (AP) Language and Composition exam.

A student who scores 5 on the AP Language and Composition exam earns 3 hours of credit and satisfies the writing course requirement. Those students enroll in CORE 101 Transitions (1 SH).

WRIT 120 Introductory College Writing for Transitions	4
---	---

This course is for first-year students who benefit from an introductory course developing skills for success in College Writing. 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 enroll at the introductory level. A grade of C- or better must be achieved in the course as a prerequisite for enrollment in WRIT 130 College Writing.

CORE 101 Transitions	1
--------------------------------	---

This course is for first-year students who have met the College Writing requirement prior to enrolling at EMU or who are concurrently enrolled in WRIT 110 Preparation for College Writing (refer to Language and Literature). Students develop academic, empathic, and vocational skills to enable a successful transition to EMU.

Writing Intensive Designates

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

ACTG 422 Intermediate Accounting III	3
ART 321 Survey of Western Art	3
BIOL 235 Ecology: Adaptation and Environment	4
*BIOL 307 Developmental Biology . . .4	
BIOL 485 Faith, Science, and Ethics . .2	
*BIST 323 New Testament Studies: Paul	3
BUAD 331 Organizational Behavior . .3	
CCSSC 386 A Multicultural History of Washington D. C. (WCSC)	3
CHST 341/HIST 382 Church History3	
*CMUS 322 Music History I	3
*CMUS 323 Music History II	3
COMM 241 News and Feature Writing	3
COMM 332 Cinema and Visual Communication Theory	3
*CS 340 Analysis of Algorithms	3
*CS 350 System Administration3	
*ECON 311 Contemporary Economic Issues	3
*ECON 331 History of Economic Thought	3
ECON 401 Economic Development . .3	
ED 321 Management and Organization in Early Education	3

ED 401 Examining Foundations of Education	2
EDS 301 Introduction to Exceptionalities	3
*EDS 371 Evaluation and Planning in Special Education	3
HIST 121 Introduction to History and Methods	2
HIST 382/CHST 341 Church History3	
*HIST 411 The History of Recent America, 1941-Present	3
HIST 452 Seminar in History	3
LIT 480 Seminar in the Major	3
*MATH 360 Geometry	3
*MATH 420 History of Math	3
NURS 427 Professionhood II	1
NURS 437 Professionhood III	3
PSYC 341 Cognitive Psychology3	
PSYC 473 Research in Psychology: Applied	2
PXD 225 Theories of Social Change . .3	
PXD 345 Theories of Peacebuilding . .3	
*REC 201 Recreational Programming: Design and Implementation	2
SOWK 400 Social Work Practice II . . .3	
SOWK 410 Social Work Practice III . .3	
SPAN 320 Advanced Grammar and Composition	3
SUST 420 Environmental Sustainability Thesis.	3
*THR 310 Playwriting and Screenwriting	3
*THR 401 History and Traditions of World Theater: Twentieth Century to Today	3
WRIT 200 Introduction to Creative Writing	3
WRIT 350 Prose Workshop	3
*WRIT 380 Expository Writing	1
*WRIT 381 Argumentative Writing . .1	
*WRIT 382 Rhetoric of the Natural and Social Sciences	1

Speech: Exploring Voice in Vocation

WRIT 150 Speech: Exploring Voice in Vocation 2
 Students develop compassionate listening and speech communication skills while

exploring a calling within a discipline. This course is ideally taken in the spring semester of the first year. Prerequisite: WRIT 130 or 140. Refer to Language and Literature (page 127) for complete course description.

Mathematics Competency

Mathematics Competency is a general education requirement which also serves as a prerequisite for most mathematics courses at EMU. Most students enroll in MATH 101 Foundations of Math, a course designed to guide students to achieve mathematics competency with corresponding tutorial support in the Academic Support Center. Refer to Mathematical Sciences (page 136) for complete description. Alternatively, students may satisfy the requirement (but not receive academic credit) by demonstrating one of the following:

- 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).
- 3) Earning a score of 90% or higher on the Mathematics Competency Comprehensive Exam. The exam may be taken only once and is offered on the first class period of MATH 101 Foundations of Math. This option is suggested for students registered for Foundations of Math and whose Math SAT score is between 500 and 590 or whose Math ACT score is between 21 and 26.

Cross-Cultural Learning

Students complete nine semester hours of cross-cultural courses, including one foreign language course. Students also complete one community learning designate course. 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 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 Cross-Cultural Programs.

Option 1: Semester Cross-Cultural Program

The semester program is the recommended cross-cultural option. Each semester program comprises 15 SH taken as five courses. The core experiential course and designates fulfill the 9 SH cross-cultural requirement. A semester cross-cultural also includes one faith course meeting the Christian Identity and Witness (CIW) requirement and a language course (where appropriate) fulfilling the foreign language requirement. Other coursework represents history and culture, additional language studies, or an area of faculty expertise. Course work during a semester cross-cultural does not satisfy EMU Core Critical Thinking requirements.

Semester cross-cultural programs scheduled for 2013-2014 include:

China (Fall 2013)

CCSSC 201 Cross-Cultural Social Science3
CCHIS 308 History and Culture of China.3
CCLNG 112 Chinese Language (FL) .3
CCREL 308 Spirituality, Ethics, and Religions in China (CIW)3
CCSOC 303 Contemporary Issues in China3

Spain and Morocco (Fall 2013)

CCSSC 201 Cross-Cultural Social Science.3
CCHIS 309 Issues in Spanish and Moroccan Civilization and Culture.3
CCLNG 110 Arabic Language (FL). . 3

CCREL 309 Studies in Religion and Philosophy in Spain and Morocco (CIW)3
One course (3 SH) from the following:
CCSPA 110, 120 Elementary Spanish I, II. 3, 3
CCSPA 210, 220 Intermediate Spanish I, II. 3, 3
CCSPA 312, 322 Advanced Conversational Spanish I, II. . . . 3, 3

Guatemala and Mexico (Spring 2014)

CCSSC 201 Cross-Cultural Social Science3
CCSOC 302 Immigration, Globalization, Human Mobility . . .3
CCREL 301 Religion and Culture of Mesoamerica (CIW)3
Two courses (6 SH) from the following:
CCSPA 110, 120 Elementary Spanish I, II. 3, 3
CCSPA 210, 220 Intermediate Spanish I, II. 3, 3
CCSPA 312, 322 Advanced Conversational Spanish I, II. . . . 3, 3

Middle East (Spring 2014)

CCSSC 201 Cross-Cultural Social Science.3
CCBST 242 Biblical Geography, Archaeology and History3
CCHIS 303 Contemporary Issues in the Middle East3
CCLNG 110 Arabic Language (FL) . .3
CCREL 302 Religion and Culture in the Middle East (CIW)3

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

Summer seminars provide exposure to cross-cultural contexts for 3-6 weeks. A three-week experience comprises the core experiential course. Six week seminars include a second 3 SH course. The student elects complementary courses (see the following list of cross-cultural designates) to complete the required 9 SH.

Cross-cultural seminars scheduled for summer 2014 include:

Lithuania (6 SH)

CCSSC 201 Cross-Cultural Social Science3
CCCOM 313 Photography of People and Place.3

Pakistan (6 SH)

CCSSC 201 Cross-Cultural Social Science3
CCLNG 135 Elementary Urdu (FL) .3

Spain (6 SH)

CCSSC 201 Cross-Cultural Social Science3
One course (3 SH) from the following:
CCSPA 110, 120 Elementary Spanish I, II. 3, 3
CCSPA 210, 220 Intermediate Spanish I, II. 3, 3
CCSPA 312, 322 Advanced Conversational Spanish I, II. . . . 3, 3

Kenya (3 SH)

CCSSC 201 Cross-Cultural Social Science.3

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

Cross-Cultural Designates

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

BIOL 161 Food and Population3
*BIOL 191 Physical Anthropology . . .3
BUAD 441 International Business. . . .3
*CMUS 201 Topics: World Music. . . .3
ECON 401 Economic Development. . .3
*ECON 411 International Economics. .3
GEOG 231 Cultural Geography3
HIST 181 The Global Past I: Prehistory to 1500.3
HIST 182 The Global Past II: 1500 to the Present3
*HIST 212 History of Latin America .3
*HIST 251 History of Africa3

*HIST 371 History of Asia	3
*HIST 432 History of the Middle East	3
LANG 110 Elementary Arabic I	3
LANG 150 Elementary Bulgarian I . .	3
LING 250 Introduction to Linguistics.	3
*LING 360 Language Learning, Literacy, and Culture	3
LING 450 Methods of Language Teaching	3
LING 460 Practicum in TESOL	3
LIT 210 Global Literatures I: Beginnings to 1500	3
LIT 220 Global Literatures II: 1500- 1800	3
LIT 230 Global Literatures III: 1800 to Present	3
LIT 315 Global Conflicts, Global Novels	3
*MKTG 411 International Marketing	3
*POL 311 International Relations . . .	3
PXD 375 Globalization and Justice . .	3
REL 223 World Religions	3
*REL 323 Contemporary Culture . . .	3
SOWK 360 Race and Gender	3
SPAN 110 Elementary Spanish I	3
SPAN 120 Elementary Spanish II . . .	3
SPAN 130 Accelerated Elementary Spanish	3
SPAN 210 Intermediate Spanish I . . .	3
SPAN 220 Intermediate Spanish II . .	3
SPAN 310 Spanish Conversation and Readings	3
SPAN 320 Advanced Grammar and Composition	3
SPAN 330 Immigration Issues	3
All courses in semester and summer cross-cultural.	

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

Option 3: Washington Community Scholars' Center (WCSC)

The Washington Community Scholars' Center (WCSC) provides students a semester or 10-week summer experience exploring cultural diversity, career-build-

ing internships, classes at area universities, and connections between faith and vocation in Washington, D.C. See pages 198-200 for more information.

Foreign Language

Students complete one 3 SH course in a foreign language. A foreign language course may also serve as a cross-cultural designate. Course offerings are linked with cross-cultural programs at EMU, and a variety of languages are offered each year. Refer to Language and Literature (p. 121) for course descriptions and placement information. Testing is available through EMU Career Services for students who wish to receive credit for languages in which they are fluent.

Community Learning Designates

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

ACTG 481 Accounting Internship. . 1-3	
*ART 397 Elementary School Art Methods [3 SH with practicum] . . .	3
*ART 398 Secondary School Art Methods.	3
BIOL 219 Life Science Practicum . . .	3
*BIST 223 New Testament Studies: Gospels	3
BUAD 441 International Business . . .	3
BUAD 481 Business Internship . . . 1-3	
*CHEM 285 Environmental Chemistry	4
CHST 312 Missiology	3
CHST 451 Church Work Practicum . .	3
CHST 473 Youth Ministry Practicum .	3
COMM 391 Communication Internship	3-6
CS 488 Computer Science Internship	1-3
DIGM 251 Video Camera and Non- linear Editing	4
*DIGM 453 Documentary Video Production	3

*DIGM 456 Live Event and Field Production	3
ED 101 Exploring Teaching.	2
ED 252 Learning, Motivation, and Assessment PFE	3
ED 342 Reading/Diagnostic Reading .	2
EDS 331 Individualized Instruction. .	3
*HIST 222 African-American History .	3
HIST 441 History Internship	1-3
HONRS 431 Honors Teaching and Leadership	3
LARTS 390, 391 Peer Tutoring Practicum I and II (must enroll in 2 semesters for CL designate)	2
LING 450 Methods of Language Teaching	3
LING 460 Practicum in TESOL	3
LING 470 Internship.	1-3
*MUED 341 Elementary School Music.	3
*MUED 342 Secondary School Music.	3
*MUED 412 Vocal Pedagogy.	2
*MUED 413 Piano Pedagogy	2
MUES 333 Chamber Ensemble.	1
NURS 426 Nursing and the Family in the Community.	3
NURS 431 Community Health.	4
PE 301 Adapted Physical Education . .	3
PXD 431 Peacebuilding and Development Practicum	1-3
PSYC 203 Developmental Case Study .	1
PSYC 482, 483 Psychology Internship I and II (must enroll in 2 semesters). .	3
REC 210, 211 Sophomore Recreation Practicum.	1
REC 410, 411 Senior Internship	4
SOWK 101 Exploring Social Work . . .	3
SOWK 430 Senior Practicum in Social Work	3
SPAN 310 Spanish Conversation and Readings	3
SPAN 330 Immigration Issues	3
*SPAN 360 Spanish for Health Care .	3
SPAN 470 Internship.	1-3
SUST 419 Environmental Sustainability Practicum.	3
*THR 320 Theater and Justice	3
WCSC 285 Internship Theory and Practice (WCSC)	1
WRIT 470 Internship	1-3

Critical Thinking

Students choose coursework from each content area of Natural Sciences (3-4 SH), Social and Behavioral Sciences (3 SH), Creative Arts (1-3 SH), and History and Literature (3 SH) to develop critical thinking. The Senior Seminar provides opportunity for making connections throughout the undergraduate experience.

Natural Sciences

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

BIOL 101 Biological Explorations . . .	3
BIOL 112 Human Anatomy and Physiology I	3
BIOL 161 Food and Population	3
BIOL 173 Concepts in Biology: Unity and Diversity of Life	4
*BIOL 191 Physical Anthropology . . .	3
BIOL 242 Nutrition Fundamentals . . .	3
*BIOL 451/PSYC 451 Neuropsychology	3
CHEM 102 Matter and Energy	3
CHEM 223 General Chemistry I	4
CS 110 Introduction to Computer Science.	3
ENVS 181 Environmental Science . . .	3
*ENVS 201 Earth Science	3
*PSYC 451/BIOL 451 Neuropsychology	3
PHYS 251 University Physics I	4

Social and Behavioral Sciences

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

BUAD 111 Exploring Business	3
BUAD 221 Principles of Management .	3
ECON 201 Survey of Economics	3
ECON 211 Principles of Microeconomics.	3
ECON 212 Principles of Macroeconomics	3
POL 101 Introduction to Politics . . .	3
*POL 201 Comparative Government .	3

PSYC 101 General Psychology	3
PSYC 202 Developmental Psychology .3	
PSYC 221 Social Psychology	3
PXD 151 Exploring Conflict and Peace	3
SOC 101 Introduction to Sociology . 3	
SOWK 200 Social Behavior and Diversity	3
SOWK 210 Social Stratification.	3
SOWK 300 The Family in Social Context	3

Creative Arts

Students practice creative process through experiential engagement with the arts.

ART 111 Foundations of Design	3
ART 141 Drawing	3
*ART 181 Three-Dimensional Design.3	
ART 251 Painting	3
*ART 261 Papermaking.	3
*ART 262 Printmaking: Relief and Screen	3
ART 271 Ceramics	3
*ART 397 Elementary School Art Methods (Art Education).	2-3
*CHMUS 211 Music for the Congregation.	3
*CHMUS 431 Song of the Christian Church	3
CMUS 101 Introduction to Music Theory.	2
CMUS 114 Appreciating Music Making	3
*CMUS 201 Topics: World Music.	3
DIGM 251 Video Camera and Non- linear Editing.	4
*MUED 341 Elementary School Music.	2-3
*MUED 342 Secondary School Music.3	
MUES 311 Men’s Choir	1
MUES 312 Women’s Choir	1
MUES 322 Chamber Singers.	1
MUES 331 Chamber Orchestra.	1
MUES 332 Wind Ensemble	1
MUES 333 Chamber Ensemble.	1
MUES 341 EMU Jazz	1
MUPS 2xx, 3xx Performance Studies 1-2	
PE 136 Rhythmic Activities	1
PHOTO 112 Digital Photography	3

*PHOTO 241 Black and White Photography	3
*PHOTO 478 Documentary Photography	3
THR 101 Introduction to Theater Arts	3
*THR 120 Theater and Faith.	1
THR 180 Acting I.	3
*THR 240 Stage Design and Technology	3
*THR 280 Collective Theater	3
THR 281 Performance Practicum . . 1-3	
*THR 310 Playwriting and Screenwriting.	3
*THR 320 Theater and Justice	3
THR 350 Technical Theater Practicum.	1-3
THR 351 Stage Management Practicum.	1-3
WRIT 200 Introduction to Creative Writing	3
WRIT 350 Prose Workshop.	3
*WRIT 370 Poetry Writing.	3

History and Literature

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

HIST 131 United States History to 1865	3
HIST 132 United States History 1865 to Present.	3
HIST 181 Global Past I: Prehistory to 1500	3
HIST 182 Global Past II: 1500 to the Present.	3
HIST 385 Monuments to Murals: Exploring Social Issues Through D.C.’s Public Art (WCSC)	3
LIT 210 Global Literatures I: Beginnings to 1500	3
LIT 220 Global Literatures II: 1500-1800.	3
LIT 230 Global Literatures III: 1800 to the Present	3
LIT 310 Nature Writing	3
LIT 315 Global Conflicts, Global Novels	3

*THR 201 History and Traditions of Early World Theater	3
---	---

Senior Seminar

This team-taught course provides an opportunity for students to reflect on their life journeys and synthesize their undergraduate experience as they consider their transition from EMU. The course focuses on identity formation, the process of being and becoming, and finding voice. A chosen theme frames volitional and reflective inquiry.

Senior Seminars for 2013-14 include:

Fall 2013

CORE 401 Senior Seminar: Dealing with Suffering and Loss	2
---	---

CORE 401 Senior Seminar: Seeing with the Self.	2
---	---

Spring 2014

CORE 401 Senior Seminar: Growing Identity While Walking Together.	2
CORE 401 Senior Seminar: By the Sweat of our Brow: Work, Calling, and Purpose.	2

The following courses also fulfill the Senior Seminar requirement.

HONRS 401 Worldview Seminar	2
*REC 402 Wilderness Seminar	3
WCSC 485 Servant Leadership ful- fills the EMU Core Senior Seminar requirement for students who have earned 90 SH prior to enrollment in WCSC.	

Senior Seminar (CORE)

Seeing with the Self: Refocusing and Letting Go

2

How do we make life and work meaningful? How does our personality, biology, biography, culture, and faith affect the way we see and don’t see and the directions we move? This course engages questions of how we view scholarship, faith, vocation, creativity, and cross-cultural encounters. We’ll consider how our awareness and meaning-making is shaped by our relationships with others and our engagement with ideas.

Dealing with Suffering and Loss

2

Everyone suffers loss at one time or another and we are often left without resources to cope when such things happen, whether that experience is what we consider insignificant loss or a more catastrophic loss. This course examines how our faith informs and transforms such loss and fosters dialogue on how loss relates to catastrophic loss, our cross-cultural experiences, our relationships, our fears of the future and our vocation. Readings, guest lectures, group presentations and reflections on faith and spirituality will be an integral part of the course as we reflect together to find our voice.

By the Sweat of our Brow: Work, Calling, and Purpose

2

This senior seminar will explore work as a central part of human experience throughout the centuries, and as one of the biggest opportunities and challenges facing graduating EMU seniors. The purpose of the course is to guide students into an investigation of their work as calling and to understand their role in participating in God’s providential care for humankind. The course will also examine how gender and class shape the experience of work. The class will explore the meaning and the significance of work through study of biblical texts and accounts that address God’s purposes for work, some of the classic Christian understandings of work, anthropological ethnographies and American literary explorations of work.

Growing Identity While Walking Together

2

This course will endeavor to lead students to examine their life journeys in three significant developmental areas – spiritual identity, sexual and relational identity, and vocational identity. Each area invites reflection from the past (formative influences, life experience), commitments for the present, and goal-setting/aspiration for the future. While separated for definition and discussion, we understand that these three integrate and interact wholistically. Furthermore, this life we live is best understood and engaged with the help of others. Walking together will be a metaphor for our attempts to help the class become a community of reflection, discernment, and support for each individual as they address these personal questions.

**Indicates courses offered in alternate years.*



Applied Social Sciences

Faculty:

Jane Wenger Clemens
Deanna Durham
Jennifer Holsinger
Terrence Jantzi
Elroy J. Miller (chair;
program director, Social Work)
Gloria Rhodes
Carolyn Stauffer

Majors:

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

Minors:

- Environmental Sustainability
- International Development
- Peacebuilding
- Sociology

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

The department fosters the development of graduates committed to being catalysts for constructive social change. Operating from a strong social justice lens and a cross-cultural perspective, the department prepares students to engage professionally through reflective practice – a balance between action and reflection. All programs within the department emphasize practical interaction with the local community, the church, the nation, and the world at large.

In addition to the three majors, the department also offers four supporting minors in environmental sustainability, international development, peacebuilding, and sociology.

The department strongly recommends that students:

- strengthen their portfolios by adding a complementary minor in another subject area.
- participate in a semester-long cross-cultural experience.
- pursue competency through the intermediate level II in a second language.
- participate in the student organizations Peace Fellowship, Social Work Is People (SWIP), or Earthkeepers.

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

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. EMU graduates qualify for Baccalaureate in Social Work (BSW) licensure exams and for opportunities in Master of Social Work advanced standing programs.

The EMU social work program prepares students for baccalaureate-level social work practice with individuals, families, groups, organizations, and communities within the context of various human service agencies and voluntary services. The program's emphasis on social justice and cross-cultural learning in domestic and international venues is distinctive.

The curriculum is generalist in nature, with opportunities for students to develop skills in particular areas through class projects, reading, electives, and selection of field practicum settings. Social work positions require a broad liberal arts education, multilingual 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 apply to the program during their first semester of enrollment at EMU. The social work program does not grant credit for life experience or previous work experience. Admittance to and 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 qualities essential for working with people such as a value orientation consistent with the profession, sensitivity to needs of people, self-awareness, and a sense of personal and global responsibility.

Career opportunities for social workers include medical social work, substance and alcohol addiction recovery, adoption and foster care agencies, juvenile justice and corrections, domestic violence prevention, public sector social services, disaster relief, mental health agencies, counseling services, adult education, refugee programs, residential geriatric facilities, day programs for the elderly or children, emergency family shelters, migrant education, half-way homes, judicial/court programs, youth/child support, developmental disabilities support programs, rape crisis and other hotline services, mediation, health and wellness agencies, and after-school care.

The major consists of the following 67 SH:

BIOL 101 Biological Explorations . . .	3
ECON 201 Survey of Economics OR	
ECON 212 Principles of	
Macroeconomics	3
MATH 140 Elementary Statistics . . .	3
POL 101 Introduction to Politics . . .	3
PSYC 101 General Psychology	3
PSYC 202 Developmental	
Psychology	3
PSYC 203 Developmental Case	
Study	1
SOC 101 Introduction to	
Sociology	3
SOC 336 Methods of Social	
Research	3
SOWK 101 Exploring Social Work . .	3
SOWK 200 Social Behavior and	
Diversity	3
SOWK 210 Social Stratification	3
SOWK 220 Social Welfare History	
and Philosophy	3
SOWK 310 Social Work Practice I . .	3
SOWK 330 Social Policy Analysis . . .	3
SOWK 360 Race and Gender	3
SOWK 400 Social Work Practice II . .	3
SOWK 410 Social Work Practice III . .	3
SOWK 430 Senior Practicum in	
Social Work	12
SOWK Elective (Topics selection) . . .	3

Major in Peacebuilding and Development

Gloria Rhodes, Carolyn Stauffer, and Deanna Durham, faculty advisors

The peacebuilding and development major combines theory and practice from a variety of academic disciplines to support the training and growth of peacebuilding and development practitioners. Students learn experientially in practice classes and in the field, developing skills and familiarity with tools and techniques to prepare them for professional employment. A required practicum, completed through the Washington Community Scholars' Center program in Washington, D.C., through the International Peacebuilding and Development Practicum (IPDP) program, or in local or other student-initiated internships, provides additional experience and opportunities for networking.

Graduates are prepared for careers or graduate study in peacebuilding and development including community and international development, mediation and conflict transformation/resolution, peace and justice advocacy, community and collaborative peacebuilding, program evaluation, city and regional planning, peace education, social services, research, law, and social and public policy advocacy.

A major in peacebuilding and development consists of 45-48 SH.

Core Theory (12 SH)

PXD 225 Theories of Social Change . . .	3
PXD 235 Conflict, Violence and	
Terrorism	3
PXD 345 Theories of Peacebuilding . . .	3
PXD 485 Theories of International	
Development	3

Core Practice/Skills (12-15 SH)

PXD 431 Peacebuilding and	
Development Practicum	0-3

PXD 451 Program Evaluation through	
Qualitative Methods	3
PXD 490/BIRE 444 Senior Capstone . .	3

Choose two of the following courses:

*PXD 261 Community and Conflict	
Analysis Techniques	3
PXD 311 Mediation and Conflict	
Transformation	3
*PXD 321 Group Dynamics and	
Facilitation	3

Supporting Theory (9 SH)

Bible/Religion/Philosophy

Choose one of the following courses:

*PXD 385 History and Philosophy of	
Nonviolence	3
REL 334 Cultural Anthropology:	
Christianity and Social Change	3
THEO 323 Biblical Theology of Peace	
and Justice	3

Political Studies

Choose one of the following courses:

*POL 201 Comparative Government . .	3
*POL 311 International Relations	3
*POL 401 Human Rights and Dignity . .	3

Economics

Choose one of the following courses:

*ECON 311 Contemporary Economic	
Issues	3
ECON 401 Economic Development . . .	3
*ECON 411 International Economics . .	3

Contemporary Topical Issues (6 SH)

Choose two of the following courses:

PXD 245 Environment and Society . . .	3
*PXD 331 Restorative Justice and	
Trauma Awareness	3
PXD 375 Globalization and Justice . . .	3

Electives (6 SH)

*HIST 321 Modernizing America	
1865-1940	3
*HIST 411 The History of Recent	
America, 1941-present	3
PXD 151 Exploring Conflict and Peace	
PXD 499 Independent Study	1-3

SOC 101 Introduction to Sociology . . .3
 SOC 336 Methods of Social Research
 (strongly encouraged)3
 SOWK 210 Social Stratification3
 SOWK 360 Race and Gender.3
 *THEO 312 Topics in Christian
 Theology3
 *THR 320 Theater and Justice3
 Any regional (or European) history
 courses.3
 Any course already listed in PXD
 curriculum3

Accelerated Program: BA in Peacebuilding and Development to MA in Conflict Transformation

The accelerated program is a collaboration between EMU's undergraduate department of Applied Social Sciences and the graduate program of the Center for Justice and Peacebuilding. The program is designed to award exceptional students both a BA in Peacebuilding and Development and an MA in Conflict Transformation through a five-year curriculum.

Students should express interest in the program during their first year as an undergraduate or as soon as possible so they can be assigned an advisor to help plan their course of study. Non-traditional students who have previous experience in the field but have not completed an undergraduate degree are encouraged to consider this option.

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

Curriculum

The undergraduate curriculum for the BA/MA accelerated program is the same as the standard Peacebuilding and Development curriculum with the following change:

Students are *required* to take all three of the following core practice/skills courses (rather than choosing two out of three):

*PXD 261 Community and Conflict
 Analysis Techniques.3
 PXD 311 Mediation and Conflict
 Transformation3
 *PXD 321 Group Dynamics and
 Facilitation3

Once a candidate is accepted into the graduate program, his/her fourth year will include classes at both the undergraduate and graduate levels. Attendance at the Summer Peacebuilding Institute between the fourth and fifth years will be required, and the student will conclude master's degree requirements in the final (fifth) year.

Further details are available from the Peacebuilding and Development coordinator and the Center for Justice and Peacebuilding registrar or admissions coordinator.

Major in Environmental Sustainability

*Gloria Rhodes and Jennifer Holsinger,
 Advisors for Environmental and Social
 Sustainability Concentration, Applied
 Social Sciences Department.*

*Doug Graber Neufeld and James Yoder,
 Advisors for Environmental Science
 Concentration, Biology Department.*

The environmental sustainability major focuses on an interdisciplinary approach to sustaining the quality of our natural world with an emphasis on the interrelationships between the natural world and

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

In addition, the environmental sustainability curriculum recognizes a balance between technical training and the broad education of a liberal arts philosophy. Completion of the environmental sustainability major equips students to work in fields of conservation, environmental monitoring, agriculture, international development, alternative energy promotion and development, sustainable development, agricultural extension, environmental advocacy, and environmental education. In addition, the curriculum prepares students for graduate work in many areas related to sustainability.

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

A major in environmental sustainability consists of 48 SH.

Core Courses: Introduction to Sustainability (7 SH)

BIOL 173 Concepts in Biology: Unity
 and Diversity of Life. 4
 PXD 245 Environment and Society . . . 3

Core Courses: Integration (8 SH)

*ENVS 328 Conservation Biology3
 SUST 419 Environmental
 Sustainability Practicum.3
 SUST 420 Environmental Sustainability
 Capstone Thesis.2

Concentration: Environmental and Social Sustainability

This concentration focuses on the social, economic, and political aspects of environmental sustainability. The coursework in the various social sciences prepares students to work on such issues as environmental advocacy, conservation and sustainable development, land use and degradation, environmental education and agricultural extension, climate change, waste management, and alternative energy.

Environmental and Social Sustainability supporting courses required (21 SH)

ECON 201 Survey of Economics3
 ECON 300 Environmental
 Economics3
 PXD 151 Exploring Conflict and
 Peace3
 PXD 225 Theories of Social Change . .3
 *PXD 261 Community and Conflict
 Analysis Techniques3
 PXD 375 Globalization and Justice . .3
 SOC 336 Methods of Social Research .3

Environmental and Social Sustainability electives

Choose a minimum of 6 SH from the following list:

- ECON 211 Principles of Microeconomics.3
- ECON 212 Principles of Macroeconomics3
- *ECON 311 Contemporary Economic Issues3
- ECON 401 Economic Development .3
- *ECON 411 International Economics.3
- GEOG 231 Cultural Geography3
- *HIST 321 Modernizing America 1865-1940.3
- *HIST 411 The History of Recent America3
- *PXD 321 Group Dynamics and Facilitation.3
- *PXD 331 Restorative Justice and Trauma Awareness3
- *PXD 451 Program Evaluation through Qualitative Methods3
- PXD 485 International Development .3
- SOC 101 Introduction to Sociology . .3
- SOWK 210 Social Stratification.3
- SOWK 360 Race and Gender3

Environmental Science Electives

Choose a minimum of 6 SH from the Environmental Science supporting courses and electives list on page 65.

Concentration: Environmental Science

This concentration focuses on the biological and chemical aspects of environmental sustainability. The solid coursework in natural sciences prepares students to work on such issues as biodiversity and loss of species, pollution and toxicology, land use and degradation, waste management, resource depletion and energy consumption, climate change, and alternative agriculture.

Environmental Science supporting courses required:

- BIOL 235 Ecology: Adaptation and Environment4
- CHEM 223 General Chemistry I4
- CHEM 224 General Chemistry II. . . .4
- *CHEM 285 Environmental Chemistry4
- OR**
- *ENVS 345 Environmental Toxicology3
- *ENVS 205 Environmental Applications of GIS3
- MATH 240 Statistics for the Natural Sciences3

Environmental Science electives

Choose a minimum of 6 SH from the Environmental Science electives list on page 65.

Environmental and Social Sustainability electives

Choose a minimum of 6 SH from the Environmental and Social Sustainability supporting courses and electives list above.

Minor in Environmental Sustainability

The minor in environmental sustainability consists of 17-18 SH.

- BIOL 173 Concepts in Biology: Unity and Diversity4
- OR**
- ENVS 181 Environmental Science . . .3
- *ENVS 328 Conservation Biology. . . .3
- PXD 245 Environment and Society. . .3
- SUST 420 Capstone Thesis2
- One course from each of the two concentrations' core or electives list6

Minor in International Development

This minor provides skills for working with groups, organizations, or communities with an emphasis on facilitation, mobilization, and empowerment. It is designed for students preparing to work in the field

of community or international development or economic development.

The minor in international development consists of 18 SH.

- ECON 401 Economic Development . .3
- PXD 225 Theories of Social Change . .3
- *PXD 261 Community and Conflict Analysis Techniques3
- SOC 336 Methods of Social Research
- OR**
- *PXD 451 Program Evaluation through Qualitative Methods3
- PXD 375 Globalization and Justice
- OR**
- *POL 311 International Relations . . .3
- PXD 485 Theories of International Development3

Minor in Peacebuilding

The peacebuilding minor provides students the opportunity to develop skills essential to peacebuilding practice. (15 SH)

- PXD 225 Theories of Social Change . .3
- PXD 311 Mediation and Conflict Transformation **OR**
- *PXD 321 Group Dynamics and Facilitation.3

- PXD 345 Theories of Peacebuilding . .3
- PXD 375 Globalization and Justice **OR**
- THEO 323 Biblical Theology of Peace and Justice3
- Any PXD course3

Minor in Sociology

The minor in sociology consists of 18 SH.

- PXD 225 Theories of Social Change . .3
- SOC 336 Methods of Social Research
- OR**
- *PXD 451 Program Evaluation3
- Choose 12 SH from the following courses:
- SOC 101 Introduction to Sociology . .3
- SOWK 200 Social Behavior and Diversity3
- SOWK 210 Social Stratification.3
- SOWK 300 The Family in Social Context3
- SOWK 360 Race and Gender3
- PXD 245 Environment and Society. . .3
- PXD 485 Theories of International Development3
- SOC 336 Methods of Social Research
- OR**
- *PXD 451 Program Evaluation3

Peacebuilding and Development (PXD)

151 Exploring Conflict and Peace

3

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

225 Theories of Social Change 3

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

235 Conflict, Violence, and Terrorism 3

This course is designed as a social movements laboratory; it explores the conditions under which social movements emerge and how and why they choose violent or alternately non-violent means to enact their goals. We begin by tackling the fundamental question of what constitutes a 'social movement' and engage this inquiry through a variety of sociological perspectives. Next we explore the parameters of various 20th century social movements both in the U.S. and abroad, and accompany this with an intermediate level of theory related to the dynamics that have impacted on both the emergence and dissipation of these primarily extra-institutional entities. Lastly, we investigate elements of terror, protest, conflict, and/or resistance that are used to either spur on or hinder, silence or amplify, the symbiotic interaction between dissenting groups and their intended audiences.

245 Environment and Society 3

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

***261 Community and Conflict Analysis Techniques** 3

In order to promote sustainable change, it is important to understand the context in which we work. This course provides an introduction to social situation assessment strategies and conflict analysis. The class will also reflect upon and analyze how the specific characteristics of the change agent can promote or inhibit the change process. Students will complete a personal, community and conflict analysis and consider how such analysis supports and contributes to change efforts including development and peacebuilding practice. (Spring 2015)

311 Mediation and Conflict Transformation 3

This course is an introduction to the theory and practice of 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 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.

***321 Group Dynamics and Facilitation** 3

This course will introduce students to group dynamics theory especially as it relates to teambuilding including the functions and features of groups, group structure, group development and leadership. It will also provide an opportunity for students to apply group dynamics concepts to facilitation and to work toward mastery of the skills required for good group process. Emphasis will be placed on the basic group processes of planning and facilitating effective meetings and of decision-making, problem solving, and conflict handling and teambuilding. Students will practice facilitation in local college or community settings with a special focus on facilitating conversation on issues that cause tension. (Spring 2014)

***331 Restorative Justice & Trauma Awareness** 3

The course provides a critical introduction to the restorative justice and trauma healing fields. Restorative justice will be examined within the criminal and traditional justice systems in American as well as several international contexts. Trauma healing will be explored as a component of the restorative justice process, and both are situated in a larger peacebuilding framework. The importance and power of *Dignity* will be examined as a component of the restorative process in post-crime contexts and as a preventative aspect of violence. One of the "hands-on" segments of the course will be an Alternative to Violence Project training led by the inmates of Graterford Prison in Pennsylvania. (Spring 2014)

345 Theories of Peacebuilding 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: PXD 225 or permission of instructor.

375 Globalization and Justice 3

The task in this class is to examine the debates about globalization. Is it new? Is it a force for good or bad? Does it bring people together or drive them apart? Is it homogenizing or fragmenting force? What, or who, drives it? Is 'globalization' just another word for 'Westernization'? How is it being resisted? We will also engage a further set of questions concerning theology and the church. How is globalization affecting the church? What does it mean to think in terms of a church whose center of gravity is no longer Europe and North America (if it ever was)? Finally, what should Christians think about capitalism, the great engine of globalization?

***385 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. The origins and development of the just war and justifiable revolution traditions are explored. Special attention is given 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. (Spring 2015)

431 Peacebuilding and Development Practicum 0-3

A practicum provides PXD majors (and minors by permission) opportunities for practical off-campus experience in settings related to the field. Many students complete the practicum requirement by participating in the Washington Community Scholars' Center. Other local and global placements, including the possibility of an international practicum placement through the International Peacebuilding and Development Practicum (IPDP) program, may be pursued in coordination with the student's advisor.

- 441 Leadership Practicum** **1**
Students gain leadership experience through leading program efforts in a variety of areas on campus and within the community. They reflect on leadership styles and analyze their own methods of communication and leadership through direct immersion.
- 451 Program Evaluation through Qualitative Methods** **3**
This course is designed to help students explore the theory and practice of program evaluation, especially if interested in working in social service, business development, mission-related programs or projects, and local or international NGOs. The course will review the current range of thinking on the philosophies, purpose, and structure of program evaluation, with an emphasis on how to use qualitative methods in evaluations. Students will gain hands-on experience in how to design an evaluation, how to determine the appropriate methods and collect data, and an analysis of on-going program evaluation and evaluation reports. Sociological and anthropological approaches will provide the theoretical and philosophical background for our work, but the focus will be on practical applications of qualitative methodology in evaluation. (PAX 516)
- 485 Theories of International Development** **3**
An examination of socio-economic development focusing on third world populations and global dynamics sums up the course. This includes a brief survey of development theories, sociological concepts in the application of developmental models at the international, national, regional and community levels, and the role of the church in development. Enrollment limited to seniors except with permission of instructor. (PAX 585)
- 490 Peacebuilding and Development Senior Capstone** **3**
This course invites students to reflect on their academic and spiritual journey through dialogue among the major disciplines in the Bible and Religion department and in the Peacebuilding and Development major. It will be shaped by observing how you grew and were challenged during your college experience, and how you now fit into, challenge, and offer vision to your home, your communities, the church, and/or the wider world. These conversations will be carried on through class presentations, readings, discussions, interactions with professors in the two departments and the preparation of a major project.
- 494 Foundations for Justice and Peacebuilding I** **6**
In this course a team of faculty members equipped with a combination of academic credentials and practice experience coach students as they acquire the foundational knowledge and practice the core skills used in all of the concentration areas (strategic peacebuilding, restorative justice, development, organizational leadership, and psychosocial trauma healing) taught at the Center for Justice and Peacebuilding. Students work individually and in teams to apply new ideas and skills to cases that progress in complexity from interpersonal to small group and organizational level conflicts. Students also increase their self-awareness as well as their capacity for professional judgment and reflective practice. Accelerated students only. (PAX 534)
- 495 Foundations for Justice and Peacebuilding** **6**
In this course a team of faculty members equipped with a combination of academic credentials and practice experience coach students as they further develop their knowledge and skills for dealing with conflict and situations of injustice. Students work individually and in teams to apply new ideas and skills to cases that progress in complexity from the community to the national and to the global level. Students continue to develop their self-awareness as well as their capacity for professional judgment and reflective practice. They continue to use the skills they developed in Foundations I. Accelerated students only. (PAX 634)

499 Independent Study **1-3**

Sociology (SOC)

- 101 Introduction to Sociology** **3**
In this course students will be introduced to the sociological method and to key theoretical perspectives that engage their sociological imagination around issues such as culture, race, gender, deviance, socialization, inequality, stratification, diverse social structures and the impacts of social change. This encounter will challenge students to analyze and observe life from diverse vantage points as they learn to systematically reflect on how and why individuals and groups behave as they do.
- 201 Sociology of Health** **3**
This course examines not only the social contexts that shape health and illness but also how these critically impact the provision as well as outcomes of medical care. The course is organized around social engagement at the micro, mezzo, and macro levels. This provides the sociology content required for MCATs.
- 336 Methods of Social Research** **3**
The course provides an exposure to quantitative research methods and prepares students to analyze, interpret, and critique quantitative social science research. The course emphasizes an experiential learning approach where students design, implement, and analyze a quantitative social science research project. A laboratory with guided exercises, including the use of computer software such as SPSS and Excel in research, is included. Course enrollment for majors outside of the department of applied social sciences requires the permission of the instructor. Prerequisite: MATH 140.
- 350 Urban Sociology** **3**
In this course students explore their connection to an increasingly urban world by examining patterns of urban settlement, theories of urbanism and the “community question,” and the problems and possibilities of urban life through the perspectives of urban planning. The course includes a focus on the roles of race, class, gender and nativity as factors influencing social interaction and use of space in urban environments.

Social Work (SOWK)

- 101 Exploring Social Work** **3**
The course provides an 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 twenty hours of community learning are required. Enrollment limited to first- and second-year students.
- 200 Social Behavior and Diversity** **3**
This course explores human behavior in the social environment as it relates to human development through the lifespan (conception through older adulthood). Traditional and alternate 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.

210 Social Stratification 3

This course on human behavior in the social environment focuses on theories of social stratification and inequality. Students will explore various interpretations of the causes and consequences of inequality within the United States. The course profiles community organizing as a tool for addressing and reducing inequality. As an experiential learning course, students will participate in simulations and other group learning experiences.

220 Social Welfare History and Philosophy 3

The course explores the historical roots of social welfare and the development of social welfare philosophy and policy in the United States. It examines current social welfare programs and services, especially as they pertain to populations-at-risk. Recommended prerequisite: SOWK 101.

300 Family in the Social Context 3

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

310 Social Work Practice I 3

This course provides a generalist, problem-solving process for beginning social workers and details professional relationship development methods and strategies that facilitate the helping process with a variety of client systems. It is a client-centered and strength-based approach with emphasis on not only personal and professional growth and development but also effective practice across difference. This course is restricted to students who have formally declared their social work major with the registrar's office. All paper work for admission to the social work field practicum must be submitted as part of the course's requirements. Prerequisites: SOWK 101 and SOWK 200 or PSYC 202.

330 Social Policy Analysis 3

This course provides social work theory and skills to assess social problems, analyze and evaluate social welfare policy and programs, and engage in and advocate for organizational, political, and community policy formation and change. Prerequisite: SOWK 220.

360 Race and Gender 3

This foundational course in the human behavior in the social environment curriculum explores the systemic nature of racism and sexism in the United States. Students will explore the history of social patterns that have shaped, modified, and maintained these realities. The course also explores how class, poverty, age, education, power, and other elements contribute to social inequality and interweave with race and gender to produce an enduring reality in which we live our daily lives. The course seeks to help students consider theories and frameworks to better understand the systemic nature of class, racism, and sexism and explore how those tools help lead to informed, reflective, and transformative policy and practice. Prerequisite: SOC 101 or PSYC 101.

400 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 a partnership/team model, personal and 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 310.

410 Social Work Practice III 3

Provides macro-level 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 310, or special permission.

420 Topics in Social Work 3

The following courses are approved social work topics courses: PSYC 331 Abnormal Psychology; PSYC 391 Introduction to Counseling; PXD 311 Mediation and Conflict Transformation; PXD 321 Group Dynamics and Facilitation; PXD 331 Restorative Justice and Trauma Awareness; PXD 451 Program Evaluation through Qualitative Methods; PXD 485 Theories of International Development; SOWK 300 Family in the Social Context.

430 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 seminar course that meets for 3 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 who are completing their practicum requirements. All social work courses must be completed prior to this practicum.

441 Leadership Practicum 1

Students gain leadership experience through leading program efforts in a variety of areas on campus and within the community. They reflect on leadership styles and analyze their own methods of communication and leadership through direct immersion.

499 Independent Study in Social Work 3

Independent research or readings in social work under the supervision of a faculty member. Designed for advanced students.

**Indicates courses offered in alternate years.*



Bible and Religion

Faculty:

Andrea Dalton Saner
 Peter Dula
 Christian E. Early
 Ted G. Grimsrud (chair)
 Nancy R. Heisey
 Carmen Schrock-Hurst
 Linford L. Stutzman

Majors:

- Bible and Religion
- Biblical Studies
- Congregational and Youth Ministries
- Religious and Intercultural Studies
- Philosophy and Theology

Minors:

- Bible and Religion
- Religious and Intercultural Studies
- Philosophy
- Youth Ministry

Other programs:

- Ministry Inquiry
- Associate in Arts degree in Bible

The Bible and religion department cultivates continued growth in faith among our students and provides theological resources for the wider EMU community. Specifically, the department seeks to:

- model and encourage personal trusting in and following Jesus Christ in everyday life and in transformative work in the broader world
- grow in understanding of and commitment to the churches' tasks as God's community for the world
- study, teach, and apply the message of the Bible as it reveals God's healing intentions for all of life
- investigate the history of the church and to appreciate how it informs our present-day faith, including an appreciation of EMU's Anabaptist-Mennonite heritage
- become aware of critical philosophical-theological issues in the Western tradition and their relevance to contemporary Christian faithfulness
- explore how our Christian faith might relate with other religions and ideologies and how we might engage in the mission of witnessing to Jesus' message
- foster increased awareness of the widespread injustices in our world and to heighten a commitment to constructive peacemaking as we prepare students for ministry in the church and broader society.

The department offers five majors that consist of a selection of core, required, and elective courses in order to provide for the interests of students in vocational ministries, in pre-graduate school training, and in general theological growth.

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.

Core courses (27 SH)

The core courses listed below are required for the following majors: religious and intercultural studies, biblical studies, 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 444 Bible and Religion Senior Capstone3
 *BIST 223 New Testament Studies: Gospels **OR**
 *BIST 323 New Testament Studies: Paul **OR**
 *BIST 341 Old Testament Studies3
(Bible and religion department majors take either ABP 112 or ABP 123 to meet their EMU Core Anabaptist Biblical Perspectives requirement. They then take the upper level biblical course from the testament not studied in the EMU Core as their Bible and religion core course.)
 CHST 312 Missiology3
 CHST 341 Church History3
 *CHST 422 Mennonite History and Thought3
 PHIL 201 Introduction to Philosophy. . . .3
 REL 223 World Religions3
 THEO 201 Introduction to Theology .3
 THEO 323 Biblical Theology of Peace and Justice3

Bible and religion core courses will satisfy the Christian Identity and Witness requirement of the EMU Core 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 anticipating secondary Bible teaching or 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 212 History of the Bible3
 *BIST 223 New Testament Studies: Gospels3
 *BIST 323 New Testament Studies: Paul3
 *BIST 341 Old Testament Studies3
(BIST 223, BIST 323, OR BIST 341 may meet the biblical studies Bible and religion core requirement.)
 *THEO 312 Topics in Christian Theology **OR**
 *THEO 412 Contemporary Theology3

Elective courses (6 SH)

CHST, PHIL, PXD, REL, THEO electives6
(CHST 223 Spiritual Formation is strongly recommended.)

Major in Congregational and Youth Ministries

This major prepares students to answer Christ's call to ministry 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 department Core courses listed above with two exceptions: CYM majors are not required to take PHIL 201 Introduction to Philosophy and may choose between CHST 312 Missiology and REL 223 World Religions. It also requires the following 27 hours for a total of 48 hours:

Required courses (24 SH)

*BIST 212 History of the Bible	3
CHST 212 Introduction to Youth Ministry	3
CHST 223 Spiritual Formation	3
CHST 260 Teaching, Ministry, and Healthy Sexuality	3
*CHST 334 Youth Ministry in the Congregation	3
*CHST 412 Church Leadership OR	
*CHST 323 The Congregation and Its Ministries	3
CHST 451 Church Work Practicum OR	
CHST 473 Youth Ministry Practicum .	3
PSYC 391 Introduction to Counseling OR	
PXD 311 Mediation and Conflict Transformation OR	
PXD 321 Group Dynamics and Facilitation	3

Elective courses (choose 3 SH)

*CHST 234 Mission in a Changing World	3
*CHST 323 The Congregation and Its Ministries	3
PSYC 202 Developmental Psychology	3
*REL 323 Contemporary Culture . . .	3
PHIL 201 Introduction to Philosophy .	3

Major in Religious and Intercultural Studies

This major is designed to prepare students for intercultural careers, including mission and service assignments in contemporary Northern settings or in the global South. It may also serve as the foundation for graduate studies in fields such as anthropology, religious studies or missiology. The program includes the study of cultures, the meaning and value of religion within them, and the implications cultures and religions have for varied forms of Christian witness.

Students in the RIS major are strongly encouraged to attend the Urbana

Missions Conference (held every three years, including 2015) one time during their study program. Those who do so may earn one semester hour of independent study credit as an additional elective, working with their faculty advisor (CHST 499—1 SH).

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

Required courses (15 SH)

*CHST 234 Mission in a Changing World	3
CHST 462 Mission Practicum	3
PXD 375 Globalization and Justice . .	3
*REL 201 Introduction to Religious Studies	3
REL 334 Cultural Anthropology: Christianity and Social Change . . .	3

Electives (Choose 6 SH)

CHST 223 Spiritual Formation	3
*PHIL 341 Politics: Conceptions of Common Good	3
*PHIL 412 Philosophy of Religion . .	3
PXD 385 History and Philosophy of Nonviolence	3
PXD 485 Theories of International Development	3
*REL 312 Topics in Religion	3
*REL 323 Contemporary Culture . . .	3
*REL 412 Sociology of Religion . . .	3
*REL 423 Judaism, Christianity, Islam: Comparative Monotheisms	3
*THEO 412 Contemporary Theology .	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 and biblical studies courses, and 21 hours of philosophy courses, for a total of 48 semester hours.

