



## 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".

Loren E. Swartzendruber

# Undergraduate Catalog 2015-16

## Eastern Mennonite University

1200 Park Road  
Harrisonburg, VA 22802-2462  
Phone: 540-432-4000  
Fax: 540-432-4444  
E-mail: [info@emu.edu](mailto:info@emu.edu)  
Web site: [www.emu.edu](http://www.emu.edu)

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The information in this Undergraduate Catalog applies to the academic year 2015-16. The university reserves the right to change programs of study, academic requirements, the announced university calendar and other matters described herein without prior notice, in accordance with established procedures. This Undergraduate Catalog is descriptive and is not to be construed as a legal contract.

### Acknowledgements

*Editor:* Deirdre Smeltzer  
*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

<b>2015-16 Calendar</b> .....	4	<b>Nursing</b> .....	158
<b>Introduction</b> .....	5	<b>Physical Education &amp; Recreation</b> ...	165
<b>Campus Map</b> .....	10	<b>Psychology</b> .....	177
<b>Academic &amp; Degree Information</b> ....	12	<b>Theater</b> .....	182
<b>EMU Core Curriculum</b> .....	25	<b>Visual and Communication Arts</b> ....	188
<b>Applied Social Sciences</b> .....	36	<b>Special Programs</b> .....	201
<b>Bible and Religion</b> .....	53	<b>Academic Support</b> .....	218
<b>Biology</b> .....	67	<b>Admissions</b> .....	221
<b>Business and Economics</b> .....	78	<b>Student Life</b> .....	227
<b>Chemistry</b> .....	90	<b>Student Activities &amp; Organizations</b> .	234
<b>Education</b> .....	96	<b>Tuition and Fees</b> .....	237
<b>History</b> .....	109	<b>Financial Assistance</b> .....	239
<b>Language and Literature</b> .....	119	<b>Administration and Faculty</b> .....	242
<b>Liberal Arts</b> .....	136	<b>Index</b> .....	256
<b>Mathematical Sciences</b> .....	139		
<b>Music</b> .....	148		

# 2015-16 Calendar

## Fall Semester

August	19-20	Faculty/Staff Conference	
	29-30	New Student Orientation	
	31	Final Fall Registration	
September	1	FALL SEMESTER CLASSES BEGIN	8:00 a.m.
	2	Fall Semester Convocation	10:00 a.m.
October	9-11	Homecoming and Parents Weekend	
	23	Mid-Semester Recess Begins	5:30 p.m.
	28	Classes Resume	8:00 a.m.
November	24	Thanksgiving Recess Begins	5:05 p.m.
	30	Classes Resume	8:00 a.m.
December	14	Last Day of Classes	
	15	Final Exams Begin	8:00 a.m.
	18	Final Exams End	12:40 p.m.

## Spring Semester

January	10	New Student Registration	4:00 p.m.
	11	SPRING SEMESTER CLASSES BEGIN	8:00 a.m.
	13	Spring Semester Convocation	10:00 a.m.
March	4	Mid-Semester Recess Begins	5:30 p.m.
	14	Classes Resume	8:00 a.m.
	24	Easter Recess Begins	5:05 p.m.
	29	Classes Resume	8:00 a.m.
April	25	Last Day of Classes	
	26	Final Exams Begin	8:00 a.m.
	29	Final Exams End	12:40 p.m.
	30	Baccalaureate	7:00 p.m.
May	1	Ninety-eighth 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](http://www.aacn.nche.edu). The nursing program is also approved by the Virginia State Board of Nursing.

The teacher education department at Eastern Mennonite University is accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](http://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 laboratories as well as the planetarium, museum, greenhouse and Convirion plant growth chamber. Extensive renovations were completed in 2015.

The **D. Ralph Hostetter Museum of Natural History** features collections of rocks, minerals, fossils, and mounted birds and mammals. The Discovery Room contains hands-on displays and specimens focusing on animal adaptations, fossil formation, and the rock cycle. Please check the website for museum openings: [www.emu.edu/science-center/museum/](http://www.emu.edu/science-center/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, a computer lab, and wireless access through the entire building. The building houses the **Menno Simons Historical Library**, the **EMU Archives**, the **Academic Success Center**, and the **Information Systems Helpdesk**. The **Hartzler Library Art Gallery** is located on the second floor and features local and international art throughout the academic year. In the fall of 2010 high-



efficiency photovoltaic panels capable of generating 104.3 kilowatts of electricity were installed on the library roof.

Outdoor athletic facilities 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. **Northlawn Residence Hall**, also houses the dining hall which serves cafeteria style meals for students with continuous, unlimited service for those living in the traditional residence halls and a 60 block plan for those juniors living in **Hillside Suites** and **Parkwood Apartments**. **Roselawn**, a former residence hall, is now home to the Intensive English Program and is currently being renovated to provide additional classroom and office space.

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