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

BIRE 444 Bible and Religion Senior Capstone	3
CHST 341 Church History OR	
*REL 423 Comparative Monotheisms .	3
*CHST 422 Mennonite History and Thought	3
THEO 201 Introduction to Theology .	3
*THEO 312 Topics in Theology	3
THEO 323 Biblical Theology of Peace and Justice	3
*THEO 412 Contemporary Theology .	3

Choose one of the following courses:

*BIST 223 New Testament Studies: Gospels	3
*BIST 323 New Testament Studies: Paul	3
*BIST 341 Old Testament Studies . . .	3
*REL 312 Topics in Religion: Women in the Bible	3

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 223 Spiritual Formation recommended.)

Philosophy required courses (21 SH)

PHIL 201 Introduction to Philosophy . .	3
PHIL 312 Ancient Philosophy	3
PHIL 352 Modern Philosophy	3

Choose four of the following courses:

LIT 240 Introduction to Literary Theory	3
*PHIL 212 Ways of Knowing	3
*PHIL 223 Logic and Critical Thinking	3
*PHIL 323 Philosophy of Science . . .	3
*PHIL 334 Ethics: Conceptions of the Personal Good	3
*PHIL 341 Politics: Conceptions of the Common Good	3
*PHIL 412 Philosophy of Religion . .	3

*PHIL 434 Topics in Contemporary Philosophy	3
*PXD 385 History and Philosophy of Nonviolence	3

Major in Bible and Religion

This is a 36 SH major available only to students who are double majors. It is designed for students with an interest in bivocational ministry as well as to encourage students from other majors who wish to add a Bible and religion department major and still be able to graduate in four years.

Core courses (21 SH)

BIRE 444 Bible and Religion Senior Capstone	3
*BIST 223 New Testament Studies: Gospels OR	
*BIST 323 New Testament Studies: Paul OR	
*BIST 341 Old Testament Studies . . .	3
<i>All Bible and Religion majors take either ABP 112 or 123 (OT or NT) to meet their EMU Core ABP requirement. They then take the upper level course (listed here) from the testament not studied for their ABP requirement.</i>	
CHST 312 Missiology OR	
REL 223 World Religions	3
CHST 341 Church History	3
*CHST 422 Mennonite History and Thought	3
THEO 201 Introduction to Theology .	3
THEO 323 Biblical Theology of Peace and Justice	3

Biblical Studies Concentration (15 SH)

*BIST 212 History of the Bible	3
<i>Students in this concentration will have taken one of the following three courses in the core.</i>	
*BIST 223 New Testament Studies: Gospels	
*BIST 323 New Testament Studies: Paul	

- *BIST 341 Old Testament Studies6
- CHST 312 Missiology **OR**
- REL 223 World Religions (the one not taken in the core) **OR**
- *REL 423 Comparative Monotheisms .3
- *THEO 312 Topics in Christian Theology **OR**
- *THEO 412 Contemporary Theology.3

Congregational and Youth Ministry Concentration (15 SH)

- CHST 212 Introduction to Youth Ministry3
- CHST 223 Spiritual Formation3
- *CHST 234 Mission in a Changing World **OR**
- *CHST 334 Youth Ministry in the Congregation (recommended for those focusing on youth ministry. . . .3
- *CHST 323 The Congregation and Its Ministries **OR**
- *CHST 412 Church Leadership3
- CHST 451 Church Work Practicum (MIP strongly recommended)3

Religious and Intercultural Studies Concentration (15 SH)

- *CHST 234 Mission in a Changing World3
- CHST 312 Missiology **OR**
- REL 223 World Religions (the one not taken in the core) **OR**
- *REL 423 Comparative Monotheisms .3
- CHST 462 Missions Practicum (WCSC strongly recommended)3
- PXD 375 Globalization and Justice **OR**
- REL 334 Cultural Anthropology: Christianity and Social Change3
- *REL 201 Introduction to Religious Studies.3

Philosophy and Theology Concentration (15 SH)

- Students pursuing this concentration will take Introduction to Philosophy as a Bible and religion major core course in place of Mennonite History and Thought.*
- PHIL 312 Ancient Philosophy.3

- PHIL 352 Modern Philosophy3
- *THEO 312 Topics in Christian Theology **OR**
- *THEO 412 Contemporary Theology.3

Choose two of the following:

- LIT 240 Introduction to Literary Theory.3
- *PHIL 212 Ways of Knowing3
- *PHIL 223 Logic and Critical Thinking3
- *PHIL 323 Philosophy of Science3
- *PHIL 334 Ethics: Conceptions of the Personal Good3
- *PHIL 341 Politics: Conceptions of the Common Good3
- *PHIL 412 Philosophy of Religion . . .3
- *PHIL 434 Topics in Contemporary Philosophy.3
- PXD 385 History and Philosophy of Nonviolence.3

Minor in Bible and Religion

The minor in Bible and religion is designed for persons of any major who seek the enrichment of biblical, theological, religious, and philosophical studies in the integration of their profession with faith. Students will take 18 SH from courses listed under the Bible and religion department (not to include Anabaptist Biblical Perspectives (ABP) courses). At least 12 semester hours of the courses for this minor must be 300- or 400-level courses.

Minor in Religious and Intercultural Studies

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

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

Religion Track (18 SH)

- CHST 312 Missiology.3
- REL 223 World Religions3
- REL 334 Cultural Anthropology: Christianity and Social Change3

Choose one of the following courses:

- CHST 462 Mission Practicum.3
- PXD 311 Mediation and Conflict Transformation3
- *REL 201 Introduction to Religious Studies.3

Choose two of the following courses:

- PSYC 221 Social Psychology3
- PXD 375 Globalization and Justice . .3
- PXD 385 History and Philosophy of Nonviolence.3
- *REL 312 Topics in Religion3
- *REL 323 Contemporary Culture3
- *REL 412 Sociology of Religion3
- *REL 423 Judaism, Christianity, Islam: Comparative Monotheisms3
- THEO 323 Biblical Theology of Peace and Justice3

Theology Track (18 SH)

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

Choose one of the following courses:

- CHST 462 Mission Practicum.3
- PXD 385 History and Philosophy of Nonviolence3
- THEO 201 Introduction to Theology.3

Choose two of the following courses:

- *BIST 223 or 323 New Testament Studies.3
- *BIST 341 Old Testament Studies . . .3
- *PHIL 341 Politics: Conceptions of Common Good.3
- *PHIL 412 Philosophy of Religion . . .3
- PXD 485 Theories of International Development3
- REL 223 World Religions3
- *REL 423 Judaism, Christianity, Islam: Comparative Monotheisms3
- *THEO 312 Topics in Theology3
- *THEO 412 Contemporary Theology.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 Introduction to Philosophy. . . .3

Choose two of the following courses:

- PHIL 312 Ancient Philosophy.3
- PHIL 352 Modern Philosophy3
- *PHIL 363 Topics in Contemporary Philosophy.3

Choose three of the following courses:

- *PHIL 212 Ways of Knowing3
- *PHIL 223 Logic and Critical Thinking3
- *PHIL 323 Philosophy of Science3
- *PHIL 334 Ethics: Conceptions of Personal Good3
- *PHIL 341 Politics: Conceptions of Common Good3
- *PHIL 412 Philosophy of Religion . . .3

Minor in Youth Ministry

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

Required courses (18 SH)

CHST 212 Introduction to Youth Ministry	3
CHST 223 Spiritual Formation	3
*CHST 334 Youth Ministry in the Congregation	3
*CHST 412 Church Leadership	3
CHST 473 Youth Ministry Practicum	3
PSYC 391 Introduction to Counseling OR	
*PXD 321 Group Dynamics and Facilitation	3

Associate in Arts Degree in Bible

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

In addition to the EMU Core requirements on page 14, the following courses are required:

*BIST 212 History of the Bible	3
*BIST 223 New Testament Studies: Gospels OR	
*BIST 323 New Testament Studies: Paul OR	
*BIST 341 Old Testament Studies	3
CHST 341 Church History	3
PHIL 201 Introduction to Philosophy OR	
*PHIL 412 Philosophy of Religion	3
REL 223 World Religions	3
*THEO 312 Topics in Christian Theology	3
BIST, CHST, PHIL, PXD, REL, THEO electives	12

Ministry Inquiry Program

The Ministry Inquiry Program is an opportunity for students who have completed two or three years of studies, and who are considering pastoral ministry, to experience ministry first-hand. This 11-week summer program allows students to serve as a full-time intern within a congregation. Three semester hours of practicum credit may be earned. Registration and payment at the summer school tuition rate are required for earning practicum credit. See page 207 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 contemporary 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.)

112 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.

123 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.

201 Ethics in the Way of Jesus 3

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

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

Bible and Religion (BIRE)

444 Bible and Religion Senior Capstone 3

This course brings senior Bible and religion department and Peacebuilding and Development majors together to reflect on their college experience and the understandings they have developed in their respective majors. Students prepare a major paper or project that brings that learning into conversation with their developing sense of vocation. (PXD 490)

Biblical Studies (BIST)

*ABP - Satisfies EMU Core Anabaptist Biblical Perspectives requirement.
CIW - Satisfies EMU Core Christian Identity and Witness requirement.*

*212 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. (CIW) (Spring 2015)

*223 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 presented there. This study will help students to reflect on the good news as expressed in Jesus' life, teachings, death and resurrection, and to practice that good news in a community setting. (ABP) (Spring 2014)

*323 New Testament Studies: Paul 3

This course presents an overview of the Pauline and deuter-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 foundational for communities of Christian believers. (ABP) (Fall 2014)

***341 Old Testament Studies** **3**
This course invites students into one of the following parts of the biblical text: Pentateuch/Torah, Prophets, Psalms, Wisdom, or Historical books. This exposure to the world of the Hebrew Scriptures deepens understanding of the world into which Jesus was born, and the understandings of God's justice and mercy to the people of Israel that shaped his ministry. An in-depth project relating the text to worship or study is required. (ABP) (Fall 2013)

412 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) (Does not satisfy EMU Core Foreign Language Requirement.) Prerequisite: senior status or permission of instructor.

423 Elementary Greek **3**
This course is a basic introduction to the language of the Greek New Testament. The course focuses on the basic grammar necessary for reading/translating the Greek New Testament as well as for doing more advanced Greek studies. Through classroom study, written exercises, quizzes and readings in the Gospel of John, students develop ability in discovering the form and function of words/phrases, build a basic vocabulary and discover the value of language study for biblical interpretation. (BVNT 531) (Does not satisfy EMU Core Foreign Language Requirement.) Prerequisite: senior status or permission of instructor.

499 Independent Study **1-3**

Church Studies (CHST)

CIW - Satisfies EMU Core Christian Identity and Witness requirement.

101 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.

121 Small Group Ministry Practicum II **1**

212 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.

223 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)

***234 Mission in a Changing World** **3**
In a promising and perilous world that is constantly being reshaped by global economic realities, environmental degradation, endless conflicts, instant communication, and mass migration, the faithful church seeks to witness to the good news of the Kingdom of God. This course examines features of the high-risk, exploratory, and experimental nature of effective mission movements that have engaged the world in similar times of challenge and opportunity. Using insights from innovations demonstrated by Jesus, Paul, and many others through history including the early Anabaptists, students will examine, critique, design, and advocate appropriate approaches to mission in our present and future world. (CIW) (Fall 2014)

260 Teaching, Ministry and Healthy Sexuality **3**
This course explores the meaning and purpose of human sexuality from a theological perspective. It is designed to meet curriculum requirements for Physical Education, Education, Bible and Religion majors, and to serve other students whose career interests include working with youth. It will prepare students to teach/lead/minister with youth and young adults on sexuality-related questions, including learning how to avoid and prevent sexual harassment and abuse. Sophomore standing required for enrollment. (HE 260)

312 Missiology **3**
This course is designed to introduce students to the interdisciplinary field of missiology by examining Christian mission, as well as the issues raised by its critics, from various perspectives. These perspectives include biblical foundations of mission, a historical overview of missions, critical reflections on empire and globalization, current issues in mission, practical applications, and personal considerations for intercultural missionaries. (CIW)

***323 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 2014)

***334 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 2013)

341 Church History **3**
This course provides an overview of the stories of Christianity, beginning with the New Testament period up to the sixteenth century of the Common Era. It describes the successes and failures in the life and witness of Christians as they spread west into Europe, east toward China, and south into Africa. It evaluates diverse Christian approaches shaped by these themes: women/men, mission/enculturation, church/state, war/peace, and wealth/poverty. (HIST 382)) (CIW)

***412 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. (Fall 2014)

***422 Mennonite History and Thought** **3**
A survey of the Anabaptist movement and Mennonites throughout the world from the sixteenth to twenty-first centuries. Issues include pacifism, wealth, political participation, community and tensions between faith and the dominant culture. Particular attention is given to the Anabaptist vision and its relevance for 21st century American life. (HIST 422) (Spring 2015)

451 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.

462 Mission Practicum **3**
The purpose of the practicum is first-hand involvement in Christian ministry and witness, in an intercultural setting. Religious and intercultural studies majors may satisfy the practicum in a variety of ways. Radical Journey, SALT, and YES and other similar short-term programs may meet this requirement if arrangements are made with an adviser before beginning the placement. Summer placements in global South settings, or participation in a Washington Community Scholars Center internship or other urban context are encouraged. RIS minors may integrate their practicum with a required practicum in their major, or within a semester-long cross-cultural, if arrangements are made beforehand with an adviser.

473 Youth Ministry Practicum **3**
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.

499 Independent Study **1-3**

Peacebuilding and Development (PXD)

375 Globalization and Justice **3**
This course explores the shifting and intensifying forms of human interconnectedness called globalization by introducing students to the range of vigorous debates about it. Students learn a variety of arguments about questions such as: Is it a homogenizing or fragmenting force? What, or who, drives it? Is it increasing or decreasing poverty and inequality? How is it shifting the loci of power around the world? Is 'globalization' just another word for 'Westernization'? How is it being, or should it be, resisted? What does it mean to think in terms of a church whose center of gravity is no longer Europe and North America (if it ever was)? Finally, what does it mean to think theologically about capitalism, the great engine of globalization?

385 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 EMU Core Christian Identity and Witness requirement.

201 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)

***212 Ways of Knowing** **3**
Students engage watershed questions of human knowing such as: how do we know? When can we know that someone is wrong regarding their knowledge claims? What is truth? Just how important is truth? Issues of perspective, context, social construction of knowledge and gender and cultural difference will be explored. (CIW) (Fall 2013)

***223 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 2015)

312 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 or permission of the instructor.

***323 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 or permission of the instructor. (CIW) (Spring 2015)

***334 Ethics: Conceptions of Personal Good** **3**
Students encounter classical conceptions of ethics and morality articulated by Aristotle, Kant, Mill and the traditions of ethical virtue. The course will explore the relative importance of reason, character and good consequences in determining the right and the good. Prerequisite: PHIL 201 or permission of the instructor. (CIW) (Fall 2014)

***341 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 or permission of the instructor. (CIW) (Spring 2014)

352 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 or permission of the instructor.

***412 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 2014)

***434 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)

499 Independent Study **1-3**

Religion (REL)

CIW - Satisfies EMU Core Christian Identity and Witness requirement.

***201 Introduction to Religious Studies** **3**
This course introduces a range of historical and contemporary approaches to the study of religion. Various theories and methodologies will be examined with special attention given to the functions of religion within culture and the insights this provides for Christians. (CIW) (Fall 2013)

223 World Religions **3**
A historical and comparative study of the great religions of the world in order to understand values and meaning in specific cultural settings. The religions are evaluated at the level of their own claims and in light of biblical revelation. Special attention is given to a theology of religions, to emerging models of Christian witness to other religions, and to Christian theological development in the context of non-Christian religions.

***312 Topics in Religion** **3**
This course is designed to focus on issues that arise from time to time in the discipline of religious studies or at the intersection of Christian theology and other disciplines. Topics may include inter-religious dialogue, comparative religion, political theory, economics, peacebuilding, and trauma theory. Consideration will be given to how theology may best enter into mutually enriching conversation with other religions and other academic disciplines. (CIW) (Fall 2013)

***323 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)

334 Cultural Anthropology: Christianity and Social Change **3**
This course uses Christianity to reflect on culture and social change. Students will be introduced to the basic concepts and theories of anthropology, be exposed to case studies of Christian groups as a context for applying these theories and concepts, and do an applied ethnography project relating to religion, faith, and cross-cultural sensitivity. (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.

***423 Judaism, Christianity, Islam: Comparative Monotheisms** **3**
This course will focus on the three monotheistic religions. The literature, beliefs and practices of each religion will be examined and similarities and contrasts noted. Specific religious themes will be compared in the context of the Christian interface with Judaism and Islam. (CIW) (Spring 2014)

499 Independent Study **1-3**

Theology (THEO)

ABP - Satisfies EMU Core Anabaptist Biblical Perspectives requirement.

CIW - Satisfies EMU Core Christian Identity and Witness requirement.

201 Introduction to Theology **3**
An overview of the role that theological reflection plays in the life of the believer and the church. Students will be exposed to different methods and understandings of theology, major issues in the history of theology, and key contemporary theological issues and debates. (CIW)

***312 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 2014)

323 Biblical Theology of Peace and Justice **3**
In this course, students study biblical materials relating to peace and justice. Aspects of the study are: the Old Testament's vision of creation, fall, deliverance, covenant, law, and prophetic critique; the New Testament's portrayal of Jesus, the One who fulfills the Old Testament prophetic vision—bringing salvation and establishing a community of justice and peace; the early church's interpretation of Jesus; and consideration of how the biblical vision of peace and justice applies to our modern world. (ABP)

***412 Contemporary Theology** **3**
This course introduces students to the theological environment of the 21st century. Key theological thinkers, enduring problems and issues of this period are surveyed in order to develop an understanding of the distinctive theological challenges facing the church in the post-modern world. The course aims to develop a deeper understanding of the complex interaction between culture and theology and to help students appreciate and knowingly criticize various recent theological developments. (CIW) (Fall 2013)

499 Independent Study **1-3**

**Indicates courses offered in alternate years.*



Faculty:

Stephen Cessna
 Jeffrey Copeland
 Julia Halterman
 Greta Ann Herin
 Tara L.S. Kishbaugh (chair)
 Roman J. Miller
 Douglas S. Graber Neufeld
 James M. Yoder

Majors:

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

Minors:

- Environmental Sustainability
- Biology

Teaching

Endorsement:

- Biology, Grades 6-12

Other program:

- Pre-professional Health Sciences (PPHS)

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.

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, clinical laboratory science, and allied health fields; teaching biology in secondary schools; sustainable agriculture; environmental science; and graduate work in other fields of biology.

Major in Biology

Doug Graber Neufeld and James Yoder, Advisors

Required biology courses (27-32 SH)

BIOL 173 Concepts in Biology: Unity and Diversity of Life	4
BIOL 225 Molecules, Genes and Cells.	4
BIOL 235 Ecology: Adaptation and Environment	4
BIOL 245 Animal Form and Function	4
BIOL 485 Faith, Science, and Ethics.	2

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

Molecular/Cellular requirement

Choose one of the following courses:

BIOCH 376 Foundational Biochemistry	4
*BIOCH 398 Advanced Cell Biology	3

*BIOCH 438 Molecular Genetics	3
*BIOL 337 Immunology	3
*BIOL 378 Plant Physiology	3

Physiology/Systems requirement

Choose one of the following courses:

*BIOL 307 Developmental Biology	4
*BIOL 378 Plant Physiology	3
BIOL 437 Mammalian Anatomy.	4
BIOL 447 Mammalian Physiology.	4
*BIOL 478 Advanced Neurobiology	3

Ecology/Environment requirement

Choose one of the following courses:

*BIOL 318 Sustainable Agriculture	4
*BIOL 358 Natural History of the Shenandoah Valley.	4
*BIOL 388 Entomology	3
*BIOL 458 Advanced Ecology.	4
*CHEM 458 Topics: Chemical Ecology	3
*ENVS 345 Environmental Toxicology	3

At least one course in the three categories above must be a plant course

*BIOL 318 Sustainable Agriculture	4
*BIOL 358 Natural History of the Shenandoah Valley.	4
*BIOL 378 Plant Physiology	3

Research requirement

Choose one of the following options:

BIOL 355 Biology Research Seminar	2
BIOCH/CHEM 355 Biochemistry/Chemistry Research Seminar	2
BIOL 479 Biology Research.	2
BIOCHEM/CHEM 479 Biochemistry/Chemistry Research	2

Requirement may be satisfied by completing an NSF REU (Research Experiences for Undergraduates) program (no credit hours received).

In addition, the biology major includes CHEM 223, CHEM 224 and at least one semester each of the following: organic chemistry, physics and calculus. Coursework in statistics (MATH 240) is not required, but highly recommended.

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

Students who fail to earn a C- in any coursework required for their major should promptly schedule a meeting with their advisor.

Pre-Professional Health Sciences Program (PPHS)

Jeffrey Copeland, Greta Ann Herin, and Julia Halterman, 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 169.)

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 if the required courses are completed within another major. 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 (except pre-physical therapy and pre-veterinary medicine) are also required to take:

BIOCH 376 Foundational Biochemistry	4
---	---

BIOL 447 Mammalian Physiology4
CHEM 316 Organic Chemistry II. . . .4
MATH 240 Statistics for the Natural Sciences3
PHYS 262 University Physics II. . . .4
PSYC 101 General Psychology.3
SOC 201 Sociology of Health3

Highly recommended elective courses include:

*BIOL 307 Developmental Biology . . .4
*BIOCH 398 Advanced Cell Biology .3
*BIOCH 438 Molecular Genetics3
*CHEM 335 Analytical Chemistry . . .4
PSYC 341 Cognitive Psychology3

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, Tara Kishbaugh, and Matthew Siderhurst, Advisors
See Chemistry, page 85.

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 62-63) and the secondary education courses (page 95) make up the program for teacher licensure, grades 6-12.

Additional requirements for teacher endorsement include:

*ENVS 201 Earth Science.3
MATH 240 Statistics for the Natural Sciences3

Major in Environmental Sustainability

Doug Graber Neufeld and James Yoder, Advisors for Environmental Science Concentration, Biology Department.
Gloria Rhodes and Jennifer Holsinger, Advisors for Environmental and Social Sustainability Concentration, Applied Social Sciences Department.

The environmental sustainability major focuses on an interdisciplinary approach to sustaining the quality of our natural world, with an emphasis on the interrelationships between the natural world and humanity. The environmental sustainability major at EMU is designed around an understanding that effectively addressing the pressing environmental problems of our times demands a multifaceted approach that requires both depth in an area of focus, and breadth in understanding the perspectives of different disciplines. Students gain depth by choosing to concentrate on either natural science or social science aspects of environmental sustainability. Students gain breadth through coursework that combines essential elements from social science and from natural science to bring a holistic and integrated perspective to complex social and environmental issues pertaining to sustainability.

In addition, the environmental sustainability curriculum recognizes a balance between technical training and the broad education of a liberal arts philosophy. Completion of the environmental sustainability major equips students to work in fields of conservation, environmental monitoring, agriculture, international development, alternative energy promotion and development, sustainable development, agricultural extension, environmental advocacy, and environmental education. In addition, the curriculum prepares students for graduate work in many areas related to sustainability.

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

Core Courses: Introduction to Sustainability

BIOL 173 Concepts in Biology: Unity and Diversity of Life.4
PXD 245 Environment and Society . . .3

Core Courses: Integration

*ENVS 328 Conservation Biology. . . .3
SUST 419 Environmental Sustainability Practicum.3
SUST 420 Environmental Sustainability Thesis.2

Concentration: Environmental Science

This concentration focuses on the biological and chemical aspects of environmental sustainability. The solid coursework in natural sciences prepares students to work on such issues as biodiversity and loss of species, pollution and toxicology, land use and degradation, waste management, resource depletion and energy consumption, climate change, and alternative agriculture.

Environmental Science supporting courses required:

BIOL 235 Ecology: Adaptation and Environment4
--

CHEM 223 General Chemistry I4
CHEM 224 General Chemistry II. . . .4
*CHEM 285 Environmental Chemistry4
OR
*ENVS 345 Environmental Toxicology3
*ENVS 205 Environmental Applications of GIS3
MATH 240 Statistics for the Natural Sciences3

Environmental Science electives

Choose a minimum of 6 SH from the following list.

†BIOL 161 Food and Population3
*BIOL 191 Physical Anthropology . . .3
BIOL 202 Microbiology4
BIOL 225 Molecules, Genes, and Cells.4
*BIOL 318 Sustainable Agriculture . . .3
*BIOL 378 Plant Physiology4
*BIOL 388 Entomology3
*BIOL 458 Advanced Ecology4
BIOL 485 Faith, Science, and Ethics . .2
†CHEM 102 Matter and Energy.3
*CHEM 285 Environmental Chemistry4
CHEM 315 Organic Chemistry I4
CHEM 316 Organic Chemistry II. . . .4
*CHEM 335 Analytical Chemistry . . .4
†ENVS 181 Environmental Science. . .3
*ENVS 201 Earth Science3
*ENVS 345 Environmental Toxicology3
<i>† Denotes courses that may satisfy elective requirements for students in the Environmental and Social Sustainability concentration only.</i>

Environmental and Social Sustainability electives

Choose a minimum of 6 SH from the supporting courses and electives list on page 39.

Concentration: Environmental and Social Sustainability

This concentration focuses on the social, economic and political aspects of environmental sustainability. The solid coursework in the various social sciences prepares students to work on such issues

as environmental advocacy, conservation and sustainable development, land use and degradation, environmental education and agricultural extension, climate change, waste management, and alternative energy.

Environmental and Social Sustainability supporting courses required

ECON 201 Survey of Economics . . .	.3
ECON 300 Environmental Economics . . . . .	.3
PXD 151 Exploring Conflict and Peace . . . . .	.3
PXD 225 Theories of Social Change .	.3
*PXD 261 Community and Conflict Analysis Techniques . . . . .	.3
PXD 375 Globalization and Justice . .	.3
SOC 336 Methods of Social Research .	.3

Environmental and Social Sustainability electives

Choose a minimum of 6 SH from the electives list on page 40.

Environmental Science electives

Choose a minimum of 6 SH from the supporting courses and electives list above.

Major in Clinical Laboratory Science

Jeffrey Copeland, Advisor

A major in clinical laboratory science consists of the 38 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 Health Center and Virginia Commonwealth University. Alternatively a student may elect to complete the biology major and enter the clinical program fol-

lowing receipt of the baccalaureate degree. The following courses are prerequisites for entrance into a clinical program:

BIOL 173 Concepts in Biology: Unity and Diversity of Life . . . . .	.4
BIOL 202 Microbiology . . . . .	.4
BIOL 225 Molecules, Genes and Cells . .	.4
BIOL 245 Animal Form and Function. .	.4
*BIOL 337 Immunology . . . . .	.3
CHEM 223 General Chemistry I . . . .	.4
CHEM 224 General Chemistry II . . . .	.4
CHEM 315 Organic Chemistry I . . . .	.4
*CHEM 335 Analytical Chemistry . . .	.4
MATH 240 Statistics for the Natural Sciences . . . . .	.3

The following courses are recommended:

*BIOCH 398 Advanced Cell Biology . .	.3
*BIOCH 438 Molecular Genetics . . . .	.3
*BIOL 307 Developmental Biology . . .	.4
BIOL 447 Mammalian Physiology . . . .	.4
CHEM 316 Organic Chemistry II . . . .	.4
PHYS 251 University Physics I . . . . .	.4

Minor in Biology

A minor in biology is earned 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 Sustainability

The environmental sustainability minor consists of the following courses for a total of 17-18 SH.

BIOL 173 Concepts in Biology: Unity and Diversity . . . . .	.4
OR	
ENVS 181 Environmental Science . . . .	.3
*ENVS 328 Conservation Biology . . . .	.3
SUST 420 Environmental Sustainability Thesis. . . . .	.2
PXD 245 Environment and Society . . .	.3
One course from each of the two concentrations' core or electives list . . .	.6

Biology (BIOL)

101 Biological Explorations 3

Introductory course to biological science designed for non-majors, with an emphasis on organism adaptations and life cycles (plant and animal, including human). The course also covers the philosophical and methodological foundations of biology, the scientific method, and an introduction to evolutionary biology. The course consists of lectures, interactive workshops, laboratory experiences, and discussions of current science news and issues.

112 Human Anatomy and Physiology I 3

Lecture and laboratory study of the cellular, histological, structural and functional aspects of human body systems. Homeostasis and regulatory principles are emphasized in illustrating normal physiological systems. Laboratory sessions utilize physiologic instrumentation, dissection of laboratory animals and observation of cadavers to demonstrate anatomic and physiological concepts. High school advanced biology or BIOL 101 and high school chemistry or CHEM 102 are recommended as preparation for this course.

122 Human Anatomy and Physiology II 3

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

161 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.

173 Concepts in Biology: Unity and Diversity of Life 4

Introductory course for biology majors or those interested in the biology major, emphasizing science as a method of learning about life. This course focuses on two biological issues of current interest to society—the impact of invasive species on ecosystems, and the 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.

*191 Physical Anthropology 3

Studies classical themes in physical (biological) anthropology, including fossil evidence of prehistoric plant and animal species and dating technologies. Emphasizes the study of human evolutionary development including the emergence of culture. Field trips to archeological sites and museums and laboratory experiences supplement the course content. (Fall 2014)

202 Microbiology 4

Study of the biology and the medical impact of viruses, bacteria, algae, fungi and protozoa, with laboratory emphasis on bacteria. Prerequisite: BIOCH 152 or BIOL 173.

219 Life Science Practicum 1

Experiential community learning in areas related to future vocation is coordinated with classroom instruction and reflection. Assigned shadowing or interactive experiences require 20-30 hours/semester outside of class. 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 and instructor permission.

- 225 Molecules, Genes and Cells** **4**
An examination of various aspects of cell biology, introducing basic understandings of biochemistry, cell biology, and genetics. Through classroom discussions and laboratory experimentation, students will become familiar with the current techniques and technological advances for the study of the biology of living cells. Prerequisite: BIOL 173.
- 235 Ecology: Adaptation and Environment** **4**
A foundation course in basic ecology and evolutionary biology with an emphasis on adaptations of animal and plants to their environment. The role of natural and sexual selection, species interactions, population dynamics, and landscape and community processes are investigated through a variety of projects, simulations, experiments, and field trips to representative ecosystems. Required for students continuing in the biology major, building on the experimental and investigative skills introduced in BIOL 173. Prerequisite: BIOL 173.
- 242 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.
- 245 Animal Form and Function** **4**
A survey of the diversity of animals in nature including their classification and grouping characteristics. A comparative physiology approach is coupled with microanatomic investigations introducing the function and structure of major vertebrate body systems. Laboratory sessions involve mini-research projects that focus on animal physiology, bioassays, and histology. Prerequisite: BIOL 173.
- *307 Developmental Biology** **4**
An investigative study of the topics of gametogenesis, fertilization, embryogenesis and organogenesis. Molecular influences and cell interactions involved in differentiation and development are emphasized. Laboratory investigations use both descriptive and experimental approaches to study amphibian, bird and mammal development. A mini research project and paper are required. Prerequisite: BIOL 112 or 173 or equivalent. (Fall 2013)
- *318 Sustainable Agriculture** **4**
This course studies basic agriculture principles from the perspective of using sustainable techniques to lessen the impact of agriculture on the environment. Focus is on small agricultural operations and agriculture as practiced in the local context and in developing countries. Themes include agroecology, integrated pest management, and soil conservation. Prerequisite: BIOL 173 and CHEM 223 (Fall 2013)
- *337 Immunology** **3**
Survey of immunology including the nature of antigens and antibodies, the reactions between them, applications of these reactions to clinical diagnosis and the cellular events which occur during the immune response. Beneficial and pathological aspects of immunity are included. Prerequisites: BIOL 225. (Fall 2013)
- 355 Biology Research Seminar** **2**
A laboratory-intensive course with topics that vary according to instructor availability.
- *358 Natural History of the Shenandoah Valley** **4**
This course focuses on identification and understanding of the flora, fauna, and geology of the Shenandoah Valley. Students investigate general principles of natural history while simultaneously developing a sense of “place” in the local region. Laboratories rely heavily on field trips. Prerequisite: BIOL 173 or permission of instructor. (Spring 2014)

- 369 Teaching of Biology** **1-2**
Practical experience in teaching of biology by working with a faculty member in a biology course. May include proctoring in self-paced courses, tutoring, assisting in the preparation and supervision of laboratories, or other teaching functions. A written self-evaluation is required. Prerequisite: consent of the instructor.
- *378 Plant Physiology** **3**
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 225. (Spring 2015)
- *388 Entomology** **3**
This course explores the morphology, development, taxonomy, behavior and physiology of insects and related groups such as spiders. The impact of insects on human health and agriculture is addressed as well as insect control. Laboratory work focuses on insect behavior, physiology and the classification of insects to orders and common families. An insect collection is required and multiple collection techniques are introduced. Two lecture periods and one lab per week. Prerequisite: BIOL 173 or permission of the instructor. (Fall 2014)
- 437 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, osteology and microscopy.
- 447 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 and physiologic instrumentation. Prerequisite: BIOL 112 or 173.
- *451 Neuropsychology** **3**
Survey of the anatomy and physiology of the nervous system, including the function of sensory receptors and hormones. Emphasis is placed on the role of general physiological principles that affect human behavior. (PSYC 451) (Spring 2014)
- *458 Advanced Ecology and Field Biology** **4**
An advanced ecology course emphasizing population ecology and investigative field techniques. Extended field work focuses on topics such as animal behavior, population surveys, vegetative sampling, and landscape ecology. Specific topics covered vary depending on instructor. Also includes an introduction to ecological research design and data analysis. Prerequisite: BIOL 235. (Fall 2014)
- *478 Advanced Neurobiology** **3**
This course explores the interdisciplinary field of neuroscience with an emphasis on the biology of the nervous system. It includes the structure of the nervous system, how neurons communicate electrically and chemically, sensory systems, motor systems, and the neural basis of behavior. Two lecture periods and one lab per week. Prerequisites: BIOL 101, BIOL 173 or BIOL 451. (Fall 2014)
- 479 Biology Research** **1-3**
Research under the direction of a faculty member. Permission required since enrollment is limited.

485 Faith, Science, and Ethics **2**
Explores the relationship between science and Christian faith by investigating the philosophical foundations of science and their interactions with theology. Issues such as the “Big Bang,” creation/evolution, chance and complexity, human nature, environmental ethics, and bioethics are examined. A “worldview” term paper is required. Restricted to students who have completed 20 SH in biology or chemistry.

499 Independent Study **1-3**
A research or honors program that may be initiated at any point in the student’s studies upon approval by the department chair. The student registers only during the term when credit is to be granted and upon the approval of the research advisor. Highly recommended for biology majors.

Biochemistry (BIOCH)

152 Human Biochemistry **2**
Study of organic and inorganic compounds, especially those important in cellular intermediary metabolism and other biological processes. Prerequisite: CHEM 102, 2 years of high school chemistry (or AP Chemistry), or EMU chemistry placement exam.

355 Biochemistry/Chemistry Research Seminar **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.

376 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 316.

***398 Advanced Cell Biology** **3**
A study of cellular architecture, communication, transport, motility, division, growth and death. Particular emphasis is placed on the study of cancer at the cellular level, and on a quantitative (mathematical) understanding of cellular movements. Students read and report on research articles. 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 225. (Spring 2015)

***438 Molecular Genetics** **3**
A study of the mechanisms of gene structure, stability, replication, transmission, and expression in eukaryotes. Themes include molecular evolution, viruses (including HIV), and heritable diseases. Students read and report on research articles. 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 225. (Spring 2014)

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

499 Independent Study **3**

Environmental Science (ENVS)

***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. (Fall 2013, Fall 2014, Fall 2016)

***201 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. (Spring 2015, Spring 2016)

***205 Environmental Applications of GIS** **3**
This course introduces Geographic Information Systems (GIS) with an emphasis on their role in environmental and conservation practices. Students first learn basic GIS skills in ESRI’s ArcGIS 9.2 and then conduct an independent research project using GIS techniques. Projects may include but are not limited to local natural resource or landscape issues. Independent projects require an oral and poster presentation. Required for students in the environmental science track of the environmental sustainability major. (Spring 2014)

***328 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 235 or instructor permission. (Fall 2013)

***345 Environmental Toxicology** **3**
Highlights the interdisciplinary nature of the field of environmental toxicology, centering on what happens to organisms when they are exposed to toxic compounds. Toxicological responses and how to measure them will be considered on various levels from biochemical to the ecosystem. Considers how society responds to these threats to human and ecosystem health, emphasizing the interconnectedness of the chemical/physical, the biological, and the social aspects of environmental science. Additional focus is given to how toxicological responses are used for contaminant monitoring, and to the system-level and indirect effects of contaminants in the environment (ecotoxicology). Prerequisites: BIOL 173 and CHEM 223. (Spring 2015)

499 Independent Study **1-3**

Environmental Sustainability (SUST)

419 Environmental Sustainability 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 sustainability majors only.

420 Environmental Sustainability Thesis

2

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

**Indicates courses offered in alternate years.*



Business and Economics

Faculty:

Spencer L. Cowles (chair)
Chris D. Gingrich
Leah M. Kratz
James M. Leaman
Andy Miller
Anthony E. Smith
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:

- be prepared to manage effectively in a business or other organizational setting
- 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 and other organizational settings
- view business leadership as service
- exercise responsible stewardship of resources
- have an interdisciplinary and global perspective.

The mission of the department of business and economics at EMU is to produce graduates who are proactive participants in the marketplace, who promote the common good, and who have the skills required to successfully manage in a business or other organizational environment.

The curriculum is structured to accomplish specific objectives for university students, which we categorize broadly as values, skills, and knowledge. The values that we seek to develop include integrity, fairness, stewardship of resources, creation care, and an understanding of business as a service profession that is critical to God's providential care for humankind. We seek to develop skills that will enable graduates to lead and to manage effectively. These skills include the ability to think critically and to apply effective problem-solving methodologies, to communicate clearly both orally and in writing, to work collaboratively in diverse settings, to apply financial statement analysis to the stewardship of organizational resources, and to use information technology in order to further organi-

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.

zational objectives. Finally, our curriculum is designed to ensure that students have a broad understanding of the major functional areas of business including strategic management, marketing, finance and accounting, and operations, and sufficient knowledge of economics to understand the implications of economic news and events for their organization.

The highly specialized study of business at EMU is set in the context of the university's comprehensive liberal arts curriculum that has a strong global orientation. We believe that a broad education in the liberal arts is critical to the development of effective managers because it enables them to quickly understand the implications for business of the rapid change that characterizes contemporary society. Consequently, we strongly encourage students to take electives in a variety of subjects outside the department in addition to the EMU Core.

Learning experiences in the department are varied, with an increasing emphasis on collaboration and experiential learning. Course activities and assignments include case study analysis, simulation games, special projects, field trips and guest speakers as well class discussion and lecture. 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. Computer skills are integrated throughout the curriculum. Internships in business and not-for-profit organizations are encouraged for upper-level students in order to gain professional level work experience prior to graduation. The department's Investment Club gives students opportunities to learn about personal investing and to actively manage the club's fund. The department's affiliation with the International Business Institute gives students interested in international business the opportunity to study in the 10-week summer program in Europe, India, and China.

To graduate with a major from the department of business and economics, a student must be admitted to the department. Normally this process occurs during the spring semester of the sophomore year. Transfer students beyond 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. Students must maintain the same GPA standard in order to graduate from the department. Students who have not met the requirements for admission to the department by the beginning of their senior year will be advised to consider majoring in the Liberal Arts. Some courses require prerequisites, including admission to the department. Students must pass all prerequisites, including courses in the Department of Mathematical Sciences, with a letter grade of C or higher before enrolling in courses that have those courses as a prerequisite (a grade of C- does not meet this requirement).

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.

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 that 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 Calculus I.

ACTG 221 Financial Accounting . . . . .	.3
ACTG 222 Managerial Accounting . . . . .	.3
BUAD 221 Principles of Management.3	
BUAD 301 Quantitative Decision Making for Business. . . . .	.3
BUAD 331 Organizational Behavior . . . . .	.3
BUAD 461 Management Policy. . . . .	.3
CIS 121 Introduction to Business Applications Software . . . . .	.3
CIS 251 Management Information Systems . . . . .	.3
ECON 211 Principles of Microeconomics. . . . .	.3
FIN 341 Financial Management . . . . .	.3

Major in Accounting

The major in accounting prepares students for a career in public, private, or non-profit accounting. The Virginia Board of Accountancy requires applicants to pass the CPA exam and earn 150 semester hours before granting a CPA license. The Board of Accountancy also allows students to take the CPA exam upon completion of the undergraduate degree if you earned at least 24 semester hours in upper level accounting courses. Most of our students graduate with fewer than the 150 semester hours required for a license. We encourage students to complete their education requirements in a master's program before taking the CPA exam.

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 322 Intermediate Accounting II. . . . .	.3

*ACTG 341 Cost Accounting . . . . .	.3
*ACTG 421 Federal Income Tax . . . . .	.3
ACTG 422 Intermediate Accounting III. . . . .	.3
ACTG 432 Advanced Accounting . . . . .	.3
*ACTG 451 Auditing . . . . .	.3
BUAD 411 Business Law. . . . .	.3
ECON 212 Principles of Macroeconomics . . . . .	.3
MKTG 301 Principles of Marketing. . . . .	.3

Major in Business Administration

The major in business administration provides a broad background for people entering a career in business. Job opportunities include management, sales, banking and finance, 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 134) consists of 18 SH, with specific courses determined between students and their advisors. Recommended courses include CS 230 Networking and Data Communications, CS 270 Databases and Information Management, and CS 470 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. . . . .	.3
BUAD 441 International Business. . . . .	.3
ECON 212 Principles of Macroeconomics . . . . .	.3
*ECON 311 Contemporary Economic Issues OR	
ECON 401 Economic Development OR	
*ECON 411 International Economics . . . . .	.3

MKTG 301 Principles of Marketing . . .	3
MKTG 311 Research Methods and Statistics	3
ACTG, BUAD, ECON, FIN or MKTG electives (300/400 level)	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 48-49 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 EMU Core 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 Principles of Microeconomics	3
ECON 212 Principles of Macroeconomics	3
*ECON 301 Money and Banking . . .	3
*ECON 311 Contemporary Economic Issues	3
*ECON 331 History of Economic Thought	3
*ECON 341 Intermediate Microeconomics	3
*ECON 342 Intermediate Macroeconomics	3

ECON 401 Economic Development . . .	3
*ECON 411 International Economics .3	
ACTG 221 Financial Accounting3	
BUAD 301 Quantitative Decision Making for Business OR	
*MATH 350 Linear Algebra	3
CIS 121 Introduction to Business Applications Software	3
MATH 140 Elementary Statistics OR	
MATH 240 Statistics for Natural Sciences	3
MATH 150 Elements of Calculus3	
OR	
MATH 185 Calculus I	4
MKTG 311 Research Methods and Statistics OR	
SOC 336 Methods of Social Research. .3	
PXD 375 Globalization and Justice . . .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 (See Cooperative Programs, page 206), which is a summer-long program of formal business study in Europe, India, and China; the business track of the Council for Christian Colleges and Universities

Latin American studies program; and Brethren Colleges Abroad programs that 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 441 International Business . . .	3
ECON 212 Principles of Macroeconomics	3
ECON 401 Economic Development . .3	
*ECON 411 International Economics . .3	
MKTG 301 Principles of Marketing3	
*MKTG 411 International Marketing	3
HIST Area Studies (HIST 212, 251, or 432) OR	
*POL 201 Comparative Government	3
PXD 375 Globalization and Justice OR	
PXD 485 Theories of International Development	3
REL 223 World Religions	3
REL 334 Cultural Anthropology: Christianity and Social Change3	

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 Accounting3	
ACTG 222 Managerial Accounting . . .3	
ACTG 321 Intermediate Accounting I	3
ACTG 322 Intermediate Accounting II	3
*ACTG 341 Cost Accounting	3
BUAD 221 Principles of Management.3	

Minor in Business Administration

This minor is designed for students who want to develop management skills to complement another major. It is especially valuable to strengthen programs in Congregational and Youth

Ministries, International Development, Pre-Professional Health Sciences, and the Visual and Performing Arts. This minor is not open to majors within the department. Business Administration minors and Recreation Leadership and Sport Promotion majors must receive a grade of C or above in BUAD 111 Exploring Business and in BUAD 221 Principles of Management prior to enrolling in other courses in the minor.

Required courses (18 SH):

ACTG 221 Financial Accounting3	
BUAD 111 Exploring Business3	
BUAD 221 Principles of Management.3	
*BUAD 321 Human Resource Management OR	
BUAD 331 Organizational Behavior	3
ECON 201 Survey of Economics OR	
ECON 211 Principles of Microeconomics OR	
ECON 212 Principles of Macroeconomics	3
MKTG 301 Principles of Marketing3	

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, the sciences, pre-law, business, the health professions and similar programs.

Required courses (18 SH):

ECON 211 Principles of Microeconomics	3
ECON 212 Principles of Macroeconomics	3
*ECON 341 Intermediate Microeconomics	3
*ECON 342 Intermediate Macroeconomics	3
ECON Elective (300/400 level)3	
Choose any 200 level or above of the following: ACTG, BUAD, CIS, FIN or MKTG course OR	
PXD 375 Globalization 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 222 Managerial Accounting	3
ECON 212 Principles of Macroeconomics	3
*ECON 301 Money and Banking	3
FIN 341 Financial Management	3
*FIN 351 Investments	3
*FIN 411 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 in the increasingly strategic and complex function of hiring, training, and retaining the best people for the organization

Required courses:

*BUAD 321 Human Resource Management	3
*BUAD 431 Seminar in Human Resource Management	3
PXD 311 Mediation and Conflict Transformation	3
<i>Select one of the following:</i>	
PSYC 221 Social Psychology	3
PSYC 231 Applied Behavior Analysis	3
*PXD 321 Group Dynamics and Facilitation	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.

222 Managerial Accounting 3

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

321 Intermediate Accounting I 3

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

322 Intermediate Accounting II 3

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

*341 Cost Accounting 3

Methods and procedures of ascertaining and distributing the costs of production materials, labor and overhead, the securing of unit costs under job order, and process methods of production. Prerequisite: ACTG 222 and competency in Excel. (Spring 2014)

*421 Federal Income Tax 3

Emphasis on income tax provisions as they relate to individuals. There is some emphasis on tax provisions affecting businesses. Prerequisite: ACTG 222. (Fall 2014)

422 Intermediate Accounting III 3

Continuation of ACTG 322. Topics covered are issues related to intangible assets, income tax accounting, accounting for leases, shareholder equity, dilutive securities and an introduction to some advanced accounting topics. Prerequisite: ACTG 322.

432 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 422

*451 Auditing 3

Study of the work of an accountant as it relates to the examination and attesting to the reliability of management's financial reports. Topics include standards, legal liability, internal control, sampling, evidence and the auditor's report. Prerequisite: ACTG 321. (Spring 2015)

481 Accounting Internship 1-3

Work experience designed to integrate practice and theory and to give accounting majors insight into current policies, procedures and problems in all types of organizations. Frequent consultation with and written reports to the faculty advisor guide the student's experience. Travel and personal expenses are the student's responsibility. Can be done during the summer. Grading is on a Pass/Fail basis. This is highly recommended for 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.

499 Independent Study/Research 1-3

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

Business Administration (BUAD)

111 Exploring Business 3

An introductory course in business administration. Provides students with a basic understanding of business and economics and the role they play in American society. Provides a brief overview of all major functional areas of business. This course is recommended for non-majors or students considering a major in the department.

221 Principles of Management 3

This course provides an introduction to the principles and practices of management. Management is examined in its major functions: planning, leading, organizing and controlling. Examples from businesses and other organizations are reviewed to understand how these principles apply. Other courses in the curriculum build on the knowledge and understanding developed in this course.

301 Quantitative Decision Making for Business 3

An examination of quantitative techniques used in managerial decision making. Topics include use of probability distributions, forecasting, inventory planning, decision tables, decision trees, linear programming, networks and simulation. The course will emphasize applications using computer spreadsheets and software. Prerequisites: MATH 110, MATH 140 OR MATH 240, CIS 121 and admission to the department.

***321 Human Resource Management 3**

This course evaluates the primary personnel and human resource management functions and activities. Topical studies include recruiting, selecting, hiring and evaluating employees. Attention is also given to thorough job analysis, writing job descriptions and managing effective wage and salary programs. The course objective is to assist the student in becoming an effective line manager or human resource specialist. Prerequisite: BUAD 221. (Spring 2014)

331 Organizational Behavior 3

This course studies the management of human behavior in organizations. Behavioral topics include group dynamics, motivation, communication, ethical leadership, self-managed teams, and sustainability. Management topics include a review of managerial functions, planning and decision-making techniques, and organizational design. This course relies heavily on the case study method and effective communications skills to equip students for managerial and leadership roles. Prerequisite: BUAD 221.

411 Business Law 3

This course is designed to give students a working knowledge of important legal issues that affect the rights and responsibilities of American business persons and organizations. Students will develop an appreciation for the interrelationship between ethics, law and business decision-making. Students will develop an understanding of the foundation of the legal system as it relates to business; the law on management of the workforce; and the various dispute resolution alternatives.

***431 Seminar in Human Resource Management 3**

This course helps students to acquire basic knowledge about the legal relationships between employer and employee and understand the potential impact of each. Students will learn parameters for selecting, testing, disciplining and discharging employees; understand and apply federal and state laws against discrimination and harassment; and be prepared to follow government regulation of the workplace, including unions, collective bargaining, minimum and maximum wage hours, safety, health, compensation for injuries, and pension and health benefits. (Spring 2015)

441 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 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 Topics in Business: Grow Your Own Business 3

This special topics course offers all undergraduates, including business and non-business majors, a practical, hands-on approach to developing a business idea from a dream to reality. The course will enable students and/or teams of students to develop a business plan step by step, including ways to get the business idea financed. The course applies principles and practices for entrepreneurs developed by the Northeast Entrepreneur Fund, a national Community Development Financial Institution. The course will end with a business plan competition reviewed by local entrepreneurs and business faculty, where the winning entry will receive a cash prize to fund start-up of their business. The course is open to all sophomores, juniors, and seniors who have maintained at least a 2.5 average in their undergraduate GPA. (Spring 2015)

481 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 taken during the summer. Grading is on a Pass/Fail basis. This is highly recommended for all business majors. Prerequisite: Admission to the department, junior or senior standing, and a business GPA of at least 2.7.

499 Independent Study/Research 1-3

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

Computer Information Systems (CIS)

121 Introduction to Business Applications Software 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 and presentation graphics.

251 Management Information Systems 3

An introduction to information resources within the context of an organization. The course focuses on the ways in which technology enables business to function more efficiently. Topics include the strategic importance of information, the technical components of information systems, and the business value created by using information systems. Prerequisites: BUAD 221 and CIS 121 or permission of instructor.

Economics (ECON)

201 Survey of Economics 3

An introduction to economics as a way of thinking, including how societies answer production questions of *what, how, and for whom*. Microeconomic topics include pricing and allocation of products and inputs in a market economy. Macroeconomic topics include national income accounting, productivity and growth, business cycles, unemployment and inflation, and macroeconomic policy. The course also introduces fundamentals of international trade and finance. Students who have completed a Principles of Micro/Macroeconomics course may not take this course for credit. Prerequisite: MATH 101.

- 211 Principles of Microeconomics** **3**
An introduction to the forces affecting the production, distribution and consumption of goods and services by households and businesses and their interaction with government. Introduces international trade, and examines the strengths and limitations of the market system. Preferred course sequence: ECON 211, then ECON 212. Prerequisite: MATH 101.
- 212 Principles of Macroeconomics** **3**
An introduction to economics as a way of thinking with a focus on understanding how the economy as a whole functions. Major topics include economic growth, unemployment, inflation and international finance in a mixed international market system. Preferred course sequence: ECON 211, then ECON 212. Prerequisite: MATH 101.
- 300 Topics in Economics: Environmental Economics** **3**
Students will study many of the “gifts of nature” and how these scarce resources are used, and sometimes abused, by human activity. Students will review a variety of topics, primarily through the lens of economic analysis, learning the methods and tools necessary to quantify resource flow and value. Most environmental issues, however, are inherently interdisciplinary; therefore social, political, moral, and theological perspectives will also be infused as part of an integrated learning experience. Additional emphases integrated throughout the course will be to discover how markets allocate natural resources, why and how governments intervene in markets on environmental grounds, the appropriateness and effectiveness of public policies, and testing knowledge and learning against benchmarks of sustainability. Prerequisite: ECON 201 OR ECON 211. (Fall 2014)
- *301 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 201 OR ECON 212. (Fall 2013)
- *311 Contemporary Economic Issues** **3**
Applies economic theory and techniques to current economic, political and social issues. Prerequisite: ECON 201 OR ECON 211 OR ECON 212, or consent of the instructor. (Spring 2014)
- *331 History of Economic Thought** **3**
Survey of the various perspectives and writers on the development of economic thought. Examines the historical context from which the various perspectives arose and the role each played in shaping contemporary economic views. Prerequisite: ECON 201 OR ECON 211 OR ECON 212 or consent of instructor. (Spring 2014)
- *341 Intermediate Microeconomics** **3**
Intermediate level analysis of supply and demand and the role of the price mechanism in organizing economic activity. Includes an evaluation of efficiency and equity issues. Prerequisite: ECON 211. (Fall 2014)
- *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 212; ECON 211 and ECON 341 recommended. (Spring 2015)

- 401 Economic Development** **3**
An investigation of the situation and choices of low-income countries that seek development and growth. Explores theories of development and underdevelopment. Tools of economic analysis are applied to development issues. Prerequisite: ECON 201 OR ECON 211 OR ECON 212.
- *411 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. Prerequisites: ECON 201 OR ECON 211 and ECON 212. (Spring 2015)
- 499 Independent Study** **3**
Supervised reading and/or research in economics. Oral or written examinations and presentation of findings may be required.

Finance (FIN)

- 289 Investment Club** **1**
Introductory to advanced levels, students will learn about personal investing within the broad context of personal finance and stewardship of money resources. Students with little to no background will start with the basics, while more advanced students work independently on instructor-guided projects at their unique level of understanding and interest. This course may be taken up to two times for credit, and more with audit. While Investment Club is open to students of all majors and levels, it is especially encouraged for juniors and seniors as preparation for their next phase of life and career.
- 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 222, CIS 121 (or current enrollment), MATH 110 or MATH 150, MATH 140 and admission to the department.
- *351 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 2014)
- *411 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 2015)

Marketing (MKTG)

301 Principles of Marketing 3

An introduction to marketing. Topics include market creation, product development, channels of distribution, consumer behavior, pricing, advertising, sales and marketing research. Aspects of international marketing and service marketing are included. Prerequisite: BUAD 221.

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 140 OR MATH 240.

*411 International Marketing 3

This course, which takes an environmental, cultural and historical approach, 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. (Fall 2013)

**Indicates courses offered in alternate years.*



Chemistry

Faculty:

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

Majors:

- Chemistry
- Biochemistry

Minor:

- Chemistry

Teaching

Endorsement:

- Chemistry, Grades 6-12

Other Programs:

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

Chemistry lies at the heart of many of the technological advances of the 21st century. It is central to our understanding of the workings of our environment and particularly, in the area of biochemistry, to our understanding of life itself. It is a major key to dealing with problems 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.

Major in Chemistry

The major includes 29-32 SH in chemistry:

CHEM 223 General Chemistry I	4
CHEM 224 General Chemistry II	4
CHEM 315 Organic Chemistry I	4
CHEM 316 Organic Chemistry II	4
*CHEM 335 Analytical Chemistry	4
*CHEM 405 Thermodynamics	3
*CHEM 406 Quantum Mechanics	3
Chemistry or biochemistry elective . .	3-4

Research requirement

Choose one of the following options:

BIOL 355 Biology Research Seminar . .	2
BIOCH/CHEM 355 Biochemistry/ Chemistry Research	2
BIOL 479 Biology Research	2
BIOCHEM/CHEM 479 Biochemistry/ Chemistry Research	2

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

Requirement may be satisfied by completing an NSF REU (Research Experiences for Undergraduates) program (no credit hours received).

Nineteen semester hours are required in mathematics and physics:

MATH 185 Calculus I . . . . .	.4
MATH 195 Calculus II . . . . .	.4
MATH 240 Statistics for the Natural Sciences . . . . .	.3
PHYS 251 University Physics I . . . . .	.4
PHYS 262 University Physics II . . . . .	.4

Additional mathematics course recommended:

MATH 285 Calculus III4
---------------------------------	----

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 85-86) and the secondary education courses (page 95) make up the program for teacher licensure, grades 6-12.

Additional requirements for teacher endorsement include:

*ENVS 201 Earth Science3
-----------------------------------	----

Choose one of the following:

BIOL 101 Biological Explorations . . . . .	.3
BIOL 173 Concepts in Biology: Unity and Diversity of Life . . . . .	.4
*BIOL 191 Physical Anthropology . . . . .	.3
BIOL 202 Microbiology . . . . .	.4
ENVS 181 Environmental Science . . . . .	.3

Major in Biochemistry

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

The major includes 29-32 SH in chemistry and biochemistry:

BIOCH 376 Foundational Biochemistry4
---	----

CHEM 223 General Chemistry I . . . . .	.4
CHEM 224 General Chemistry II . . . . .	.4
CHEM 315 Organic Chemistry I . . . . .	.4
CHEM 316 Organic Chemistry II . . . . .	.4
Biochemistry or chemistry elective . . . . .	.3-4

Research requirement

Choose one of the following options:

BIOL 355 Biology Research Seminar . . . . .	.2
BIOCH/CHEM 355 Biochemistry/Chemistry Research Seminar . . . . .	.2
BIOL 479 Biology Research . . . . .	.2
BIOCHEM/CHEM 479 Biochemistry/Chemistry Research . . . . .	.2

Requirement may be satisfied by completing an NSF REU (Research Experiences for Undergraduates) program (no credit hours received).

Choose one of the following courses:

*BIOCH 398 Advanced Cell Biology . . . . .	.3
*BIOCH 438 Molecular Genetics . . . . .	.3

Choose one of the following courses:

*CHEM 405 Thermodynamics . . . . .	.3
*CHEM 406 Quantum Mechanics . . . . .	.4

The major also requires 27-28 SH in biology, mathematics and physics:

BIOL 173 Concepts in Biology: Unity and Diversity of Life . . . . .	.4
BIOL 225 Molecules, Genes and Cells . . . . .	.4
MATH 150 Elements of Calculus . . . . .	.3

OR

MATH 185 Calculus I . . . . .	.4
MATH 195 Calculus II . . . . .	.4

OR

MATH 240 Statistics for the Natural Sciences . . . . .	.3
PHYS 251 University Physics I . . . . .	.4
PHYS 262 University Physics II . . . . .	.4

Choose one of the following courses:

*BIOL 307 Developmental Biology . . . . .	.4
*BIOL 337 Immunology . . . . .	.3
*BIOL 378 Plant Physiology . . . . .	.3
BIOL 447 Mammalian Physiology . . . . .	.4
*ENVS 345 Environmental Toxicology . . . . .	.3

Enrollment in upper-level biology, biochemistry, chemistry and environmental

science courses (BIOL, BIOCH, CHEM, ENVS 300s and 400s) requires a minimum cumulative GPA of 2.0 in all science and math courses (BIOL, BIOCH, CHEM, ENVS, MATH, PHYS).

Students who fail to earn a C- in any coursework required for their major should promptly schedule a meeting with their advisor.

Pre-Professional Health Sciences Program

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 376 Foundational Biochemistry . . . . .	.4
BIOL 173 Concepts in Biology: Unity and Diversity of Life . . . . .	.4
BIOL 225 Molecules, Genes and Cells . . . . .	.4

Recommended electives:

*BIOCH 398 Advanced Cell Biology . . . . .	.3
*BIOCH 438 Molecular Genetics . . . . .	.3
BIOL 245 Animal Form and Function . . . . .	.4
BIOL 447 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 104). Preparation in chemistry and/or biochemistry provides an excellent foundation for environmental or patent law, or work in public policy in relation to science.

Minor in Chemistry

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

For biology and environmental sustainability majors, the minor consists of the following 22-24 SH:

CHEM 223 General Chemistry I . . . . .	.4
CHEM 224 General Chemistry II . . . . .	.4
CHEM 315 Organic I . . . . .	.4
CHEM 316 Organic II . . . . .	.4

Choose one of the following courses:

*CHEM 335 Analytical Chemistry . . . . .	.4
*CHEM 405 Thermodynamics . . . . .	.3
*CHEM 406 Quantum Mechanics . . . . .	.3

Choose one of the following courses:

BIOCH 376 Foundational Biochemistry . . . . .	.4
*CHEM 285 Environmental Chemistry . . . . .	.4
CHEM 458 Special Topics in Chemistry . . . . .	.3

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

Chemistry (CHEM)

102 Matter and Energy

3

This course addresses basic concepts of chemistry in relation to social, environmental, and political issues. 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.

223 General Chemistry I 4

A study of water, solutions, atomic and molecular structure, chemical bonding, and chemical reactions. Laboratory work involves quantitative, computational, and spectroscopic analyses of chemical systems that are relevant to the 'real world'. Three lectures and one laboratory period or field-trip per week. Prerequisite: high school chemistry or equivalent; minimum SAT score of 500 math and 1000 composite or ACT score of 22 math and 21 total. Students without the minimum SAT or ACT score must first pass MATH 101 Foundations of Math with a grade of C or higher.

224 General Chemistry II 4

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

***285 Environmental Chemistry 4**

An introduction to concepts in atmospheric, aquatic, and terrestrial chemistry, pollution, and energy production and consumption. Students and faculty work together with members of the community at large to investigate local environmental issues, and to educate the community about these issues. Laboratory work includes common field sampling and analytical techniques, and statistical analysis of chemical data. Students are expected to design, conduct, and report on experimentation to confirm measurements of environmental analytes using multiple strategies. Three lectures and one laboratory period or field-trip per week. Prerequisite: CHEM 224. (Spring 2015)

315 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 224, with a minimum grade of C-.

316 Organic Chemistry II: Reactions and Mechanisms 4

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

***335 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 224. (Fall 2014)

355 Chemistry/Biochemistry Research Seminar 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.

***405 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 150 OR MATH 195. (PHYS 405) (Fall 2014)

***406 Quantum Mechanics 3**

A quantitative study of quantum mechanics as related to atomic and molecular structure and spectroscopy. Three lectures per week. Prerequisite: MATH 195. (PHYS 406) (Fall 2013)

458 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.

479 Chemistry/Biochemistry Research 2

Research under the direction of a faculty member. Permission required since enrollment is limited.

499 Independent Study 1-3

Independent study including preparation and presentation of a scholarly research paper, introduction to research, advanced syntheses, etc. May include topical seminars by staff or visiting lecturers. Prerequisite: departmental approval.

Biochemistry (BIOCH)

152 Human Biochemistry 2

Study of organic and inorganic compounds, especially those important in cellular intermediary metabolism and other biological processes. Prerequisite: CHEM 102, 2 years of high school chemistry (or AP Chemistry), or EMU chemistry placement exam.

355 Biochemistry/Chemistry Research Seminar 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.

376 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 316.

*398 Advanced Cell Biology

3

A study of cellular architecture, communication, transport, motility, division, growth and death. Particular emphasis is placed on the study of cancer at the cellular level, and on a quantitative (mathematical) understanding of cellular movements. Students read and report on research articles. 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 225. (Spring 2015)

*438 Molecular Genetics

3

A study of the mechanisms of gene structure, stability, replication, transmission, and expression in eukaryotes. Themes include molecular evolution, viruses (including HIV), and heritable diseases. Students read and report on research articles. 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 225. (Spring 2014)

479 Biochemistry/Chemistry Research

2

Research under the direction of a faculty member. Permission required since enrollment is limited.

**Indicates courses offered in alternate years.*



Education

Faculty:

*Sandra L. Brownscombe
Cathy K. Smeltzer Erb (chair)
Katherine R. Evans
Tracy L. Hough
Lori H. Leaman
Beth M. Lehman
Ronald Shultz
Donovan D. Steiner*

Teaching Endorsements:

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

Other Program:

- Associate in Arts Degree in Education: Para-Professional

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

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

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

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

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

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

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

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

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

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

The education department provides an extensive field-based curriculum that integrates theory and practical application in a variety of public and private school settings. Students are prepared to become teachers in preschool, kindergarten, elementary, middle school or 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. Currently, national recognition is held by Specialty Professional Associations in special education (CEC), and health and physical education (NASPE).

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.

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 or www.emu.edu/education/3-step. Praxis I, a basic skills test in reading, writing and mathematics, is required for admission to the teacher education program. Students with qualifying Virginia SAT/ACT scores meet the Praxis I requirement. A Praxis I Mathematics score of 178 and the Virginia Communication and Literacy Assessment (VCLA) also meets the Praxis I requirement. The Virginia Communication and Literacy Assessment (VCLA) is required for teacher licensure. The Reading for Virginia Educators (RVE) is required for early/primary education (preK-3), elementary education (K-12). Admission to teacher education requires a 2.5 cumulative GPA, submission of an admissions portfolio and a teacher education interview. Admission to student teaching requires a 2.7 cumulative GPA. In addition, students must have a C or better in all education courses (courses with ED or EDS prefix and content area methods courses) to be admitted to Student Teaching. Exit requirements include meeting the Virginia State cut off score requirements for the Praxis II (consisting of specialty area components); submission of a student teaching portfolio as part of ED 411; and an earned GPA

of 2.7. Students may obtain an additional endorsement without completing an approved licensure program by passing Praxis II in the content area (Biology, Chemistry, English, History and Social Science, Mathematics, Art, Health and Physical Education, Foreign Language, and Music) with the exception of PreK-3, PreK-6, and Special Education.

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

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

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

- Journalism

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

advisor. Students completing minors must consult an advisor in their respective content areas.

Field Experiences

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

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

Professional Sequence for Early/Primary and Elementary Education

ED 101 Exploring Teaching. . . . .	.2
ED 201 Computers and Instructional Technology in Education. . . . .	.1
ED 231 Organizing for Learning. . . . .	.3
ED 232 Learning, Motivation, and Assessment (PreK-6) . . . . .	.3
ED 321 Management and Organization in Early Education. . . . .	.3
ED 331 Math in the Elementary School . . . . .	.2
ED 332 Science in the Elementary School . . . . .	.2
ED 333 Social Studies in the Elementary School . . . . .	.2
ED 301 Needs of Diverse Learners . . .	.3
ED 341 Language Arts. . . . .	.2
ED 342 Reading/Diagnostic Reading	.3
ED 343 Content Area Reading and Writing . . . . .	.2
ED 401 Examining Foundations of Education . . . . .	.2
ED 411 Reflective Teaching Seminar and Portfolio . . . . .	.1
<i>Plus:</i>	
<i>Early/Primary Education only</i>	
ED 421 Student Teaching I: PreK-3 . . .	.7
ED 422 Student Teaching II: PreK-3. . .	.7

Elementary Education only

ED 421 Student Teaching I: PreK-3 . . . 7
 ED 423 Student Teaching II: 4-6. . . . 7

Recommended:

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

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 a liberal arts major outside the department and meet general program requirements. Additional licensure requirements are as follows:

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

BIOL 101 Biological Explorations . . . 3
 ++BUAD 221 Principles of
 Management 3
 CHEM 102 Matter and Energy. . . . 3
 +ECON 201 Survey of Economics . . 3
 ENV5 181 Environmental Science . . 3
 *ENV5 201 Earth Science 3
 GEOG 231 Cultural Geography 3
 ++HE 201 First Aid 1
 HE 202 Health and Safety. 2
 HIST 131 United States History
 to 1865. 3
 HIST 132 United States History
 1865 to the Present 3
 HIST 181 The Global Past I:
 Prehistory to 1500 3
 +HIST 182 The Global Past II:
 1500 to the present 3
 LIT 330 Literature for Children 3
 MATH 110 Modeling with Algebra. . 3
 MATH 120 Math and the Liberal Arts2
 MATH 130 Finite Mathematics. . . . 3
 +MATH 140 Elementary Statistics . . 3
 PE 136 Rhythmic Activities. 1

PSYC 202 Developmental
 Psychology. 3
 PSYC 203 Developmental Case
 Study 1
 ++SOWK 300 The Family in Social
 Context 3

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

Special Education (K-12)

Licensure for special education in grade levels K-12 includes successful completion of general education requirements, a liberal arts major and supporting special education courses. Candidates work closely with their advisors to determine specialty emphases as outlined by the Virginia Department of Education.

Special education licensure candidates must fulfill requirements for an academic major outside the department and meet general program requirements.

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

Professional Sequence for Special Education

ED 101 Exploring Teaching. 2
 ED 201 Computers and Instructional
 Technology in Education. 1
 EDS 301 Introduction to
 Exceptionalities. 3
 EDS 331 Individual Instruction
 in the Content Areas for Students
 with Exceptionalities 3
 EDS 332 Adapting Curriculum
 for Students with Exceptionalities . 4
 EDS 333 Medical Issues and Assistive
 Technology for Individuals with
 Exceptional Learning Needs. 1
 *EDS 351 Intervention Strategies for
 Middle and High School Learners
 with Exceptionalities 3
 *EDS 371 Evaluation and Planning
 in Special Education 3

EDS 381 Special Education
 Professional Field Experience 2
 *EDS 401 Supporting Positive
 Classroom Behavior. 2
 *EDS 451 Educational Foundations
 and Due Process 2
 ED 341 Language Arts. 2
 ED 342 Reading/Diagnostic
 Reading. 3
 ED 343 Content Area
 Reading and Writing 2
 ED 411 Reflective Teaching Seminar
 and Portfolio 1
 EDS 461 Student Teaching: Elementary
 Exceptionalities. 7
 EDS 462 Student Teaching: Middle
 School/High School
 Exceptionalities. 7

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

Additional licensure requirements are as follows:

BIOL 101 Biological Explorations . . . 3
 CHEM 102 Matter and Energy. . . . 3
 *ENV5 201 Earth Science 3
 HE 202 Health and Safety. 2
 HIST 131 United States History
 to 1865. 3
 HIST 132 United States History
 1865 to the Present 3
 HIST 181 The Global Past I **OR**
 HIST 182 The Global Past II 3
 MATH 120 Math and the Liberal Arts2
 MATH 130 Finite Mathematics. . . . 3
 MATH 140 Elementary Statistics . . . 3
 PSYC 202 Developmental
 Psychology. 3
 PSYC 231 Applied Behavior
 Analysis 3
 SOWK 300 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 EMU Core

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

ED 101 Exploring Teaching. 2
 ED 201 Computers and Instructional
 Technology in Education. 1
 ED 251 Learning, Motivation and
 Assessment (6-12) 3
 ED 252 Learning, Motivation and
 Assessment PFE. 1
 ED 301 Needs of Diverse Learners . . 3
 ED 351 General Curriculum and
 Methods 1
 ED 361 Special Methods PFE 1
 ED 371, 372, 373, 374, 375, **OR** 376
 Special Methods 2
 ED 381 Reading and Writing Across
 the Curriculum (6-12). 2
 ED 391 Middle School Curriculum
 and Organization. 3
 ED 401 Examining Foundations of
 Education 2
 ED 411 Reflective Teaching Seminar
 and Portfolio 1
 ED 451 Middle School Student
 Teaching 7
 ED 452 High School Student
 Teaching 7
Seventeen semester hours of the above are devoted to professional studies while 19 semester hours involve practica.

Additional licensure requirements are as follows:

PSYC 202 Developmental
 Psychology. 3
 An American History course 3

All-Grade Education (PreK-12)

Students majoring in art, English as a second language, music, health and physical education, Spanish, or theater arts

are licensed for pre-kindergarten through grade 12. Licensure requirements for All-Grade Programs (PreK-12) are listed on pages 182-183 for art, page 120 for ESL, pages 157-158 for health and physical education, pages 119-120 for foreign language (Spanish), pages 142-143 for music, and page 176 for Theater Arts.

Additional licensure requirements are as follows:
 PSYC 202 Developmental Psychology3
 An American History course3

Associate in Arts Degree in Education: Para-Professional

Designed for students who enjoy working with children but plan for only two years of college, this program provides training for positions in day care centers and as assistants in early childhood and elementary classrooms. Courses taken in this sequence may be applied to the education program by recommendation of the instructors, should the student decide to later complete the four-year degree program.

In addition to the EMU Core requirements on page 14 the following sequence of courses is outlined for this program:

Required Courses for Education: Para-Professional

ED 101 Exploring Teaching.	2
ED 221 Professional Field Experience (Early Childhood)	2
ED 231 Organizing for Learning. . . .	3
ED 232 Learning, Motivation and Assessment (PreK-6)	3
ED 331 Math in the Elementary School	2
ED 332 Science in the Elementary School	2
ED 333 Social Studies in the Elementary School	2
ED 301 Needs of Diverse Learners . .	3
ED 321 Management and Organization in Early Education.	3
HE 202 Health and Safety OR HE 260 Teaching, Ministry, and Healthy Sexuality.	2
LIT 330 Literature for Children	3
MATH 120 Math and the Liberal Arts	2
PSYC 202 Developmental Psychology	3
PSYC 203 Developmental Case Study	1
SOWK 300 The Family in Social Context	3

Two of the following courses:

HE 201 First Aid	1
PE 136 Rhythmic Activities	1
*PE 137 Recreational Games	1

Recommended:

ED 201 Computers and Instructional Technology in Education.	1
---	---

Education (ED)

A grade of "C" or higher is required of all teacher education candidates in all ED/EDS courses.

101 Exploring Teaching 2

An exploratory course designed to provide the student a means for self-assessment as a potential teacher. Learning activities include directed observations and participation in school settings, analysis of teaching skills and discussions centering on constructivist theory, reflective teaching, and current issues in education. A 20-hour practicum is included. (1 SH content; 1 SH practicum)

201 Computers and Instructional Technology in Education 1

Students taking this course will be expected to develop proficiency in the following environments: word processing, databases, spreadsheets, drawing/graphics, PowerPoint presentations, WebQuest, web page design, iPhoto and iMovies. Students will be expected to utilize the skills gained in this course throughout the remainder of their educational program at EMU. Students will show evidence of their ability to utilize technology in the development of their e-Portfolio. Successful completion of this course allows students to meet the Virginia Technology Standards. Prerequisite: ED 101.

221 Professional Field Experience (Early Childhood) 2

A participatory experience in nursery schools or day care centers. Required reading and seminars. Travel expenses are the student's responsibility.

231 Organizing for Learning 3

This course surveys elementary school curriculum from the teacher's perspective. It covers daily, weekly, unit, and yearly planning, classroom management, parent communication, and professional relationships. Art, music, and movement are given special consideration especially as they relate to integrated, interdisciplinary curricula.

232 Learning, Motivation, and Assessment (PreK-6) 3

A course designed to aid the pre-service teacher in understanding the development of PreK through grade 6 students. Focuses on learning, motivation, and assessment and subsequent implications for effective teaching. Topics include cognitive development, child and family, psychosocial and moral development, and needs of diverse learners. Motivation for learning and planning for essential learning outcomes are also integral to the course. Current theories and practices regarding assessment and accountability to various audiences are examined.

251 Learning, Motivation and Assessment (6-12) 3

Emphasis is placed on learning theories and principles, motivation development and assessment procedures. A framework for understanding the physical, cognitive, and psychosocial development of adolescents and subsequent implications for effective middle and secondary school instruction and evaluation is explored. Current theories and practices regarding assessment and accountability to various audiences are examined. Prerequisite: Cumulative GPA of 2.5.

252 Learning, Motivation and Assessment Professional Field Experience 1

A 40-hour professional field experience that focuses on observations and participatory experiences in grades 6 - 12. Grading is on a pass/fail basis. Corequisite: ED 251.

301 Needs of Diverse Learners 3

Addresses teaching students with diverse and special needs. Inclusive settings and integrated services approach are discussed along with common exceptionalities. Explores concepts of ethnic and religious diversity. Prerequisite or corequisite: ED 331/2/3, ED 351, or PE 401.

321 Management and Organization in Early/Primary Education 3

Emphasis is on the priorities and practices of early childhood educators. Leadership, community/parent and school relationships, core curriculum and content, and management considerations are discussed. Includes a 20-hour practicum in a preschool setting. Prerequisite: ED 101. (2 SH content; 1 SH practicum)

Curriculum Block: ED 331, 332, 333 **6**
(Includes a 60-hour practicum)

A block of courses which provide foundations of curriculum development and implementation. Coursework on campus is integrated with practicum experiences in K-6 classrooms with a focus on local, state, and national curriculum standards. Prerequisites: ED 231, ED 232 and a cumulative GPA of 2.5 (4 SH content; 2 SH practicum)

331 Math in the Elementary School **2**

This course introduces methods of teaching mathematics in grades K-6 with significant attention to planning, instruction and assessment activities which are responsive to the needs of diverse learners of students. National Council of Teachers of Mathematics (NCTM) standards and Virginia Standards of Learning (SOLs) provide the content framework. Participants in the course will be involved in exploration, development and practical applications of inquiry, discovery, directed teaching, use of manipulatives, and other activities designed to prepare them for teaching mathematics in elementary schools.

332 Science in the Elementary School **2**

Active sciencing and teacher resourcefulness are emphasized in planning relevant, meaningful experiences for diverse learners. National Science Teachers Association (NSTA) standards and Virginia Standards of Learning (SOLs) provide the content framework. Emphasis is given to the importance of preparing children's learning environments so that science concepts can be taught through inquiry and active participation.

333 Social Studies in the Elementary School **2**

Introduces methods of teaching social studies in the elementary school. National Council for the Social Studies (NCSS) standards and Virginia Standards of Learning (SOLs) provide the content framework. Multicultural Education is stressed and students design a culturally responsive curriculum unit incorporating social studies facts, concepts and generalizations.

Literacy Block: ED 341, 342, 343 **7**
(Includes a 60-hour practicum)

An integrated block of courses designed for students who plan to teach in pre-kindergarten through grade six. The 7-hour block of courses explores the development of spoken and written language and traces the development of reading from birth through pre-adolescence. Understanding the social and cultural contexts for language learning both at home and at school and knowing the cognitive and psychological factors that exist at various stages of development form the basis for planning the curriculum at school.

The course encompasses the following major strands of study:

- Language Development (Cognitive, Linguistic, Socio-cultural)
- Processes, Development and Assessment of Reading and Writing, Speaking and Listening
- Responding to Literature and Comprehensive Content Material
- Expressive language in storytelling, drama and choral reading
- Diagnosing and Adapting for Diverse Learners
- Integrating Reading and Writing in Content Areas

The practicum provides the students with opportunities to integrate and apply an integrated language arts perspective in a classroom setting. In addition, the student is engaged in assessing one child's literacy development and in planning and implementing an appropriate tutoring program and communicating with parents and caregivers. Prerequisite: Admission to teacher education.

341 Language Arts **2**

Examines the cognitive, linguistic and socio-cultural context for language development in home and school. Explores current understandings about teaching-learning processes in speaking, listening, reading and writing. Special attention is given to identifying the developmental stages of written word knowledge.

342 Reading/Diagnostic Reading **3**

Explores appropriate strategies for developing fluency in word recognition, recognizing the value of appreciation and enjoyment of literature in the process. Students learn appropriate strategies to assist diverse readers in constructing meaning from text and ways to use technology to improve literacy skills. Students organize and analyze assessment data to carefully monitor student progress, becoming constructive evaluators of literacy. Strategies are developed for organizing and using space, time and materials to promote the development of a literate environment. (2 SH content; 1 SH practicum)

343 Content Area Reading and Writing **2**

The processes of reading and writing provide a framework for all instruction. The varying needs of the learner are considered as strategies involving reading and writing across all curriculum areas are demonstrated and practiced. The role of vocabulary development and writing skills are included in the focus. Interactive journals engage the student in using writing as a tool for learning. (1 SH content; 1 SH practicum)

Middle and Secondary Curriculum Block: ED 351, 361; plus 371, 372, 373, 374, 375 or 376 **4**

351 General Curriculum and Methods for Middle and Secondary Teaching **1**

Focusing on general overall curriculum and methods trends, concepts and procedures related to teaching in the 6-12 grade levels. Prerequisites: ED 251 and admission to teacher education.

361 Special Methods Professional Field Experience **1**

A 60-hour professional field experience in area high schools. Consists of assignments arranged to provide for breadth of experience within the scope of one's subject certification area. Grading is on a pass/fail basis. Prerequisites: ED 251 and admission to teacher education.

371 Special Methods for Middle and Secondary Teaching: Biology **2**

Focusing on the application of specific curriculum and methods concepts relevant to the student's certification area. Prerequisites: ED 251 and admission to teacher education.

372 Special Methods for Middle and Secondary Teaching: Chemistry **2**

Focusing on the application of specific curriculum and methods concepts relevant to the student's certification area. Prerequisites: ED 251 and admission to teacher education.

373 Special Methods for Middle and Secondary Teaching: English **2**

Focusing on the application of specific curriculum and methods concepts relevant to the student's certification area. Prerequisites: ED 251 and admission to teacher education.

374 Special Methods for Middle and Secondary Teaching: History and Social Science **2**

Focusing on the application of specific curriculum and methods concepts relevant to the student's certification area. Prerequisites: ED 251 and admission to teacher education.

375 Special Methods for Middle and Secondary Teaching: Mathematics **2**

Focusing on the application of specific curriculum and methods concepts relevant to the student's certification area. Prerequisites: ED 251 and admission to teacher education.

- 376 Special Methods for Middle and Secondary Teaching:**
- Computer Science** 2
Focusing on the application of specific curriculum and methods concepts relevant to the student's certification area. Prerequisites: ED 251 and admission to teacher education.
- 381 Reading and Writing Across the Curriculum (6-12)** 2
The processes of reading and writing provide a framework for all instruction. The focus of this course examines literacy across the curriculum with emphasis on providing the classroom teacher with strategies to enhance literacy development. The course is designed to teach methods, techniques, and strategies to equip the classroom teacher to become a *content literacy provider*. Emphasis is placed upon conceptual definitions of reading and writing, implementing reading/writing strategies within a designed content field, and synthesis of current research addressing reading/writing/study skills, and critical thinking. Prerequisite: Admission to teacher education.
- 391 Middle School Curriculum and Organization** 3
Understanding the middle school concept, exploration of the curriculum, team planning and teacher roles, discipline and management practices and professional development are examined. Includes a 20-hour practicum in a middle school setting. (2 SH content; 1 SH practicum)
- 401 Examining Foundations of Education** 2
This course concentrates on issues facing American education today. Utilizing a contextual framework that reflects on the historical, philosophical, and sociological foundations of American education, the student analyzes, synthesizes, and evaluates issues/topics that are currently redefining the American educational system. Focus is placed upon discussion (both within class and on the class web page), out-of-class reading, research, and problem solving strategies. As a capstone course in the teacher education program, students will use a problem based learning approach to construct solutions to issues facing American education. The course chooses one particular trend to study each semester. Prerequisite: Admission to teacher education.
- 411 Reflective Teaching Seminar and Portfolio** 1
Regularly scheduled after school throughout the student teaching experience to assist prospective teachers in their efforts to promote thinking in all aspects of the curriculum, to explore effective teaching strategies, and to provide an unhurried time for reflection and to meet requirements for Virginia child abuse and neglect recognition and reporting curriculum. An electronic capstone portfolio is required for program completion. To be taken concurrently with student teaching.
- 421 Student Teaching I: (PreK-3)** 7
422 Student Teaching II: (PreK-3) 7
423 Student Teaching (4-6) 7
Designed for prospective early/primary education (PreK-3) and elementary education (PreK-6) teachers. Three integrated components comprise this experience: (1) Orientation and participatory experiences during the opening week of school, to be fulfilled in the setting where the student will later complete the supervised teaching assignment; (2) Two seven-week placements at two different grade levels and daily classroom teaching responsibilities under the supervision of a cooperating teacher, including observation, reflection, planning, implementation, evaluation, and conferencing; (3) ED 411 Reflective Teaching Seminar. Spring semester student teachers are required to take orientation and participational experiences during the opening week of school in the fall. Prerequisite: Admission to student teaching.

- 451 Middle School Student Teaching (6-12)** 7
452 High School Student Teaching (6-12) 7
Consisting of three integrated components: (1) Orientation and participatory experiences during the opening week of school, to be fulfilled in the setting where the student will later complete the student teaching assignment; (2) Two seven-week blocks of actual classroom experience at both middle and high school levels under the supervision of a cooperating teacher, including observation, reflection, planning, implementation, evaluation, and conferencing; (3) ED 411 Reflective Teaching Seminar. Spring semester student teachers are required to take orientation and participational experiences during the opening week of school in the fall. Prerequisite: Admission to student teaching.
- 461 Elementary Student Teaching (PreK-6)** 7
462 Middle/High School Student Teaching (6-12) 7
A full semester program for art, English as a second language, health and physical education, foreign language, music, and theater arts majors consisting of integrated components: (1) Orientation and participatory experiences during the opening week of school, to be fulfilled in the setting where the student will later complete the student teaching assignment; (2) Two seven-week blocks of classroom experience at both elementary and middle or high school levels under the supervision of a cooperating teacher, including observation, reflection, planning, implementation, evaluation, and conferencing; (3) ED 411 Reflective Teaching Seminar. Spring semester student teachers are required to take orientation and participational experiences during the opening week of school in the fall. Prerequisite: Admission to student teaching.
- 499 Independent Study** 1-3
Individualized studies in specialized topics. Open to advanced students with approval.

Special Education (EDS)

- 301 Introduction to Exceptionalities** 3
A course designed to provide a general overview of cognitive, learning and emotional exceptionalities for students preparing for a career in special education. This course will include an introduction to historical perspectives, theories, characteristics, medical aspects, educational implications, cultural perspectives and ethical issues in the practice of special education. These topics will be viewed in the context of normal patterns of development and the dynamic influence of culture and the family system. Prerequisite: Permission from the instructor.
- Special Education Block: EDS 331, 332, 333** 8
(Includes a 60-hour practicum)
An integrated block of courses which study the specialized curriculum and methods for teaching children with cognitive, learning and emotional disabilities. A 60-hour field/clinical experience in EDS 331/332 requires students to assist general and special education teachers in planning/adapting instruction, materials and curriculum for children with exceptionalities. Prerequisites: EDS 301 and a cumulative GPA of 2.5.
- 331 Individualized Instruction in the Content Areas for Students with Exceptionalities** 3
Emphasizes the prescriptive creation of developmentally and disability appropriate curriculum in reading, language arts, social studies, math, science, and integrated arts. (2 SH content; 1 SH practicum) Prerequisites: EDS 301 and a cumulative GPA of 2.5.

332 Adapting Curriculum for Students with Exceptionalities 4

Focuses on adapting general education curriculum to provide an appropriate education to children with exceptionalities and develop commensurate skills in consultation, case management and collaboration. Students will design culturally and linguistically sensitive curriculum and lesson plans for case studies presented in academic, social, emotional and vocational areas. (3 SH content; 1 SH practicum) Prerequisites: EDS 301 and a cumulative GPA of 2.5.

333 Medical Issues and Assistive Technology for Individuals with Exceptional Learning Needs 1

Provides knowledge of current issues in specialized health care; augmentative and assistive technology to enhance communication, mobility and assessment; the effects of various medications; and universal precautions for safe environments. Students critique current technology resources for children and youth with special needs and plan instruction for the use of alternative and augmentative communication systems. Prerequisites: EDS 301 and a cumulative GPA of 2.5.

***351 Intervention Strategies for Middle and High School Learners with Exceptionalities 3**

A study of culturally and linguistically sensitive general and specialized curriculum and methods used for teaching children with learning disabilities, emotional disturbances and mental retardation in middle and secondary schools and the adaptations which can facilitate integration into general education classrooms. Instructional, evaluative, and self-determination strategies are identified. IEPs and lesson plans will be developed in transition, academic, adaptive behavior and vocational areas. A 15-hour field/clinical experience allows students to teach middle or secondary students with significant learning and/or behavior difficulties. (2 SH content; 1 SH practicum) (Fall 2014)

***371 Evaluation and Planning in Special Education 3**

A study of formal and informal diagnostic and evaluative procedures appropriate for children (K-12) with exceptional learning needs. Foci include understanding legal requirements for eligibility, providing prescriptions based on assessment data and general evaluation of instruction. This course has an emphasis on the development of the Individualized Education Plan (IEP). A collaborative “team” approach to due process will be emphasized. A 20-hour clinical experience is required during which the student will use a case study approach to the development of IEP’s. Prerequisites: EDS 301. (2 SH content; 1 SH practicum) (Spring 2014)

381 Special Education Professional Field Experience 2

This professional field experience is designed to give prospective teachers experience with exceptional persons through a concentrated 2 1/2-week (6-8 hours a day) placement in a school or community setting. Allows students to experience the demands and changing nature of the learning environment from their morning arrival to the end of a school or work day. (Offered summers only)

***401 Supporting Positive Classroom Behavior 2**

This course focuses on techniques used to support behavior change in children with disabilities. Systematic, peaceable classroom interventions are presented and students will learn strategies to prevent inappropriate behavior from occurring or escalating. Students are required to demonstrate various classroom behavior management strategies in the classroom and/or in simulations. (Fall 2014)

***451 Educational Foundations and Due Process 2**

This course involves an understanding of regular education and special education foundations and their respective linkages to the due process procedures of special education. (Fall 2013)

461 Student Teaching: Elementary Exceptionalities 7

462 Student Teaching: Middle School/High School Exceptionalities 7

For General Curriculum licensure:

Consisting of three integrated components: (1) Orientation and field experiences during the opening week of school, to be fulfilled in the setting where the student will later complete the student teaching assignment; (2) two seven-week blocks of classroom experience under the supervision of a cooperating teacher, including observation, participation, responsible teaching and conferencing; and (3) Reflective Teaching Seminar (see ED 411). Seven weeks are spent at the elementary (K-6) level and seven weeks at the secondary (6-12) level. Spring semester student teachers are required to take orientation and participational experiences during the opening week of school in the fall. Prerequisite: Admission to student teaching.

499 Independent Study 1-3

Individualized studies in specialized topics. Open to advanced students with approval.

**Indicates courses offered in alternate years.*



Faculty:
 Mark Metzler Sawin
 Kimberly Schmidt
 (WCSC)
 Mary S. Sprunger (chair)

Majors:
 •History
 •History and Social Science

Minors:
 •Gender Studies
 •History
 •History and Social Science
 •Political Studies
 •Pre-Law

Teaching Endorsement:
 •History and Social Science, Grades 6-12

History is the story of the past experience of humankind. The courses offered by the department are planned to provide a comprehensive overview of the American, European and non-Western segments of historical studies. A conscious effort is made to be critical in analysis and to view the saga of human experience through an Anabaptist peace and justice lens. The pre-law 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, 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	2
HIST 451 History Seminar Preparation	1
HIST 452 Seminar in History	3

Majors are strongly encouraged to take a wide range of history courses (United States, 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 44 SH consists of the following:

United States History (6 SH)

Choose two of the following courses:

HIST 131 United States History to 1865	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; and archival, library or museum work.

HIST 132 United States History 1865 to the Present	3
*HIST 222 African-American History	3
*HIST 312 History of Nineteenth-Century America	3
*HIST 321 Modernizing America	3
*HIST 411 The History of Recent America	3

(History/Social Science students pursuing teacher licensure are required to take HIST 131 and HIST 132. In addition HIST 222, HIST 321 and/or HIST 411 are strongly recommended.)

European and World History (6 SH)

Choose two of the following courses:

HIST 181 The Global Past I: Prehistory to 1500	3
HIST 182 The Global Past II: 1500 to the Present	3
*HIST 231 Medieval Europe	3
*HIST 362 Renaissance and Reformation Europe	3
*HIST 391 Seventeenth- and Eighteenth-Century Europe	3
*HIST 461 Nineteenth- and Twentieth-Century Europe	3

(History/Social Science students pursuing teacher licensure are required to take HIST 181 and HIST 182. In addition, HIST 362, HIST 391 and HIST 461 are strongly recommended.)

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 (5 SH)

HIST 121 Introduction to History and Methods	2
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 401 Human Rights and Dignity	3

Economics (3 SH)

ECON 201 Survey of Economics	3
--	---

Geography (3 SH)

GEOG 231 Cultural Geography	3
---------------------------------------	---

Social Science (6 SH)

Choose two of the following courses:

PSYC 101 General Psychology	3
PSYC 202 Developmental Psychology	3
SOC 101 Introduction to Sociology	3

(Students pursuing teacher licensure must take PSYC 202 and SOC 101.)

Major in History and Social Science, Teaching Endorsement for Grades 6-12

This program will prepare students to teach history and social science by instructing them in the major themes outlined 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 104-105) and the secondary education courses (page 95) make up the program for teacher licensure, grades 6-12.

Minor in Gender Studies

A 17-18 credit interdisciplinary minor using gender as a primary category of analysis. Students select course offerings ranging from history, sociology, literature, and theology to popular culture and the arts. An emphasis on the experiences of women brings out voices often neglected in the academy; theories of gender, masculinities and intersections with race and class also contribute to the curriculum. This minor will: expose how contemporary constructions of gender offer constricted models of identity, calling, and Christian discipleship; explore how historical and modern Anabaptist beliefs and practices may have produced gender constructions that both vary from and mimic the dominant culture; embrace gender equality as an essential component in promoting social justice and peacebuilding; and equip students planning to serve in the global context with sensitivities to gender realities in different cultures and societies around the world.

Gender Theory Foundation (3 SH)

Choose one of the following courses:

- CCSSC 386 Multicultural History of Washington, D.C. (Washington Community Scholars' Center)3
- *HIST 352 History of Women3
- SOWK 360 Race and Gender3
- Seminar by the Sea (Summer session offered by Eastern University in Maine every other spring - 2015. Credit offered in Psychology or English within a gender identity framework. Students create an individual research project and work closely with a faculty member.)3

Electives (14-15 SH)

Choose additional courses from the following to complete the minor. In some courses a gender-related theme must be chosen for a significant paper/project in order for the course to apply.

- CHST 260 Teaching, Ministry and Healthy Sexuality.3
- COMM 231 Pop Culture and Mass Communication.3
- CORE 401 Senior Seminar: Growing Identity While Walking Together . . .2
- HIST 382/CHST 341 Church History3
- LIT 320 Culture, Identity, and Ethnicity (when appropriate). Fall 2013 will be Ethnic Women's Literature of the Americas3
- *POL 401 Human Rights and Dignity3
- PXD 485 Theories of International Development3
- *REL 312 Topics in Religion (when appropriate). Fall 2013 will be Women in the Bible.3
- REL 334 Cultural Anthropology3
- SOWK 300 Family in the Social Context3
- THEO 323 Biblical Theology of Peace and Justice3
- THR 120 Theater and Faith (when appropriate). Fall 2013 will be Gender.1
- Departmental internships or practica (as appropriate).
- Additional courses as appropriate and approved on an individual basis, such as intensive writing or other courses where a student chooses a gender topic for a major project.

Minor in History

A history minor requires 18 SH of history 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 peacebuilding and development.

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 18-21 semester hours, including the following classes and an internship:

- POL 412 Law, Values, and Worldview.3
- POL 481 Pre-law Internship (Internships done for other related disciplines may fulfill this requirement0-3

Choose two of the following courses:

- HIST 342 Topics in History and Politics (when appropriate)3
- *POL 201 Comparative Government .3
- *POL 302 Constitutional Issues.3
- *POL 311 International Relations3
- *POL 401 Human Rights and Dignity3

Choose one of the following courses:

- MATH 170 Discrete Mathematics. . . .4
- *PHIL 212 Ways of Knowing3
- *PHIL 223 Logic and Critical Thinking3

Choose two of the following courses:

- BUAD 411 Business Law (highly recommended).3
- ECON 201 Survey of Economics3
- LING 260 Grammars of English3
- *PHIL 334 Ethics: Conceptions of Personal Good3
- *PHIL 341 Politics: Conceptions of Common Good.3
- PXD 225 Theories of Social Change . .3
- PXD 235 Conflict, Violence, and Terrorism3
- *PXD 261 Community and Conflict Analysis Techniques3
- PXD 311 Mediation and Conflict Transformation3
- *PXD 331 Restorative Justice and Trauma Awareness3
- PXD 375 Globalization 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.

182 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 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. An in-depth theme running throughout the course is modern revolution, including the French, Russian, Chinese, and Iranian revolutions. 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 (organized around geographical regions) 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 2014)

U.S. History (HIST)

131 United States History to 1865 3

This course is a general survey of U.S. history that highlights major events in Virginia history and politics, the American Revolution, the development of the U.S. and Virginia Constitution, and the role of religion and culture, while providing a general overview of how the U.S. became a nation-state. Topics include: the creation & tragedy of race-based slavery, 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.

132 United States History Since 1865 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 2014)

*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 events leading up to it. 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 2015)

*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 2014)

*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 current political and social issues. Special attention is paid to U.S. involvement in global activities from the end of the Cold War to the present, with a strong emphasis on the roots of the "War on Terror." This course contributes related content to NCSS themes: 6, 7, 8, 10. Registration priority given to juniors and seniors majoring in the department. (Fall 2013)

European History (HIST)

*231 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 2014)

*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 2015)

***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 2014)

***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 and genocide, the rise and fall of communism, the world wars, fascism, 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 2013)

Area Studies (HIST)

***212 History of Latin America 3**

An area study of Spanish- and Portuguese-speaking America as a major world region. Explores the cultural, religious, economic and social diversity through the historical, geographic and political perspectives. This course contributes related content to NCSS themes: 1, 4, 9. (Spring 2014)

***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 2013)

***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. This course contributes related content to NCSS themes: 1, 4, 9. (Spring 2015)

***432 History of the Middle East 3**

A historical survey of the Middle East with particular focus on Iran, Iraq, Afghanistan and the Arab-Israeli conflict. The role of past and present U.S. foreign policies in these countries will be highlighted. This course contributes related content to NCSS themes: 1, 4, 9. (Fall 2014)

Historiography (HIST)

121 Introduction to History and Methods 2

This course is required for all history and history and social science majors, ideally during the first year. It serves as a general introduction to the discipline of history and will provide an overview of historical methods and research skills through a systematic analysis of a specific historical theme. As such, this 2-hour course will be tied to another history department content course, typically HIST 132 (US History 1865-Present) or HIST 182 (The Global Past II). Ideally this course will be taken during a student's first year because it is a preparatory class that develops skills needed in upper-level history courses. If a student needs to take the class but has already taken the course HIST 121 is linked to, they may take it in conjunction with another course, at the discretion of the department.

451 History Seminar Preparation 1

This 1-hour fall course is required for all history majors and is strongly recommended for all history and social science majors. It is designed to teach advanced research methods and to prepare students for the history capstone project that they will complete in HIST 452 Seminar in History.

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. This course is required for all history and history and social science majors and serves as the capstone course for the department. It is not open to non-majors except by permission of the instructor.

Topics (HIST)

342 Topics in History and Politics 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 up to the sixteenth century of the Common Era. It describes the successes and failures in the life and witness of Christians as they spread west into Europe, east toward China, and south into Africa. It evaluates diverse Christian approaches shaped by these themes: women/men, mission/enculturation, church/state, war/peace, and wealth/poverty. (CHST 341)

421 History Tutorial 3

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

***422 Mennonite History and Thought 3**

A survey of the Anabaptist movement and Mennonites throughout the world from the sixteenth to twenty-first centuries. Issues include pacifism, wealth, political participation, community and tensions between faith and the dominant culture. Particular attention is given to the Anabaptist vision and its relevance for 21st-century American life. (CHST 422) (Spring 2015)

441 History Internship 1-3
Designed for upper level history majors who want to explore career options and gain practical experience in fields that pertain to history. Placements include museums, historical societies, libraries, archives, law firms and government offices. Approval from the history department needed one semester in advance. Students take initiative in arranging their own placement. Internship can be completed in the summer. Grading is on a pass/fail basis.

499 Independent Study 3

Geography (GEOG)

231 Cultural Geography 3
A geo-cultural study with an introduction to the many variations in the human habitat. It applies the regional concept to the study of cultural geography. This course contributes related content to NCSS themes: 1, 2, 3, 8, 9.

Political Studies (POL)

101 Introduction to Politics 3
An introduction to the academic study of politics that provides an overview of the fundamental ideas of civic and political processes and institutions. It will examine the interplay between power and choice, individual rights and the common good, the majority versus the minority, and the responsibilities of individuals and of the government. It will also serve as a survey of various governing models, but will include the legal, political and civic processes of the United States on a federal, state (Virginia), and local level, recognizing that Americans are a diverse people united by a common belief in the legitimacy of a democratically elected republican form of government. 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 and possibility of political systems, and to assess their functional performance. This course contributes related content to NCSS themes: 2, 5, 6, 9, 10. (Spring 2015)

***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. (Fall 2014)

***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 2013)

***401 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, 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. (Spring 2014)

412 Law, Values, and Worldview 3
This course introduces a range of law practices and issues that will stimulate students to reflect on Law as a vocation and where they might fit in. Students will have an opportunity to learn from practicing lawyers and visit the courthouse. In addition, the course will introduce students to the changing role of lawyers in history, current trends in law such as holistic practice, the traditional Mennonite aversion to "taking things to the law," and the effectiveness of the adversarial model. Students will also start to understand what it means to think like a lawyer and explore what law school is really like. This class is limited to upper-level pre-law, political studies, and history students unless permission is granted by the instructor.

441 Political Studies Internship 0-3
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 Pre-Law Internship 0-3
Minors enter a semester or summer-session internship through their major. Some options would be in the immediate area, while others would tap into EMU and MCC programs in Washington, New York, and abroad. These might include paralegal work, mediation work, VORP, WCSC, SALT, or the MCC U.N. Liaison. Note: Students completing an internship/practicum for their major (e.g. Business, PXD) can use this to satisfy the pre-law internship.

**Indicates courses offered every two or three years.*



Language and Literature

Faculty:

Kirsten Beachy
 Adriana Rojas Campbell
 Donald R. Clymer
 Violet A. Dutcher
 Martha Greene Eads
 Chad M. Gusler
 R. Michael Medley (chair)
 Kevin S. Seidel
 Carol Snell-Feikema
 Andrew P. White

Majors:

- English
- Spanish
- Writing Studies

Minors:

- English
- Spanish
- Teaching English to Speakers of Other Languages (TESOL)
- Writing Studies

Teaching

Endorsements:

- English, Grades 6-12
- Spanish, Grades PreK-12
- English as a Second Language, Grades PreK-12

Careers in Language and Literature include teaching in public and Christian schools; teaching English to speakers of other languages; editing; translating; free-lance writing; news reporting; broadcasting; advertising; advocating positive public relations for non-profit associations, businesses, universities, hospitals, and other organizations.

The department of language and literature offers majors in English, Spanish, and Writing Studies. Teaching licensure is available in English and Spanish; endorsement in ESL is also available. Minors in English, Spanish, Teaching English to Speakers of Other Languages (TESOL), and writing can supplement various majors in the university.

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 the EMU Core, the department urges all students to acquire proficiency in a foreign language.

Major in English

The English major at Eastern Mennonite University includes literature, writing, English language, and dramatic arts. The major focuses on important authors, texts, and genres in the Anglophone tradition while challenging students to read and interpret beyond nationalist traditions to larger global literary movements. **The department requires foreign language competency through intermediate level II and encourages advanced study through the literature level.**

A major in English prepares students to enter a variety of fields where keen self-perception and skillful use of language are valuable. These fields include education, journalism, publishing, film production, creative writing, law, medicine, psychiatry, business, library science, Christian missions, and church and school administration.

Major in English

Requirements consist of 36 SH.

Literary Foundations (9 SH)

Every English major takes a common core of three courses. Global Literatures I, II, and III, courses generally taken in a student's first and second years, situate the history of English literature within the histories of literature from around the world. Students need not take these courses in sequence. LIT 240 Introduction to Critical Theory, generally taken in the second year, introduces students to key figures, ideas, and movements in recent literary theory.

Choose two of the Global Literature courses:

- LIT 210 Global Literatures I 3
- LIT 220 Global Literatures II 3
- LIT 230 Global Literatures III 3
- Plus:
- LIT 240 Introduction to Critical Theory 3

Approaches to Literature (9 SH)

The following four categories represent significant approaches in literary scholarship today (with some overlap among categories) and provide fruitful ways to read, understand, and appreciate literature. Students may select 9 SH from any category/categories to meet the requirement. Some courses in certain categories may be offered repeatedly.

- LIT 310 Approach 1: Genres and Movements 3
- LIT 315 Approach 2: Nations and Regions 3
- LIT 320 Approach 3: Culture, Identity and Ethnicity 3
- LIT 325 Approach 4: Authors 3

Linguistics (3 SH)

Knowledge of linguistic structures, variations, and functions provides significant

insights for students of all forms of writing and literature.

Choose one of the following courses:

- LING 250 Introduction to Linguistics . 3
- LING 260 Grammars of English 3
- *LING 360 Language Learning, Literacy, and Culture 3

Writing (3 SH)

Students in these courses benefit from practicing and sharpening writing and editing skills within specific genres and the audiences for those genres.

Choose 3 SH from the following courses:

- WRIT 350 Prose Workshop 3
- *WRIT 370 Poetry Writing 3
- WRIT 470 Internship 1-3
- The following three courses, offered in the same semester, can be taken independently or in a sequence.
- *WRIT 380 Expository Writing 1
- *WRIT 381 Argumentative Writing . . 1
- *WRIT 382 Rhetoric of the Natural and Social Sciences 1

Electives (9 SH)

Choose 9 SH from the following courses:

- COMM 241 News and Feature Writing 3
- LARTS 390 Peer Tutoring Practicum I 1
- LARTS 391 Peer Tutoring Practicum II (may be taken twice) . . 1
- *THR 310 Playwriting and Screenwriting 3
- 300-400 level Literature courses
- 300 level Writing Studies course
- any LING course
- SPAN literature course

Senior Capstone (3 SH)

- LIT 480 Seminar in the Major 3

English majors are required to take a practice Graduate Record Exam (GRE) in the senior year.

Major in English, Teaching Endorsement for Grades 6-12

Requirements consist of 35 SH.

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

The major requires foreign language competency through intermediate level II.

Requirements include the following:

- LING 250 Introduction to Linguistics.3
- LING 260 Grammars of English3
- LIT 210 Global Literatures I3
- LIT 220 Global Literatures II3
- LIT 230 Global Literatures III.3
- LIT 240 Introduction to Critical Theory.3
- LIT 320 Approach 3: Culture, Identity and Ethnicity.3
- LIT 325 Approach 4: Shakespeare . . .3
- *LIT 340 Adolescent/Young Adult Literature.3
- LIT 480 Seminar in the Major.3
- *WRIT 380 Expository Writing.1
- *WRIT 381 Argumentative Writing . .1

Choose one of the following courses:

- COMM 241 News and Feature Writing3
- THR 101 Introduction to Theater Arts3
- *THR 201 History and Traditions of Early World Theater3
- *THR 401 History and Traditions of World Theater: Twentieth Century to Today3

In addition students must take the secondary education courses (page 95) for teacher licensure.

English education majors are required to take a practice Graduate Record Exam (GRE) in the senior year.

Major in Writing Studies

Requirements consist of 36 SH.

The writing studies major involves the study of writing in various creative genres, writing for particular professions, English grammar, English literature, and practical experience in peer teaching, publishing, and internship settings. Students will study with faculty members who are published writers and will have further opportunities to interact with visiting writers through workshops and summer retreats.

The writing studies major is by intention small and flexible. Majors are encouraged to double major or minor in their other areas of interest. Simultaneous study will allow writers to broaden their knowledge bases by exploring other subjects in depth. Students will be more informed as writers and, in turn, will be able to use their writing and rhetorical skills to contribute more easily to the discourse of other fields.

Writing studies at EMU will prepare students for careers in editing, publishing, journalism, and technical writing. Those who wish to pursue studies in creative writing will produce portfolios of work suitable for graduate school application. In addition, writing studies graduates will have strong and flexible communication skills, enhancing their desirability as employees in any field they may wish to pursue.

Core Writing Courses (12 SH)

- LING 260 Grammars of English3
- WRIT 200 Introduction to Creative Writing3
- WRIT 380-382 Professional Writing Series **OR**
- COMM 241 News and Feature Writing3
- WRIT 400 Senior Thesis.3

Creative Workshops (9 SH)

Choose three workshops in at least two genres. (Courses are designed to be taken more than once.)

- WRIT 350 Prose Workshop.3
- *WRIT 370 Poetry3
- *THR 310 Playwriting and Screenwriting.3

Literature Courses (9 SH)

Choose 9 SH from Literature courses. Must include at least one Global Literatures course and one Approaches course.

Writing Practicum (3 SH)

- Choose 3 SH from the following courses:
- COMM 342 Campus Communications: Weather Vane.1-3
- LARTS 390-391 Peer Tutoring Practicum.1
- WRIT 390 Literary Arts Journal: Phoenix1
- WRIT 470 Internship1-3

Elective (3 SH)

- Choose 3 SH from courses in literature, writing, or grammars above the 200 level. May also be fulfilled through News and Feature Writing, practicum, Kairos, or transferrable writing retreat credits. (For example, Oregon Extension).
- WRIT 340 Kairos Place.1

In addition, majors are expected to attend all Writers Read events and participate in year-end readings

Minor in Writing Studies (18 SH)

- Choose one of the following courses:
- LIT 210 Global Literatures I3
- LIT 220 Global Literatures II3
- LIT 230 Global Literatures III.3
- Choose one course under Approaches to Literature.3
- LIT 480 Seminar in the Major.3

Choose 6 SH from the following courses

- WRIT 200 Introduction to Creative Writing3
- WRIT 340 Kairos Place.1
- WRIT 350 Prose Workshop.3
- *WRIT 370 Poetry Writing.3
- *WRIT 380 Expository Writing.1
- *WRIT 381 Argumentative Writing . .1
- *WRIT 382 Rhetoric of the Natural and Social Sciences1
- WRIT 390 Literary Arts Journal: Phoenix1
- WRIT 400 Senior Thesis.3
- WRIT 470 Internship1-3
- LARTS 390 Peer Tutoring Practicum I1
- LARTS 391 Peer Tutoring Practicum II (may be taken twice). . .1
- Choose one of the following courses:
- COMM 241 News and Feature Writing3
- *THR 310 Playwriting and Screenwriting.3

Students are expected to attend Writers Read Events.

Minor in English (18 SH)

- Choose two of the following courses:
- LIT 210 Global Literatures I3
- LIT 220 Global Literatures II3
- LIT 230 Global Literatures III.3

Choose 3 SH from the following list:

- WRIT 350 Prose Workshop.3
- *WRIT 370 Poetry Writing.3
- *WRIT 380 Expository Writing.1
- *WRIT 381 Argumentative Writing . .1
- *WRIT 382 Rhetoric of the Natural and Social Sciences1
- LARTS 390 Peer Tutoring Practicum I1
- LARTS 391 Peer Tutoring Practicum II (may be taken twice). . .1
- COMM 241 News and Feature Writing3
- *THR 310 Playwriting and Screenwriting.3
- Choose two additional courses from those in the major6
- Choose one Approaches course3

Major in Spanish Language and Hispanic Studies

The major in Spanish Language and Hispanic Studies at Eastern Mennonite University focuses on building oral and written fluency in the language and culture. The major, however, goes far beyond mere language learning, as it is designed to offer a broad foundation in Hispanic Studies. The courses explore the literatures and cultures of Spain and Hispanic America from their first manifestations to the present. The faculty approach this rich cultural legacy from an interdisciplinary perspective that puts Hispanic American and Spanish texts in dialogue with other fields of knowledge such as anthropology, environmentalism, history, human rights, women's studies, theology and studies on globalization, among others.

All Spanish majors are required to spend one semester abroad in a Spanish-speaking country in order to immerse themselves in another culture and improve their Spanish language ability in reading, writing, and speaking. This requirement can be waived only in very special circumstances for native speakers through a rigorous application process.

Majors will have the linguistic and cultural competency required of graduate and professional programs in the U.S. and Spanish-speaking countries.

A student majoring in Spanish Language and Hispanic Studies will complete 33 SH of work above the intermediate level.

Language Skills Courses (6 SH)

These are bridge courses between the Intermediate level and the more rigorous 300- and 400-level courses. SPAN 310 Advanced Conversation and Readings will focus on enhancing linguistic repertoire and include a component of community learning. Advanced Grammar and Composition will center on textual

analysis and developing academic writing skills in preparation for more advanced courses and will be writing intensive, following EMU guidelines.

SPAN 310 Advanced Conversation and Readings	3
SPAN 320 Advanced Grammar and Composition	3

Cultural and Literary Surveys (12 SH)

This sequence covers in broad strokes the cultural, historical and social contexts within which Spanish (peninsular) and Hispanic American culture and literature have developed. Ideally, majors would take a Civilization course in the fall followed by the corresponding Literature Survey course in the spring. Students would be required to complete the four courses dealing with Hispanic America and Spain.

SPAN 370 Hispanic American Civilization	3
SPAN 375 Spanish Civilization	3
SPAN 390 Survey of Spanish Literature	3
SPAN 395 Survey of Hispanic American Literature	3

Hispanic Studies (9 SH)

These courses in Spanish (peninsular) and Hispanic American thought will cover a wide range of topics that reflect EMU's values and the language and literature department's mission, allowing students to reflect upon issues pertaining to conflict and injustice, poverty and racism, environmental degradation and lack of faith. Socio-politico-economic issues are approached using various literary genre: poetry, prose, drama, and film. The Spanish major will be well-versed in the challenges facing contemporary Hispanic Americans and their peninsular counterparts, and how these challenges are being faced by writers in the region. Courses in Hispanic Studies will be offered in the following categories:

SPAN 410-419 Latin American Cinema	
*SPAN 411 Globalization in Latin American Cinema	3
SPAN 420-429 Hispanic Prose	
*SPAN 421 The Andes in the Literary Tradition	3
SPAN 430-439 Marginalized Voices in Hispanic America	
SPAN 440-449 Society and Conflict in Hispanic Poetry & Drama	
*SPAN 441 Hispanic Social Drama	3
SPAN 450-459 Religion in Spain and Hispanic America	
SPAN 460-469 Ecological Thought in Spain and Latin America	

SPAN 330 Immigration/Migration Issues & Policies	3
--	---

Students will complete a senior capstone integrated into one of the 400-level "Hispanic Studies" courses of their choice. Candidates for the capstone course will be given a checklist of special requirements beyond the regular syllabus for the 400-level Hispanic Studies course monitored by the faculty of the Spanish department, including several extra meeting days for special workshops and seminars.

Electives (6 SH)

Electives are courses that round out the student's experience, including courses taken online or during the summer that can be transferred to EMU, an independent study on a topic of particular interest to the student, an internship, or a course in another department directly related to Hispanic Studies. For example, a course taken in the context of an EMU-led cross-cultural program to Spain or Hispanic America could qualify with permission of the department.

*SPAN 360 Spanish for Healthcare	3
SPAN 470 Internship	3
Independent Study.	
Any Hispanic Studies course above.	

A course in another department directly related to Hispanic Studies (advisor approval required).

Major in Spanish Language and Hispanic Studies, PreK-12 Teaching Endorsement

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

(The following courses must be passed with a grade of C or better.)

ED 101 Exploring Teaching	2
ED 201 Computers and Instructional Technology in Education	1
ED 251 Learning, Motivation and Assessment (6-12)	3
ED 252 Learning Motivation and Assessment Professional Field Experience	1
ED 351 General Curriculum and Methods for Middle and Secondary Teaching	1
ED 381 Reading and Writing Across the Curriculum (6-12)	2
ED 391 Middle School Curriculum and Organization	3
ED 401 Examining Foundations of Education	2
ED 411 Reflective Teaching Seminar and Portfolio	1
ED 461 Elementary Student Teaching (PreK-6)	7
ED 462 Middle/High School Student Teaching (6-12)	7
LING 450 Methods of Language Teaching	3
LING 460 Practicum in TESOL	3

Other licensure requirements:

American History	3
PSYC 202 Developmental Psychology	3
<i>Recommended education course:</i>	
ED 301 Needs of Diverse Learners	3

The two methods courses (LING 450 Methods of Language Teaching and LING 460 Practicum in TESOL) require admission to teacher education, and co-enrollment in LING 450 and ED 351 General Curriculum and Methods. Teacher candidates must comply with all teacher education requirements listed on pages 91-96.

Minor in 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 host culture is required.

Minor in Teaching English to Speakers of Other Languages (TESOL) (18 SH)

The minor in TESOL provides the opportunity to study the unique aspects of teaching English to speakers of other languages with practical experience in the classroom.

Education licensure candidates: in addition to Education Department requirements already in place, grade of at least C in all TESOL - required courses.

Non-education track: minimum GPA of 2.7 and grade of at least C in all TESOL - required courses.

- LING 250 Introduction to Linguistics .3
- LING 260 Grammars of English3
- *LING 360 Language Learning, Literacy, and Culture3
- LING 450 Methods of Language Teaching3
- LING 460 Practicum in TESOL3
- Foreign Language (Intermediate II or above)3

Teaching Endorsement in ESL

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

The two methods courses (LING 450 Methods of Language Teaching and LING 460 Practicum in TESOL) require admission to teacher education, and co-enrollment in LING 450 and ED 351 General Curriculum and Methods. Teacher candidates must comply with all teacher education requirements listed on pages 91-96.

Education Curriculum

- ED 101 Exploring Teaching.2
- ED 201 Computers and Instructional Technology in Education.1
- ED 251 Learning, Motivation and Assessment (6-12)3
- ED 252 Learning, Motivation and Assessment PFE1
- ED 301 Needs of Diverse Learners . . .3
- ED 351 General Curriculum and Methods1
- ED 381 Reading and Writing Across the Curriculum (6-12) **OR**
- ED 343 Content Area Reading and Writing2
- ED 391 Middle School Curriculum and Organization.3
- ED 401 Examining Foundations of Education2
- ED 411 Reflective Teaching Seminar and Portfolio1
- ED 461 Elementary Student Teaching7
- ED 462 Middle/High School Student Teaching7

Other licensure requirements:

- American History.3
- PSYC 202 Developmental Psychology .3

ESL Curriculum

- LING 250 Introduction to Linguistics.3
- LING 260 Grammars of English3
- *LING 360 Language Learning, Literacy, and Culture3
- LING 450 Methods of Language Teaching3
- LING 460 Practicum in TESOL3
- Foreign Language (Intermediate II or above)3

Languages (LANG)

A variety of elementary-level languages are offered in conjunction with cross-cultural programs at EMU. Courses vary by year and are determined by languages of host cultures.

110 Elementary Arabic I 3

The fundamentals of Arabic through listening, speaking, reading and writing, including practice in pronunciation and development of comprehension. (Fall 2013)

150 Elementary Bulgarian I 3

The fundamentals of Bulgarian through listening, speaking, reading and writing, including practice in pronunciation and development of comprehension. This course includes learning the Cyrillic alphabet. It is open for all, but is particularly designed for students going on the Fall 2014 cross-cultural to the southeast Balkans. (Spring 2014)

Linguistics (LING)

250 Introduction to Linguistics 3

The study of the essential nature of languages with English as the primary example. Students learn the tools of linguistic analysis, including phonetics, phonology, morphology and syntax, and examine broader concepts of language typology, variation, and the history of English.

260 Grammars of English 3

Using the tools of applied and corpus linguistics, students examine in detail the structural features of English. The course considers issues raised in traditional prescriptive grammars and by modern proponents; and it highlights the application of grammar to students' written prose style. Separate tracks emphasizing grammatical analysis of literary style or grammar pedagogy are provided depending upon student interest.

*360 Language Learning, Literacy, and Culture 3

This course considers how humans acquire their first language and other languages. How do power, personal identity, social inequalities and other socio-cultural factors influence acquisition of language and literacy skills? Of special interest are the challenges facing learners outside the mainstream culture who acquire skills in English as an academic language. Practical implications for teaching are considered. Requires a 10-hour practicum experience. Prerequisite: Sophomore standing or permission of the instructor. (Spring 2014) (Online version May 2015)

450 Methods of Language Teaching 3

Methods of Language Teaching emphasizes principles of teaching, practical methods, and adaptation of materials for teaching any language as a second language. It includes a 20-hour practicum and satisfies the requirements for the minor in TESOL and foreign language education PreK-12. Prerequisite or corequisite: LING 250 or LING 260 or LING 360 (and ED 351 and admission to teacher education for licensure students).

460 Practicum in TESOL 3

Supervised teaching in an ESL classroom or in one-to-one instruction of English to non-native speakers of English. Lesson plans and reflections are prepared for each of 60 hours taught. Application for approval is due prior to registration week. Prerequisite or corequisite: LING 450, and admission to teacher education for licensure students.

470 Internship **1-3**
The Professional Internship Program is a cooperative endeavor among upper-level students, the community and the language and literature department. An internship provides an opportunity for students to explore career options and to extend their classroom experiences and learning with both job-related and academic responsibilities. Department approval needed one semester in advance.

499 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 (LIT)

210 Global Literatures I: Beginnings to 1500 **3**
This course introduces students to select works foundational to literary traditions from around the world, from the Odyssey and Ramayana to the Canterbury Tales and Arabian Nights. The course not only gives students a chance to explore the ancient cultures that these works represent, it also helps students listen for ways these works, as Homer prayed, “sing for our time, too.”

220 Global Literatures II: 1500-1800 **3**
Global Literatures II is the second of a three-course sequence intended to expose you to major developments and trends in world literature. Traditionally in these types of courses, Western texts tend to be prioritized. Global Literatures II, on the other hand, attempts to balance exposure to influential Western literature with non-Western perspectives. While considering developments in the English and American literary tradition between 1500-1800, this course will focus on important innovations in the wider global context and the implications of violent European expansion.

230 Global Literatures III: 1800 to the Present **3**
Global Literatures III explores a selection of romantic, realist, modernist, post-modernist, and post-independence poetry, drama, fiction, and prose non-fiction. Although the course focuses in particular on the Anglophone tradition, readings also reflect the emergence of a global literary marketplace in the twentieth century and celebrate the contributions of various ethnic and minority writers.

240 Introduction to Literary Theory **3**
This course introduces students to important movements in contemporary literary theory, such as psychoanalytic, Marxist, feminist, poststructuralist, new historicist, race, and post-colonial theory. Students will read works by influential thinkers in these various movements, learn key concepts used in their writing, ask what notion of the good inspires their criticism, and attend to the different methods that they use in reading literature. Students should be prepared to read more theory than literature in this class but anticipate their own engagement with literature changed as they learn to combine various elements of the theory that are studied.

310 Approach 1: Genres and Movements **3**
These courses explore genre and its conventions and/or the characteristics of particular literary movements, as tools for reading and understanding texts.

Nature Writing
This course examines nature writing in the American and British literary traditions, with particular attention placed on the relationship between humans and the natural world, the influence of nature on the human imagination, and the evolution of conservation and environmentalism. Course authors will include: Wordsworth, Emerson, Darwin, Thoreau, Whitman, Dickinson, Jewett, Muir, Austin, Stegner, LeGuin, Berry, Dillard, Lopez, Wallace, Silko, and Kingsolver. (Fall 2013)

315 Approach 2: Nations and Regions **3**
These courses examine texts clustered around national(ist) or regional concerns/themes. They may be organized by geography and/or chronology.

Global Conflicts, Global Novels
In this class, we will read five novels about five different regional conflicts happening in the world today, roughly one from each continent. The goal of the course will be to explore how far the arts of novel writing and novel reading overlap with the arts of conflict transformation. Students will also have a chance to read and present a sixth novel of their choice. (Spring 2014)

320 Approach 3: Culture, Identity and Ethnicity **3**
These courses examine texts organized around particular cultural issues, identity (including religion, race, class and gender), and/or ethnicity.

Ethnic Women's Literature of the Americas
In this course, we will read diverse women's ethnic literatures of the Americas. We will focus on the historical, cultural, social, and gender issues these female writers raise by examining their literacies, language acquisition, and rhetorical strategies. Readings will include writings from Caribbean, Native American, Asian American, African American, Latina, and Mennonite women. These categories may overlap. This course will strengthen students' critical and analytical reading and writing skills. Education majors may have the option of writing a unit of lesson plans instead of the essay. (Fall 2013)

325 Approach 4: Authors **3**
These courses provide a close-up look at one or several authors and their literary careers, emphasizing biography and historical / cultural context.

Shakespeare and the Modernists
This course explores the continuing influence of William Shakespeare as his writings reverberate through those of two more recent writers, T.S. Eliot and Virginia Woolf. Why did the work of the Elizabethan playwright matter so much to two ground-breaking innovators three hundred years after his death? Why might his and their work matter to us in 2014? Texts will include Eliot's Waste Land and Other Writings; Woolf's Mrs. Dalloway, To the Lighthouse, and A Room of One's Own; and selected Shakespearean plays and poetry. Films and field trips to the American Shakespeare Theatre will enable us to assess some of these works' contemporary significance on the stage as well as on the page. (Spring 2014)

330 Literature for Children **3**
This course is 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. Open to sophomores and above.

***340 Adolescent/Young Adult Literature** **3**
This course concentrates on literature written for and by adolescent/young adult readers. While relying on works typically classified as young adult literature, the course will also look at literary “classics” found within the curriculum for middle, junior, and senior high classrooms. Models of literary criticism employed within the study of these works will center on reader-response theory. Separate tracks are offered for those students who are English majors and for those who are majoring in English with a Teaching Endorsement. (Spring 2015)

480 Seminar in the Major: Southern Epic Journeys **3**
While perceptions of US Southerners continue to draw from unflattering stereotypes, this course will consider strategies selected authors have used since the Civil War to manipulate and transcend those stereotypes in their quests to create mythic heroes and heroines. How have writers such as Mark Twain, Harriette Arnow, William Faulkner, Ralph Ellison, Flannery O’Connor, Toni Morrison, Doris Betts, Robert Morgan, and Charles Frazier managed to transform their fictional hillbillies, mammies, and belles into latter-day Odysseuses and Eurydices by taking them on geographical and interior journeys through and beyond the South? This writing-intensive course will follow the graduate seminar model, with presentations by and discussion among all participants. Each class member will write and deliver a conference presentation-length paper and complete a polished draft of a scholarly article. (Spring 2014)

499 Independent Study **1-3**
Directed studies in authors, genres, literary movements, problems of criticism and special topics in literature. Open to juniors and seniors by permission of the department.

Spanish (SPAN)

110 Elementary Spanish I **3**
The fundamentals of Spanish through listening, speaking, reading and writing, including practice in pronunciation and development of comprehension. Regular oral practice with a native-speaker language assistant. This course is typically appropriate for students with no Spanish language background or with a maximum of one year of high school Spanish.

120 Elementary Spanish II **3**
Continuation of SPAN 110. Prerequisite: SPAN 110. Regular oral practice with a native-speaker language assistant. A student may not receive credit for both SPAN 120 and SPAN 130. This course is typically appropriate for students who have completed SPAN 110 Elementary I or who have had one to two years of high school Spanish.

***130 Accelerated Elementary Spanish** **3**
This accelerated course is designed for high-beginning college students. It aims at reviewing concepts already learned in one or two years of language study in high school, and having students reach the intermediate level of proficiency in Spanish at the end of the semester. Covers in one semester the same material covered in SPAN 110 and SPAN 120. Regular oral practice with a native-speaker language assistant. A student may not receive credit for both SPAN 120 and SPAN 130.

210 Intermediate Spanish I **3**
A thorough review of grammar, vocabulary-building, conversation, composition and reading. Prerequisite: SPAN 120, SPAN 130 or equivalent. Regular oral practice with a native-speaker language assistant.

220 Intermediate Spanish II **3**
Continuation of SPAN 210. Prerequisite: SPAN 210. Regular oral practice with a native-speaker language assistant.

310 Advanced Conversation and Readings **3**
A conversational approach to fluency. Review of pertinent grammar, discussion of current issues, and reading and discussion of short literary works. Prerequisite: SPAN 220 or consent of instructor.

320 Advanced Grammar and Composition **3**
This course will introduce students to critical and analytical reading and writing skills necessary for upper level coursework. Students will analyze authentic nonfiction and fiction texts (film, articles, short stories) on problems and issues affecting the Hispanic world. Exploration and discussion of these topics will further the development of academic writing, formal registers of language, organization of ideas into presentations and research methods. The grammar component of the course will emphasize high frequency linguistic structures. Students will also teach grammar topics to their peers, and continue to study and practice grammar in authentic contexts.

330 Immigration Issues **3**
This course combines experiential community learning in the local Latino community with in-depth research and reflection on local, national and global immigration/migration issues. Community-learning combines academic study with concrete service to the community. It engages students in understanding the community in which they work, requires thoughtful reflection on their experiences, and stimulates critical thinking and academic research. Class discussions will focus on readings, documentary films, personal immigrant stories, student service experiences, etc.

***360 Spanish for Health Care** **3**
This course enables students to develop basic proficiency in medical Spanish and intercultural competence so that they are able to communicate effectively with Spanish-speaking patients or to be a competent patient in a variety of health care situations. Key global health issues and the role of new health technologies are explored in the context of global health challenges and medical ethics as well as the role of national health care systems, international organizations, NGO’s, and social movements in promoting health. Prerequisite: SPAN 220 or consent of instructor. (Spring 2015)

***365 Spanish Pronunciation** **3**
This course is an in-depth study of the sounds of Spanish, including an introduction to the variant sounds of the major Spanish dialects, with emphasis on achieving authentic oral performance and on preparing future teachers to help their students likewise achieve authentic pronunciation. Linguistic concepts and terminology will be used to analyze phonetic differences between English and Spanish, so as to discard anglicisms and speak with the sounds of standard Spanish. (Fall 2013)

***370 Hispanic American Civilization** **3**
This course is an interdisciplinary exploration of the vibrant and rich history, geography, peoples and major issues of Hispanic America from pre-Colombian times to the present. (Fall 2013)

***375 Spanish Civilization** **3**
In this course we will study the development of the culture and civilization of Spain from prehistoric times to the present, focusing on history, geography, art, literature, music and other cultural manifestations. We will research conflicts between dominant and marginalized groups throughout Spanish history in the formation of Spanish identity. (Fall 2014)

- *390 Survey of Spanish Literature** **3**
This literature course is designed to introduce students to critically reading and analyzing all genre and representative major works of the literature of Spain, from medieval times to the present. (Spring 2015)
- *395 Survey of Hispanic American Literature** **3**
This literature course is designed to introduce students to critically reading and analyzing all genres and representative major works of literature in the Spanish-speaking countries of Hispanic America, from the pre-Colombian period to the present. (Spring 2014)
- *411 Globalization in Latin American Cinema** **3**
This course will enhance students' critical and analytical reading and writing skills through a study of cinematic production in Hispanic America and Brazil from 1990-2012. The emphasis will be on the shift in cinema from national and historical themes to a cinema that reflects a diverse and interconnected world. Students will use cinematographic terminology and read film criticism to explore and discuss themes related to the conquest of the New World, feminism, neoliberalism, hierarchies of ethnicity, race and social class as well as human migration and trafficking, etc. (Fall 2014)
- *421 The Andes in the Literary imagination** **3**
This course will enhance students' critical and analytical reading and writing skills through an interdisciplinary study of literature written about the Andes or related to the Andean. The emphasis will be on Inca genealogy, Andean and non-Andean writers, artwork, films and folklore. Specific topics that may be covered include, but are not limited to: static representations of culture, hierarchies of race, class and gender, imagined communities, acculturation v. transculturation, migration, etc. (Spring 2014)
- *441 Hispanic Social Drama** **3**
Students in this course will read and analyze a variety of plays from 20th Century playwrights of Mexico, Central and South America, being especially conscious of how they were used as social critique and protest. In addition, students will be expected to put on a one-act play for the public. (Spring 2014)
- 470 Internship** **1-3**
The Professional Internship Program is a cooperative endeavor among upper-level students, the community and the language and literature department. An internship provides an opportunity for students to explore career options and to extend their classroom experiences and learning with both job-related and academic responsibilities. Department approval needed one semester in advance.
- 499 Independent Study** **1-3**
Advanced work in literature, conversation or composition. Prerequisite: SPAN 310 or consent of instructor.

Writing (WRIT)

- 110 Preparation for 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 the EMU Core writing requirement. A grade of C- or better must be achieved in the course as a prerequisite for enrollment in WRIT 120 or 130. Upon completion of the course, instructor evaluation will indicate one of the following: 1) the student must enroll in WRIT 130 to satisfy the writing requirement; 2) the student must enroll in WRIT 120 to achieve proficiency required before enrolling in WRIT 130; 3) the student must enroll in WRIT 110.
- 120 Introductory College Writing for Transitions** **4**
An introductory writing course linked to a first-year general education course while supporting students in their transition to EMU. Focus is on reading and writing assignments in the various discourse communities required in college. Course does not satisfy the writing requirement. A grade of C- or better must be achieved in the course as a prerequisite for enrollment in WRIT 130. When offered without the one semester hour transition component, the course results in three semester hours. Upon successful completion of the course, students will enroll in WRIT 130 College Writing.
- 130 College Writing for Transitions** **4**
This first-year course develops academic reading, thinking, and writing skills in various discourse communities while supporting students in their transition to EMU. Includes a research project with particular attention to analysis and synthesis. Students enroll in the appropriate writing course according to placement criteria. Satisfies EMU Core college writing requirement. When offered without the one semester hour transition component, the course results in three semester hours.
- 140 Advanced College Writing for Transitions** **4**
Extensive practice in interdisciplinary argument and rhetorical analysis for students who already demonstrate strong writing skills. This workshop-based class helps students develop sophisticated research strategies, evaluate popular and scholarly sources and their arguments, synthesize material to advance knowledge, and communicate effectively in essays, discussions, and an oral presentation.
- 150 Speech: Exploring Voice in Vocation** **2**
This course, ideally taken by students in the spring semester of their first year, invites students to explore their calling within a discipline through engaged listening and speech events. Students will develop voice and audience awareness using appropriate rhetoric and technology. Prerequisite: WRIT 130 or WRIT 140.
- 200 Introduction to Creative Writing** **3**
This four-genre course allows students to read, write, workshop and revise flash fiction, memoir, poetry, and dramatic scenes. Team taught or with frequent visits from various writing and literature faculty. Prerequisite: WRIT 130 or its equivalent.
- 340 Kairos Place** **1**
Credit available (but not required) for participation in EMU's Student Kairos Place. Full participation in the event, completion of a significant writing or revision project, and payment of course fee expected. Acceptance to program by faculty recommendation and application only.

350 Prose Workshop: Nonfiction

3

A workshop on the craft of creative writing in a specific prose genre. The course focuses on writing process and revision and explores elements of the genre's craft. Reading assignments, writing exercises, and intensive group workshops culminate in a portfolio of polished prose that may be appropriate for publication or graduate school application. Creative nonfiction and fiction workshops to be offered in alternating years. Special topics such as Food Writing, Nature Writing, and Spiritual Life Writing may be offered as summer courses or according to student demand. Prerequisite: WRIT 130 or WRIT 140. Open to sophomores and above.

*370 Poetry Writing

3

A workshop on the craft of versification. Requirements include writing over sixty poem drafts based on traditional and experimental forms and styles, readings of poetry and prosody, memorization of at least one published poem, and participation on the class discussion board. Prerequisite: WRIT 130 or WRIT 140. (Fall 2015)

*380 Expository Writing

1

This five-week, one semester-hour course will focus on expository elements in the academic discourse produced by writers in the students' major fields. Students will develop an independent, critical, problem-solving attitude with respect to reading the work of others to assist in the revision of their own writing. Prerequisite: WRIT 130 or WRIT 140. (Spring 2014)

*381 Argumentative Writing

1

A five-week, one semester-hour course that equips students to write arguments that are fully developed, rhetorically engaged, and critically thoughtful. Students are expected to contextualize their arguments—to see themselves as agents of change. Prerequisite: WRIT 130 or WRIT 140. (Spring 2014)

*382 Rhetoric of the Natural and Social Sciences

1

A five-week, one semester-hour, writing-intensive course designed to strengthen critical thinking and analysis skills. Using rhetorical strategies, students will look carefully at the language that scientists and writers of science use to develop and spread scientific knowledge. Students will analyze and write critiques of written research in the science disciplines. Prerequisite: WRIT 130 or WRIT 140. (Spring 2014)

390 Literary Arts Journal: Phoenix

1

Credit received for serving on the editorial team for the student literary arts journal. Detailed timesheet and reflective paper required

400 Senior Thesis

3

Senior writing majors work with a faculty advisor to envision and create a significant work in a single genre. A reflective introduction explores the writer's developing style and influences. The work may be a chapbook of poems, a collection of short stories, a novella, a full-length play, or a scholarly paper produced in conjunction with a second major (in addition to or as an extended version of that major's capstone requirements). Seniors will share from their work in an end-of-semester reading that will be part of the Writers Read dinner series.

470 Internship

1-3

The Professional Internship Program is a cooperative endeavor among upper-level students, the community and the language and literature department. An internship provides an opportunity for students to explore career options and to extend their classroom experiences and learning with both job-related and academic responsibilities. Department approval required one semester in advance.

499 Independent Study

1-3

**Indicates courses offered in alternate years*



Advisor:

Amy K. Springer

Majors:

- Liberal Arts
- Associate in Arts in General Studies

With a purpose of developing an understanding of the nature of things and making connections between key concepts from many disciplines, a major in liberal arts provides an academically rigorous program of study designed to allow maximum flexibility. Liberal arts majors are concerned with ideas, creativity, thought processes and human relations. In addition they are able to define themselves through unique personal attributes rather than depending on a professional major for identity.

Employment opportunities are broad for those students with imagination, ambition and experience. It is recommended that liberal arts majors work with the career services office to plan summer jobs or internships to establish experience on their résumé.

Major in Liberal Arts

The liberal arts major consists of course requirements that provide breadth while at the same time allowing for concentrated study in a discipline of choice. Course requirements are satisfied as follows:

- At least 15 SH must be selected from a single department, of which 9 SH must be upper-level courses.
- Students choose 3 SH beyond general education requirements for 4 of these 5 areas:
 - Creative Arts
 - History and Literature
 - Mathematics
 - Natural Sciences
 - Social and Behavioral Sciences
- Additionally, liberal arts majors are required to complete a total of 35 SH

of 300-400 level courses. These 35 SH may include courses from the major, from the EMU Core, and from additional disciplines as chosen.

To achieve a broad liberal arts education the student is expected to choose the remaining semester hours for degree requirements from a variety of disciplines.

Associate in Arts Degree in General Studies

Students pursuing the A.A. degree may opt for the general studies major. Of the 64 SH required, 27-30 SH are EMU Core requirements as outlined on p. 14. The remaining credits are chosen from a variety of areas.

Liberal Arts (LARTS)

A variety of courses with the LARTS heading may be taken by students in any major.

101 Reading and Study Skills **2**

A developmental skills course that focuses on reading and study skills needed to succeed in college. Assessment and development of individual learning styles and strengths are part of the course curriculum. Students receive course credit when learning outcomes of the course are met; credit is considered elective, not part of the EMU Core or major requirements. Approval of the instructor is required to enroll.

110 On Course: Strategies for Success **2**

A study skills course that focuses on strategies needed to achieve full potential in students' academic, personal, and professional life. Self-assessments, readings, and guided exercises are part of the course curriculum. Students receive course credit when learning outcomes of the course are met; credit is considered elective, not part of the EMU Core or major requirements. Approval of the instructor is required to enroll.

181 Global Connections **1**

This course invites students of diverse cultural backgrounds and experiences to engage in thoughtful analysis of cross-cultural issues. International and North American students living in the Global Connections Living Learning Community participate in a common seminar encouraging critical thinking, dialogue, and reflection to supplement their living environment. Students not in the Global Connections Living Learning Community may enroll if space allows. Students may enroll again for credit at the sophomore level.

201 Major and Vocational Exploration **1**

The course will provide an introductory framework for the vocational decision making process. It stresses the connection between student career objectives and potential EMU major choices. We will look at where you've been and where you might go, helping you develop your possible career paths, and expanding your network of possibilities. You will learn valuable skills in self-assessment, reflective work, scenario planning, and networking as you develop your future plans.

281 Contemporary Issues in Colleges **1**

This course provides Community Advisors (CA) 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 CAs.

390 Peer Tutoring Practicum I **1-3**

This one to three credit course is offered by the Academic Support Center and Writing Program. Students explore a variety of topics (tutor role, learning strategies, diversity issues, and ethics) in conjunction with supervised tutoring. The course may be linked with specific professors and courses of academic departments. Practicum requirements will reflect credit hour enrollment and appropriate tutor support offerings of linked department. See Vi Dutcher or Linda Gnagey for approval to register. Prerequisites: earned B grade in WRIT 130 or WRIT 140 (writing tutors), department recommendation (subject-specific tutors), 3.0 cumulative GPA (all tutors).

391 Peer Tutoring Practicum II

1-3

This one to three credit course offers additional tutoring experience with supervision from the appropriate faculty member. The course may also be linked with specific professors and courses of academic departments. LARTS 391 serves as a Community Learning designate. Prerequisite: LARTS 390 or consent of practicum professor and, if applicable, consent of academic department professor. Students may enroll in LARTS 390 and 391 for a maximum of three credit hours for peer tutoring over one to three semesters.



Mathematical Sciences

Faculty:

Owen D. Byer (chair)
 Charles D. Cooley
 Daniel King
 Deirdre L. Smeltzer
 Jianghong Tian
 John Wallbaum
 Dee A.B. Weikle

Majors:

- Mathematics
- Computer Science

Minors:

- Mathematics
- Computer Science
- Physics

Other Program:

- Pre-Engineering

Teaching

Endorsements:

- Computer Science, Grades 6-12
- Mathematics, Grades 6-12

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, including a dual degree program. Pre-Engineering at EMU 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 48 SH program of courses is required:

MATH 170 Discrete Mathematics . . . . .	.4
MATH 185 Calculus I . . . . .	.4
MATH 195 Calculus II . . . . .	.4
MATH 240 Statistics for the Natural Sciences . . . . .	.3
MATH 285 Calculus III . . . . .	.4
*MATH 350 Linear Algebra . . . . .	.3
MATH 440 Mathematics Content Portfolio . . . . .	.1
*MATH 450 Introduction to Analysis	
OR	
*MATH 460 Abstract Algebra . . . . .	.3
CS courses . . . . .	.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 333 Topics in Math . . . . .	.3
*MATH 340 Applied Mathematics . . . . .	.3
*MATH 360 Geometry . . . . .	.3
*MATH 420 History of Math. . . . .	.3
*MATH 450 Introduction to Analysis OR	
*MATH 460 Abstract Algebra . . . . .	.3
*MATH 470 Mathematical Probability . . . . .	.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 360, MATH 420, and MATH 460. See page 95 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; 9-11 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 45-47 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 320, CS 340, CS 420, MATH 170, MATH 185, and MATH 240 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 220 Intermediate Programming: Java . . . . .	.3
CS 230 Networking and Data Communications . . . . .	.3
CS 250 Architecture and Operating Systems . . . . .	.3
CS 270 Databases and Information Management . . . . .	.3

Upper-Level Courses (18 SH)

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

Mathematics Courses (9-11 SH)

MATH 130 Finite Mathematics OR	
MATH 170 Discrete Mathematics . . . . .	.3-4
MATH 140 Elementary Statistics OR	
MATH 240 Statistics for the Natural Sciences . . . . .	.3
MATH 150 Elements of Calculus OR	
MATH 185 Calculus I . . . . .	.3-4

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.

Major in Computer Science, Teaching Endorsement for Grades 6-12

Teaching endorsement in computer science (6-12) is approved by the Virginia Department of Education. Students must complete the computer science major as outlined above including CS 320, CS 340, CS 350, and CS 420. See page 95 for required courses for teacher licensure program, grades 6-12.

Pre-Engineering

Engineering is a field that readily lends itself toward service to others. EMU offers both a pre-engineering program and a dual degree program. These programs prepare students to pursue EMU distinctives, such as peacebuilding and sustainability, through engineering.

In the pre-engineering program, students spend 1-3 years at EMU taking foundational courses in engineering, physics, and mathematics before transferring to an engineering school to complete their degree. Students in this program should identify such a school before the beginning of their second year in order to meet the prerequisite requirements and to transfer the maximum number of semester hours.

The dual degree program allows students to obtain both a liberal arts (or mathematics) degree from EMU and an engineering degree from the Catholic

University of America. Students pursuing this option will spend approximately two years on EMU's campus and two years at CUA, with a semester in between at EMU's Washington Community Scholars Center.

Minor in Mathematics

The minor consists of 18 SH of mathematics including:

MATH 170 Discrete Math 4
MATH 185 Calculus I. 4

Choose an additional 10 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 270 Engineering Statics 3
*ENGR 280 Engineering Dynamics . . 3
*PHYS 160 Electronics 3
*PHYS 405 Thermodynamics 3
*PHYS 406 Quantum Mechanics 3

120 Introduction to Programming: Python

3

An introduction to the basic concepts of programming, problem-solving, and design techniques using an object-oriented language.

220 Intermediate Programming: Java

3

An introduction to structured object-oriented programming techniques using the Java programming language. Students will write Java programs to implement a variety of algorithms for searching, sorting, and numerical computations. Input/output will use the console and graphical user interface components, text files, and image files. Prerequisite: CS 110, CS 120, or other programming experience.

230 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.

250 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, and concurrency. Previous programming experience recommended.

270 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 120 or equivalent.

*320 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 220. (Fall 2014)

333 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.

*340 Analysis of Algorithms

3

An introduction to basic algorithm analysis and design techniques, including divide-and-conquer, greedy algorithm, and dynamic programming. Prerequisites: CS 320 and MATH 170. (Spring 2015)

*350 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, configuration, routine maintenance tasks, client/server application management, automation, and user support. Prerequisite: CS 250. (Spring 2015)

Computer Science (CS)

110 Introduction to Computer Science

3

A lab-based course designed to tour the modern world of computing. This course introduces the major areas of computer science, including data representation, computer hardware, programming languages, algorithms, operating systems, computer networks, and ethics in computing. This course is ideal both for general education purposes and for students considering a minor or major in computer science. Highly recommended that students meet the Math Competency requirements prior to taking this class.

***370 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 strategic planning and information usage. Several software development lifecycle models will be explored as students participate in generating logical programming designs. Prerequisites: CS 220 and CS 270. (Fall 2013)

***420 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 various programming languages and paradigms. Prerequisite: CS 320. (Spring 2014)

***470 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 370.

488 Computer Science Internship **1-3**

Work experience gives students an opportunity to gain valuable practical experience. Consulting with the faculty advisor guides them in integrating theory and practice to maximize learning. Travel and other expenses are the student's responsibility. Internship opportunities are available through EMU's Washington Community Scholars' Center, organizations in the Harrisonburg area, and the EMU information systems department. Grading is on a pass/fail basis. Prerequisite: junior or senior status.

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

Individual study in an advanced topic in computer science. Requirements normally include the preparation of a research paper to be presented at a departmental seminar. Open to juniors and seniors. Prerequisite: faculty approval.

Mathematics (MATH)

101 Foundations of Math **1**

This course, which satisfies the EMU Mathematics Competency requirement, 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; ratio, proportion, and measurement; geometry; decimals and percentages; data analysis. The course is offered in conjunction with tutorial support in the Academic Support Center. *The Math Competency requirement must be satisfied prior to taking other math courses.*

110 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.

120 Mathematics and the Liberal Arts **2**

A survey of ways in which mathematical thinking is utilized in real-world contexts. Topics may vary from year to year but will usually include geometry (including coordinate and transformational geometry) and trigonometry, consumer mathematics, an introduction to computer programming, and apportionment and voting methods. Prerequisite or corequisite: MATH 101.

130 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.

140 Elementary Statistics **3**

This general education course provides an introduction to descriptive and inferential statistics. Topics include correlation, normal distributions, confidence intervals, and hypothesis testing. A graphing calculator will be introduced and used throughout the course. *Credit will not be given for both this course and MATH 240.* Prerequisite: MATH 101.

145 Precalculus **3**

This course is intended for students who need preparation for a calculus course. The focus will be on those aspects of algebra, functions (including exponential and logarithmic), trigonometry, and coordinate geometry that are needed for the study of calculus. Prerequisite: MATH 101 and a grade of B or better in MATH 110 or Algebra 2.

150 Elements of Calculus **3**

A survey of the concepts of differential and integral calculus. This course emphasizes the applications of calculus to problems in business, economics and biology. A graphing calculator is required. *Credit will not be given for both this course and MATH 185.* Prerequisite: MATH 101 and a grade of C or better in MATH 145 or high school equivalent.

170 Discrete Mathematics **4**

Discrete Mathematics serves as an introduction to advanced mathematics. In addition to learning material that is fundamental to mathematics and computer science, this course will emphasize logical thinking, problem-solving, and communication about abstract problems. Topics include set theory, number theory, logic, mathematical induction and other forms of proof, algorithms, combinatorics, recurrence relations, and graph theory. Prerequisites: MATH 101 and four years of high school mathematics.

185 Calculus I **4**

A study of the fundamental concepts of the derivative of single-variable functions, including limits, continuity, differentiation techniques, and applications. The course also includes an introduction to integration. A graphing calculator is required. *Credit will not be given for both this course and MATH 150.* Prerequisite: MATH 101 and a grade of B or better in MATH 145 or satisfactory score on placement test. Offered every Spring.

195 Calculus II **4**

Topics include techniques and applications of integration of single-variable functions, infinite sequences and series, conics, parametric equations, and an introduction to vectors. A graphing calculator is required. Prerequisite: Grade of C- or better in MATH 185, or permission of instructor. Offered every Fall.

240 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 150 or equivalent. *Credit will not be given for both this course and MATH 140.*

285 Calculus III **4**
A study of vector-valued functions and functions of several variables. Topics include differentiation and integration of vector-valued functions, partial derivatives, multiple integration, line integrals, Green's theorem, the Divergence theorem, and Stokes theorem. Prerequisite: Grade of C- or better in MATH 195, or permission of instructor. Offered every Spring.

***310 Differential Equations** **3**
A study of the use of differential equations — that is, equations involving both functions and their derivatives — in the construction of mathematical models to address real-world problems. Students will be taught analytical, numerical, and graphical techniques for formulating, solving, and interpreting first-order ordinary differential equations and higher-order linear equations with constant coefficients. The emphasis will be on applications to engineering and the physical sciences. Prerequisite: MATH 195. (Spring 2015)

***333 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, Math Research, and Combinatorics. Prerequisite: permission of the instructor. (Fall 2013)

***350 Linear Algebra** **3**
Systems of linear equations, linear transformations and matrices, vectors and vector spaces, linear independence, determinants, and eigenvalues and eigenvectors. Pre- or corequisites: MATH 170 and MATH 195 or permission of instructor. (Fall 2013)

***360 Geometry** **3**
A variety of mathematical methods (including the axiomatic method, the coordinate method, transformations, vectors, and trigonometry) are used to study Euclidean geometry. Hyperbolic, elliptic, and finite non-Euclidean geometries are also discussed. Prerequisite: MATH 170 (Fall 2014)

***420 History of Mathematics** **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 170, MATH 285, and either MATH 350 or MATH 360. (Spring 2014)

440 Mathematics Content Portfolio **1**
This independent-study style course is intended as a capstone for the mathematics major, to help the student make connections between the various courses taken as part of the major. The student will complete a portfolio containing five sections: Technology, Written Communication, Mathematical Connections, Major Field Test, and Reflection. The portfolio must include artifacts from each of the indicated categories, although the particular artifacts may vary. Prerequisite: senior math major standing.

***450 Introduction to Analysis** **3**
A critical study of the calculus. Topics include real numbers, sequences, limits, continuity, and differentiation and integration. Prerequisites: MATH 170 and MATH 195. (Spring 2015)

***460 Abstract Algebra** **3**
A study of the properties of groups, rings (including polynomial theory), and fields. The course builds on number theory encountered in MATH 170. Prerequisite: MATH 350. (Spring 2014)

***470 Probability** **3**
A study of probability, random variables, distribution and density functions, and the theory behind the statistical techniques used in MATH 240. Prerequisites: MATH 170, MATH 240, and MATH 285. (Fall 2014)

499 Independent Study **1-3**
Individual study in an advanced topic in mathematics. Requirements normally include the preparation of a research paper to be presented at a departmental seminar. Open to juniors and seniors. Prerequisite: faculty approval.

Physics (PHYS)

***160 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 2014)

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 150 or MATH 185.

262 University Physics II **4**
A continuation of PHYS 251. Topics include electricity, magnetism, optics, and modern physics (relativity; atomic, nuclear, and quantum physics) Prerequisite: PHYS 251.

***405 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 150 or MATH 185. (CHEM 405) (Fall 2014)

***406 Quantum Mechanics** **3**
A quantitative study of quantum mechanics as related to atomic and molecular structure, spectroscopy, statistical thermodynamics, solid state crystals and surfaces. Three lectures per week. Prerequisite: MATH 195. (CHEM 406) (Spring 2014)

Pre-Engineering (ENGR)

110 Introduction to Engineering 3

This course is primarily designed to give an overview of the engineering professions and the skills required to become a good engineer. The course will provide information on different engineering disciplines and functions; motivate engineering students during their first year when exposure to the subject matter of engineering is limited; introduce selected engineering topics that will demonstrate how engineers approach problem solving, arrive at correct solutions, and interface with other engineering professionals and the general public to implement the solutions; and provide a strong foundation in engineering fundamentals.

*270 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, and applications. Prerequisites: MATH 185, PHYS 251. (Spring 2014)

*280 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 185, PHYS 251. (Spring 2015)

**Indicates courses offered in alternate years.*



Music

Faculty:

*John W. Fast
Joan Griffing (chair)
Sharon M.D. Miller
Kenneth J. Nafziger
James K. Richardson
Anne Waltner*

Major:

- Music

Concentrations:

- Church Music
- Interdisciplinary Studies
- Music Education (PreK-12)
- Music Performance

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 21st century: that music of our time, music from earlier centuries, and the music of the international community all have vitality and applicability to modern life.

All music majors complete a common core of courses in music that include theory, history, conducting, performance, and elements of aesthetics, analysis, and writing about music. In addition, students choose a concentration in church music, interdisciplinary studies, music performance, or a teaching endorsement in music education. Students must audition for the department in order to be formally admitted as a music major, except for the interdisciplinary studies concentration, where no audition is required.

Students from other disciplines often enroll in music department courses. Some choose music as a minor. Some choose music courses to fulfill their liberal arts major requirements. Many students choose classes and activities in music for their own personal enrichment. Ensembles and private studies always have many participants whose majors are other than music.

Careers in Music include church music director, freelance artist, public/private elementary and secondary school music teacher, music therapist, 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 for graduation credit and enrollment in next sequential course, if applicable):

*CMUS 150 Music Theory and Skills I . . . . .	.3
CMUS 200 Landscape of Music . . . . .	.0
*CMUS 250 Music Theory and Skills II . . . . .	.3
*CMUS 323 Music History II . . . . .	.3
*CMUS 411 Conducting I . . . . .	.4
#MUPS Private studies . . . . .	.7
#MUES Ensembles . . . . .	.7
# 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 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 490 Internship . . . . .	.2
CMUS 114 Appreciating Music Making . . . . .	.3
*CMUS 322 Music History I . . . . .	.3
*CMUS 412 Conducting II . . . . .	.4
MUED 121 Voice Proficiency Class . . . . .	.1
MUED 132 Piano Proficiency Class II . . . . .	.1
MUPS 490 Senior Recital Project . . . . .	.1

Choose 6 SH from the following courses:

*CHMUS 211 Music for the Congregation (may be repeated) . . . . .	.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.

Voice Proficiency Class and/or Piano Proficiency Class are required until church music majors have met voice and piano proficiencies.

Concentration in Interdisciplinary Studies

Required courses for an interdisciplinary studies concentration in music include the core courses listed above plus the following (must be passed with a grade of C or better):

CMUS 201 Topics: World Music . . . . .	.3
Music elective courses . . . . .	.9
Upper level courses from another university department, chosen in consultation with advisor . . . . .	.9
MUPS 491 Senior Project . . . . .	.3

Concentration in Music Performance

Required courses for a performance concentration in music include the core courses listed above plus the following (must be passed with a grade of C or better):

CMUS 114 Appreciating Music Making . . . . .	.3
*CMUS 322 Music History I . . . . .	.3
*CMUS 350 Music Theory III . . . . .	.3
*CMUS 412 Conducting II . . . . .	.4
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.)	
*MUED 412, 413, OR 415 Pedagogy in the performance area . . . . .	.2
MUES 333 Chamber Ensemble (two semesters)	1 + 1
MUPS 390 Junior Recital . . . . .	.1
MUPS 490 Senior Recital Project . . . . .	.3

Major in Music, PreK-12 Teaching Endorsement

Students may choose one of the following options for teacher licensure: PreK-12 vocal/choral; PreK-12 instrumental;

or dual licensures (PreK-12 vocal/choral and instrumental).

The music major core courses plus the following are required (must be passed with a grade of C or better):

CMUS 114 Appreciating Music Making . . . . .	.3
*CMUS 322 Music History I . . . . .	.3
*CMUS 350 Music Theory III . . . . .	.3
*CMUS 412 Conducting II . . . . .	.4
MUED 121 Voice Proficiency Class . . . . .	.1
MUED 132 Piano Proficiency Class II . . . . .	.1
*MUED 212 Child and Adolescent Voice . . . . .	.2
*MUED 223 Instrumental Methods: Brasses . . . . .	.2
*MUED 224 Instrumental Methods: Percussion . . . . .	.1
*MUED 225 Instrumental Methods: Strings . . . . .	.2
*MUED 226 Instrumental Methods: Woodwinds . . . . .	.2
*MUED 341 Elementary School Music . . . . .	.3
*MUED 342 Secondary School Music . . . . .	.3
MUED 353 Instructional Module:	1-2
a. Marching Band	
b. Music for the Mainstreamed Classroom	
c. Jazz-Show Choir	
d. Jazz Band	
e. Open Title	
MUPS 490 Senior Recital Project . . . . .	.1

Students pursuing PreK-12 vocal/choral licensure take two of the four Instrumental Methods courses and are required to take MUED 212. Students must declare voice, keyboard, or guitar as their performance area and enroll in a choral ensemble each semester.

Students pursuing PreK-12 instrumental licensure must declare a band or orchestral instrument as their performance area. Alternatively, piano or guitar may be declared as the primary

performance instrument with four additional semester hours of private lessons in a band or orchestral instrument. Students must enroll in an instrumental ensemble each semester and take the four Instrumental Methods courses.

Students pursuing dual licensure (PreK-12 vocal/choral and PreK-12 instrumental) will take all Instrumental Methods courses and MUED 212. Students will declare a secondary performance area to complement the primary area and take four additional semester hours of private lessons. Keyboard and guitar students should choose a band or orchestral instrument as their secondary performance area. A balanced enrollment in choral and instrumental ensembles is required. Practicum and student teaching assignments will include vocal/choral and instrumental experiences.

Vocal and piano proficiencies are required for all licensures to ensure that future music educators will be able to use their voices and the keyboard with confidence in general music classrooms and in rehearsal settings. Voice Proficiency Class and/or Piano Proficiency Class are required until music education majors have met voice and piano proficiencies.

Education Curriculum

All ED courses must be passed with a grade of C or better.

ED 101 Exploring Teaching . . . . .	.2
ED 201 Computers and Instructional Technology in Education . . . . .	.1
ED 232 Learning, Motivation and Assessment (PreK-6) . . . . .	.3
ED 351 General Curriculum and Methods for Middle and Secondary School Teaching . . . . .	.1
ED 381 Reading and Writing Across the Curriculum . . . . .	.2
ED 401 Examining Foundations of Education . . . . .	.2
ED 411 Reflective Teaching Seminar and Portfolio . . . . .	.1
ED 461 Elementary Student Teaching (PreK-6) . . . . .	.7

ED 462 Middle/High School Student Teaching (6-12)7

Other licensure requirements:

American History3
 PSYC 202 Developmental Psychology .3

Recommended Education Course:

ED 301 Needs of Diverse Learners3
 ED 391 Middle School Curriculum . .3

The first of two music methods courses (MUED 341 Elementary School Music or MUED 342 Secondary School Music) may be taken prior to admission to teacher education. The second music methods course (MUED 341 Elementary School Music or MUED 342 Secondary School Music) requires admission to teacher education and enrollment in ED 351 General Curriculum and Methods. MUED 341 or MUED 342 must be passed with a grade of C or better. Teacher candidates must comply with all teacher education requirements listed on pages 91-96.

Minor in Church Music

This minor consists of the following 21 SH (courses must be passed with a grade of C or better):

- *CHMUS 211 Music for the Congregation3
- *CHMUS 431 Song of the Christian Church3
- +CMUS 101 Introduction to Music Theory2
- *CMUS 150 Music Theory and Skills I3
- *CMUS 411 Conducting I4
- Two semesters of class/private studies .2
- Four semesters of participation in a vocal ensemble4

Minor in Music

This minor consists of the following 17 SH (courses must be passed with a grade of C or better):

- +CMUS 101 Introduction to Music Theory2
- CMUS 114 Appreciating Music Making3
- *CMUS 150 Music Theory and Skills I3
- Three semesters of private studies3
- Three semesters of participation in any of the music ensembles3
- Three credits from any offering of the music department3

+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 2013)

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.

***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) (Spring 2014)

490 Internship 1-2

Internships are provided through churches and community organizations. Students gain various experiences in a wide range of music related fields according to their areas of interest.

Comprehensive Musicianship (CMUS)

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.

114 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.

***150 Music Theory and Skills I 3**

A course in music fundamentals with an emphasis on written theory and harmonic analysis. The class includes study of basic harmonic progression, non-harmonic tones and simple melodic forms. The course is supplemented with keyboard harmony and development of aural skills including sight singing, melodic dictation, and harmonic dictation. Prerequisite: CMUS 101 or fulfill CMUS 101 by exam. (Spring 2014)

200 Landscape of Music 0

A required course for all music majors, with the following objectives: to prepare students to be successful music majors, to model the unity of the various aspects of musicianship, and to develop a style of learning that will lead to successful end-of-the-year performance assessments.

- 201 Topics** **3**
 Various music topics are offered depending upon student interest and faculty availability.
- American Popular Music**
 A topics course open to music majors and non-majors. The course examines historical, cultural, social, artistic, and political contexts in the development of American popular music from the late nineteenth century through contemporary times. Students will develop listening skills, style analysis, and writing about music through the study of vaudeville, ragtime, blues, jazz, rock, country and western, hip-hop, disco, punk, heavy metal, rap, and alternative. The course also explores the role of technology in the music industry. (Spring 2016)
- Listening to Film**
 The past one hundred years have witnessed the development of a new art form: film. From its beginnings (before movies even had spoken dialog) music has played an integral part in shaping the perceptions of its audience. Ironically, when viewing a film we rarely give the soundtrack our full attention. This course will introduce students to a new way of “listening to film” as it chronicles the history of cinema and its evolving relationship with music. No prior knowledge of music or film history is necessary. (Fall 2013)
- World Music**
 World Music is a broad survey course. Through reading, listening, practical experience and discussion, students will acquire a broad understanding of a very expansive field. The course, organized as a tour around the globe, focuses on the unique musical language and expression, the cultural context, and the global significance for each country visited on this ‘tour’. The course is an interactive ‘hands-on’ course. (Spring 2015)
- *250 Music Theory and Skills II** **3**
 A continuation of CMUS 150. Students develop a broader vocabulary in harmony including seventh chords, secondary dominants, and simple modulations. The course is supplemented with keyboard harmony and development of aural skills including sight singing, melodic dictation, and harmonic dictation. (Fall 2014)
- *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. (Fall 2013)
- *323 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. Music majors may take the two history courses in any order. (Fall 2014)
- *350 Music Theory III** **3**
 A continuation of CMUS 250. The course includes study of chromatic harmony and modulation. Techniques and materials of post-tonal composition are introduced. (Spring 2015)
- *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 2014)

- *412 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 2015)
- 440 Seminar** **1-3**
 Offerings dependent on faculty and student interest. Requires instructor’s permission; may be repeated.
- 490 Internship** **1-2**
 Internships are provided through churches and community organizations. Students gain various experiences in a wide range of music related fields according to their areas of interest.
- 499 Independent Study** **1-3**
 Independent research, reading or work under the supervision of a faculty member. For advanced students only.

Music Education (MUED)

- 121 Voice Proficiency Class** **1**
 An overview of the singing process and instruction in the basic vocal skills necessary to meet the proficiency requirement for music education and church music majors. Please see MUPS 121 Class Voice for non-music majors. Additional fee.
- 131 Piano Proficiency Class I** **1**
 The first of a 2-course sequence of instruction in basic piano skills necessary to meet the proficiency requirement for music education and church music majors. Students begin to gain skills in piano technique, harmonization and transposition, sight reading, and performing simple solo pieces for two hands. Students must be able to read music. Offered each fall. Permission of Instructor required. Additional fee.
- 132 Piano Proficiency Class II** **1**
 The second of a 2-course sequence of instruction in basic piano skills necessary to meet the proficiency requirement for music education and church music majors. Students will refine and further develop skills begun in Piano Proficiency I, adding score reading skills and performing accompaniments for more advanced songs. The Piano Proficiency Exam will be given twice during the semester. Offered each spring. Permission of Instructor required. 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. (Spring 2014)

- *223 Instrumental Methods: Brasses (Spring 2015)** 2
- *224 Instrumental Methods: Percussion (Spring 2015)** 1
- *225 Instrumental Methods: Strings (Fall 2013)** 2
- *226 Instrumental Methods: Woodwinds (Spring 2016)** 2

The Instrumental Methods courses offer class instruction designed to acquaint students with all the members of each family of instruments. Examination of current pedagogical materials is included.

***341 Elementary School Music** 2-3

A study of the methods, materials, philosophy and objectives in the elementary school with an emphasis on child development through music. Students will experience music and musical activities suitable for children from Pre-K through grade 6 with an emphasis on appropriate motivational and teaching methods. Topics covered may include: the role of music in society and in the schools; music fundamentals; sequential and discipline based music curricula; teaching strategies; integration of music throughout the school curriculum; evaluation strategies; writing lesson plans; planning performances. Special emphasis is given to Orff and Kodaly approaches, the needs of diverse populations and the use of technology in the music classroom. Students will observe public school music teachers as part of the course and participate in a 20 hour practicum. Admission to Teacher Education may be a prerequisite. Additional fee. *A two-credit option without a practicum is available for students who are not pursuing Music Education.*

***342 Secondary School Music** 3

A study of methods and materials designed to prepare students to teach in middle and high school music programs. Students will observe school music teachers as part of the course and participate in a 20 hour practicum. Special emphasis is given to the maturing adolescent voice, performing ensembles, and teaching global music. Admission to Teacher Education may be a prerequisite. Additional fee.

353 Instructional Module 1-2

In consultation with the music education advisor, each student will select an area for concentrated study.

***412 Vocal Pedagogy** 2

***413 Piano Pedagogy** 2

***415 String Pedagogy** 2

The pedagogy courses are required for performance majors in their respective area of concentration. The courses include study of pedagogical techniques in voice, piano and strings with practical application through lesson observation and supervised teaching experiences.

Music Ensembles (MUES)

These ensembles are open to all students. A student may register for 0 or 1 SH each semester. Music majors are required to participate in an ensemble related to their performing concentration. **A maximum of 8 SH may be applied toward graduation requirements.**

311 Men's Choir 0-1

A choir for men's voices that will rehearse one day a week. No audition is required. The choir will be used to add to the musical life of the campus, and will, on occasion, perform with the Women's Choir.

312 Women's Choir 0-1

A choir for women's voices that will rehearse one day a week. No audition is required. The choir will be used to add to the musical life of the campus, and will, on occasion, perform with the Men's Choir.

322 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.

331 Chamber Orchestra 0-1

An orchestra open to students, faculty and community players interested in playing symphonic music. Several concerts are scheduled each year, occasionally in collaboration with soloists and other student ensembles. Audition required for wind players.

332 Wind Ensemble 0-1

A large ensemble open to students, faculty and community players. Concerts are scheduled each semester, occasionally in collaboration with soloists and other student ensembles. Audition may be required.

333 Chamber Ensemble 1

Small ensembles of voices and/or instruments organized according to the interests and abilities of students, and coached by various EMU music faculty. Additional fee.

341 EMU Jazz 0-1

A small ensemble featuring rhythm, brass, and saxophones emphasizing contemporary jazz solo improvisation. The group performs on campus and for local churches and schools. Audition is required.

Music Performance Studies (MUPS)

121 Class Voice 1

Beginning vocal instruction in a small group setting. Excellent opportunity to learn basic singing skills. Open to all students, and is a prerequisite for private studies if student has had no previous private voice study. Additional fee.

Private studies 1-2

Credit is available for private study in the areas listed below. A semester of private study includes 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. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

201, 301 Percussion 1-2

202 Jazz Improvisation 1

211 Composition 1

221, 321 Voice 1-2

231, 331 Piano 1-2

241, 341 Organ	1-2
251, 351 Violin	1-2
252, 352 Viola	1-2
253, 353 Cello	1-2
254, 354 String Bass	1-2
255, 355 Banjo	1-2
256, 356 Guitar	1-2
261, 361 Flute	1-2
262, 362 Clarinet	1-2
263, 363 Oboe	1-2
264, 364 Saxophone	1-2
265, 365 Bassoon	1-2
271, 371 Trumpet	1-2
272, 372 Horn	1-2
273, 373 Trombone	1-2
274, 374 Tuba	1-2

290 Sophomore Recital 0
 Sophomore recitals are arranged with the approval of the instructor.

390 Junior Recital 1
 Preparation and presentation of a public recital containing a minimum of one half-hour of music. The junior recital is required for the performance concentration in music.

490 Senior Recital Project 1, 3
 A solo performance containing a minimum of one half hour of music for the music education teaching endorsement 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.

491 Senior Project 3
 A project, broad in scope, unifying the various interests of the interdisciplinary studies student. This is a public presentation given during the senior year demonstrating how the student's different areas of study connect and relate to each other. The project must be approved and overseen by the student's music advisor. It is likely there will also be advising and input from professors in disciplines other than music. The project will entail an aural as well as a written component, the latter to be contained in the student's portfolio.

499 Independent Study 1-3

**Indicates courses offered every two or three years.*



Faculty:
Melody M. Cash, (chair)
Wendy Carr
Kate Clark
Ann G. Hershberger
Judith Hiatt
Marcia Pusey
Catherine E. Rittenhouse
Anne Schaeffer
Donald L. Tyson
JoAnn M. Wallis
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.

The nursing concepts of health, person, environment and nursing provide a framework for the nursing program at EMU. The processes of problem-solving, decision-making, teaching and relating interpersonally are emphasized throughout the program. Relationships with clients/patients are viewed within a sacred covenant framework. This approach reminds nurses of the holy nature of our calling and vocation within a faith context. Faculty in the nursing department believe in the interdependence of a covenant relationship between faculty and students that fosters personal growth and prepares

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.

students to become professional nurses. Mastery-based learning, within the covenant framework, is facilitated by faculty and students partnering together to enhance learning for students with diverse abilities.

The nursing program is accredited by the Virginia State Board of Nursing and the Commission on Collegiate Nursing Education. Upon graduation, individuals are eligible to sit for the National Council Licensing Examination–RN (NCLEX–RN) to become eligible for licensure as registered nurses.

Any student admitted to the university may declare a nursing major. Nursing requires a strong background in the natural sciences, mathematics and the social sciences. Nurses work with complex concepts and ever-changing technologies.

Admission to the clinical sequence (Level I) of the program is contingent upon meeting the criteria outlined on the nursing website at www.emu.edu/nursing/ prepare. Admission to Level 1 is subject to approval by the nursing department's student affairs committee. A separate application for Level 1 is required for students. Applications for fall semester are due by February 15. Applications for spring semester are due by June 15. 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 102 Matter and Energy3
(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 112 Human Anatomy and Physiology I3
 BIOL 122 Human Anatomy and Physiology II3
 BIOL 202 Microbiology4
 BIOL 242 Nutrition Fundamentals . . .3
 PSYC 202 Developmental Psychology3
 SOC 101 Introduction to Sociology **OR**
 Other selected sociology, social work, or PXD courses3

The nursing major requires the following courses:

NURS 310 A Conceptual Framework of Nursing2
 NURS 312 Health Assessment.2
 NURS 314 Professional Communication.1
 NURS 315 Nursing Foundations I . . .3
 NURS 316 Nursing Foundations II. . .3
 NURS 317 Professionhood I3
 NURS 320 Adult Health Practicum I3
 NURS 321 Nursing Care of the Adult I.4
 NURS 323 Nursing Care of Clients with Psychosocial Needs3
 NURS 325 Nursing Care of Children3
 NURS 326 Nursing and the Beginning Family3
 NURS 420 Adult Health Practicum II.3
 NURS 421 Nursing Care of the Adult II4
 NURS 426 Nursing and the Family in the Community3
 NURS 427 Professionhood II1
 NURS 430 Leadership.4
 NURS 431 Community Health.4
 NURS 433 Research2
 NURS 434 Crisis Intervention.2
 NURS 435 Critical Thinking for the Graduate Nurse1
 NURS 437 Professionhood III.3

Registered Nurse Options

Registered nurse options include the traditional program (daytime) and the Adult Degree Completion option (evening program). See pages 192-196 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 the United States.

Full-Time RN Curriculum Plan – Daytime Program (30 credits)

NURS 311 Conceptual Framework Bridge Course3
 NURS 313 Health Assessment and Wellness.3
 NURS 426 Nursing and the Family in the Community.3
 NURS 430 Leadership (or NRS 420 ADCP)4
 NURS 431 Community Health.4
 NURS 433 Research2
 NURS 437 Professionhood III.3
 NURS 438 Concepts of Nursing in Crisis and Disaster1
 NRS 350 (ADCP) Health Care Policy.4
 An approved BUAD or PXD course . .3

LPN Option

The nursing curriculum can be accelerated for LPNs who have work experience. A total of 350 clinical hours across the life span is required.

Required Nursing Courses for LPNs:

NURS 311 Conceptual Framework Bridge Course3
 NURS 313 Health Assessment and Wellness.3
 NURS 320 Adult Health Practicum I3
 NURS 321 Nursing Care of the Adult I.4
 NURS 323 Nursing Care of Clients with Psychosocial Needs3
 NURS 325 Nursing Care of Children3
 NURS 326 Nursing and the Beginning Family3
 NURS 420 Adult Health Practicum II.3
 NURS 421 Nursing Care of the Adult II4
 NURS 426 Nursing and the Family in the Community.3
 NURS 427 Professionhood II1
 NURS 430 Leadership.4
 NURS 431 Community Health.4
 NURS 433 Research2
 NURS 434 Crisis Intervention.2
 NURS 435 Critical Thinking for the Graduate Nurse1
 NURS 437 Professionhood III.3

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. The only difference in this program from the traditional program is the prerequisite requirements. Prerequisites include an anatomy and physiology course and a course that includes chemistry content (inorganic, organic, or biochemistry). The 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 Professional Communication 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.

Accelerated Second Degree Program Option

The EMU Nursing Department offers an accelerated second degree program as well as the traditional second degree program. Persons with a bachelor's degree in a field other than nursing are invited to apply. This accelerated 15 month program will begin mid-May each year and run through mid-August of the following year. The first and final semesters will be condensed into 9 or 10 week semesters during the summer months. The second and third semesters will follow a traditional fall/spring semester format. Students in this program may find it difficult to work and may be expected to complete 12 hour and/or weekend clinical rotations.

Admission Requirements:

- 3.0 GPA or higher
- Anatomy/physiology I and II
- One chemistry course (general, inorganic, organic, general chemistry, or biochemistry)
- One psychology course (developmental preferred)
- One sociology course

All prerequisite courses must be completed prior to starting the program

Nursing Level 1 (NURS)

Level 1 is one semester in length.

- 310 A Conceptual Framework of Nursing** **2**
Introduces the concepts basic to nursing practice: persons, health, environment and nursing. Incorporating spirituality into nursing practice will be emphasized. Taken during the sophomore year or with Level 1.
- 312 Health Assessment** **2**
Includes interviewing, documenting, understanding normal findings on physical examination and geriatric considerations. School laboratory practice of physical examination and community based assessments are included.
- 314 Professional Communication** **1**
Introduces beginning professional communication and helping skills that focus on communication with the client and the professional team, including managing conflict. Psychosocial and spiritual needs are discussed, and related skills are practiced in simulated situations.
- 315 Nursing Foundations I** **3**
Introduces the study of fundamental concepts of nursing including human basic needs, aging and health promotion. Processes key to functioning effectively as a nurse are introduced as well and include: the nursing process, decision making, and teaching and learning.
- 316 Nursing Foundations II** **3**
Continues the study of fundamental concepts of nursing including basic needs, oral and parenteral medication administration, and care of the patient experiencing surgery. An introduction to laboratory value interpretation and nursing research is included in this course as well.

- 317 Professionhood I** **3**
Covers professional roles and issues such as the nurse as a team member, legal and ethical concerns, documentation, priority setting, and safety. Application will occur in the learning laboratory through simulation, skill demonstrations (e.g. urinary indwelling catheter, wound care, vital signs and glucometer), and in the clinical setting (nursing home and acute care).

Nursing Level 2 (NURS)

Level 2 is two semesters in length. Level 1 is prerequisite for Level 2

- 320 Adult Health Practicum I** **3**
Clinical experiences are in medical surgical settings where the student applies the nursing process in caring for 1-2 clients. (Clinical experience: 11 days)
- 321 Nursing Care of the Adult I** **4**
Addresses the needs of clients with problems involving endocrine, regulation, gastrointestinal, fluid balance and immune systems. Clinical experience in hemodialysis.
- 323 Nursing Care of Clients with Psychosocial Needs** **3**
Gives an overview of psychosocial nursing and addresses nursing care of clients with psychosocial illnesses. Application occurs in a state mental hospital. (Clinical experience: 6 days in a psychiatric hospital). Prerequisite: NURS 314.
- 325 Nursing Care of Children** **3**
Focuses on the nursing care of children in a developmental setting, rehabilitation setting and an acute hospital setting. Explores the transitional and situational crises this brings to the family. (Clinical experience: 6.5 days)
- 326 Nursing and the Beginning Family** **3**
Focuses on the family during the childbearing cycle. Clinical application occurs in a mother-baby hospital unit, childbirth classes and prenatal settings. (Clinical experience: 4 days)
- 420 Adult Health Practicum II** **3**
Clinical experiences are in medical surgical settings where the student masters complete care for 2-3 clients. (Clinical experience: 10 days). Prerequisite: NURS 320.
- 421 Nursing Care of the Adult II** **4**
Addresses the needs of clients with problems involving the cardiovascular, respiratory, neurological and sensory systems.
- 426 Nursing and the Family in the Community** **3**
Focuses on nursing with the family as a unit in the community system from conception to late adulthood. Clinical application occurs in home visits with families. Prerequisite: NURS 314.
- 427 Professionhood II** **1**
Emphasis is on integrating knowledge related to basic human needs and exploring a topic of interest to the student. Included is a discussion of professional issues, formulating a teaching plan for a client and applying research in a clinical setting.

Nursing Level 3 (NURS)

Level 3 is one semester in length.

430 Leadership 4

Provides a theoretical framework centering on the diverse aspects of leadership, including issues of power, motivation, intra-professional and inter-professional collaboration, delegation, chemical dependency, quality and nursing delivery systems. Prerequisites: NURS 320, NURS 321, NURS 420, NURS 421.

431 Community Health 4

Focuses on community health nursing with clinical application to individuals, families and communities. Change theory, epidemiology, communicable diseases and health care systems are considered. Prevention in populations is a special emphasis in this course. (Clinical experience: 9 days plus community project) Prerequisite: NURS 426.

433 Research 2

Guides the student in understanding the research process and becoming a critical consumer of research. Students apply research findings in diverse settings in an evidence-based project.

434 Crisis Intervention 2

Crisis theory is applied with clients and their families in the acute stages of a health-related situational crisis and in disaster situations. Clinical experiences occur in the emergency department and critical care units. (Clinical experience: 4 days). Prerequisites: NURS 320, NURS 321, NURS 420, NURS 421.

435 Critical Thinking for the Graduate Nurse 1

Focuses on critical thinking, including inference, predicting outcomes and setting priorities based on surveillance, in order to enhance clinical decision making in practice settings and in the licensure exam (NCLEX-RN) required for nursing practice.

437 Professionhood III 3

Examines professional issues and the role development of the professional nurse transitioning into practice. In class discussions and in writing a philosophy paper, students identify personal beliefs and ethical issues and challenges that will affect their voice as a nurse. Students present an evidence-based project and advocate for a legislative policy change.

Nursing (NURS)

311 Conceptual Framework Bridge Course 3

Provides an overview of the conceptual framework utilized in the EMU nursing department and reviews certain nursing process skills that include decision making, teaching, research and process recordings. This course is taken by LPN and RN students in the day program.

313 Health Assessment and Wellness 3

Includes the content and experiences of NURS 312 and wellness content related to regulation, oxygenation, sensory, nutrition, sleep/rest and aging. This course is taken by LPN and RN students in the day program.

438 Concepts of Nursing in Crisis and Disaster 1

Provides an overview of crisis theory and disaster planning with application to case studies.

499 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
Roger E. Mast
Carleen Overacker
Lester R. Zook (chair)

Majors:

- Health and Physical Education (PreK-12)
- Kinesiology and Exercise Science
- Outdoor Ministry and Adventure Leadership
- Recreation Leadership and Sport Promotion

Minors:

- Coaching
- Kinesiology and Exercise Science
- Outdoor Ministry and Adventure Leadership

Teaching

Endorsement:

- Health and Physical Education, Grades PreK-12
- *PE 101 Introduction to Health, Physical Education and Recreation .3
- *PE 131 Net Games1
- *PE 132 Territorial Games1
- *PE 133 Target and Fielding Games. . .1
- *PE 134 Challenge Course Leadership .1
- *PE 135 Track and Field1

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 Teaching Endorsement

This program will prepare students to teach health and physical education by instructing them in the standards of the National Association of Sport and Physical Education (NASPE).

BIOL 112 Human Anatomy and Physiology I . . . . .	.3
BIOL 122 Human Anatomy and Physiology II . . . . .	.3
BIOL 242 Nutrition Fundamentals . . .	.3
HE 201 First Aid . . . . .	.1
HE 202 Health and Safety . . . . .	.2
HE 301 Athletic Training. . . . .	.2
HE 260 Teaching, Ministry, and Healthy Sexuality. . . . .	.2-3
MATH 140 Elementary Statistics . . . .	.3
*PE 101 Introduction to Health, Physical Education and Recreation .3	
*PE 131 Net Games . . . . .	.1
*PE 132 Territorial Games . . . . .	.1
*PE 133 Target and Fielding Games. . .	.1
*PE 134 Challenge Course Leadership .1	
*PE 135 Track and Field . . . . .	.1

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 136 Rhythmic Activities	1
*PE 137 Recreational Games	1
PE 302 Motor Learning	2
*PE 403 Management and Assessment of Physical Activity	3
*PE 404 Exercise Physiology and Kinesiology	4
PE 405 Fitness Administration and Assessment	2
PEG 115 Fitness, Conditioning, and Weight Training	1

Professional Studies Requirements (41 SH)

(All professional studies courses must be passed with a grade of C or better.)

ED 101 Exploring Teaching	2
ED 201 Computers and Instructional Technology in Education	1
ED 251 Learning, Motivation and Assessment (6-12)	3
ED 301 Needs of Diverse Learners	3
ED 381 Reading and Writing Across the Curriculum (6-12)	2
ED 401 Foundations of Education	2
ED 411 Reflective Teaching Seminar and Portfolio	1
ED 461 Elementary Student Teaching (PreK-6)	7
ED 462 Middle/High School Student Teaching (6-12)	7
PE 301 Adapted Physical Education	3

Secondary Physical Education Block:

ED 351 General Curriculum and Methods for Middle and Secondary Teaching	1
*HE 401 Health Methods	2
*PE 402 Middle and Secondary Physical Education	3
Prerequisite courses: ED 101, ED 201, ED 251, HE 202, HE 260 and MATH 140.	

Elementary Physical Education Block:

*PE 401 Elementary Physical Education	3
*PE 231 Movement Education	1
Prerequisite courses: ED 101, ED 251, PE 301 and PE 302.	

Other licensure requirements:

American History	3
PSYC 202 Developmental Psychology	3

Admission prerequisites for the first semester of block courses: admission to Teacher Education; or 2.7 cumulative GPA and submission of Praxis 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.

Teachers candidates must comply with all teacher education requirements listed on pages 91-96.

Major in Outdoor Ministry and Adventure Leadership

The outdoor ministry program prepares students to serve in a variety of camping, outdoor education, and adventure leadership settings. Courses in administration and programming are balanced with activity electives such as technical rock climbing and 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 53-55 SH.

To proceed in the outdoor ministry major, a student must apply for Sophomore Review. This is typically done at the conclusion of REC 210 Sophomore Practicum. The process includes an application and departmental interview. Students are approved for eventual registration in REC 410 Senior

Internship if they: 1) have completed at least 12 SH in the major; 2) have attained a C or better in all courses in the major; 3) have completed REC 210 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. All courses in the major must be passed with a grade of C or better.

CHST 212 Introduction to Youth Ministry	3
HE 201 First Aid	1
<i>[WFA, Wafa, WFR or WEMT (with CPR credential) will satisfy]</i>	
HE 260 Teaching, Ministry, and Healthy Sexuality	3
*REC 101 Foundations of Christian Camping and Outdoor Ministry	3
*REC 201 Recreational Programming: Design and Implementation	2
*REC 202 Facility Design and Supervision in Sports and Recreation	2
REC 210 Sophomore Practicum: OMAL (Includes Sophomore Review)	1
*REC 301 Recreation and Sport in Modern Society	3
*REC 302 Experiential Education and Adventure Leadership	2
*REC 402 Wilderness Seminar	3
REC 410 Senior Internship: OMAL	4
PE 301 Adapted Physical Education	3
PSYC 202 Developmental Psychology	3

Choose four semester hours from the following list:

*PE 134 Challenge Course Leadership	1
*PE 137 Recreational Games	1
*PEG 111 Backcountry Travel	1
*PEG 113 Canoeing	1
PEG 118 Lifeguarding	1
*PEG 119 Cave Exploration	1
PEG 127 Technical Rock Climbing	1

Select two concentrations:

Ministry (choose 9 SH)

*CHST 234 Mission in a Changing World	3
CHST 223 Spiritual Formation	3
*CHST 412 Church Leadership	3
PSYC 391 Introduction to Counseling 3 PXD 311 Mediation and Conflict Transformation	3
*REL 323 Contemporary Culture	3

Management (choose 9 SH)

ACTG 221 Financial Accounting	3
ACTG 222 Managerial Accounting	3
BUAD 221 Principles of Management	3
*BUAD 321 Human Resource Management	3
BUAD 331 Organizational Behavior	3
FIN 341 Financial Management	3
MKTG 301 Principles of Marketing	3

Environmental Education

(choose 9 SH)

*BIOL 458 Advanced Ecology and Field Biology	4
ENVS 181 Environmental Science	3
*ENVS 201 Earth Science	3
*ENVS 328 Conservation Biology	3
PXD 245 Environment and Society	3

Advanced Adventure Leadership (choose 7 SH)

This concentration requires the student to combine several certifications from beyond EMU with an Adventure Leadership Seminar Independent Study. Certification options and commensurate credit include:

<i>Single Pitch Instructor</i> from AMGA/ PCIA	2
<i>Canoe Instructor Level 2</i> from ACA	1
<i>Leave No Trace Master Trainer</i>	2
<i>Wilderness First Responder</i> , from WMI, Wilderness Medical Associates , or SOLO	2
<i>Base-Managed or Top-Managed Climbing Instructor</i> from PCIA	1

<i>Cave Rescue Operations and Management Level I</i> from NCRC . . . . .	.2
<i>Practitioner Level I</i> from ACCT . . . . .	.2
<i>Instructor</i> from the National Outdoor Leadership School . . . . .	.4
REC 303 Adventure Leadership Seminar	1-3

Major in Kinesiology and Exercise Science

This program prepares students for positions in the adult fitness industry, in human performance, and in therapeutic and rehabilitation settings. It can also serve as an undergraduate foundation for graduate study or for future physical therapists and athletic trainers. The program utilizes courses from both EMU's physical education and biology departments and stresses client-centered application throughout. A Sophomore Practicum and a Senior Internship provide early and continual pre-professional experiences in actual-use settings. The major consists of 44-45 SH.

To proceed in the kinesiology and exercise science major, a student must apply for Sophomore Review. This is typically done at the conclusion of PE 210 Sophomore Practicum. The process includes an application and departmental interview. Students are approved for eventual registration in PE 410 Senior Internship if they: 1) have completed at least 12 SH in the major; 2) have attained a C or better in all courses in the major; 3) have completed PE 210 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. All courses in the major must be passed with a grade of C or better.

BIOL 112 Anatomy and Physiology I . . . . .	.3
BIOL 122 Anatomy and Physiology II . . . . .	.3
BIOL 242 Nutrition Fundamentals . . . . .	.3
HE 201 First Aid . . . . .	.1
HE 202 Health and Safety . . . . .	.2
HE 301 Athletic Training . . . . .	.2
*PE 131 Net Games . . . . .	.1
*PE 132 Territorial Games . . . . .	.1
*PE 133 Target and Fielding Games . . . . .	.1
*PE 135 Track and Field . . . . .	.1
PE 210 Sophomore Practicum: KES (includes Sophomore Review) . . . . .	.1
PE 302 Motor Learning . . . . .	.2
*PE 404 Exercise Physiology and Kinesiology . . . . .	.4
PE 405 Fitness Administration and Assessment . . . . .	.2
PE 410 Senior Internship: KES . . . . .	.4
PEG 115 Fitness Conditioning and Weight Training . . . . .	.1
PSYC 202 Developmental Psychology . . . . .	.3
*REC 201 Recreation Programming: Design and Implementation . . . . .	.2
*REC 202 Facility Design and Supervision in Sports and Recreation . . . . .	.2
*REC 301 Recreation and Sport in Modern Society . . . . .	.3

Choose one of the following:

PE 301 Adapted Physical Education . . . . .	.3
ACSM or NSCS (CPT) certification . . . . .	.2

Major in Recreation Leadership and Sport Promotion

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, 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 human

resource management or marketing and promotion. The major consists of 46 SH.

To proceed in the recreation leadership and sport promotion major, a student must apply for Sophomore Review. This is typically done at the conclusion of REC 211 Sophomore Practicum. The process includes an application and departmental interview. Students are approved for eventual registration in REC 411 Senior Internship if they: 1) have completed at least 12 SH in the major; 2) have attained a C or better in all courses in the major; 3) have completed REC 211 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. All courses in the major must be passed with a grade of C or better.

ACTG 221 Financial Accounting . . . . .	.3
BUAD 111 Exploring Business . . . . .	.3
BUAD 221 Principles of Management . . . . .	.3
BUAD 331 Organizational Behavior . . . . .	.3
CIS 121 Introduction to Business Applications Software . . . . .	.3
ECON 201 Survey of Economics . . . . .	.3
HE 201 First Aid . . . . .	.1
MKTG 301 Principles of Marketing . . . . .	.3
*REC 201 Recreational Programming: Design and Implementation . . . . .	.2
*REC 202 Facility Design and Supervision in Sports and Recreation . . . . .	.2
REC 211 Sophomore Practicum: RLSP (includes Sophomore Review) . . . . .	.1
*REC 301 Recreation and Sport in Modern Society . . . . .	.3
REC 411 Senior Internship: RLSP . . . . .	.4

Choose one concentration (12 SH):

Human Resource Management (choose 12 SH)

*BUAD 321 Human Resource Management . . . . .	.3
*BUAD 431 Seminar in Human Resource Management . . . . .	.3
PSYC 221 Social Psychology OR	
PSYC 231 Applied Behavior Analysis . . . . .	.3
PXD 311 Mediation and Conflict Transformation . . . . .	.3
PXD 321 Group Dynamics and Facilitation . . . . .	.3

Marketing and Promotion (choose 12 SH)

ART 111 Foundations of Design . . . . .	.3
COMM 231 Pop Culture & Mass Communication . . . . .	.3
COMM 241 News & Feature Writing . . . . .	.3
DIGM 213 Graphic Design OR	
DIGM 261 Web Design . . . . .	.3
PHOTO 112 Digital Photography . . . . .	.3

Minor in Coaching

This program is designed to give the candidate the necessary background knowledge and skills to coach youth and scholastic sports. This minor consists of 15-19 SH:

HE 201 First Aid . . . . .	.1
*PE 201 Principles of Coaching . . . . .	.2
PE 202 Coaching Methods and Strategies (sport-specific) OR	
PE 203 Coaching Practicum . . . . .	.1
PE 302 Motor Learning . . . . .	.2
*PE 403 Management and Assessment of Physical Activity . . . . .	.3
PEG 115 Fitness, Conditioning and Weight Training OR	
*PEG 124 Strength Training . . . . .	.1
PEV ___ and its corresponding option below:	
*PE 131 Net Games	
*PE 132 Territorial Games	
*PE 133 Target and Fielding Games	
*PE 135 Track and Field . . . . .	.2

Choose one of the following clusters:

BIOL 112 Human Anatomy and
Physiology I **AND**3
HE 301 Athletic Training.2

BIOL 112 Human Anatomy and
Physiology I **AND**3
*PE 404 Exercise Physiology and
Kinesiology4

BIOL 242 Nutrition Fundamentals . . .3

Minor in Kinesiology and Exercise Science

This program is designed to be taken in conjunction with a biology major. Graduates of this program will be prepared to enter graduate school or immediately begin to apply their knowledge in a fitness-related occupation. This minor consists of 18 SH:

BIOL 242 Nutrition Fundamentals . . .3
HE 201 First Aid1
HE 301 Athletic Training.2
PE 210 Sophomore Practicum: KES . .1
PE 302 Motor Learning.2
*PE 404 Exercise Physiology and
Kinesiology4
PE 405 Fitness Administration and
Assessment.2
PSYC 202 Developmental Psychology .3

Minor in Outdoor Ministry and Adventure Leadership

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:

CHST 212 Introduction to Youth
Ministry.3
HE 201 First Aid1
[WEA, WAAA, WFR or WEMT (with CPR credential) will satisfy]
PSYC 202 Developmental Psychology .3
*REC 101 Foundations of Christian
Camping and Outdoor Ministry . . .3
*REC 201 Recreational Programming:
Design and Implementation2
REC 210 Sophomore Practicum:
OMAL.1
*REC 302 Experiential Education and
Adventure Leadership2

Choose three courses from the following list:

*PE 134 Challenge Course Leadership .1
*PE 137 Recreational Games1
*PEG 111 Backcountry Travel1
*PEG 113 Canoeing1
PEG 118 Lifeguarding1
*PEG 119 Cave Exploration1
PEG 127 Technical Rock Climbing . . .1
*REC 402 Wilderness Seminar3

Majors Activity Courses (PE)

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.

*131 Net Games	1
*132 Territorial Games	1
*133 Target and Fielding Games	1
*^134 Challenge Course Leadership	1
*135 Track and Field	1
136 Rhythmic Activities	1
*137 Recreational Games	1
*231 Movement Education	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.

*^110 Aerobic Cross-Training	1
*^111 Backcountry Travel	1
*^112 Bowling	1
*^113 Canoeing	1
114 Cycling	1
115 Fitness, Conditioning and Weight Training	1
*^116 Golf	1
*117 Jogging/Walking	1
^+118 Lifeguarding	1
*^119 Cave Exploration	1
^120 Competition Racquetball/Table Tennis	1
^121 Skiing	1
^122 Snowboarding	1
*123 Soccer	1
*124 Strength Training	1
*^125 Beginning Swimming	1
^+126 Intermediate Swimming	1
^127 Technical Rock Climbing	1
*128 Beginning Tennis/Badminton	1
*+129 Intermediate Tennis	1
*130 Beginning Volleyball	1
^+132 Introduction to Scuba	1

+ skill pre-assessment required ^ extra fee required

Varsity Sport Credit (PEV)

Students may earn one semester hour of elective credit per season for participation on a varsity athletics team or for serving as an athletic trainer. These credits receive pass-fail grading. Requirements include starting and finishing the season on the team, being an active team member in good standing, and completing an acceptable reflection paper on the selected topic.

PEV	
151 Varsity Baseball	1
152 Varsity Basketball (Men)	1
153 Varsity Basketball (Women)	1
154 Varsity Cross Country	1
155 Varsity Field Hockey	1
156 Varsity Soccer (Men)	1

157 Varsity Soccer (Women)	1
158 Varsity Softball	1
159 Varsity Track and Field	1
160 Varsity Volleyball (Women)	1
161 Varsity Volleyball (Men)	1
162 Varsity Golf (Men)	1
163 Varsity Golf (Women)	1

HEV	
101 Basic Athletic Training I	1

Health (HE)

201 First Aid **1**
Principles of administering first aid and adult CPR in all aspects to victims of accidents and sudden illnesses are covered. WFA, AWFA, WEMT, WFR, EMT-B, or Red Cross standard first aid (all with CPR credential) will satisfy.

202 Health and Safety **2**
This survey course examines general health and safety issues. As a state requirement for education licensure, the course content includes not only general information but also signs and symptoms of various disease states and possible means of intervention. Students are encouraged to evaluate their lifestyles to determine where modification would be beneficial.

260 Teaching, Ministry, and Healthy Sexuality **2-3**
This course explores the meaning and purpose of human sexuality from a theological perspective. It is designed to meet curriculum requirements for Physical Education, Education, Bible and Religion majors, and to serve other students whose career interests include working with youth. It will prepare students to teach/lead/minister with youth and young adults on sexuality-related questions, including learning how to avoid and prevent sexual harassment and abuse. Sophomore standing required for enrollment. Licensure candidates may take the course for 2 SH. (CHST 260)

301 Athletic Training **2**
This course provides instruction in basic procedures for prevention, maintenance and rehabilitation of athletic injuries. Provides laboratory experience in taping, wrapping and usage of various modalities. Prerequisites: BIOL 112 OR BIOL 437.

***401 Health Methods** **2**
The purpose of this course is to prepare students to meet the challenge of teaching health in elementary and secondary schools. Various methods, materials and evaluation techniques are examined. This course must be taken as part of the secondary physical education professional block (ED 351, PE 402). Prerequisite: Admission to Teacher Education. (Fall 2013)

Physical Education (PE)

***101 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 2014)

***201 Principles of Coaching** **2**

This course addresses issues common to all sporting experience (team management, practice organization, budgeting, facility and equipment usage, administrative relationships and scheduling). Class activities draw on life and sport experiences of students to develop principles of effective coaching at the community youth sports, middle and high school, and college levels. (Fall 2013)

202 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. This course is not available for first-year students.

203 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. This course is not available for first-year students.

210 Sophomore Practicum: KES **1**

This individualized course provides exposure for kinesiology and sport studies majors and kinesiology and exercise science minors in professional adult fitness or sports medicine settings. A volunteer position is secured in a related agency for fifty clock hours of involvement.

301 Adapted Physical Education **3**

This is a combined study of academic course work and a 10 hour practicum experience designed to educate the student to meet the physical, motor, personal-social and learning needs of exceptional individuals, particularly those individuals with disabilities whose needs cannot be met in a mainstreamed physical education setting.

302 Motor Learning **2**

The primary intent of this course is to become familiar with the learner, the learning environment and the process of learning in the motor skill context to provide physical educators and coaches with instructional decisions.

***401 Elementary Physical Education** **3**

This course exposes students to elementary physical education history, theory, and practice and encourages them to develop appropriate teaching and management skills. This course must be taken as part of the elementary physical education professional block and includes a 60 hour practicum (also includes PE 231). Course prerequisites: ED 101, 251, PE 301, and 302. Admission prerequisites: First semester of block courses: Admission to Teacher Education recommended, 2.7 cumulative GPA and Praxis I scores required. Second semester of block courses: Admission to Teacher Education required. (Fall 2014)

***402 Middle and Secondary Physical Education 3**

This course provides students the opportunity to develop the appropriate teaching and management skills for the middle and secondary physical education setting. This course must be taken as part of the secondary physical education professional block and includes a 60 hour practicum (also includes ED 351 and HE 401). Course prerequisites: ED 101, 201, 252, HE 202, 260, and MATH 140. 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 2013)

***403 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 2014)

***404 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 112 OR BIOL 437, BIOL 122 OR BIOL 447, PEG 115. (Fall 2014)

405 Fitness Administration and Assessment 2

This class promotes familiarity and proficiency with methods and instrumentation in administering and assessing individual fitness and establishing a base for developing exercise prescriptions and other lifestyle alternatives to improve health and fitness. This class includes advanced study in administration of prescribing and assessing of the acute and chronic adaptations of the body to the stresses and health benefits of exercise students encounter. An application of theories and practices that will prepare them for an accredited health and fitness certification. Prerequisites: BIOL 112 OR BIOL 437, BIOL 122 OR BIOL 447, PE 404.

410 Senior Internship: KES 4

This course is the culminating professional development experience for Kinesiology and Exercise Science majors. The involvement consists of a pre-professional or entry level position in a related agency or organization, preferably emphasizing the student's specialty or concentration. The time commitment is a minimum of 200 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 member assigned as institutional liaison. Prerequisites: PE 210, HE 201, and departmental approval of sophomore review.

499 Independent Study 1-3

Recreation (REC)

***101 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 2015)

***201 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 2014)

***202 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 2015)

210 Sophomore Recreation Practicum: OMAL 1

211 Sophomore Recreation Practicum: RLSP 1

This is an opportunity for students to explore involvement in the fields of outdoor ministry and adventure leadership or recreation leadership and sport promotion. 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.

***301 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 2014)

***302 Experiential Education and Adventure Leadership 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 2013)

303 Adventure Leadership Seminar 1-3

This project-oriented independent study deepens a student's individual preparation in adventure leadership. Topical areas can include risk management, adventure program design, leadership training, group behavior, or nature/wilderness.

***402 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 2014)

410 Senior Internship: OMAL 4

411 Senior Internship: RLSP 4

This course is the culminating professional development experience for outdoor ministry and adventure leadership and recreation leadership and sport promotion 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: REC 210 or 211, HE 201 or equivalent and departmental approval of sophomore review.

499 Independent Study 1-3

**Indicates courses offered in alternate years.*



Faculty:

*Kim G. Brenneman
Galen R. Lehman (chair)
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.

All students seeking a major in psychology will complete an application to senior year study during the semester prior to their senior year. This application includes general information about the student, a self-assessment, and a one-page resume. The completed application will be reviewed by the academic advisor and the department chair.

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.

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.

Major in Psychology

A major in psychology consists of 46 SH.

All courses required for the psychology major must be passed with a C- or better.

PSYC 101 General Psychology	3
PSYC 202 Developmental Psychology	3
PSYC 203 Developmental Case Study	1
PSYC 221 Social Psychology	3
PSYC 231 Applied Behavior Analysis	3
PSYC 301 Interpersonal Relationship Skills	3
PSYC 331 Abnormal Psychology	3
PSYC 341 Cognitive Psychology	3
PSYC 361 Theories of Personality	3
PSYC 441 Teaching of Psychology	1
PSYC 472 Research in Psychology	2
PSYC 473 Research in Psychology: Applied	2
PSYC 482 Psychology Internship I	2
PSYC 483 Psychology Internship II	2
MATH 140 Elementary Statistics	3

Choose three of the following courses:

*PSYC 321 Exploring Creativity in Psychology	3
*PSYC 381 Special Topics in Psychology	3
PSYC 391 Introduction to Counseling	3
*PSYC 431 Psychological Testing and Assessment	3
*PSYC 451 Neuropsychology	3

Other

PSYC 499 Independent Study	1-3
--------------------------------------	-----

Minor in Psychology

A minor in psychology consists of 18 SH:

PSYC 101 General Psychology	3
PSYC 202 Developmental Psychology	3
PSYC 221 Social Psychology	3
PSYC 231 Applied Behavior Analysis	3
PSYC 331 Abnormal Psychology	3
PSYC Elective	3

Psychology (PSYC)

101 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.

202 Developmental Psychology 3

Designed to introduce the skills of behavioral observation based on developmental principles, theory, and methods of developmental psychology. 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.

203 Developmental Case Study 1

Designed to introduce the skills of behavioral observation based on developmental principles. A one-to-one experience with a young child using suggested activities. To be taken during or after PSYC 202. Prerequisite: minimum of two semesters previous enrollment at EMU.

221 Social Psychology 3

This course examines the major variables affecting an individual's beliefs, emotions, and behavior in social situations. Topics include prosocial behavior, aggression and violence, prejudice, social perception, social cognition, attitudes, self-justification, persuasion, conformity, media influence, and attraction. Principles derived from social psychology research are applied to cultural, institutional, and group processes. Prerequisite: PSYC 101 or PSYC 202.

231 Applied Behavior Analysis 3

Develops students' skills of behavioral observation and analysis. Students learn to plan, conduct and evaluate programs of behavior change for themselves and others. Focuses on the ethical issues involved in the application of behavior principles to socially significant behaviors in a variety of settings.

301 Interpersonal Relationship Skills 3

Provides a basic framework for conceiving of human communication as a unique combination of theoretical and practical skills. Students learn firsthand the dynamics of intrapersonal and small-group communication through a variety of activities designed to foster an increased awareness of how communication works. The importance of interpersonal relationship skills in the helping professions is emphasized and an Anabaptist framework for working restoratively in community is explored in this course. Enrollment priority is given to junior and senior level psychology majors.

*321 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. Using creative arts in the helping professions will also be explored. Open to majors only. (Spring 2014)

331 Abnormal Psychology 3

An interdisciplinary approach to understanding abnormal (maladaptive) behavior emphasizing the crucial roles of learning and life stressors in the development and maintenance of abnormal behaviors. The clinical characteristics, causal factors and treatments of maladaptive behavior patterns are examined, including the areas of assessment, therapy and prevention. Students complete an in-depth project related to a specific behavior disorder, therapeutic mode or ethical consideration. Enrollment priority is given to junior and senior level psychology majors. Prerequisite: PSYC 101.

341 Cognitive Psychology 3

The field of cognitive psychology involves studying and thinking about thinking. Questions are asked about how we acquire, store, retrieve, and use knowledge. Students will actively study and apply various theories about human thinking. Topics such as models of memory, imaging, language comprehension, problem solving, creativity and cognitive development will be covered. Enrollment priority is given to sophomore and junior level psychology majors. Prerequisite: PSYC 101.

361 Theories of Personality 3

Empirical strategies that are particularly relevant to the study of personality process, human behavior and human experience provide a systematic study of the person. Major theories and principles of personality adjustment are studied, such as dispositional, genetic, cognitive and biological factors related to the understanding of personality. Prerequisite: PSYC 331.

- *381 Special Topics in Psychology** **3**
 Courses on a variety of topics in psychology are offered on a rotating basis depending on student and faculty interest. Topics include: cross-cultural psychology, marriage and family, introduction to clinical psychology, psychology of pop culture and theology, forensics, psychology and spirituality, positive psychology, and narrative psychology. Open to psychology majors only. Prerequisite: junior/senior level status. (Spring 2015)
- 391 Introduction to Counseling** **3**
 Counseling is studied from a Christian discipleship perspective. Emphasis is placed on understanding and developing helping skills utilized in the context of the church. Applications for counseling skills are examined along with a basic exposure to counseling theories and theories of development. Enrollment strictly limited to junior and senior psychology majors and helping professions.
- *431 Psychological Testing and Assessment** **3**
 An introduction to the field of psychological testing and assessment. Emphasis is placed on briefly covering a wide range of specific types of test and testing situations. Special emphasis is given to test use requirements, test taker rights, and matching tests with specific needs or questions. Theoretical and applied material will be integrated so as to provide students with the rationale for and a hands-on feel of the assessment process. As appropriate, students will have the opportunity to observe and/or informally administer psychological testing instruments. Prerequisites: MATH 140 and PSYC 331. (Spring 2015)
- 441 Teaching of Psychology** **1**
 Students serve as teaching assistants for PSYC 101 or PSYC 202. Enrollment limited to psychology majors. Prerequisite: junior/senior level status.
- *451 Neuropsychology** **3**
 Survey of the anatomy and physiology of the nervous system, including the function of sensory receptors and hormones. Emphasis is placed on the role of general physiological principles that affect human behavior. (BIOL 451) (Spring 2014)
- 472 Research in Psychology** **2**
 Introduces the essentials of designing, conducting, and evaluating research in psychology. Topics include: formulating research questions, understanding variables, research designs, control, conducting a literature review, sampling, measurement, collecting data, validity, reliability, and ethics. Both qualitative and quantitative methods are considered. Prerequisites: MATH 140 and PSYC 341.
- 473 Research in Psychology: Applied** **2**
 Students complete a research project under the supervision of psychology faculty. Involves formulating a research question, conducting a literature search, collecting and analyzing data, writing and presenting a final report. Open to majors only. Prerequisite: PSYC 472.
- 482 Psychology Internship I** **2**
 Students gain field experience in a psychology related agency. The practicum is designed to begin developing students' psychological skills and abilities as 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.

- 483 Psychology Internship II** **2**
 This capstone course builds on the field experience in Internship I. After students complete 140 hours of direct service in an area agency, they apply their learning in supervised settings by developing and presenting a case study, analyzing the integration of faith and practice, and exploring ethical decision making in the helping profession. The internship experience and processing sessions are designed to develop students' professional expertise in psychology. Open to senior psychology majors only. Prerequisite: PSYC 482.

- 499 Independent Study** **1-3**

**Indicates courses offered in alternate years.*



Faculty:

Phil Grayson
Steven D. Johnson (chair)
Justin Poole
David Vogel (theater operations director)
Heidi Winters Vogel

Major:

•Theater

Minor:

•Theater

Teaching

Endorsements:

•Theater Arts,
 Grades PreK-12

The visual and communication arts and the theater departments are merging in the 2013-14 school year, building on years of shared vision and creative intersection. All majors and course requirements will continue as noted.

Theater students at EMU investigate areas such as acting, directing, history and literature, playwriting, stage management, theater and justice, design and technical theater, and applied theater. Our curriculum provides 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. 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. The department also provides the opportunity to directly engage our faith lives through 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 the exciting opportunity to engage in internships and advanced theater study with professional companies in one of the country's premier theater communities. 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 39 semester hours of coursework and practica culminating in a senior project.

Core Courses (13 SH)

THR 101 Introduction to the Theater Arts. 3

Careers in Theater include acting (stage, television and film), directing, playwriting, design and technology (scenic, costume, lighting and sound), arts management, drama ministry, theater for young audiences, conflict transformation and community based theater, and theater education.

THR 180 Acting I. 3
 *THR 240 Stage Design and Technology 3
 *THR 420 Vocations in Theater 1
 THR 470 Senior Project Practicum . . . 3

Mission (Two courses are required, 2-4 SH)

*THR 120 Theater and Faith. 1
 *THR 320 Theater and Justice 3

Theater History (6 SH)

Choose two of the following courses:
 *THR 201 History and Traditions of Early World Theater 3
 *THR 301 History and Traditions of World Theater: English Restoration to the Rise of European Realism . . . 3
 *THR 401 History and Traditions of World Theater: Twentieth Century to Today. 3

Practica (9 SH)

Choose from two or more of the following areas of practical learning through participation in theater productions.
 THR 281 Performance Practicum . . 1-3
 THR 340 Theater Design Practicum. 1-3
 THR 350 Technical Theater Practicum. 1-3
 THR 351 Stage Management Practicum. 1-3
 THR 410 Directing Practicum 1-3

Electives (9 SH)

Choose a minimum of 9 SH of additional electives.
 *LIT 325 Approach 4: Shakespeare. . . 3
 *THR 210 Directing for the Theater. . 3
 *THR 220 Topics in Theater. 3
 *THR 250 Technical Theater 3
 *THR 280 Collective Theater 3
 *THR 310 Playwriting and Screenwriting. 3
 *THR 380 Advanced Performance. . . 3

Minor in Theater

The theater minor is designed to work in partnership with other programs such as education, communication, music, peace-building and development, and ministry. The minor is a minimum of 16 SH consisting of two required core courses, one mission course, a theater history course, an elective, and a 3 SH practicum.

Core Courses (6 SH)

THR 101 Introduction to the Theater Arts 3
 THR 180 Acting I **OR**
 *THR 240 Stage Design and Technology 3

Mission (1-3 SH)

Choose one of the following courses:
 *THR 120 Theater and Faith. 1
 *THR 320 Theater and Justice 3

Theater History (3 SH)

Choose one of the following courses:
 *THR 201 History and Traditions of Early World Theater 3
 *THR 301 History and Traditions of World Theater: English Restoration to the Rise of European Realism . . . 3
 *THR 401 History and Traditions of World Theater: Twentieth Century to Today. 3

Practica (3 SH)

Choose from one or more of the following areas of practical learning through participation in theater productions.
 THR 281 Performance Practicum. 1-3
 THR 340 Theater Design Practicum. 1-3
 THR 350 Technical Theater Practicum. 1-3
 THR 351 Stage Management Practicum. 1-3
 THR 410 Directing Practicum 1-3

Electives (3 SH)

Choose one of the following courses:

- *LIT 325 Approach 4: Shakespeare . . .3
- *THR 210 Directing for the Theater . .3
- *THR 220 Topics in Theater3
- *THR 250 Technical Theater3
- *THR 280 Collective Theater3
- *THR 310 Playwriting and
Screenwriting3
- *THR 380 Advanced Performance . . .3

Major in Theater, PreK-12 Teaching Endorsement,

A teaching endorsement or add-on 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 (pages 174-175), including the following courses: *(All of the following courses must be passed with a grade of C or better.)*

- ED 101 Exploring Teaching.2
- ED 201 Computers and Technology in
Education1
- ED 251 Learning, Motivation, and
Assessment (6-12)3
- ED 301 Needs of Diverse Learners . . .3
- ED 351 General Curriculum and
Methods.1
- ED 381 Reading and Writing Across the
Curriculum (6-12)2
- ED 391 Middle School Curriculum and
Organization3
- ED 401 Examining Foundations of
Education2
- ED 411 Reflective Teaching Seminar
and Portfolio1
- ED 461 Elementary Student Teaching.7

- ED 462 Middle/High School Student
Teaching7
- *THR 210 Directing for the Theater . .3
- *THR 250 Technical Theater.3
- THR 340 Theater Design Practicum
OR
THR 350 Technical Theater Production
OR
THR 351 Stage Management
Practicum.1
- THR 351 State Management Practicum
OR
THR 410 Directing Practicum1
- THR 370 Elementary School Theater
Arts Methods3
- THR 371 Secondary School Theater
Arts Methods3

Other licensure requirements:

- American History.3
- Art Elective
- Music Elective
- PSYC 202 Developmental Psychology .3

The first of two theater arts methods courses (THR 370 Elementary School Theater Arts Methods and THR 371 Secondary School Theater Arts Methods) may be taken prior to admission to teacher education. The second theater arts methods course (THR 370 Elementary School Theater Arts Methods and THR 371 Secondary School Theater Arts Methods) requires admission to teacher education and enrollment in ED 351 General Curriculum and Methods. THR 370 and THR 371 must be passed with a grade of C or better. Teacher candidates must comply with all teacher education requirements listed on pages 91-96.

Theater (THR)

101 Introduction to the Theater Arts 3

This course provides an exciting, practical introduction to the building blocks of theater. Explore dramatic structure and dramatic character by getting in touch with your own creative process, incorporating practical elements of scenery, costumes, etc. Ideal for students who wish to enrich their understanding, appreciation, and enjoyment of theater, as well as for those considering a major or minor.

*120 Theater and Faith: Gender 1

This course is a weekly seminar that engages issues arising from the relationship between theater and faith. We will explore, through dramatic and other related literature, writing, and discussion, the ways in which the topic has been portrayed for the stage, and how such depictions represent or connect to questions of faith. The course can be taken multiple times as the topic changes from semester to semester. (Fall 2013 and Spring 2014)

180 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 will culminate in a public performance.

*201 History and Traditions of Early World Theater 3

An examination of the development of theatre in the western world from classical Greece to Elizabethan/Jacobean England, with additional attention to the early theatrical traditions of Indian, China, and Japan. The course surveys stage practices, dramatic texts, theater architecture, and major critical theories and investigates the intersection between the theater and its surrounding cultural and historical contexts. No prerequisite. (Spring 2015)

*210 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. (Fall 2014)

*220 Topics in Theater: Theater for Children and Youth 3

This course is the study of theory and methods of producing plays for and/or with children and youth. This class will explore creative dramatics, theater games, improvisation, text adaptation, and rehearsal and production procedures. The class is designed for persons working with youth such as teachers, social workers, and church and recreation leaders. The use of theatrical techniques as educational tools to enhance the non-violent learning experience in other subjects is explored. (Spring 2014)

*240 Stage Design and Technology 3

Students learn the elements and processes of stage production design – scenery, lighting, sound and costuming. 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 2014)

*250 Technical Theater 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, and props construction. Classroom time alternates with lab/practicum time spent working on productions of the EMU Theater. (Fall 2013)

*280 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 2015)

- 281 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.
- *301 History and Traditions of World Theatre: English Restoration to the Rise of European Realism** **3**
 An exploration of the theatre practices and dramatic texts of Europe and the Americas from the Enlightenment through the Industrial Revolution, with an additional emphasis on the rising involvement of women in the theatre and the effect of European colonial practices on indigenous theatrical forms. Research exercises will complement lecture and discussion. No prerequisite. (Fall 2013)
- *310 Playwriting and Screenwriting** **3**
 Students begin work with the elements of playwriting: plot, character, language, and theme. These playwrights then build upon these skills in learning to create screenplays for narrative films. This course also includes analysis of great plays and screenplays, as well as attendance at both live theatre and film screenings. (Fall 2013)
- *320 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 2014)
- 340 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.
- 350 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.
- 351 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.
- 370 Elementary School Theater Arts Methods (Theater Arts Education)** **3**
 Teacher candidates will be exposed to theatre arts theory and practice in the development of grades PreK-5 theatre arts curriculum. This course, which includes a 20 hour practicum, will emphasize theatre arts pedagogy, organization of curriculum, and assessment strategies appropriate to the elementary classroom. A reflective approach to theatre arts will be developed that will enable students to develop as teachers. (Offered as needed)

- 371 Secondary School Theater Arts Methods (Theater Arts Education)** **3**
 Teacher candidates will be exposed to theatre arts theory and practice in the development of grades 6-12 theatre arts curriculum. This course, which includes a 20 hour practicum, will emphasize theatre arts pedagogy, organization of curriculum, and assessment strategies appropriate to the middle and secondary classroom. Additional emphasis will include planning a production season, arts management and budgeting, using national and state content and performance standards, assessing student growth, and developing community advocacy plans. A reflective approach to theatre arts will be developed that will enable students to develop as teachers. (Offered as needed)
- *380 Advanced Performance** **3**
 A studio course in which actors learn to create and develop characters through text analysis, laboratory exploration, and movement and vocal theory. A variety of techniques is employed to develop a creative, supple, and powerful artist. Students will also discuss professional performance opportunities and prepare audition monologues. This course will culminate in a public performance. (Spring 2014)
- *401 History and Traditions of World Theater: Twentieth Century to Today** **3**
 This course engages broadly with the global theatre and drama of the modern era, beginning with the emergence of the avant-garde theatre in turn-of-the-century Europe and encompassing a range of dramatic traditions arising in post-colonial Asia, Africa, and the Americas. As an EMU Writing Intensive (WI) course, students will learn basic research methodologies in pursuit of a piece of original scholarship. No prerequisite. (Spring 2014)
- 410 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.
- *420 Vocations in Theater** **1**
 Students gather once a week to discuss the sacred calling of Christians to be theater practitioners, working as an artist, forging connections and creating a network, and practical considerations for pursuing a career in theater and theater-related fields. (Spring 2014)
- 470 Senior Project Practicum** **3**
 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.
- 499 Independent Study** **1-3**

**Indicates courses offered in alternate years.*



Visual and Communication Arts

Faculty:

Barbara P. Fast
 Cyndi D. Gusler
 Jerry L. Holsopple
(technology director)
 Steven D. Johnson *(chair)*
 Paulette Moore

Majors:

- Art
- Communication
- Digital Media
- Photography

Minors:

- Art
- Digital Communication
- Digital Video Production
- Journalism
- Photography

Teaching

Endorsements:

- Art, Grades PreK-12
- Journalism (add-on)

The VACA and theater departments are merging in the 2013-14 school year. See Theater, p. 174.

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, art therapist, community arts activist, production craftsman, mobile media developer, advertising, broadcasting, screen printer, exhibit designer, gallery director, curator, fashion designer, theater set, lighting or sound designer, illustrator, arts administrator, framer, gallery preparator and graduate study in visual art, communication or film and video.

*Some art careers require education beyond the undergraduate level.

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 programs 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 digital media, writing and theory.

The **digital media major** focuses on the intersection of digital video, internet media, audio, and digital photography within an increasing array of delivery systems.

The **photography major** builds a solid framework in digital photography grounded in aesthetic/critical theory and field and studio work.

Local internships are available to upper-level students who have a cumulative grade point average of 2.5 or higher. Additional opportunities for internships in a variety of media forms and classes at Howard University or the Corcoran College of Art + Design are available through the Washington Community Scholars' Center (see pages 193-195).

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 for presentation during the semester of graduation.

VACA policy on double majors in photography, art, digital media

The majors in photography, art, and digital media require that students complete major senior level projects in a Senior Studio Practicum course. Students who double major in these areas need to complete two major projects that meet departmental requirements. In lieu of taking Senior Studio Practicum twice, students may choose one of the following options to complete a senior project in the other major:

Option 1. With permission of department chair and faculty independent study supervisor: Student may complete a senior project in the other major by taking an independent study for 3 credits. The independent study form provides a place to indicate that this course will serve in place of the Senior Studio Practicum for the second major. Student will request a faculty independent study supervisor based on the medium in question. Note: The medium should relate to the major. Syllabus will be negotiated with the instructor in consultation with the department chair (and other relevant faculty).

Option 2. With permission of instructor and department chair: Student may complete a senior project in an

additional upper level VACA elective course (beyond the required electives for the major). Student will create a major body of work that meets departmental requirements and is relevant to the major. These requirements may go beyond the standard syllabus and will be negotiated with the instructor in consultation with the department chair (and other relevant faculty). Once the additional elective is approved, it will satisfy the Senior Studio Practicum for the relevant major.

Major in Art

The major consists of 46 SH.

Core Courses

ART 111 Foundations of Design3
 COMM 332 Cinema and Visual
 Communication Theory3
 DIGM 213 Graphic Design3
 PHOTO 112 Digital Photography . . .3

Additional Courses

ART 141 Drawing3
 *ART 181 Three-Dimensional Design .3
 ART 251 Painting3
 ART 321 Survey of Western Art3
 *ART 322 Survey of World Art3
 *ART 391 Junior/Senior Art
 Seminar3
 *ART 443 Advanced Drawing3
 *ART 453 Advanced Painting **OR**
 *ART 473 Advanced Ceramics3
 ART 492 Senior Studio Practicum . . .4

Electives

Choose two courses from the following list:
 *ART 262 Printmaking: Relief and
 Screen3
 ART 271 Ceramics3
 *ART 323 Survey of Modern and
 Contemporary Art3
 ART 399 Art Internship3
 *PHOTO 241 Black and White
 Photography3
 *PHOTO 361 Conservation
 Photography3

Major in Art, PreK-12 Teaching Endorsement

Required courses for teacher licensure program (PreK-12) include the following:

Education Curriculum

All ED courses must be passed with a grade of “C” or better.

ED 101 Exploring Teaching2
 ED 201 Computers and Instructional
 Technology in Education1
 ED 232 Learning, Motivation
 and Assessment (PreK-6)3
 ED 351 General Curriculum and
 Methods for Middle and Secondary
 Teaching1
 ED 381 Reading and Writing Across
 the Curriculum (6-12)2
 ED 401 Examining Foundations of
 Education2
 ED 411 Reflective Teaching
 Seminar and Portfolio1
 ED 461 Elementary Student
 Teaching (PreK-6)7
 ED 462 Middle/High School
 Student Teaching (6-12)7

Other licensure requirements:

American History3
 PSYC 202 Developmental Psychology .3

Recommended Education Courses:

ED 301 Needs of Diverse Learners . . .3
 ED 391 Middle School Curriculum . . .3

Art Education Curriculum

ART 111 Foundations of Design3
 ART 141 Drawing3
 *ART 181 Three-Dimensional Design .3
 ART 251 Painting3
 *ART 262 Printmaking: Relief and
 Screen3
 ART 271 Ceramics3
 ART 321 Survey of Western Art3
 *ART 322 Survey of World Art3
 *ART 397 Elementary School Art
 Methods3

*ART 398 Secondary School Art
 Methods3
 ART 443 Advanced Drawing3
 *ART 473 Advanced Ceramics3
 PHOTO 112 Digital Photography . . .3

The first of two art methods courses (ART 397 Elementary School Art Methods or ART 398 Secondary School Art Methods) may be taken prior to admission to teacher education. The second art methods course (ART 397 Elementary School or ART 398 Secondary School) requires admission to teacher education and enrollment in ED 351 General Curriculum and Methods. ART 397 and ART 398 must be passed with a grade of C or better. Teacher candidates must comply with all teacher education requirements listed on pages 91-96.

Major in Communication

The major in communication consists of 48 SH.

Core Courses

ART 111 Foundations of Design3
 COMM 332 Cinema and Visual
 Communication Theory3
 DIGM 213 Graphic Design3
 PHOTO 112 Digital Photography . . .3

Additional Courses

COMM 231 Pop Culture and Mass
 Communication3
 COMM 241 News and Feature
 Writing3
 COMM 342 Campus Communications:
 Weather Vane2
 COMM 391 Communication
 Internship6
 DIGM 251 Video Camera and Non-
 Linear Editing4
 DIGM 261 Web Design3
 DIGM 362 Social Media Applications .3

Choose one of the following courses:

PXD 151 Exploring Conflict and
 Peace3
 PXD 375 Globalization and Justice . . .3

*PXD 385 History and Philosophy of
 Nonviolence3

Electives

Choose three courses from the following list:

*DIGM 281 Audio Production3
 DIGM 352 Motion Graphics/After
 Effects3
 *DIGM 456 Live Event and Field
 Production3
 PHOTO 352 Color Photography3
 PHOTO 464 Advanced Photoshop . . .3
 Marketing or public relations course
 taken while at WCSC

Major in Digital Media

The major in digital media consists of 50 SH.

Core Courses

ART 111 Foundations of Design3
 COMM 332 Cinema and Visual
 Communication Theory3
 DIGM 213 Graphic Design3
 PHOTO 112 Digital Photography . . .3

Additional Courses

ART 321 Survey of Western Art **OR**
 *ART 323 Survey of Modern and
 Contemporary Art3
 ART 492 Senior Studio Practicum . . .4
 COMM 231 Pop Culture and Mass
 Communication3
 DIGM 251 Video Camera and Non-
 Linear Editing4
 DIGM 261 Web Design3
 DIGM 352 Motion Graphics/After
 Effects3
 DIGM 362 Social Media Applications .3
 *DIGM 453 Documentary Video
 Production3
 PHOTO 352 Color Photography3
 PHOTO 464 Advanced Photoshop . . .3

Electives

Choose two courses from the following list:
 COMM 241 News and Feature
 Writing3

- *DIGM 281 Audio Production3
- *DIGM 454 Narrative Video3
- *DIGM 456 Live Event and Field
Production3

Major in Photography

The major in photography consists of 49 SH.

Core Courses

- ART 111 Foundations of Design3
- COMM 332 Cinema and Visual
Communication Theory3
- DIGM 213 Graphic Design3
- PHOTO 112 Digital Photography . . .3

Additional Courses

- *ART 323 Survey of Modern and
Contemporary Art3
- ART 492 Senior Studio Practicum . . .4
- DIGM 261 Web Design3
- PHOTO 352 Color Photography . . .3
- PHOTO 464 Advanced Photoshop . . .3
- *PHOTO 478 Documentary
Photography3
- *PHOTO 489 Studio Photography . .3

Electives

- Choose five courses from the following list:*
- ART 141 Drawing3
 - ART 321 Survey of Western Art3
 - COMM 231 Pop Culture and Mass
Communication3
 - COMM 241 News and Feature3
 - DIGM 362 Social Media Applications.3
 - *PHOTO 241 Black and White
Photography3
 - *PHOTO 361 Conservation
Photography3
 - *PHOTO 375 Photography Print and
Portfolio Workshop3
 - *PHOTO 376 Alternative Photo
Processes3

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 111 and ART 141 as a beginning course sequence.)

- ART 111 Foundations of Design3
- ART 141 Drawing3
- ART ___ Elective3
- ART ___ Elective3

Choose one of the following courses:

- ART 321 Survey of Western Art3
- *ART 322 Survey of World Art3
- *ART 323 Survey of Modern and
Contemporary Art3

Choose one of the following courses:

- *ART 181 Three-Dimensional
Design3
- ART 271 Ceramics3

Minor in Digital Communication

The minor in digital communication consists of 18-19 SH.

- COMM 241 News and Feature
Writing3
- COMM 332 Cinema and Visual
Communication Theory **OR**
- COMM 231 Pop Culture and Mass
Communication3
- DIGM 261 Web Design3
- DIGM 362 Social Media Applications.3
- PHOTO 112 Digital Photography . . .3

Choose one of the following courses: (3 SH)

- COMM 342 Campus Communications:
Weathervane1-3
- DIGM 213 Graphic Design3
- DIGM 251 Video Camera and Non-
linear Editing4
- *DIGM 281 Audio Production3

Photography and art majors must choose an elective other than Graphic Design.

The digital communication minor may not be combined with a digital media major or communication major.

Minor in Digital Video Production

The minor in digital video production consists of 19 SH.

- COMM 332 Cinema and Visual
Communication Theory3
- DIGM 251 Video Camera and Non-
linear Editing4
- DIGM 352 Motion Graphics/After
Effects3
- PHOTO 112 Digital Photography . . .3

Choose two of the following courses:

- *DIGM 281 Audio Production3
- DIGM 362 Social Media Applications.3
- *DIGM 453 Documentary Video3
- *DIGM 454 Narrative Video3
- *DIGM 456 Live Event and Field
Production3

The digital video minor may not be combined with a digital media major or communication major.

Minor in Journalism

The minor in journalism consists of 18 SH.

- COMM 231 Pop Culture and Mass
Communication3

- COMM 241 News and Feature
Writing3
- COMM 342 Campus Communications:
WeatherVane3
- COMM 391 Communication
Internship3
- DIGM 362 Social Media Applications.3
- POL 101 Introduction to Politics3

Minor in Photography

The minor in photography consists of 18 SH.

- COMM 332 Cinema and Visual
Communication Theory3
- PHOTO 112 Digital Photography . . .3
- PHOTO 352 Color Photography3

Choose three courses (9 SH) from the PHOTO offerings.

Add-on Teaching Endorsement in Journalism

A teaching endorsement may be added to an existing teaching license if the candidate has a baccalaureate degree, an endorsement in any teaching area, and the following 15 semester hours in journalism: COM 231, COMM 241, COMM 342, DIGM 453, POL 101.

Art (ART)

- 111 Foundations of Design 3**
As a foundation to the visual and communication arts program, this course emphasizes visual skills and creative problem-solving related to principles of design in two-dimensional art. Students explore the elements of composition and color theory in a hands-on studio environment.
- 141 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.
- *181 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 2014)

- 251 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. Prerequisite: ART 141 or instructor permission.
- *262 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. (Spring 2014)
- 271 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.
- 321 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.
- *322 Survey of World Art** **3**
 A thematic approach to the history and appreciation of art outside the Western mainstream. (Spring 2015)
- *323 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. (Spring 2014)
- *391 Junior/Senior Art 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 2014)
- *397 Elementary School Art Methods (Art Education)** **2-3**
 A study of the aims and philosophy of art education in the elementary school with emphasis on child development through art. Students will experience art techniques and materials suitable for children from Pre-K through grade 6 with emphasis on appropriate motivational and teaching methods. Topics to be covered may include: the role of art in society and in the schools; fundamentals of art; sequential and discipline based art curricula; teaching strategies; art motivation; art integration with the sciences, social studies, and cultural understandings; evaluation; teaching art history, criticism and aesthetics; writing instructional objectives and lesson plans; and teaching art production. For art education majors a 20 hour practicum in the elementary setting is a component of the course. Admission to teacher education may be a prerequisite. A two-credit option without a practicum is available for students who are not pursuing Art Education. (Fall 2014)

- *398 Secondary School Art Methods (Art Education)** **3**
 A study of the aims and philosophy of art education at the secondary school level. Secondary School Art Methods will include advanced studies of curriculum and lesson design and integration; classroom organization and management techniques; delivery of art courses as electives; teaching art history, aesthetics, and evaluation; teaching art production appropriate to the adolescent; and the function of art in the schools and community. Students will understand contemporary issues in art education by examining research history and philosophy of art education. The relationships between developments in education as a whole and art education will be explored as well as adolescent creative learning styles and development. A 20 hour practicum in a secondary art setting is a component of the course. Admission to teacher education may be a prerequisite. (Fall 2014)

- 399 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.

- *443 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 141. (Spring 2015)

- *453 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 251. (Spring 2014)

- *473 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 271. (Spring 2014)

492 Senior 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 492 is required for all art, photography and digital media majors during the senior year.

499 Independent Study **1-3**

Communication (COMM)

231 Pop Culture and Mass Communication **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.

241 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.

332 Cinema and Visual Communication Theory **3**
Movies will be the foundation for exploring how these texts, with their narrative and visual formulas, influence culture. Special emphasis will be given to critiques in the areas of gender, race and violence. Select theorists of visual communication will give students a broad theoretical base to continue the exploration of other digital media with their mixture of photograph, kinetic text, sound and time-based media. Students will explore in-depth one film, using the critical analysis of one theorist, to demonstrate their ability to analyze and critique. Students will also explore how these theories and the formal properties of digital media function in their own artistic works.

342 Campus Communications: WeatherVane **1-3**
Credit given for writing, design, photography production of the student-run university newspaper. Students should expect to take two semesters of Campus Communications at one credit each except in the case of editors serving on the WeatherVane. Other Campus Communications topics by arrangement.

391 Communication Internship **3-6**
Students gain experience by completing a communication internship with an outside agency. Prerequisite: permission of instructor.

***392 Topics** **3**
Faculty may offer a topics course exploring a variety of art, digital media and photography issues.

499 Independent Study **1-3**

Digital Media (DIGM)

213 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 111.

251 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 112 or equivalent.

261 Web Design **3**
This class explores the Web as a medium for both artistic expression and organizational communication. Students will construct several web sites using both HTML coding and contemporary Web design software. Prerequisite: PHOTO 112 or equivalent.

***281 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. 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. Prerequisite: DIGM 251 or instructor permission. (Spring 2014)

352 Motion Graphics/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 112 or equivalent and DIGM 251 or faculty approval.

362 Social Media Applications **3**
Video web applications explores the techniques and theory behind social networking and technology. Participants will create their own blog with a specific social theme or issue – then learn to create and link text, audio, photos and video in order to build on that theme and create a dialogue and awareness around it. The class will focus specifically on creating content to engage a targeted audience. Participants will learn to track their audience, build their base of followers and efficiently link several social networking technologies including Facebook, Twitter and others. Prerequisite: PHOTO 112.

***453 Documentary Video Production** **3**
Students will study how video documentaries are constructed, and used to communicate. They will research, design and produce a documentary video on a selected subject. Students should bring experience in video production to this class. Prerequisite: must have taken at least DIGM 251. (Spring 2014)

***454 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 251. (Spring 2015)

***456 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 251 or equivalent. Requires instructor permission. (Summer 2013 and Summer 2015)

499 Independent Study **1-3**

Photography (PHOTO)

112 Digital Photography **3**
This hands-on course introduces students to digital imaging processes that include camera acquisition and scanning, digital image correction and compositing, and output to print and digital media. Students will explore raster-based image manipulation in Adobe Photoshop. Students gain foundational skills in photographic composition and digital image manipulation as well as a basic understanding of how digital images may be employed in electronic media and art production.

***241 Black and White Photography** **3**
In this introduction to black and white film photography, students photograph in the field and studio while learning to control and manipulate a camera, process film and produce prints in the dark room. Students will also explore art concepts and elements of visual language in relationship to both past and present photographic practices. (Spring 2015)

352 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 112.

***361 Conservation Photography** **3**
Explores the intersection of photography and environmental conservation. Topics include aesthetic responses to the natural world, visual documentation of ecosystems, conservation advocacy and the relationship between human communities and the natural world. Prerequisite: PHOTO 112. (Fall 2013)

***375 Photography Print and Portfolio Workshop** **3**
This class offers the opportunity for students to develop an artistic vision as expressed through photography. Using advanced digital black and white and color techniques, they will develop a coherent body of work for gallery and web display. Though class demonstrations concentrate on digital techniques and fine archival printing, students may also pursue independent work concentrating in dark room processes. Prerequisites: PHOTO 112 and PHOTO 352. (Spring 2014)

***376 Alternative Photo Processes** **3**
Students will experiment with alternative acquisition and printing processes. Acquisition methods will cover pinhole, panoramic and infrared processes. Students will print on alternative forms such as art and Japanese papers, metal surfaces, canvas and other media forms. Prerequisite: PHOTO 112 and PHOTO 352. (Fall 2014)

464 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 112 and PHOTO 352 .

***478 Documentary Photography** **3**
Using photographs as building blocks, students will construct narrative documentaries. These documentaries will be constructed for at least four distribution methods: gallery, print, online documentary magazine, and mixed-media forms combining image and audio. Students will also consider possible feedback and interaction methods like blogging and other social media. Students will study storytelling, narrative construction, research and interview techniques, the history of photographic documentary, technical skills and the expanding uses of documentary photography. Students will practice this form while paying attention to the technical, aesthetic, philosophic and ethical issues involved. Prerequisite: PHOTO 112 and PHOTO 352. (Fall 2014)

***489 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 352. (Spring 2014)

499 Independent Study **1-3**

**Indicates courses offered in alternate years.*



Special Programs

Adult Degree Completion Program

Director: Suzanne K. Cockley

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 (MOD)
- Nursing

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 (Waived for diploma nurses).
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.
6. A satisfactory writing sample.

Students in the ADCP program complete the following:

EMU Core Requirements

CHRISTIAN FAITH

Anabaptist Biblical Perspectives (included in program) 3

COMMUNICATION

College Writing 3

Speech 3

Statistics (included in nursing program) 3

(A Statistics course must be completed by MOD majors prior to graduation.)

Writing Intensive Designates (included in program) 2 courses

CROSS-CULTURAL LEARNING

Cross-cultural designates (3 SH included in program) 6

CRITICAL THINKING

Natural Sciences 3

Social and Behavioral Sciences 3

Fine Arts 3

History and Literature 3

Senior Seminar (included in program) . 3

TOTAL 33

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. Students must achieve a grade of C- or better in each module. See the Handbook for the Adult Degree Completion Program for graduation requirements.

Management and Organizational Development

Required modules (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, wellness, 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.

CCSS 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.

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 440 Global Trends in Economic Justice 3

This module will examine global economic trends and issues in economic justice through a variety of written material presenting opposing perspectives and case studies in economic development. Students will develop a deepened and more nuanced perspective on issues of poverty and justice.

MOD 405 Organizational Research 3

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.

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.

MOD 430 Application of Research Project 2

Students combine their research and practical implementation of theories and concepts in this capstone project. The project examines an area of the student's occupation or avocation. The student's project will be written and presented orally to the instructor and cohort learning group.

Major in Nursing (ADCP)

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, leadership, 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 gradu-

ation. The curriculum is organized into 13 sequential modules. Students must achieve a grade of C- or better in each module. 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 (866) EMU-LANC (368-5262).

Nursing

Required modules (43 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 3

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.

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 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.

MATH 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 3
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.

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 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 organizational change on nursing delivery systems is evaluated. The concepts of power, oppression, advocacy, delegation, stress, and change are addressed.

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.

NRS 430 Evidence-Based Practice Project 2
In this module the nurse explores nursing research and applies it to a clinical problem. The module consists of writing, implementing, and orally presenting it as a capstone presentation to the instructor and learning group.

Honors Program

The EMU Honors Program is designed to provide academically gifted students with greater opportunities for challenge and growth. The goals of the program are designed to help students:

- Develop the ability to examine ideas as human constructs made to bring order to chaos and sense to life and the ability to respectfully and systematically wrestle with ideas, even those fundamental to core beliefs
- Develop the ability to read and use the wide variety of “texts” (written, visual, relational, scientific, cultural, etc.) that drive and derive from the ideas formed by human experience
- Develop tools to bring balance to the destabilizing impact of challenging core ideas, and the ability to contextualize one’s own story amidst the Biblical understandings of the wider Anabaptist and Christian traditions

- Develop the ability to formulate, critique and begin to implement ideas in a leadership capacity

The EMU Honors Program seeks to attract bright and motivated students to participate in a challenging curriculum, and is highly recommended to those students who entered EMU with an Honors Scholarship. It is also enthusiastically recommended to any student who has excelled academically during their first year at EMU (achieved a 3.6 or higher) and wishes to join the program. It is important to note that the Honors Program is an academic minor and thus functions as an academic program. It is connected to the larger EMU Honors system, which includes scholarship packages for incoming freshman (details about this are at www.emu.edu/honors), but the Honors Program itself does not include a scholarship, nor is it limited to stu-

dents who entered EMU with an Honors Scholarship. All EMU students who have a GPA of 3.6 or higher after their first year of course work are eligible to join the program.

Each fall semester, students awarded an EMU Honors Scholarship (Honors Scholars) will be invited to take HONRS 111 Ruling Ideas, which serves as an introduction to the program and the curriculum. Then, after students’ first year at EMU (or during the application process if transferring from Hesston College), students may elect to participate in the Honors Program. Participation in the Honors Program has no bearing on students’ financial aid and/or scholarship package—it is a purely voluntary program designed to enhance the normal EMU curriculum, providing increased rigor and more in-depth and alternative forms of study. Yoder Scholars (the students awarded full-tuition scholarships) are required to participate in the Honors Program, but for all other students it is purely optional, available to all eligible students whether or not they entered EMU with an Honors Scholarship.

Eligibility

Students finishing their first year of course work (regardless of whether they received an EMU Honors Scholarship), and who have earned a 3.6 or higher GPA during their first year at EMU, may choose to join the Honors Program.

Honors Program Requirements

- **HONRS 111 Ruling Ideas** (3 hours)
Students entering EMU as an Honors Scholar will take this course during their first semester. Students entering the Honors Program later may elect

to take this course, but if they do not, then they will need to take an additional 3 hours from the distributive course section.

- **Distributive Courses** (12 hours)

These are challenging courses from outside a student’s primary major (courses from a second major and/or minors may be counted toward fulfilling this requirement). Students should have at least one course from each major area of study (Sciences/Math, Social Sciences, Humanities, and Fine Arts). These courses can be fulfilled by taking:

- **Honors Colloquia** courses (at least 3 hours)

- **Advanced Classes** (at least 3 hours)

Courses should be in subjects outside your primary area of study. Advanced classes include all 300 & 400 level courses, as well as selected other courses in Math & the Sciences. See the Honors Director for details.

- **HONRS 401 Worldview Seminar** (2 hours)
- **HONRS 451 Honors Capstone** (1 hour)
Completed in conjunction with the capstone project of the major or by arrangement with a cooperating professor
- **Foreign Language Proficiency** through the Intermediate II level
Currently only Spanish is available at EMU, but the Honors Director will work with students who wish to pursue other languages
- **Cumulative 3.6 GPA** at time of graduation

Honors Program Courses (HONRS)

- 111 Ruling Ideas Seminar** **3**
 This course runs every fall semester and is led by the director of the Honors program and/or other members of the Honors faculty. It is available to all students entering EMU with an Honors Scholarship, and is designed to investigate the ideas of various academic disciplines and higher education generally. Together, students and faculty begin to explore and examine the goals of the program spelled out above.
- 312 Honors Colloquium** **3**
 Colloquium courses are “dream courses” designed by professors to introduce the big ideas of their disciplines to a universal student audience. One course is offered each semester with content varying so that students may enroll as many as three times. Each year students will vote on potential colloquium course proposals submitted by EMU faculty, staff and community members, and this process will help determine which colloquia courses run, though an effort will be made to alternate the courses between various academic disciplines.
- 401 Worldview Seminar** **2**
 This course, taken during students’ senior year, is required for all students engaged in the Honors Curriculum. Students are expected to articulate a worldview in the form of a substantial, highly interactive project. It will also serve as a compliment course for Honors Curriculum students’ capstone project and presentation. This course satisfies the EMU Core requirement for CORE 401 Senior Seminar.
- 431 Honors Teaching and Leadership** **0-2**
 This course is designed for juniors and seniors in the Honors Program and will serve as a Community Learning course. It will involve students working closely with a professor to help form, shape, and guide a class; it is a way for students to provide service to the university and their fellow students, and to develop valuable organizational and leadership skills. These course hours may be applied toward the distributive portion of the Honors Program curriculum and the course may be repeated multiple times.
- 451 Honors Capstone** **1**
 This course, taken during a student’s senior year, is required for all students engaged in the Honors Program but will be done in conjunction with a professor from within their primary field of study. It will include an extensive project, often tied to a student’s capstone project for their major, and will include a public presentation of the outcome of the project.
- 499 Independent Study** **1-3**

Washington Community Scholars’ Center

Faculty: Kimberly D. Schmidt, Earl Zimmerman

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.

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. Inquiries are also welcome at: wscs@emu.edu or call 202-529-5378. Further information on internships and applications can be found at www.emu.edu/wcsc.

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 EMU Core requirements. The following programs are offered:

Fall 2013

- CCSSC 386 A Multicultural History of Washington, D.C.3
- HIST 385 From Monuments to Murals: Exploring Social Issues Through D.C.’s Public Art3
- WCSC 285 Internship Theory and Practice1
- WCSC 385 Internship.6
- WCSC 485 Servant Leadership2
- Optional courses at Howard University, The Corcoran College of Art + Design, Trinity University.

Spring 2014

- CCSSC 386 A Multicultural History of Washington, D.C.3
- HIST 385 From Monuments to Murals: Exploring Social Issues Through D.C.’s Public Art3
- WCSC 285 Internship Theory and Practice1
- WCSC 385 Internship.6
- WCSC 485 Servant Leadership2

Optional Courses at Howard University, The Corcoran College of Art + Design, Trinity University

Summer 2014

- CCSSC 385 Urban Anthropology. . . .3
- WCSC 285 Internship Theory and Practice1
- WCSC 385 Internship.6

WCSC Seminar Courses

- CCSSC 385 Urban Anthropology** **3**
 All the socio-economic tensions and the rich cultural diversity of Washington, D.C. shape the WCSC experience. Using participant observation methods, this class will explore and interpret the experience of people in the city’s web of social divisions and subcultures. Students will be asked to pay attention to geography, socio-economic structures, religion, and current events in their critical reflection on the diverse urban communities in the Washington, D.C. area.
- CCSSC 386 A Multicultural History of Washington D.C., 1930-2000** **3**
 The Washington, D.C. setting offers students an opportunity to examine the history of race and ethnicity in a specific urban context. The history of African-Americans and their ongoing influence on D.C. neighborhoods and political movements will be explored in this course.

HIST 385 From Monuments to Murals: Exploring Social Issues Through D.C.'s Public Art **3**

Students attend and review museum exhibits, plays and concerts. 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.

WCSC 285 Internship Theory and Practice **1**

Through readings, analytical reflection, journals, and guest speakers, students will explore multiple dimensions of service internships in Washington, D.C.

WCSC 385 Internship **6**

WCSC faculty and staff work with students to place them in community service internships that meet the student's career goals and vocational aspirations. Most WCSC interns are placed in culturally diverse settings with organizations working to address racism, injustice, violence and other social problems. We can place students from any major, including the sciences, the arts, and professional programs. Please refer to our website for recent internship placements: www.emu.edu/wcsc/internships.

WCSC 485 Servant Leadership **2**

How are leaders made? In these critical times, what kinds of leaders does our society need? How is leadership best practiced? College students, at the cusp of adulthood in American society, stand at many crossroads. Life-altering decisions, vocational choices, questions about how and whom to serve can stimulate or, conversely, inhibit creativity, a willingness to engage in the serious issues of our day, and a commitment to serve others. This course will be taught in tandem with WCSC 285 Internship Theory and Practice and explores the many dimensions of servant leadership, starting first with traditional definitions and moving into frameworks of gender and race before engaging with the great non-violent servant leaders of the twentieth century. Throughout the class we will talk with local servant leaders in the D.C. area. (Will satisfy EMU Core Senior Seminar for students who have earned 90 SH prior to enrollment in WCSC)

Intensive English Program

Director: Kathleen Roth

The IEP is a pre-collegiate program of study in English as a second language designed to prepare students for admission to college or career advancement. Serving groups of learners with diverse goals and needs, the program provides opportunities for life-changing cross-cultural encounters leading to sustained intercultural learning. The program consists of 20 hours per week of classroom instruction in the core academic language skills: listening, speaking, reading, research-writing, and grammar. The IEP offers weekly language enrichment activities that may include tutoring, field trips, cultural experiences and other activities to strengthen

academic language skills. The IEP Integrated Courses and weekly meetings with conversation partners give students additional hours of English practice. IEP's program of lively intercultural learning across the curriculum (LILAC) creates partnerships between IEP classes and EMU undergraduate classes to give international students opportunities to work with American peers in completing authentic academic projects with an intercultural dimension

There are six proficiency levels (I – VI) in the IEP. The STEP-UP program is available to qualifying students who have successfully completed a semester in level IV, V or VI of the IEP. These students may enroll in one or two courses in the EMU undergraduate program with simultaneous enrollment in the IEP. Students take placement tests to determine their

level. Assessments are administered at the end of the semester to evaluate students' progress. Students who complete the level IV through VI and subsequently enroll at EMU for an undergraduate degree may receive up to 15 SH of credit. Before entering a fulltime unrestricted under-

graduate program, IEP students enter the Bridge Program (see page 202).

Students may be eligible to apply for combined admission to the IEP and the undergraduate program.

Further information and application forms can be found at www.emu.edu/iep.

Intensive English Program (IEP)

IEP courses 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. Please note that an IEP "hour" equals a period of 50 minutes. Throughout the university credit hours are based on the number of 50-minute class periods per week. Courses in the Fall and Spring semester are for a 15 week duration. The Summer semester is eight weeks in length; therefore, the class periods are longer each day to equal the necessary number of class time minutes for one semester of academic credit.

The program consists of 20 hours per week of classroom instruction in the basic language skills: listening, speaking, reading, writing and grammar. Multimedia equipment helps students improve pronunciation and listening comprehension. An IEP computer lab is available on campus for student use.

IEP 100/105/200/205/300/305 Listening & Speaking

In this class the students develop skills for oral communication in a variety of English language contexts. The levels I & II focus on conversational skills, developing the students' ability to understand the experiences of others, and share their own. Students listen to lectures, learn to take notes, participate in group discussions, and plan and deliver oral presentations. All levels include an emphasis on learning vocabulary and improving pronunciation for effective oral communication.

IEP 110/115/210/215/310/315 Grammar & Usage

This class focuses on increasing the students' understanding and accurate usage of the grammatical forms and structures necessary for successful oral and written communication in English. Students in levels I & II focus on parts of speech and their usage, simple verb tenses, basic word order, and simple sentence structure. Levels III through VI review the concepts of parts of speech, verb tenses, and sentence structure and builds on them with complex verb tenses, modals and conditionals, gerunds and infinitives, passive voice, adjective and noun clauses, reported speech, and complex sentence structures.

IEP 120/125/220/225/320/325 Reading, Writing, and Research

The focus of this class is the development of skills for written communication in the academic English environment. Levels I & II focus on skills for writing at the sentence and paragraph level. Students engage readings from genres such as letters, news reports, and short stories. They begin to explore the research skills necessary for finding reliable information in libraries and on the internet. All levels include an emphasis on learning the writing conventions (spelling rules, punctuation, etc.) necessary for effective written communication. Levels III through VI build on basic reading and writing skills by moving from paragraphs to essays, adding longer academic readings (articles, textbook material, classic works of fiction, etc.), and learning to integrate sources into one's own writing. All levels include an emphasis on learning the writing conventions (spelling rules, punctuation, etc.) necessary for effective written communication.

IEP 170/270/370 Integrated Skills

In this class, students integrate the use of language skills (reading, writing, listening, speaking, and grammar) with the exploration of interesting content. Students learn about U.S. history and culture, current issues, as well as global issues and challenges. They also acquire common English idioms and expressions. A variety of creative learning activities are used, such as role-plays, field trips, group projects, film, drama, etc.

IEP 330 Experiential Learning

This course is designed to foster learning through direct observation and experience in the U.S. Academic setting. Significant learning happens through direct involvement with people and with “live” issues in the classroom. The course involves students auditing an undergraduate or graduate class at EMU and meeting twice a week at IEP to reflect on their experiences, and expand their knowledge of academic culture and vocabulary. Students keep journals, write reports and essays, and give oral presentations about their learning experiences.

IEP 380 Intensive English for Peacebuilding

Designed as a refresher English course for those who speak English but do not consider English to be their first language, Intensive English for Peacebuilding prepares participants in essential language skills required for Summer Peacebuilding Institute courses. Participants will practice communicating about their work and peacebuilding issues, become familiar with commonly used peacebuilding terminology, and review writing and reading skills for the classroom setting.

IEP 390 Graduate Studies Language Preparation

This course is designed for Intermediate or Advanced level students who are planning to begin studies in an English-medium graduate program following studies at IEP. Students will explore language skills in reading, writing, listening, speaking, and grammar that are necessary for successful studies at the graduate level. Course activities include participating in academic discussions, preparing presentations, writing and editing a graduate level essay, and observing or auditing a graduate class at EMU in the students’ fields of study. Students will also become familiar with academic support systems available to graduate students at EMU and strategies for successful completion of a graduate program.

IEP 395 Graduate Program Language Support

This class provides academic language skill input and support for students enrolled in graduate courses at EMU. Class content focuses on the topics from each student’s graduate courses, while adding intensive attention to academic language skills in reading, writing, editing, researching, academic discussion, and giving presentations at the graduate level. Class tasks include working with assignments that have been given at the graduate level to bring them to a polished final product which will meet and surpass minimal expectations for graduate level performance. Additional tasks may also be assigned to support the learning. The goal of the class is to focus on improving graduate language skills so that students can more freely focus on content and conceptual learning in their graduate classes.

The Bridge Program

Bridge is a program of full-time study that helps students from various language backgrounds adjust to American university settings and expectations so that they may become responsible and successful students.

There are two ways of entering the Bridge Program. International students who have earned a paper-based TOEFL score of 500-550, a computer-based TOEFL score of 173-213, an Internet-based TOEFL score of 61-79, or an IELTS score of 5-6 may apply directly for admission to the university. IEP students

may also apply to the Bridge Program upon the recommendation of IEP without taking the TOEFL. All applicants to the Bridge Program must submit a completed admission application and provide official transcripts verifying completion of high school or equivalent, and post-secondary education if applicable. IEP students must also submit transcripts from IEP with an IEP recommendation letter and a Student Life Recommendation Form if residing on campus while an IEP student.

Applicants to the Bridge Program may be granted unconditional admission to the undergraduate program with enroll-

ment 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 WRIT 110 Preparation for College Writing and one class designated by their writing instructor. Students may take two other university classes of their own choice (6 credit hours).

Study and Training for Effective Pastoral Ministry Program (STEP)

*Director: Mark R. Wenger,
Lancaster, Pa.*

Eastern Mennonite University and Lancaster Mennonite Conference collaborate to offer a program of pastoral training at EMU 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. Students who participate in STEP will experience growth in spiritual maturity, Biblical and historical knowledge and ministering skills as well as visionary and missionary leadership. They will become 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 variety of ministry areas. These are woven together to provide unified learning over three years.
- 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 in Pastoral Ministry 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 SH hours in general education (see page 205).

For more information, contact the program director at 866-368-5262 or wengermr@emu.edu.

Study and Training for Effective Pastoral Ministry Program (STEP)

Required courses listed in the order in which they are taken (30 SH):

Year 1

- 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.

Year 2

- 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.

Year 3

- 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 developing a personal growth covenant.

Associate in Arts Degree in Pastoral Ministry

This program allows students to build on the STEP program and earn an A.A. 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 complete 27-30 SH of EMU Core requirements as outlined on page 14. The remaining semester hours are elective credit. At least 32 semester hours must be taken through EMU in order to satisfy the residence requirement.

Cooperative Programs

Information on cooperative programs can be obtained from the undergraduate dean's office. Enrollment in study abroad programs approved for credit may be considered enrollment at EMU for the purpose of applying for federal financial aid. Institutional financial aid is available only when enrollment is for the purpose of meeting the EMU requirement for a major in foreign language.

Brethren Colleges Abroad (BCA)

Contact: Cross-cultural Programs
www.bcanet.org

BCA study abroad programs are rooted in the values of peace and justice and provide opportunities for students, especially foreign language majors and minors, to meet EMU requirements. Students consult Cross-cultural Programs for general information and work with their advisors in choosing appropriate coursework for a semester or year. Application materials and information are available on-line. Completed applications must receive approval from EMU Cross-cultural Programs, as financial assistance and credit for the programs are received through EMU. BCA offers programs in the following countries: Austria, Belgium, China, Ecuador, England, Germany, Greece, India, Ireland, Italy, Japan, Mexico, Morocco, Netherlands, New Zealand, Palestine, and Spain.

Central America Study and Service (CASAS)

Contact: Cross-cultural Programs
semilla.mennonite.net/ingles/CASAS/casas.html

CASAS, a 12-week summer program based in Guatemala City, offers students an independent summer immersion experience similar to our spring semester cross-cultural program. Coursework includes Spanish language studies, Introduction to Central America, and elective courses chosen from history, peace and justice, anthropology, and religion. Students participate in orientation activities, home stays, internships, and numerous field excursions. Application materials and information are available on-line. Students register through EMU with approval from Cross-cultural Programs.

Council for Christian Colleges and Universities (CCCU)

Contact: Cross-cultural Programs
www.BestSemester.com

The CCCU, of which EMU is a member, offers study abroad programs for students from member institutions. Students consult with Cross-cultural Programs and work with their advisors in choosing appropriate coursework for a semester. Application materials and information are available on-line. Completed applications must receive approval from EMU Cross-cultural Programs, as financial assistance and credit for the programs are received through EMU. CCCU offers the following study abroad semester programs: Australia Studies Centre, China Studies Program, India Studies Program, Latin

American Studies Program (Costa Rica), Middle East Studies Program, Scholars' Semester in Oxford (England), and Uganda Studies Program.

International Business Institute (IBI)

Faculty representative: Spencer Cowles

EMU is an "affiliated school" with the International Business Institute (IBI) which is a cooperative overseas program in international economics and business. An essential component of this summer institute is to provide a learning experience in settings other than the usual classroom. For example, lectures take place in corporate headquarters, manufacturing plants, governmental and international agencies.

There are three distinctive features of the International Business Institute. First, is significant involvement with distinguished faculty from leadership appointments in private business and finance, government and academic life. Second, the program focuses on leading

companies and institutions in the field of economics, business, and finance. Examples include Mars Candy, Credit Suisse, DaimlerChrysler, Deutsche Bank, LKM, European Union, Nestle, Black and Decker, and Shell Oil. Third, classroom content typically covered in an on-campus course is augmented by enriching and complementary field seminar experiences.

Because the IBI is a rigorous academic program all participants are expected to have completed a full year of principles of economics, a semester of accounting or finance, and one course in management or marketing. A minimum GPA of 2.75 (on a 4.0 scale) is required at the time of participation which is usually following the completion of the junior year. Positive recommendations and an official transcript are also required.

Further information and application forms can be found at www.messiah.edu/departments/business/ibi.

Upon successful completion students will receive credit for the following courses:

International Business Institute

Economics 331 Comparative Economic Systems

3

This course is an introduction to the comparative study of economic systems, their underlying ideological foundations and institutional arrangements. The historical and political context of various systems is analyzed along with the central organizational features of the major types of economic systems.

Economics 350 International Trade and Finance

3

This course is a survey of the analytical and institutional aspects of international trade and finance. The historical and contextual elements are the foundation for the examination of current theoretical and empirical approaches to international economic and business relations. The course is divided into two major areas of emphasis: International Finance and Monetary Relations and International Trade.

Business Administration 339 Global Marketing

3

This course focuses on theory and practice of contemporary global marketing management. The context or environment of international marketing is covered along with the task of marketing in a variety of national domestic markets with their distinct cultural settings. The course is divided into three major areas: overview of the global marketing environment; moving into international markets; and advanced international marketing management.

Business Administration 390 Global Business Strategy

3

Course is designed to cover the major topics normally offered in a course in international business management and strategy. It also has a very important function of enabling the integration of field experiences, corporate visits, and presentations by guest faculty with the current theoretical developments and literature in this field.

The Oregon Extension

Contact: Undergraduate Dean's Office
www.oregonextension.org

Students seeking a unique semester of study may choose to participate in The Oregon Extension program in Ashland, Oregon. This semester-long adventure in ideas and community living takes place in a rustic setting. Students join college professors who live at Lincoln, a 1920s logging village on the banks of a millpond in the mountains of southern Oregon where daily learning revolves around the reading of great books, careful note-taking to prepare for small group discussion, lectures, and individual study and writing projects. Visit the website above to learn more about this unique learning experience.

Lark Leadership Scholarship Program

Coordinator: Kenyetta Aduma Twine, African-American Mennonite Association (AAMA)

The Lark Leadership Scholarship Program is designed to enhance the ministry and church leadership skills of persons serving African-American Mennonite Association (AAMA) congregations. By empowering leaders, the program also promotes the development of AAMA congregations. AAMA church leaders receive financial assistance to enroll in college-level courses which will enhance their ministry skills. Students can enroll in a school in their home area, allowing them to remain active in the ministry of their congregation and immediately apply new learning. The program emphasizes urban and Mennonite/Anabaptist perspectives.

Students attending non-Mennonite institutions will be required to fulfill some form of course work in Anabaptist history and theology. Therefore, those students attending non-Mennonite schools are required to complete Unit III of the Pastoral Studies Distance Education Course entitled "Leading God's People". Lark is administered jointly by the African-American Association, Mennonite Education Agency, and EMU.

Ministry Inquiry Program

www.emu.edu/bible/ministry-inquiry

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 online application form, which includes references, is required for acceptance.

Orie Miller Center

As a well-known Mennonite leader, Orie O. Miller modeled the integration of business, mission, development, education, and peace in his generation. Today through the center in his honor, EMU provides a forum for the integration of programs related to development, mission, peace, and justice. The Center promotes increased awareness and interest in these areas by organizing special conferences, providing off-campus resource persons and experiences, convening faculty and students from the respective programs to engage in discussions to stimulate creativity and mutual understanding, supporting students to attend related conferences for personal and professional development, and offering mini-grants for collaborative projects focused on improving EMU in areas related to development, mission, peace, and justice.

Global development studies, located in a number of departments at Eastern Mennonite University, go beyond the concept of Western progress and focus on the biblical invitation to the fullness of life. This commitment calls for a lifestyle that values human life, diverse cultures, and a sustainable relationship to the environment. It envisions a world

that provides for the basic survival needs of all, dignity derived from respect, and justice free from exploitation and disempowerment. However, commitment to a more peaceful, just, and sustainable world also requires specific perspectives, knowledge, and skills that equip people to join with others to create ways to meet basic survival needs and open possibilities for meeting needs beyond survival.

A number of majors and programs at EMU join together under this overarching understanding of development to provide specialized preparation in particular areas. Students may select their focus of choice by pursuing the environmental sustainability major in the biology (page 64) or applied social sciences departments (page 38), the community health focus in nursing (page 156), the peacebuilding and development major (page 37), the religious and intercultural studies major (page 50), minors in peacebuilding or development (page 41), or the graduate program in conflict transformation (page 210). Linked together by a commitment to the fullness of life in a more humane world, these programs prepare people for development work in local, national, and international settings.

For details on specific development study options, consult the respective programs cited above. Mission-related information and programs appear in the Bible and religion department section (pages 48-54).



Graduate Programs

Center for Justice and Peacebuilding

In the early 1990s, practitioners at Mennonite Central Committee and EMU recognized a pressing need to train leaders to support conflict transformation and peacebuilding efforts in situations of complex, protracted, violent or potentially violent social conflict in the United States and around the world. Led by co-founder John Paul Lederach, the master's program in conflict transformation enrolled its first three students in 1994. Today, the Center for Justice and Peacebuilding has about 50 students enrolled in the graduate program each semester.

CJP, which also houses the Summer Peacebuilding Institute (SPI) and Strategies for Trauma Awareness and Resilience (STAR), works to educate, train and resource those working in many areas of conflict, from mediation to restorative justice to community development.

CJP's faculty, who are members of Mennonite, Quaker and Catholic congregations, ground their vision in the Anabaptist values of nonviolence, community, hospitality and right relationships. All faculty have spent significant time in the field, in the U.S. and abroad, prior to teaching at CJP. In addition, leading practitioners from around the world come each year to teach in the Summer Peacebuilding Institute.

Last year, CJP's students came from a dozen countries and various religious

traditions, including several Protestant denominations, Catholicism, and Islam.

Graduate Program in Conflict Transformation

CJP currently offers two degrees: a 45-hour master's degree or a 15-hour graduate certificate. Students pursuing a master's degree can focus their studies on restorative justice; organizational leadership; psychosocial trauma; community and international development; or strategic peacebuilding.

The graduate program curriculum integrates theory, research, analysis and practice, and culminates in a semester-long practicum. Students are assessed in both the knowledge and practice skills important for domestic and international peace and conflict transformation.

Students in the graduate program are expected to bring a minimum of two to three years of experience into the graduate program so that CJP can create and sustain a mutual learning community which values the diversity and rich experience of students and faculty. In the classroom, faculty use an elicitive, participatory style of teaching.

While most CJP students earn their degrees through the traditional two-year program, students may also opt to spend only one semester on campus and finish their remaining coursework during the Summer Peacebuilding Institute.

Summer Peacebuilding Institute

Each May and June, the Summer Peacebuilding Institute (SPI) welcomes

participants from more than 40 countries around the world to EMU's campus. SPI offers short-term, intensive courses for training or master's-level credit, including ones on humanitarian action, development, restorative justice, understanding psychosocial trauma, mediation and organizational leadership. The courses are geared towards those who are active in peacebuilding and related fields, but are open to those who are interested in learning more about any aspect of building peace, from analysis of conflict to monitoring and evaluation.

SPI instructors also use an interactive approach in the classroom to draw upon the rich experience of the participants, but the classroom is only one place at SPI where learning takes place. Outside of the class, students share meals, traditional dances, laughter, stories, cultural values and new possibilities. Participants are encouraged to reflect on and share from their own experiences throughout their time at SPI.

SPI is open to those who have completed at least two years of university-level work.

Strategies for Trauma Awareness & Resilience

Strategies for Trauma Awareness and Resilience (STAR) offers short trainings that equip participants with a framework for working with individuals and communities on the immediate and long-term effects of trauma. STAR was born out of the aftermath of the September 11 attacks and first assisted thousands of New Yorkers, including social workers, school personnel, and religious leaders, before expanding its program to other areas affected by traumatic events. In the last decade, STAR has offered trainings in the areas affected by hurricanes Katrina and Rita, as well as Liberia, Colombia, Haiti and many other countries.

STAR seminars cover common responses to trauma, how to break cycles of victimhood and violence often borne out of trauma, and provide resources for self-care and resilience for leaders and caregivers. Specialized trainings include "Healing Historical Harms" and "The Journey Home from War." Licensed counseling professionals can earn continuing education hours for their training.

For information:
540-432-4490
cjp@emu.edu
www.emu.edu/cjp

Master of Arts in Biomedicine

Director: Roman J. Miller

Do you want to share your values by serving and leading in a health-related profession? If so, then consider the MA in biomedicine graduate program that prepares students for careers in biomedicine.

Biomedicine is designed to enhance health and healing within lives that are broken and hurting. Through our program we promote the power of shalom in a world of hurt and sickness. We believe that holistic health involves the entire person and that Christian faith is a vital dimension that shapes our compassion, attitude, and relationships. Thus our program explores the physical, mental, spiritual, and social dimensions of a person through transdisciplinary approaches, merging ideas from natural sciences with those in the social sciences, theology, and ethics.

Program core curriculum requirements include biomedical natural science courses, transdisciplinary and research biomedical courses, biomedical cross-cultural courses, and selected electives or program track requirements. The MA in biomedicine degree is awarded after satisfactorily completing 48 SH hours of

approved graduate credit within one of the following tracks:

- Biomedical science track prepares students for entrance into medical, dental, physical therapy or other health science doctoral programs and thus into a career as a health service provider.
- Biomedical teaching track prepares students for a teaching career in a community college, technical school, or as an advanced secondary education science teacher. This track collaborates with the MA in education program.
- Biomedical leadership track prepares students for a career in health care administration or management within a hospital, clinic, nursing home, or other health care institution. This track collaborates with the MBA program.

For further information:
540-432-4400
emu.edu/ma-biomed

Master of Arts in Counseling

Director: Teresa J. Haase

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. Our program offers a community atmosphere, 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 a 60 semester hour degree that prepares students for clinical practice as licensed counselors.

The Master of Arts in Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) as a Clinical Mental Health program.

For information:
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 increase professional knowledge and competence among current practitioners by developing leadership, becoming agents of change who advocate for children and youth, promoting caring learning environments, and teaching boldly in a changing world through an ethic of care and critical reflection. 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 inquiry based 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 concentration areas:

1. Literacy Agent: General or Reading Specialist Endorsement
2. Needs of Diverse Learners Strategist: At-risk, Special Education or TESL (Teaching English as a Second Language) Licensure is available in TESL.
3. Curriculum and Instruction Practitioner: Elementary, Middle or High School.

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

Master of Arts in Organizational Leadership

Director: Sue Cockley

The MA in organizational leadership – new in fall 2013 – is a two-year, 32-semester hour, cohort-based program designed for working adults. In the program, students develop self-awareness about their own leadership styles, gain skills to nurture the gifts and potentials of others in the workplace, and master a solid theoretical base about leadership skills. Unique to EMU, program participants acquire conflict-transformation techniques for better management of human resources. They also develop research-based decision-making, strategic planning, and financial management skills.

All of this is done within EMU's unique context of Anabaptist theology and values, emphasizing stewardship and outcomes for the common good.

EMU's MBA and MOL share core values and many courses. MBA students pursue a track focused on quantitative skills where the MOL develops more of a focus on interpersonal skills.

For information:
540-432-4984
mol@emu.edu
www.emu.edu/mol

Master of Business Administration (MBA)

Director: James M. Leaman

The master's program in business administration at Eastern Mennonite University prepares graduates to make significant contributions to their organizations in ways that also benefit their communities and humanity. The MBA is distinct in its orientation toward promoting the common good and viewing organizational leaders as vital influencing agents in the turn toward a more sustainable future—social, ecological, and economic. This comprehensive lens includes a strong stakeholder approach and an emphasis on ethics and stewardship of the earth and its many resources.

Through relevant course content and interactions with qualified faculty and experienced colleagues, MBA students develop skills and abilities to prepare them to make contributions and solve problems in a wide range of organizations, from small to large, for-profit to nonprofit, and in organizations as diverse as educational, healthcare, and public institutions.

Students can pursue the standard MBA, an MBA with a concentration in Health Services Administration, an MBA with a concentration in Nonprofit Entrepreneurial Management, or a Certificate in Nonprofit Leadership and Social Entrepreneurship. The certificate offers students a highly pragmatic and marketable training and is offered in collaboration with the Center for Justice and Peacebuilding.

Designed for the working professional, MBA students join cohorts who take their core classes together one night each week, meeting on campus every other week and in an online virtual space in the alternating weeks. The 36-hour program comprises a core curriculum, elective options, and a capstone course. Students without an undergraduate business major

may take up to four available prerequisite courses. The program is normally completed in two years.

For information:
866-574-0023 or 540-432-4150
mba@emu.edu
www.emu.edu/mba

Master of Science in Nursing (MSN)

Directors: Ann Graber Hershberger and Donald Tyson

The Master of Science in Nursing is a 37 SH program offered fall, spring and summer semesters. The program is a 24-month full-time/48-month part-time, online Masters Program with two tracks, Nursing Leadership and Management and Leadership in School Nursing. In addition, except for two brief residency requirements in the first year, all courses are taught in an online format. The program prepares graduates to lead and collaborate in complex health care systems.

Coursework incorporates the Masters Essentials in Nursing of the American Association of Colleges of Nursing and academically prepares graduates for the either the Nurse Executive Board Certification Exam (ANCC) or the Certified Nurse Manager and Leader Exam (AONE).

The curricular framework includes approaches that are especially useful for nurse leaders and managers or school nurses who desire to lead change as servant leaders within the systems in which they work. These approaches include empowerment, reconciliation, partnership, presence, justice, service, and advocacy.

Professors draw on EMU's extensive experience in cross-cultural learning and the nursing department's established reputation for educating nurses with high moral values, above average communication skills, and cultural competence.

The MSN is accredited by the Commission on Collegiate Nursing Education (CCNE) of the American Association of Colleges of Nursing.

Eastern Mennonite Seminary

A Graduate Division of Eastern Mennonite University

Seminary Dean: Michael A. King

Eastern Mennonite Seminary prepares men and women to serve and lead in a global context. In response to God's saving grace, we educate students to bear witness to the gospel of Jesus Christ in the power of God's Spirit as wise interpreters, mature practitioners, discerning communicators, and transformational leaders.

As the graduate theological division of Eastern Mennonite University and a pastoral training center of Mennonite Church USA, we welcome students from all faith traditions who are open to study from an Anabaptist Christian perspective.

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. A certificate in Theology for Peacebuilding, intended for those who want to integrate biblical and theological perspectives into their peacebuilding studies, is offered in collaboration with the Center for Justice and Peacebuilding.

For information:
540-432-4260
www.emu.edu/seminary



Academic Support

Hartzler Library

Director: Beryl H. Brubaker

The Sadie A. Hartzler Library, which includes the Menno Simons Historical Library and the EMU archives, collaborates with classroom faculty in the educational mission of the university by acquiring educational resources, arranging them for easy access and providing instruction on their use. The library is dedicated to helping students locate and evaluate resources needed for their research.

The library's website (www.emu.edu/library) is the portal to many resources and services. Sadie, the online library catalog, provides efficient access to reliable sources including both print and electronic material. The numerous databases can be accessed by students anywhere they have access to the internet; in addition, the library building provides a comfortable and welcoming environment for study and research. The library's dedicated staff is committed to quality service.

The collection includes over 170,000 books in print. The library provides access to nearly 80,000 full-text journals, newspapers and magazines either in print or electronically; over 23,000 e-books; and a catalog of millions of 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 for 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 ILLiad, a system that provides electronic delivery.

The library is open daily during the academic year for a total of 90 hours each week. Accommodations on all three floors provide individual study space as well as space for group study. The library is equipped for wireless access to the internet.

Several specialized collections are located in the Hartzler Library. 1) 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. 2) Collections of curriculum materials and children's literature support the teacher education program. 3) The Hartzler Library also houses the archives for Eastern Mennonite University and Virginia Mennonite Conference.

Through agreements with other local institutions, EMU students and faculty have access via EMU ID to the library materials of Bridgewater College, Mary Baldwin College, Shenandoah University, and James Madison University.

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 tutoring as well as study skill and time management coaching. Writing and math support is offered during daily hours. 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.

Academic Advocacy Program

Each year EMU grants conditional admission to a limited number of students who fall below the requirements for unconditional admission, but who otherwise demonstrate the ability and motivation to adequately perform university-level work. These "premajor" students participate in the Academic Advocacy Program. They take 12 or 13 credit hours during each semester of their first year at EMU and meet regularly with the director of the Academic Support Center, who serves as academic advisor and advocate.

As advisor, the director helps premajors choose appropriate courses to develop study skills and reading and writing proficiency. The director also provides a link to a student's future major advisor and encourages a connection to that academic department's campus activities and organizations. Students in the Advocacy Program officially declare a major in March and meet with a new advisor to plan their second year course schedule.

As advocate, the director stays in touch with students, professors, and coaches when appropriate; communicates EMU's academic and specific course expectations; and tracks student performance. Premajors are expected to meet

with the director once each week at the beginning of the year and less frequently later as needs dictate.

At the end of the first year, the admission status of each premajor is reviewed by the university registrar and the assistant dean, and a decision is made regarding readmission for the following academic year. A student may be granted unconditional readmission, conditional readmission, or denied readmission, based on how the student's academic record compares with the criteria for good academic standing.

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 accommodations, students who are accepted to EMU should schedule a meeting with the Coordinator of Student Disability Support Services (SDSS) in the Academic Support Center, 540-432-4233, to discuss submission of appropriate documentation should they decide to disclose their disability so it can be processed prior to 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.

Students who wish to appeal a decision on their accommodations may use the University grievance procedure located in the President's Office or the Student Life Office.



Admissions

The admissions selection process is designed to identify students who have potential for completing the academic degree they plan to pursue. Students are admitted on the basis of many different expressions of their qualities and abilities: scholastic achievement, performance on standardized tests, factors relating to character and Christian faith, and extracurricular activities.

Students are encouraged to request information from the admissions office and are encouraged to visit campus. An interview with an admissions counselor is a recommended step in the application process. Arrangements for visits can be made through the admissions office at 800-368-2665 or 540-432-4118.

High School Preparation for College

Students completing the college preparatory program of study in their high school will be best prepared for college. Typically students take four units of English, three of math, three of science, three of social studies, and two or more of foreign language. Chemistry is essential for students who plan to enter the nursing program. Students accepted into EMU who have not completed their high school's college preparatory program should give special consideration to their course selection with their advisor.

Early Admission

Students who have accelerated their high school program and wish to enroll at EMU prior to graduation from high

school are required to submit an application for admission. In addition to regular admission requirements, applicants for early admission will be asked to demonstrate academic excellence and social readiness for college. Letters of recommendation from the high school counselor and an English teacher are required of early applicants. An interview with an EMU admissions counselor is also required.

Applying for Admission

Any student wishing to enroll for the first time for 6 or more semester hours within a given semester is required to apply for admission to the university. New students are admitted for either the fall or spring semester. Admission to EMU is granted on a rolling basis. It is recommended however, that high school students apply in the fall of their senior year.

1. Application for Admission: A completed admission application must be submitted to the admissions office by anyone wishing to enroll for 6 or more semester hours for the first time. 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 222-223) 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. EMU's SAT college code is 5181; the ACT college code is 4348. Students can have scores sent directly to the university from the testing organization.

4. References: Applicants who do not meet the basic entry requirements may be required to submit contact information of an academic and a character reference. The academic reference should be an English teacher.

5. Student Life Transfer Recommendation Form: Transfer applicants are required to submit a Student Life Transfer Recommendation Form from institutions previously attended.

Transferring to EMU

Students from other institutions who are considering a transfer to EMU are invited to visit the university, talk with professors and visit classes. Upon request, unofficial assessments of how credits will

be transferred to EMU will be provided after an application for admission is submitted.

Transfer students from two-year colleges may transfer up to 65 semester hours (75 from Hesston College) toward a degree at EMU. Students planning to transfer to EMU for the completion of a degree will find it helpful to contact the EMU admissions staff as early as possible.

Credit will be awarded for transfer courses in which the student has earned a grade of C- or better. All transfer courses will be recorded with the titles and grades reported by the previous school. However, transfer credits will not be included when calculating the EMU cumulative GPA.

EMU maintains a special transfer agreement with Hesston College, Hesston, KS., to assure the most beneficial transfer of credits for Hesston graduates continuing their education at EMU. Beginning with the Hesston College graduating class of 2004, EMU assures the acceptance of the Hesston College Associate of Arts and Associate of Science degrees and assures the student of junior standing. For details of the transfer agreement, contact the admissions counselor for Hesston transfers or the EMU Registrar's Office at registrar@emu.edu.

Transfer students must take at least 32 SH in residence at EMU. At least 9 hours in the student's major, and 6 hours in any minor, must be taken at EMU.

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 grant-

ed when an applicant has an EMU GPA of 2.00 or higher, as well as a positive recommendation from student life.

Conditional readmission may be granted on a semester-by-semester basis (see “Academic Review,” page 16).

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.

Academic scholarships and church matching grants are also available to Canadian students.

International Student Admission

As a university which emphasizes cross-cultural education, EMU welcomes international students who have the necessary preparation to enter a degree program.

International students should clearly indicate their nationality in all correspondence with the admissions office. If the student is currently in the United States, he or she must indicate U.S. Immigration status.

Financial aid, in the form of partial tuition grants and on-campus employment, is available on a limited basis. Federal assistance is not available for international students.

Completion of the International Student Application Form constitutes the first step in the application process for the international student. Applicants whose native language is other than English must demonstrate English language proficiency with a paper-based Test of English as a Foreign Language (TOEFL) score of 550+, or a computer-based TOEFL score of 213+ or an internet-based TOEFL score of 79+, or an IELTS score of 6.5+. SAT and ACT scores are also accepted. International students with scores lower than what is listed above may be granted admission to the university with designated enrollment in the Bridge Program. See page 202 for information on the Bridge Program.

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, 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 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.

Admitted students whose final high school grade point average falls below 2.2 will be reviewed by the admissions committee. Admission status may be changed or revoked.

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. See pages 214-215 for more information.

Following the first two semesters of enrollment, students granted conditional admission will be reviewed by the university registrar and the assistant dean. The student may be granted unconditional or conditional readmission, or be denied readmission, based on how the student’s academic record compares with the criteria for good academic standing.

Transfer applicants with fewer than the minimum requirements for unconditional admission may be granted conditional admission based on a review of accumulated semester hours and the high school record.

3. Non-academic criteria are considered in the admission process. Applicants must demonstrate positive character and good community standing. Applicants who do not meet these criteria will be reviewed by the admissions committee; admission may be denied or revoked.

The Admission Decision

The receipt of an application by the admissions office is acknowledged by letter or phone call. An admission decision is considered when the file is complete with all requested information. The applicant will be notified of delays in receiving necessary information. A letter of admission, outlining any conditions associated with the admission, or a letter of denial will be sent to the student within seven days after a decision has been made. Students qualifying for unconditional admission are granted admission by the admissions office. Admission decisions for applicants not meeting unconditional admission criteria are made by the Admissions Committee.

Appealing the Admission Decision

Any applicant who is denied admission or readmission, or who is granted conditional admission or conditional readmission, may appeal that decision by filing a written request for review to the Director of Admissions within 10 days of being notified of the decision. The student should include with that request any additional supporting information not previously available, particularly information of an academic nature.

The Admissions Committee will consider the appeal and report its decision to the student in writing within 30 days of the receipt of the request.

Any student who chooses to go beyond the first appeal must direct a second appeal in writing to the vice president of enrollment and undergraduate academic dean within ten days of receiving the committee's decision on the first appeal.

Continuance of Admission Status

Admission to EMU is granted for one academic year (two semesters).

Unconditional readmission for subsequent years depends on meeting the following criteria: maintaining continuous enrollment, maintaining a cumulative GPA of at least 2.00; earning no more than one F grade per semester; and adherence to EMU standards for student life. Students who meet these criteria are granted unconditional readmission. Students who do not meet these criteria, or who were previously admitted or readmitted on a conditional basis, are subject to academic review (see "Academic Review," page 16).

Credit by Examination and Experience

Options for advanced placement, credit by examination and service-learning credit are described on pages 20-21.

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 216-217). 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 and course registration will not be made prior to the receipt of the tuition deposit.

2. Medical Forms

The university requires new students complete the Physical Examination Record prior to the first day of classes.

3. Orientation and Preregistration

Believing that orientation to university life is a very important step, the university provides opportunity for this prior to enrollment. Participation in Student Orientation, Advising and Registration (SOAR) is recommended for all new first-year and transfer students. This program provides opportunity for increased familiarity with the campus environment, preregistration for classes and establishing relationships with other new students. Parents are given opportunity to learn more about the philosophy and objectives of student life at EMU.

4. Financial Assistance/Loan Applications

New and returning students who wish to be considered for financial assistance are required to complete financial assistance forms early in the calendar year prior to enrollment. Deadlines and appropriate forms are available from the financial assistance office.

5. Payment of First Semester Bill

Payment for each semester is due one week before classes begin. See the Tuition and Fees section on page 231 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 227.) 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

Eastern 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 nonuse 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* (www.emu.edu/studentlife) and the *Confession of Faith in a Mennonite Perspective* (www.mennolink.org).

Campus Ministries

Resources for spiritual growth and faith formation are available to students, faculty and staff. Campus pastors offer pastoral care and counseling, spiritual mentoring, discernment retreats and

worship opportunities. They also nurture peer ministry leadership and coordinate special events for discipleship and service. 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, held Wednesday and Friday mornings, nurtures members of the campus community in faith, hope and love as disciples of Jesus Christ. A community gathering place for worship and forum, university chapel reflects an Anabaptist/Mennonite perspective along side the diverse gifts, traditions and cultures of the broader Christian faith. All offices and departments, other than essential services, are closed during university chapel period in order to allow the community to attend and support chapel. All students, faculty and staff of the university are expected to regularly participate in chapel experiences at Eastern Mennonite University. Students, faculty and staff are expected to attend at least one chapel each week. More information is available at www.emu.edu/campusministries.

Career Services

Career Services offers coaching and resources at all points of career development. Services are offered through individual appointments, workshops, classroom presentations and online resources. Career counseling, résumé and interview preparation, job search, and graduate school preparation are among the most requested services. For more information, visit www.emu.edu/careers.

Testing Services

The career services office offers vocational interest and personality inventories. CLEP and DSST tests that offer students the opportunity to obtain college

credit by examination as well as the MAT graduate school entrance exam are also offered through Career Services. Information concerning other national testing programs (GRE, GMAT, LSAT, etc.) may be obtained from Career Services. For more information, visit www.emu.edu/careers/testing.

University Accord

University Accord serves the EMU community in the following ways: Facilitates forums for dialogue and decision making, provides mediation, restorative circles, conferencing, facilitation, consultation, and other problem-solving and relationship building processes. UA also offers training in mediation, restorative justice, and “compassionate witnessing and action” where students, faculty, and staff are encouraged to move from a “bystander” role to one that creatively and constructively challenges discrimination and other forms of injustice.

Mediation services and restorative circles are available to persons experiencing conflict with another student, faculty, roommate, ex-date, or friend and can be arranged by contacting the Director of University Accord at ext 4690. Mediation offers a healthy, constructive alternative for conflict resolution, usually requiring only one or two sessions.

Counseling Services

Counseling services are provided by licensed mental health professionals and graduate students under supervision. Services include individual and group counseling, assessment and referral, mediation services, and educational workshops and seminars. Counseling on campus is confidential unless a student is a safety risk to self or others. Short term services are available and students can access eight free sessions per school year. In addition, the center maintains contact with a network of on- and off-campus counseling

professionals who can provide specialized services for the student.

CoachLink

CoachLink is a program that pairs undergraduate students looking for help with graduate student mentors who help you get rooted at EMU and make choices that are right for you as you adjust to life away from home. When you feel like you need a little extra support, someone to listen without judging, to help you think through a problem, to understand how your moods get in your way, CoachLink is just the answer. CoachLink can be your safety net, an extra layer of attention that keeps you afloat. It provides one-on-one personalized coaching and mentoring to support you in college life, a person who can stay in touch with you as you need them. Email coachlink@emu.edu for more information. *CoachLink is made possible by the Austin Frazier Memorial Fund.*

Health Services

Health Services provides a comprehensive program of health care needs and wellness programming. Health Services is located on the upper level of the University Commons in the Weaver Wellness Suite. Health Services has appointments and walk-in hours for evaluation and treatment of health care issues.

The 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 during clinic hours.

The clinic has an on-site lab as well as the ability to send to a reference lab. Equipment such as crutches and heating pads are available for loan if needed. Health Services will directly bill health insurance companies. Insurance cards

and copays are expected at the time of service. Students without insurance can pay a self-pay fee.

Rockingham Memorial Hospital is a modern, well-equipped facility located six 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 Health Services is to promote wellness and to encourage each student to take responsibility for his or her own health. The office sponsors preventative programming which addresses the needs of young adults. Up-to-date travel advice and vaccines are also available at Health Services.

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 connection into daily campus life. The office of international student services (ISS) provides leadership to a variety of programs and activities that affirm and support the diversity on the EMU campus.

The office of international student services assists F-1 international students with all immigration matters, assisting them in fulfilling the requirements of their visa status. Orientation for new international students is held prior to the beginning of classes each academic year, and excursions are arranged to help familiarize new students with the Harrisonburg area. The Director of the International Student Services also advises the International Student Organization.

Throughout the year the office coordinates intercultural activities that promote awareness of other cultures and heritages and encourage student and community interactions. For more information see www.emu.edu/studentlife/iss.

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 Black 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) by September 1, 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 down payment is required in order to reserve a space in university-owned housing. The housing down payment 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 220-221.

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 Cheryl Armstrong, 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 planned programming such as concerts, the film 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 popular 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
Children under six Free
Without EMU ID \$2.50

Recreational Sports

The leagues currently offered include softball, football, floor hockey, volleyball, dodgeball, basketball and outdoor and indoor soccer. Tournaments are offered in table tennis, basketball, 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, or foosball on evenings and weekends. Soccer balls, volleyballs and basketballs are available for checkout to use in 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 full-time 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.

Common Grounds Coffeehouse

Common Grounds is a student run space for coffee, milkshakes, snacks, and light fare. It is open weekdays, as well as late nights and weekends for socializing, studying, games, concerts, discussion and other events.

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, 540-432-4133.

Commuter Lounge and Lockers

Commuters have their own space in the lounge next to the business office in the Campus Center. There you will find computer work stations, a refrigerator, microwaves, and comfortable furniture. If you need a locker to store your things contact the Student Program Director at 540-432-4133.

Spouse Identification Cards

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 Help Desk in the Hartzler Library, 540-432-4231.

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 Student Orientation, Advising 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 and an expectation of excellence are foundations for athletics. The athletic program is designed to provide men and women with opportunities to experience personal growth in leadership, athletic skills, wholesome attitudes, spiritual understanding, life-long relationships, and emotional health. Balance between academic achievement and athletic accomplishment is emphasized.

The dynamics of interpersonal relationships are an important component of the athletic experience. 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 and learn life lessons.

EMU fields varsity teams for men in soccer, cross-country, basketball, volleyball, golf, baseball and indoor and outdoor track and field. Women's sports include cross-country, field hockey, volleyball, golf, 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 Continental Volleyball Conference (CVC).

Athletic excellence is stressed and the Royals have won a number of conference championships and competed at the national level, most recently with the men's basketball team reaching the Elite Eight in the NCAA tournament. Student-athletes have received conference, state, region, and national awards for both athletic and academic achievements.

EMU provides quality facilities for our 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, weight room, 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 seasons include: football (co-ed and men's), soccer (men's and women's), floor hockey (co-ed), dodgeball (co-ed), softball (co-ed), 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. One-day tournaments are also offered. They include sand volleyball, 3-on-3 basketball, table tennis, co-ed volleyball, tennis, golf, wall-climbing and more. Numerous outdoor activities are also offered through the program. These include canoeing, caving, 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 organization for Eastern Mennonite University and is comprised of a student leadership team advised by the Student Programs professional staff. Members plan, publicize and organize activities, and help generate ideas for new programs and events.

Committees include:

Tech - This committee coordinates technical sound and lights for concerts and other events. This committee also provides sound equipment and expertise for many other campus activities.

Films - 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 in the Commons, the annual semi-formal, weekend socials, dances, theme nights and annual programs such as Fall Fest and Spring Fest.

Publicity - This committee creates and maintains all the advertising for events, including flyers, white boards, table tents, and other forms.

Performing Arts - This committee plans a series of performances by off-cam-

pus professionals. A wide variety of genres are included each year

Music Ensembles

The musical organizations, all of which offer credit, are open to all interested students. These groups include the Chamber Singers, Men's Choir, Women's Choir, Chamber Orchestra, EMU Jazz, and Wind Ensemble. See pages 148-149 for details and audition requirements.

Student Government Association

SGA executive officers and senators are elected 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 with partial financial support from student fees allocated by SGA. The pictorial record features undergraduate students, campus activities, and faculty/staff. 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 improvisation group perform in the Studio Theater. 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.

YPCA-Serve (Y-Serve)

YPCA-Serve, a student organization, provides opportunities for mission, service, and outreach in the name of Jesus. The Y-Serve program is guided and shaped by a student leadership team with support from campus pastors.

Y-Serve provides a place to discuss, encourage, and grow a desire for missions, offers opportunities to engage in service both locally and more widely, and facilitates ministry opportunities by creating partnerships with area churches, agencies and organizations.

Highlights of the Y-Serve program include awareness theme weeks, fall and spring service days, scholarships for seminars and conferences, and spring break service trips. More information about Y-Serve is available at www.emu.edu/ypca.

Clubs and Organizations

A number of clubs and organizations are organized for student participation. These include:

- Alpha Omega Steppers for Christ
- Association of Computing Machinery
- Black Student Union
- Campus Activities Council
- Celebration
- Cycling Club
- Earth Keepers
- Economic Business Innovators of Tomorrow
- EMU Explore
- EMU Student Women's Association
- EMU Ultimate Frisbee Club
- Fellowship of Christian Athletes
- Freethought Coalition
- Gospel Choir
- Inklings
- International Student Organization
- Latino Student Alliance
- Math Club
- MK/TCK Student Fellowship
- Peace Fellowship
- Phoenix
- Pre-Professional Health Society
- Res Judicata
- Royal Society
- Safe Space
- Shenandoah Year Book
- Social Work Is People
- Student Education Association
- Student Government Association
- Student Nurses' Association
- Sustainable Food Initiative
- Table Tennis Club
- Teaching, Developing, Advising Peers (TDAP)
- Weathervane Newspaper
- YPCA-Serve (Y-Serve)

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 \$29,350 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 \$9,500. Books and supplies, personal expenses, travel and miscellaneous expenses are budgeted at about \$2,650.

An application for financial assistance should be submitted as early as possible. The financial assistance office will aid the student in preparing a budget, and the student accounts office can help the student and parents arrange a payment plan. (See pages 233-235 for Financial Assistance Information.)

2013-14 Charges*

Basic charges	Semester	Annual
Full-time tuition/general activity fee (12-18 semester hours)	\$14,675	\$29,350
Room and board	4,750	9,500

Other fees:

Application fee (nonrefundable)	\$ 25
Tuition per semester hour, less than 12 hours	1,200
Tuition per semester hour, more than 18 hours	.760
Auditing per semester hour	.145
Applied music, class instruction per semester hour	.150
Applied music, private instruction: one semester hour	.275
Applied music, private instruction: two semester hours	.400
Proficiency examination	.90
Additional fee if exam is secured externally	.90
Credit by examination, per semester hour	.90
Service-Learning credit, per semester hour	.90
Final examination out of schedule	.35

Summer School 2014

Tuition per semester hour	\$.350
Audit per semester hour	.100

**The university reserves the right to increase the published rates should economic conditions demand. The above fees apply to on-campus programs. Other fees may apply for off-campus programs, including cooperative and extension programs.*

Payment Policy

Tuition, fees, room and meal plan charges, less processed financial aid, are due one week before classes begin each semester. Unpaid accounts may be subject to the following:

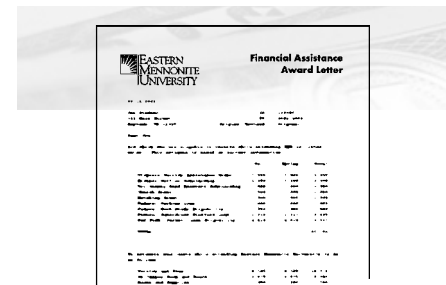
1. EMU network access for student-owned computers will be denied.
2. Charging to the miscellaneous account will be denied.
3. Grades, transcripts, enrollment, class attendance and diploma will be denied.
4. Monthly finance charges of 1.5% (18% annually) will be assessed.
5. Delinquent accounts will be reported to all three major credit agencies.
6. Collection and/or attorney fees necessary for collection of unpaid accounts will be paid by the debtor.

Refund Policy

A student who withdraws or drops below full-time enrollment prior to completing 60% of the current enrollment period may be entitled to an adjustment (refund) of institutional charges. Activity fees are non-refundable. The refund amount for each applicable charge is based on a percentage of the original charge determined by the remaining weeks in the enrollment period. A chart of the refund percentages for each term is available from the Student Accounts Office and is also included in the Student Handbook.

Note: A student who withdraws prior to the first day of classes will receive a full refund of all payments made except for tuition deposits.

Adjustments (refunds) to student financial aid may also be required due to enrollment status changes. Detailed information (including an example) about the financial aid refund policy may be found in the Financial Assistance Office or in the Student Handbook.



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.

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

In general, to be eligible for financial assistance, a student must be enrolled at least half-time and must maintain “satisfactory academic progress.” A copy of EMU’s satisfactory Academic Progress policy is available from the Financial Assistance Office. Some institutional aid programs, such as academic scholarships, may have different maintenance requirements.

Assistance is based on one or more of the following criteria: grade level, applica-

tion 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. Academic scholarships that are lost due to unsatisfactory academic progress may not be regained.

Students who lose federal aid eligibility will be informed of the appeal process.

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, financial 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 an approved Mennonite education institution may be eligible for tuition discounts. Special restrictions apply.

Grants

A grant is an award that does not need to be repaid. Federal need-based grants include the Federal Pell Grant and Federal Supplemental Educational Opportunity Grant.

State grants include Virginia Tuition Assistance Grant, Pennsylvania Higher Education Assistance Authority (PHEAA) Grant, Virginia College Scholarship Assistance Program (need-based) and several other state grants.

EMU grants include Alumni Grants, International Student Tuition Grants, Matching Church Grants, need-based EMU Grants and need-based AHANA (African, Hispanic, Asian and Native American) Grants.

Scholarships

EMU offers renewable academic scholarships to new students based on standardized test scores and high school or previous college GPAs. Prospective students are invited to contact the admissions office for further details regarding these scholarships.

Outside scholarships may be obtained through community, civic, business and church organizations.

Employment Opportunities

On-campus employment may be available to students who apply for financial assistance and are determined eligible.

Terms and conditions of employment are outlined on the Student Employment Contract which must be signed by each employee. Students must complete an I-9 form and annually complete federal and state tax withholding certificates.

Loans

Educational loans are available for college expenses and must be repaid. Loans available include Federal Direct Subsidized and Unsubsidized Loans, Federal Parent Loans for undergraduate students, Federal Perkins Loan, and other private 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 complete 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

A student who withdraws or drops below full-time enrollment prior to completing 60% of the current enrollment

period may be entitled to an adjustment (refund) of institutional charges. Activity fees are non-refundable. The refund amount for each applicable charge is based on a percentage of the original charge determined by the remaining weeks in the enrollment period. A chart of the refund percentages for each term is available from the Student Accounts Office and is also included in the Student Handbook.

If a student drops and/or adds a course(s) which changes enrollment status, his or her award letter will be reviewed to determine if and what financial aid awards must be adjusted. Some financial aid programs require full-time enrollment for receipt of an award, while others allow for pro-rated awards if enrollment is less than full-time. The effect of increasing or decreasing the tuition and fees amount in a student’s cost of attendance (budget) may also impact eligibility for receipt of and/or the amount of an award. More information is available from the Financial Assistance Office.

If a student withdraws from the university and has been awarded financial aid, he/she will have their aid reviewed to determine the amount (percentage) that has been “earned” using the formula required by the federal aid refund policy. If the student has received more aid than

has been earned, the excess amount will be returned. The amount of excess aid that is returned is equal to the lesser of the student’s institutional charges multiplied by the unearned percentage of funds, or the entire amount of the excess funds. An example of the tuition and aid refund calculations due to a withdrawal may be found in the Student Handbook.

Full details of the tuition and financial aid refund policies are available upon request from the Student Accounts and Financial Assistance Offices. Students are encouraged to review the refund policies, the withdrawal example including refund calculations, and schedule of refundable/nonrefundable charges and deposits found in the Student Handbook.

Drop/Add Policy

Adjustments to financial aid awards may occur if classes are dropped prior to the point in each term described generally as “the last day to drop and receive a ‘W’ grade.”

Consumer Information

For financial assistance and other consumer information required by the federal government to be available to students, see Code of Conduct link at www.emu.edu/financial-aid/alternative-loans.



Administration and Faculty

Mennonite Education Agency Board of Directors

James L. Rosenberger, chair
State College, Pa.

Malinda Berry
Richmond, Ind.

Ramiro Hernandez
Washington, Iowa

Marlene Kropf
Elkhart, Ind.

Basil Marin
Harrisonburg, Va.

Janet Elaine Rasmussen
Urbana, Ill.

Carol Roth
Clinton, Miss.

Linwood Rush
Portland, Oreg.

Noel Santiago
Souderton, Pa.

Roy W. Williams
Land O' Lakes, Fla.

EMU Board of Trustees

Andrew Dula, chair
Lancaster, Pa.

Wilma Bailey
Indianapolis, Ind.

Evon Bergey
Perkasie, Pa.

Myron Blosser
Harrisonburg, Va.

John Bomberger
Harrisonburg, Va.

Herman Bontrager
Akron, Pa.

Shana Peachey Boshart
Wellman, Iowa

Randall (Randy) Bowman
Archbold, Ohio

Janet Brenneman
Lancaster, Pa.

Gerald R. Horst
New Holland, Pa.

Charlotte Hunsberger
Souderton, Pa.

Clyde Kratz
Broadway, Va.

Kevin Longenecker
Harrisonburg, Va.

Kathleen (Kay) Nussbaum
Grant, Minn.

Dannie Otto
Urbana, Ill.

Amy Rush
Harrisonburg, Va.

Jeffrey (Jeff) Shank
Sarasota, Fla.

Robert (Bob) Steury
Goshen, Ind.

Anne Kaufman Weaver
Brownstone, Pa.

Associate Trustees

Jonathan Bowman
Manheim, Pa.

David Hersh
Lexington, Pa.

Chad Lacher
Souderton, Pa.

E. Thomas Murphy, Jr.
Harrisonburg, Va.

Mark Prock
Virginia Beach, Va.

Judith Trumbo
Broadway, Va.

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. Fred Kniss 2009
B.A., Eastern Mennonite University;
M.A., Ph.D., University of Chicago.

Vice President and Undergraduate Academic Dean

Beginning Service

Dr. Deirdre Smeltzer 1998
Professor of Mathematics
B.A., Eastern Mennonite University;
M.S., Ph.D., University of Virginia.

Faculty

Beginning Service

Kirsten E. Beachy 2007
Assistant Professor of English
Interim Director of EMU Core Program
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.

Caroline Borden 2011
Lecturer (Intensive English Program)
B.A., College of William & Mary;
M.Ed., George Mason 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.

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.

Stephanie Bush 2011
Instructional Services Librarian
B.A., University of California; M.L.I.S.,
Florida State University.

Owen D. Byer 1991, 1999
Professor of Mathematics
B.A., Messiah College; M.S., Ph.D.,
University of Delaware.

Melody Miller Cash 1995
Professor of Nursing
B.A., Eastern Mennonite University;
M.S.N., Ph.D., University of Virginia.

Adriana Rojas Campbell <i>Instructor of Spanish</i> B.A., American University; M.A., Ph.D. candidate, University of Virginia.	2012	Spencer L. Cowles <i>Professor of Business</i> B.A., Boston University; M.T.S., Gordon-Conwell Theological Seminary; M.B.A., Boston University; Ph.D., University of Virginia.	1988	Cathy K. Smeltzer Erb <i>Professor of Teacher Education</i> B.S., Eastern Mennonite University; M.Ed., Ph.D., University of Toronto.	2002	Joan Griffing <i>Professor of Music</i> B.M., Indiana University; M.M., Indiana University; D.M.A., Ohio State University.	1996
Wendy Carr <i>Instructor of Nursing</i> B.S., Bridgewater College; B.S.N., MS.N., Virginia Commonwealth University.	2011	Andrea Dalton Saner <i>Assistant Professor of Old Testament and Hebrew Language</i> B.A., Messiah College; M.A., Anabaptist Mennonite Biblical Seminary; Ph. D., Durham University.	2013	Katherine Evans <i>Assistant Professor of Special Education</i> B.S., Baylor University; M.A., Southwestern Baptist Theological Seminary; Ph.D., the University of Tennessee.	2011	Ted G. Grimsrud <i>Professor of Theology and Peace Studies</i> B.S., University of Oregon; M.A., Associated Mennonite Biblical Seminary; Ph.D., Graduate Theological Union.	1996
Kate Clark <i>Instructor of Nursing</i> B.S.N., Eastern Mennonite University; M.S.N., University of Virginia.	2011	Peter Dula <i>Associate Professor of Religion and Culture (sabbatical leave 2013-2014)</i> B.S., Eastern Mennonite University; M.A.T.S., Associated Mennonite Biblical Seminary; Ph.D., Duke University.	2006	Barbara P. Fast <i>Professor of Art</i> B.A., Bethel College; M.F.A., James Madison University.	1989	Chad Gusler <i>Assistant Professor of Language and Literature</i> B.S., Eastern Mennonite University; M.F.A., Seattle Pacific University.	2008
Stephen Cessna <i>Professor of Chemistry</i> B.A., University of Colorado at Boulder; Ph.D., Purdue University.	2000	Deanna Durham <i>Assistant Professor of Social Work and Sociology</i> B.A., Northwest Nazarene College; M.S.W., Howard University.	2008	John W. Fast <i>Assistant Professor of Music</i> B.A., Bethel College; M.M., Indiana University.	1975	Cyndi D. Gusler <i>Associate Professor of Art</i> B.S., Eastern Mennonite University; M.F.A., James Madison University.	2001
Jane Wenger Clemens <i>Associate Professor of Social Work</i> B.A., Goshen College; M.S.W., Marywood University.	1992-94, 2000	Violet A. Dutcher <i>Professor of English (sabbatical leave Spring 2014)</i> B.A., Kent State University; M.A., The University of Akron; Ph.D., Kent State University.	2006	Kathy Fisher <i>Senior Lecturer (Intensive English Program)</i> B.A., Eastern Mennonite University; M.Ed. (TESL), Temple University.	2012	Julia Halterman <i>Assistant Professor of Biology</i> B.S., Texas A&M University; M.S., Ph.D., University of Virginia.	2012
Donald C. Clymer <i>Assistant Professor of Spanish</i> B.A., Goshen College; M.A., Wichita State University.	1984, 2001	Martha Greene Eads <i>Professor of English</i> B.A., M.A., Wake Forest University; M.A., Ph.D., The University of North Carolina at Chapel Hill.	2003	Chris D. Gingrich <i>Professor of Economics</i> B.S., M.S., University of Illinois; Ph.D., Iowa State University.	1995	Barrett S. Hart, Jr. <i>Professor of Trauma and Conflict Studies</i> B.A., University of Maryland; M.Div., Eastern Mennonite Seminary; Ph.D., George Mason University.	1986, 1996
Suzanne K. Cockley <i>Director of the Adult Degree Completion Program</i> B.S., Juniata College; M.S., Marshall University; Ph.D., University of Virginia.	1996	Christian E. Early <i>Professor of Philosophy and Theology</i> B.A., University of the Nations; M.A., Fuller Theological Seminary; Ph.D., University of Wales.	2002	Linda W. Gnagey <i>Assistant Professor of English, Director of the Academic Support Center</i> B.A., Goshen College; M.Ed., James Madison University.	2000	Nancy R. Heisey <i>Professor of Biblical Studies and Church History</i> B.A., Messiah College; M.Div., Eastern Mennonite Seminary; Ph.D., Temple University.	1999
Charles D. Cooley <i>Assistant Professor of Computer Science</i> B.S., Roanoke College; M.S., James Madison University.	1999	Eric Eberly <i>Lecturer (Intensive English Program)</i> B.A., Eastern Mennonite University; M.A., Azusa Pacific University.	2012	Douglas S. Graber Neufeld <i>Professor of Biology</i> B.A., Tabor College; Ph.D., University of Texas at Austin.	1998	Greta Ann Herin <i>Associate Professor of Biology (sabbatical leave 2013-2014)</i> B.S., Kansas State University; Ph.D., University of Pittsburgh.	2006
Jeffrey Copeland <i>Assistant Professor of Biology</i> B.A., University of Virginia; Ph.D., California Institute of Technology.	2009			David Graybill <i>Senior Lecturer (Intensive English Program)</i> A.A., Hesston College; B.A., Goshen College; M.A., University of Virginia.	2010	Ann G. Hershberger <i>Professor of Nursing</i> B.S., Eastern Mennonite University; M.S.N., Ph.D., University of Virginia.	1980-85, 1990
				Philip Grayson <i>Assistant Professor of the Practice of Theater Design</i> B.A., Gettysburg; M.A., Illinois State University; M.F.A., Virginia Commonwealth University.	2003		

Judith Hiett <i>Instructor of Nursing</i> B.S.N., Eastern Mennonite University; Master's Degree in Practical Ministry, Wagner Leadership Institute; Master's in Nursing Education, James Madison University.	2012	Lori H. Leaman <i>Associate Professor of Teacher Education</i> B.S., Eastern Mennonite University; M.Ed., James Madison University; Ed.D., Nova Southeastern University.	2004	Sharon M. D. Miller <i>Assistant Professor of Music Education, Director of Preparatory Music</i> B.S., Liberty University; M.Ed., Towson State University; M.M., East Carolina University.	1989	Catherine E. Rittenhouse <i>Associate Professor of Nursing</i> B.S., Eastern Mennonite University; M.S.N., University of Pennsylvania.	2007
Jennifer Holsinger <i>Associate Professor of Sociology</i> B.A., Seattle Pacific University; M.A., University of Washington; Ph.D., University of Washington.	2013	Beth M. Lehman <i>Assistant Professor of Education</i> B.A., Goshen College; M.A., Butler University; M.S., Ph.D., Indiana University.	2011	Paulette Moore <i>Associate Professor of Visual and Communication Arts</i> B.A., Buffalo State University; M.A., Eastern Mennonite University.	2010	Mark Metzler Sawin <i>Professor of History</i> B.A., Goshen College; M.A., Ph.D., The University of Texas at Austin.	2001
Jerry Holsopple <i>Professor of Visual and Communication Arts</i> B.S., Eastern Mennonite University; M.Div., Associated Mennonite Biblical Seminary; Ph.D., European Graduate School.	1998	Galen R. Lehman <i>Professor of Psychology</i> B.S., Eastern Mennonite University; M.A., Hollins College; Ph.D., Virginia Polytechnic Institute and State University.	1973	David Morris <i>Instructor in Chemistry</i> MChem, The University of Sheffield; MSc, University of Newcastle Upon Tyne; Ph.D. cand., University of Virginia.	2011	Ann Schaeffer <i>Instructor of Nursing</i> B.A., James Madison University; M.ED., University of Illinois at Urbana; BSN, University of Virginia; CNM, Frontier School of Midwifery and Family Nursing; MSN, Frontier Nursing University.	2012
Tracy L. Hough <i>Assistant Professor of Teacher Education</i> B.A., University of California; M.A., Eastern Mennonite University.	2004	Dwight Martin <i>Lecturer (Intensive English Program)</i> A.A., Hesston College; B.A., M.Ed. can- didate, Eastern Mennonite University.	2010	Judy H. Mullet <i>Professor of Psychology</i> B.A., Eastern Mennonite University; M.Ed., James Madison University; Ph.D., Kent State University.	1986	Kimberly D. Schmidt <i>Professor of History, Director of the Washington Community Scholars' Center</i> B.A., Bethel College; M.A., Ph.D., Binghamton University.	1999
Steven D. Johnson <i>Associate Professor of Visual and Communication Arts</i> B.A., Houghton College; M.F.A., Savannah College of Art and Design.	2005	Roger E. Mast <i>Associate Professor of Physical Education</i> B.S., Eastern Mennonite University; M.S., West Chester University; Ed.D., Argosy University.	1991	Kenneth J. Nafziger <i>Professor of Music</i> B.A., Goshen College; D.M.A., University of Oregon; Post-doctoral study, Hochschule für Musik und Darstellende Kunst, Frankfurt/Main, Germany.	1977	Carmen Schrock-Hurst <i>Instructor of Spiritual Formation and Ministry</i> B.A., Eastern Mennonite College; M.A., Associated Mennonite Biblical Seminary.	2011
Daniel King <i>Assistant Professor of Physics</i> B.A., Goshen College; M.S., Ph.D., University of Illinois at Urbana- Champaign	2013	R. Michael Medley <i>Professor of English</i> B.A., Geneva College; M.A., Western Kentucky University; M.A., Ph.D., Indiana University.	1999	Justin Poole <i>Assistant Professor of Theater</i> B.A., Eastern Mennonite University; M.A., Villanova University; Ph.D., University of Maryland.	2013	Kevin S. Seidel <i>Assistant Professor of English</i> B.A., University of California, Berkeley; M.A., Regent College; Ph.D., University of Virginia.	2008
Tara L. S. Kishbaugh <i>Associate Professor of Chemistry</i> B.S., Wheaton College; Ph.D., Dartmouth College.	2004	Andrew Miller <i>Instructor of Business</i> B.A., Eastern Mennonite University; M.S., Iowa State University; M.Div., Eastern Mennonite Seminary.	2012	Marcia Pusey <i>Instructor of Nursing</i> B.S. Eastern Mennonite University; M.S., University of Virginia.	2012	Maria Esther Showalter <i>Lecturer (Language and Literature Department)</i> B.A., Gabriel R. Moreno University; Master's in Adult Education, George Mason University.	2013
Leah M. Kratz <i>Assistant Professor of Business</i> B.S., Eastern Mennonite University; M.B.A., James Madison University.	2007	Elroy J. Miller <i>Associate Professor of Social Work</i> B.S., Eastern Mennonite University; M.S.W., University of Southern Mississippi.	1995	Gloria I. Rhodes <i>Associate Professor of Conflict Studies (sabbatical leave Spring 2014)</i> B.A., Eastern Mennonite University; M.S., Ph.D., George Mason University.	1988-1992, 1995	Ronald Shultz <i>Instructor in Elementary Education</i> B.S., Eastern Mennonite University; M.A., Millersville University.	2011
James M. Leaman <i>Associate Professor of Business</i> B.S., Eastern Mennonite University; M.P.A., James Madison University; Ph.D., University of Pittsburgh.	2006	Roman J. Miller <i>Daniel B. Suter Professor of Biology</i> B.A., Malone College; M.S., University of Akron; Ph.D., Kent State University.	1985	James K. Richardson <i>Assistant Professor of Music</i> B.M., Covenant College; M.M., Peabody Conservatory of Music of the Johns Hopkins University.	2008		

Matthew S. Siderhurst <i>Associate Professor of Chemistry</i> (on leave 2013-2014) B.A., Goshen College; Ph.D., Colorado State University.	2006	Ronald L. Stoltzfus <i>Professor of Business,</i> <i>Co-Director of the M.B.A. Program</i> B.S., Eastern Mennonite University; M.B.A., Shippensburg University; M.S.A., James Madison University; Ph.D., Virginia Commonwealth University.	1984	JoAnn M. Wallis <i>Associate Professor of Nursing</i> B.S., Eastern Mennonite University; M.S., University of Alaska, Anchorage; Family Nurse Practitioner.	2008	Ellie Coggins <i>Program Director, School of Clinical Laboratory Science, Augusta Health Center</i> B.S., Radford University; M.T., Augusta Medical Center School of CLS; M.S.H.A., Virginia Commonwealth University
Priscilla Book Simmons <i>Professor of Nursing, Director of the RN -BSN Program, Lancaster</i> B.S., Messiah College; M.S., Temple University; M.S.N., Ed.D., Columbia University.	2003	Linford L. Stutzman <i>Professor of Culture and Mission</i> B.A., Eastern Mennonite University; M.A.R., Eastern Mennonite Seminary; Ph.D., The Catholic University of America.	1993	Anne Waltner <i>Assistant Professor of Music</i> B.A., Goshen College; M.M., Chicago College of Performing Arts; D.M.A., Cleveland Institute of Music.	2013	Candace Lambert <i>Education Coordinator, Medical Technology School, Rockingham Memorial Hospital</i> B.S., Bridgewater College; M.T., Rockingham Memorial Hospital (ASCP).
Deirdre L. Smeltzer <i>Vice President and Undergraduate Dean</i> <i>Professor of Mathematics</i> B.A., Eastern Mennonite University; M.S., Ph.D., University of Virginia.	1998	Walter W. Surratt <i>Assistant Professor of Business and Economics</i> B.S., M.A., University of Delaware.	2005	Dee Weikle <i>Assistant Professor of Computer Science</i> B.S., Rice University; M.S., University of Virginia; Ph.D., University of Virginia.	2009	Sue W. Lawton <i>Program Director, Medical Technology School, Rockingham Memorial Hospital</i> B.S., Purdue; M.A. Central Michigan University; M.S., Gannon University; M.T. (ASCP), Methodist Hospital at Memphis, TN.
Anthony E. Smith <i>Associate Professor of Business,</i> <i>Co-Director of the M.B.A. Program</i> B.A., Haverford College; M.Arch., Ph.D., University of Pennsylvania.	2007	Jianghong Tian <i>Assistant Professor of Engineering</i> B.S., M.S., Changsha Institute of Technology; Ph.D., University of Virginia.	2013	Andrew P. White <i>Associate Professor of English</i> B.A., Multnomah University; B.A., Warner Pacific College; M.A., Oregon State University; Ph.D., Washington State University.	2008	Julie Plumbley <i>Medical Director, School of Clinical Laboratory Science, Augusta Health Center</i> M.D., University of Virginia.
Carol Snell-Feikema <i>Instructor of Spanish</i> B.G.S., University of Iowa; M.S., Minnesota State University.	2011	Donald L. Tyson <i>Associate Professor of Nursing</i> B.S., Goshen College; M.S.N., University of Virginia; Ph.D. George Mason University.	1999	Laura A. G. Yoder <i>Assistant Professor of Nursing</i> (on leave 2011-2014) B.S.N., Goshen College; M.S., University of South Florida.	2003	
Mary S. Sprunger <i>Professor of History</i> B.A., Bethel College; M.A., Ph.D., University of Illinois.	1992	Jennifer M. Ulrich <i>Catalog Librarian</i> B.A., Goshen College; M.L.S., Indiana University; M.A., Claremont Graduate University.	1989	James M. Yoder <i>Professor of Biology</i> B.S. Eastern Mennonite University; M.S., Ph.D., The Ohio State University.	1999	Coaches
Carolyn Stauffer <i>Assistant Professor in Applied Social Sciences</i> B.A., Eastern Mennonite University; M.A., Virginia Commonwealth University; Ph.D., University of the Witwatersrand.	2010	David Vogel <i>Assistant Professor of the Practice of Technical Theater</i> B.A., University of Minnesota; M.F.A., Pennsylvania State University.	2008	Lester R. Zook <i>Professor of Physical Education</i> B.A., Messiah College; M.Ed., Temple University; Ed.D., University of Virginia.	1988	Beginning Service
Donovan D. Steiner <i>Jesse T. Byler Professor of Teacher Education, Director of the M.A. in Education Program</i> B.A., Goshen College; M.A., Northern Arizona University; Ph.D., Southern Illinois University.	1982	Heidi Winters Vogel <i>Associate Professor of Theater</i> B.A., University of Minnesota; M.F.A., Pennsylvania State University.	2006			Brenda K. Bechler <i>Head coach, women's field hockey</i> B.S., Eastern Mennonite University; M.S., James Madison University.
		John Wallbaum <i>Assistant Professor of Mathematics</i> B.S., Wheaton College; M.S., Ph.D., University of Notre Dame.	2012			Kirby W. Dean <i>Head coach, men's basketball</i> B.S., Eastern Mennonite University; M.S., James Madison University.
				Clinical Laboratory Sciences Adjunct Faculty		Kevin J. Griffin <i>Head coach, women's basketball</i> B.S., Eastern Mennonite University.
				Warren D. Bannister <i>Medical Advisor,</i> <i>Rockingham Memorial Hospital</i> B.S., Ball State University; M.D., Indiana State School of Medicine.		Susan Kolb <i>Head coach, women's soccer</i> B.A., Davis and Elkins College; M.A., Bluffton University.
						Jason Lewkowicz <i>Head coach, cross country, field and track</i> B.S., M.A., Appalachian State 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.

Gary Moore 2012
Head coach, men's volleyball
 B.S., Norfolk State University.

Ben Spotts 2012
Head coach, baseball
 B.A., Bridgewater College; M.S., James
 Madison University.

Jeff Tyson 2012
Head coach, women's volleyball
 B.S., Indiana Wesleyan University;
 M.A., Ball State University.

Emeriti

Years of Service

Helen Benoit Anderson 1980-2007
 Professor Emerita

Titus W. Bender 1976-1997
Professor Emeritus of Social Work

James R. Bomberger 1961-1998
Professor Emeritus of English

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 Eneidy 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

John L. Horst, Jr. 1960-2004
Faculty Emeritus of Physics

Ray E. Horst 1991-2003
Faculty Emeritus of Spanish

Samuel L. Horst 1949-1951, 1954-1967, 1972-1984
Professor Emeritus of History

Vernon E. Jantzi 1975-2008
Professor Emeritus of Sociology

Glenn M. Kauffman 1965-2003
Professor Emeritus of Chemistry

Naomi M. Krall 1977-1995
Professor Emerita of Education

Jay B. Landis 1956-2007
Professor Emeritus of English

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

Millard E. Showalter 1966-1998
Professor Emeritus of Mathematics

Herbert L. Swartz 1973-1997
Professor Emeritus of Biblical Studies

Arlene Wiens 1986-2012
Professor Emerita of Nursing

Carroll D. Yoder 1966, 1971-2004
Professor Emeritus of French

Richard A. Yoder 1985-1989, 1993-2006
*Professor Emeritus of Business and
 Economics*

Administrators

Beginning Service

Jason H. Alderfer 2000
Network Administrator
 B.S., Eastern Mennonite University

Cheryl Armstrong 2008
Director of Auxiliary Services
 B.A. Ferrum College.

Tim Arnold 2011
Grant Writer
 B.S., M.A., James Madison University;
 Ph.D. University of Kentucky.

Jennifer N. Bauman 1992
Assistant Director of Admissions
 B.S., Goshen College.

Benjamin S. Beachy 2002
Associate Director of Technology Systems
 B.S., M.B.A., Eastern Mennonite
 University.

Susan Landes Beck 2007
Associate Director of Development
 B.A., Goshen College; M.S.W., Western
 Michigan University.

Habtam Belay 2008
User Services Support Analyst
 B.A., M.B.A., Eastern Mennonite
 University.

Daryl Bert 2010
Vice President for Finance
 B.S., Eastern Mennonite University;
 M.B.A., University of Texas at Austin.

Rebecca Brenneman 2012
*Student Information Systems Project
 Specialist*
 B.S., Eastern Mennonite University.

Beryl Brubaker 1970
Director of Libraries
 B.S.N., Case Western Reserve
 University; M.S.N., University of
 Pennsylvania; D.S.N., University of
 Alabama at Birmingham.

Brian Martin Burkholder 2003
Campus Pastor
 B.S., M.A., University of Akron;
 M.Div., Associated Mennonite
 Biblical Seminary.

Aaron Holden Byler 2007
Web Programmer/Administrator
 B.S., Eastern Mennonite University.

Eric Coddling 2011
Director of Housing and Residence Life
 B.A., Wheaton College; M.A., Wheaton
 College.

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.

James De Boer 2009
Sports Information Director
 B.A., Dordt College.

Sarah Defnall 2012
Resident Director
 B.A., M.A., 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 <i>Director of Human Resources</i> B.S., M.B.A., Eastern Mennonite University.	2004	Leslie Horning <i>Associate Director of Seminary Development, Admissions, and University Church Relations</i> B.S., Eastern Mennonite University; M.S., Virginia Tech; M.Div., Eastern Mennonite Seminary.	2012	Renee L. Leap <i>Associate Director of Financial Assistance</i> B.S., Eastern Mennonite University.	1986	Karen Moshier-Shenk <i>Associate Director for Development</i> B.A., Eastern Mennonite University, M.M., Duquesne University.	1996
Stephen H. Gibbs, Jr. <i>User Services Support Analyst</i> A.A., Rosedale College; B.A., Eastern Mennonite University.	2007	Brice Hostetler <i>Financial Assistance Counselor</i> B.A., Bluffton University.	2008	Edwin M. Lehman <i>Assistant Director of Physical Plant</i>	1996	Esther Nafziger <i>Admissions Counselor</i> B.A., Eastern Mennonite University.	2012
Marcy Gineris <i>Web Content Manager and Strategist</i> B.A., California University of Pennsylvania.	2004	Matthew Hunsberger <i>Resident Director</i> B.A., Eastern Mennonite University.	2002	Jennifer Litwiller <i>Director of Career Services</i> B.S., Eastern Mennonite University; M.S.Ed., The University of Akron.	2008	Kenneth L. Nafziger <i>Vice President for Student Life</i> B.A., Eastern Mennonite University; M.A., Ph.D., University of Illinois.	2003
Jason Good <i>Director of Retention</i> B.A., Eastern Mennonite University; M.A., Ph.D., University of Cadiz.	2006	Micah Hurst <i>Resident Director</i> A.A., Hesston College; B.S., Eastern Mennonite University.	2007-2010, 2012	Bonnie P. Lofton <i>Editor-in-Chief</i> B.A., McGill University; M.A., Eastern Mennonite University; D.Litt., Drew University.	2003	Douglas Nyce <i>Director of Alumni and Parent Relations</i> B.S., Eastern Mennonite University.	2004
Sheldon Good <i>Assistant Director of Communication</i> B.A., Goshen College.	2012	Patience Kamau <i>Assistant Director of Institutional Research</i> B.S., Eastern Mennonite University.	2002	Marvin Lorenzana <i>Director of Multicultural Services</i> A.A., Delgado College; M.Div., Eastern Mennonite University.	2008	Carleen Overacker <i>Assistant Athletic Trainer</i> B.A., Roanoke College; M.A., Hollins College.	2006
Joan Goodrich <i>Assistant Controller</i> B.S., Eastern Mennonite University.	2008	Janet O. Kilby <i>Associate Director of Development</i> B.S., M.EM., Duke University.	2006	Carol S. Lown <i>Manager of University Fund</i> B.A., Randolph-Macon Woman's College; M.A., University of Virginia.	1997	David Penner <i>Web Programmer</i> B.A., Tabor College.	2011
Ashley Goudie <i>Admissions Advisor, RN-BSN Program, Lancaster ADN, Lancaster General College of Nursing and Health Sciences.</i>	2013	David A. King <i>Director of Athletics</i> B.S., Eastern Mennonite University; M.Ed., Temple University.	2005	Daniel E. Marple, Jr. <i>Systems Engineer</i> B.S., Millersville University.	1998	Travis Pettit <i>Program Representative, Adult Degree Completion Program</i> B.S., M.B.A., Eastern Mennonite University.	2011
Luke Hartman <i>Vice President for Enrollment</i> A.A., Hesston College; B.A., Eastern Mennonite University; M.Ed., Wichita State University; Ph.D., Virginia Tech.	2011	Martin G. King <i>Learning Resources Manager</i> B.S., Eastern Mennonite University.	1985	Joy Martin <i>Disability Support Services Coordinator</i> B.S., M.A. Eastern Mennonite University.	2005	Jennifer L. Piper <i>Associate Director Technology Services</i> B.S., Eastern Mennonite University.	1994-1999, 2000
Phillip N. Helmuth <i>Executive Director of Development</i> B.S., Eastern Mennonite University.	1987-1995; 2001	Lindsey Kolb <i>Media Specialist</i> B.A., Eastern Mennonite University.	2007	Gloria Mast <i>Assistant Director of Residence Life</i> B.S., Eastern Mennonite University; M.Ed., James Madison University.	2010	Lauren Powell <i>Admissions Counselor</i> B.A., Messiah College; M.S., Drexel University.	2011
Justin Hershey <i>User Services Support Analyst</i> B.S., Eastern Mennonite University.	2012	Stephen Kriss <i>Associate Director of Pastoral Studies</i> B.A., Eastern Mennonite University; M.A., Duquesne University; M.Div., Drew University Theological School.	2011	Margaret A. McIntire <i>Assessment Counselor</i> B.S., Eastern Mennonite University; M.B.A., Eastern Mennonite University.	1999	Jane Ellen Reid <i>Director of University Accord</i> B.A., University of Vermont; M.Ed., Northern Arizona University.	2007
Michele R. Hensley <i>Director of Financial Assistance</i> B.A., Old Dominion University.	2001	C. Eldon Kurtz <i>Director of Physical Plant</i> B.A., Eastern Mennonite University.	1977-1985; 1997	Betty Jo Miller <i>Director of Institutional Research</i> B.A., Virginia Polytechnic Institute and State University; M.A., Ph.D., James Madison University.	2007	Patrick Ressler <i>Admissions Counselor</i> B.S., Eastern Mennonite University.	2010
Robyn Hill <i>Director of Planned Giving</i> B.A., University of Washington; J.D., Washington and Lee University	2011	Jonathan Lantz-Trissel <i>Sustainability Coordinator</i> B.S., Eastern Mennonite University.	2005	Seth Miller <i>Associate Resident Director</i> B.S., Eastern Mennonite University.	2012	Andrew Richter <i>Admissions Counselor</i> B.S., Eastern Mennonite University.	2012

Daniel B. Risser 2005
User Services Hardware Support Technician
B.S., Eastern Mennonite University.

Kathleen Roth 2009
Intensive English Program Director
B.A., Fresno Pacific University; M.S.Ed., Temple University.

Matthew Ruth 2009
Associate Director of Admissions
B.S., Eastern Mennonite University.

Jack Rutt 2000
Director of Information Systems
B.S., Eastern Mennonite University.

Gregory G. Sachs 2004
Building Automation and Data Systems Coordinator
B.S., Eastern Mennonite University.

Samuel R. Sauder 2001
User Services Support Analyst
B.S., Eastern Mennonite University.

Stephanie C. Shafer 2004
Director of Admissions
B.S., James Madison University; M.B.A., Liberty University.

Lois R. Shank 2004
Assistant to the Provost
A.A., B.S., Eastern Mennonite University.

Kirk L. Shisler 2005
Vice President for Advancement
B.A., Eastern Mennonite University.

Stuart Showalter 2011
Associate Director of Development
B.A., Eastern Mennonite University; M.S., Ohio University, Athens; Ph.D., University of Texas at Austin.

James Sibert 2012
Assistant Director, RN-BSN Program, Lancaster
B.A., Lancaster Bible College; M.A., Lancaster Theological Seminary.

Julie Siegfried 2006
Office Manager EMU at Lancaster
B.S., Central Penn College.

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.

Michael D. Stauffer 2007
System and Database Administrator
B.S., Eastern Mennonite University; M.S.C.S., University of Maryland.

Catherine Stover 2011
Development and Marketing Associate (Lancaster)
B.A., Roanoke College; M.Ed., Penn State University.

Timothy Stutzman 2010
Director of Finance/Controller
B.S., Eastern Mennonite University

Jon M. Styer 2008
Media Specialist
B.S., Eastern Mennonite University.

Timothy J. Swartzendruber 1996-2000, 2002
Associate Director of Development
B.A., Eastern Mennonite University.

Philip Tieszen 2011
Admissions Counselor
B.S., Eastern Mennonite University.

Travis Trotter 2010
Assistant Registrar
A.A., Hesston College; B.S., Eastern Mennonite University.

Margaret C. Upton 2006
Director of Health Services
B.S., York College of Pennsylvania; M.S.N., University of Missouri-Columbia.

Lynn A. Veurink 2007
Assistant Director of Auxiliary Services
B.A., Dordt College.

Douglas A. Wandersee 2004
Associate Director of Student Programs and Orientation, Common Grounds
B.A., University of Minnesota - Morris; M.Ed., James Madison University.

Andrea S. Wenger 2000-2003, 2006
Director of Marketing and Communications
B.A., Eastern Mennonite University; M.A., Penn State University.

Mark Wenger 2005
Director of Pastoral Studies
B.A., Eastern Mennonite University; M.Div., Goshen Biblical Seminary; Ph.D., Union Theological Seminary.

Linda Witmer 2009
Administrative Director and Associate Professor/Assessment Counselor of EMU at Lancaster
B.S., Eastern Mennonite University; M.P.H., M.S.P.H., University of North Carolina at Chapel Hill; M.Div., Lancaster Theological Seminary.

Alex R. Yoder 2003
Financial Assistance Counselor
B.S., Eastern Mennonite University; M.B.A., Eastern Mennonite University.

Danny Yoder 2010
Web Designer
B.S., Eastern Mennonite University.

Twila K. Yoder 1998
Assistant to the President
A.A., Hesston College; M.A., Eastern Mennonite Seminary.

Michael Zucconi 2006-2009, 2011
Information Officer
B.S., Eastern Mennonite University; M.Ed., Wichita State University.

Administrators Emeriti
Years of Service

Myron S. Augsburg 1965-1980
President Emeritus

Beryl H. Brubaker 1970-2008
Provost Emerita

Frances Brubaker 1969-1983
Administrator Emerita

Donald P. Foth 1979-1998
Administrator Emeritus

Joseph L. Lapp 1987-2003
President Emeritus

David F. Miller 1977-1996
Administrator Emeritus

Ron Piper 1986-2010
Administrator Emeritus

Peggy S. Shenk 1970-1999
Administrator Emerita



Index

Academic Advocacy Program . . . 215
 Academic Honors . . . 19
 Academic Policies . . . 15
 Academic Probation . . . 16
 Academic Review . . . 16
 Academic Support . . . 214-215
 Academic Support Center . . . 214
 Accelerated Program:
 BA in Peacebuilding and
 Development to MA in Conflict
 Transformation . . . 38
 Accounting . . . 75, 77
 Accounting (ACTG) . . . 78
 Accreditation . . . 7
 Administrators Emeriti . . . 249
 Administrators . . . 245
 Administration and Faculty . . . 236
 Admissions . . . 216-221
 Adult Degree Completion
 Program . . . 192-196
 Advanced Placement (AP) Credit . 21
 Anabaptist Biblical
 Perspectives (ABP) . . . 54
 Applied Social Sciences . . . 35-41
 Applying for Admission . . . 216
 Area Studies (HIST) . . . 110
 Art . . . 182, 184
 Art (ART) . . . 185
 Art Gallery . . . 9
 Associate Degree
 . . . 13, 14, 54, 96, 129, 205
 Associate Trustees . . . 237
 Athletics: Intercollegiate . . . 228
 Athletics: Recreational Sports . . . 228
 Auditing . . . 22
 Baccalaureate Degree . . . 2
 Bible and Religion . . . 48-54
 Bible and Religion . . . 51, 52
 Bible and Religion (BIRE) . . . 55
 Biblical Studies (BIST) . . . 51-52
 Biblical Studies . . . 49
 Biochemistry . . . 64, 86
 Biochemistry (BIOCH) . . . 70, 89
 Biology . . . 62-66
 Biology (BIOL) . . . 67
 Board of Trustees . . . 236
 Brethren Colleges Abroad . . . 205
 Bridge Program . . . 202
 Business and Economics . . . 73-78
 Business Administration . . . 75, 77

Business Administration (BUAD) .79
 Calendar . . . 4
 Campus Activities Council (CAC) 229
 Campus and Facilities . . . 8
 Campus Map . . . 10
 Campus Ministries . . . 223
 Canadian Students . . . 218
 Career Services . . . 223
 Center for Justice and
 Peacebuilding . . . 209-10
 Central America Study and Service
 (CASAS) . . . 205
 Charges . . . 231
 Chemistry . . . 85-87
 Chemistry (CHEM) . . . 87
 Church Music (CHMUS) . . . 144
 Church Music Concentration . . 142
 Church Music Minor . . . 144
 Church Studies (CHST) . . . 56
 Class Attendance . . . 23
 CLEP/DSST Examinations . . 21, 223
 Clinical Laboratory Science . . . 66
 Clubs and Organizations . . . 230
 Coaches . . . 243
 Coaching . . . 161
 CoachLink . . . 224
 Communication . . . 183
 Communication (COMM) . . . 188
 Community Learning Designates . 30
 Community Lifestyle
 Commitment . . . 222-223
 Commuter Students . . . 227
 Comprehensive Musicianship
 (CMUS) . . . 145
 Computer Information Systems
 (CIS) . . . 81
 Computer Science . . . 133, 134
 Computer Science (CS) . . . 134
 Congregational and Youth
 Ministries . . . 49
 Cooperative Programs . . . 205
 Council for Christian Colleges and
 Universities . . . 205
 Counseling Services . . . 224
 Credit through Testing . . . 20
 Cross-Cultural Program . . . 28-30
 Digital Communication . . . 184
 Digital Media . . . 183
 Digital Media (DIGM) . . . 189
 Digital Video Production . . . 185

Disability Support Services . . . 215
 Discounts . . . 234
 Early Admission . . . 216
 Early Education . . . 93
 Eastern Mennonite Seminary . . 213
 Economics . . . 76, 77
 Economics (ECON) . . . 81
 Education . . . 91-96
 Education (ED) . . . 96
 Elementary Education . . . 93
 Emeriti . . . 244
 EMU Core . . . 24-34
 English . . . 114, 117
 Environmental & Social Sustainability
 Concentration . . . 39, 65
 Environmental Science (ENVS) . . 71
 Environmental Science (SUST) . . 72
 Environmental Science
 Concentration . . . 40, 65
 Environmental Sustainability . . 38, 64
 European History (HIST) . . . 109
 ESL . . . 120
 Faculty . . . 237
 Family Educational Rights and
 Privacy Act . . . 2
 Film Series . . . 226
 Finance . . . 78
 Finance (FIN) . . . 83
 Financial Assistance . . . 233-235
 Fitness Center . . . 226
 Game Room . . . 226
 Gender Studies Minor . . . 106
 General Activity Courses (PEG) . 163
 General Education (EMU Core) 24-34
 General Studies . . . 129
 Geography (GEOG) . . . 112
 Grade Point Average . . . 15
 Grade Appeal Process . . . 20
 Grade Reporting . . . 19
 Grading System . . . 15
 Graduate Programs . . . 209-213
 Graduation Application . . . 14
 Grants . . . 234
 Hartzler Library . . . 214
 Health (HE) . . . 164
 Health and Physical Education . 157
 Health Services . . . 224
 Historical Sketch . . . 5
 Historiography (HIST) . . . 111
 History . . . 104-107

History and Social Science . 104, 107
 Honors Program . . . 196-197
 Honors Program Courses
 (HONRS) . . . 198
 Human Resource Management . . 78
 Independent Study . . . 21
 Intensive English Program . . . 200-202
 Intensive English Program (IEP) . 201
 International Business . . . 76
 International Business Institute . 206
 International Development . . . 40
 International Student Admission . 218
 International Student Services . . 225
 Journalism . . . 185
 Kinesiology and Exercise
 Science . . . 160, 162
 Lancaster . . . 9, 194, 203, 212
 Languages (LANG) . . . 121
 Language and Literature . . . 114-120
 Lark Leadership Scholarship
 Program . . . 207
 Liberal Arts . . . 129
 Liberal Arts (LARTS) . . . 130
 Library (Hartzler Library) . . . 214
 Life Wellness . . . 26
 Linguistics (LING) . . . 121
 Literature (LIT) . . . 122
 Loans . . . 234
 Location . . . 8
 Majors . . . 12
 Majors Activity Courses (PE) . . 162
 Management and Organizational
 Development - ADCP . . . 193
 Marketing (MKTG) . . . 84
 Master of Arts Degree in Conflict
 Transformation . . . 209
 Master of Arts in Biomedicine . . . 210-211
 Master of Arts in Counseling . . 211
 Master of Arts in Education . 211-212
 Master of Arts in Organizational
 Leadership . . . 212
 Master of Business Administration
 (MBA) . . . 212-213
 Master of Science in Nursing
 (MSN) . . . 213
 Mathematical Sciences . . . 132-134
 Mathematics . . . 132, 134
 Mathematics (MATH) . . . 136
 Mathematics Competency . . . 28
 Mennonite Education Agency Board
 of Directors . . . 236
 Ministry Inquiry Program . . . 54, 207
 Minors . . . 12
 Mission Statement . . . 7
 Multicultural Services . . . 225
 Music . . . 141-144
 Music Education (MUED) . . . 147
 Music Ensembles . . . 229
 Music Ensembles (MUES) . . . 148
 Music Interdisciplinary Studies
 Concentration . . . 142

Music Performance Concentration 142
 Music Performance Studies
 (MUPS) . . . 149
 New Student Orientation . . . 227
 Nondiscriminatory Policy . . . 2
 Nursing . . . 151-154
 Nursing - ADCP . . . 194
 Nursing (NURS) . . . 156
 Nursing Level 1 (NURS) . . . 154
 Nursing Level 2 (NURS) . . . 155
 Nursing Level 3 (NURS) . . . 156
 Nursing - Second Degree Option . 153
 Oregon Extension . . . 207
 Orie Miller Global Village
 Center . . . 208
 Outdoor Ministry and Adventure
 Leadership . . . 158, 162
 Payment Policy . . . 232
 Peacebuilding and Development . 37
 Peacebuilding and Development
 (PXD) . . . 41, 58
 Philosophy . . . 6
 Philosophy (PHIL) . . . 59
 Philosophy and Theology . . . 50, 53
 Photography . . . 184, 185
 Photography (PHOTO) . . . 190
 Physical Education and
 Recreation . . . 157-162
 Physical Education (PE) . . . 165
 Physics . . . 134
 Physics (PHYS) . . . 139
 Political Studies . . . 107
 Political Studies (POL) . . . 112
 Pre-Engineering . . . 134
 Pre-Engineering (ENGR) . . . 140
 Pre-Law . . . 107
 Pre-Professional and Professional
 Programs . . . 12
 Pre-Professional Health Sciences
 Program . . . 63, 87
 President . . . 1, 237
 Provost . . . 237
 Psychology . . . 169-170
 Psychology (PSYC) . . . 170
 Readmission . . . 217
 Recreation (REC) . . . 167
 Recreation Leadership and Sport
 Promotion . . . 160
 Recreational Sports . . . 226, 228
 Refund Policy . . . 232, 234
 Registration . . . 22
 Religion (REL) . . . 60
 Religious and Intercultural
 Studies . . . 50, 52
 Requirements for
 Associate Degree . . . 14
 Requirements for Baccalaureate
 Degrees . . . 13
 Residential Life . . . 225
 Scholarships . . . 234
 Secondary Education . . . 95
 Senior Citizen Participation . . . 22

Senior Seminar . . . 33-34
 Social Work . . . 36
 Social Work (SOWK) . . . 45
 Sociology . . . 41
 Sociology (SOC) . . . 45
 Spanish Language and Hispanic
 Studies . . . 118
 Spanish Minor . . . 120
 Spanish (SPAN) . . . 124
 Special Education . . . 94
 Special Education (EDS) . . . 101
 Special Programs . . . 192-208
 Strategies for Trauma Awareness &
 Resilience (STAR) . . . 210
 Student Academic Misconduct
 Integrity Policy . . . 16-19
 Student Activities and
 Organizations . . . 228-230
 Student Classification . . . 15
 Student Government
 Association . . . 229
 Student Life . . . 222-227
 Student Programs . . . 226
 Student Publications . . . 229
 Students with Disabilities . . . 215
 Study and Training for Effective
 Pastoral Ministry
 Program . . . 206-205
 Study and Training for Effective
 Pastoral Ministry Program
 (STEP) . . . 204
 Summer Peacebuilding Institute . . . 209-210
 Summer School Fees . . . 231
 Table of Contents . . . 3
 Teaching English to Speakers of
 Other Languages (TESOL) . . 120
 Theater . . . 174-176
 Theater (THR) . . . 176
 Theater at EMU . . . 230
 Theology (THEO) . . . 61
 Transcripts . . . 20
 Transferring to EMU . . . 217
 Tuition and Fees . . . 231-232
 Undergraduate Academic
 Programs . . . 12
 University Accord . . . 224
 U.S. History (HIST) . . . 108
 Varsity Sport Credit (PEV) . . . 163
 Vice President and Undergraduate
 Dean . . . 237
 Visual and Communication
 Arts . . . 180-185
 Washington Community Scholars'
 Center . . . 30, 198-199
 WCSC Seminar Courses . . . 199
 Welcome . . . 1
 Withdrawal . . . 22
 Writing Studies . . . 116, 117
 Writing (WRIT) . . . 127
 Writing Intensive Designates . . . 27
 World History (HIST) . . . 108
 YPCA-Serve . . . 230
 Youth Ministry . . . 54

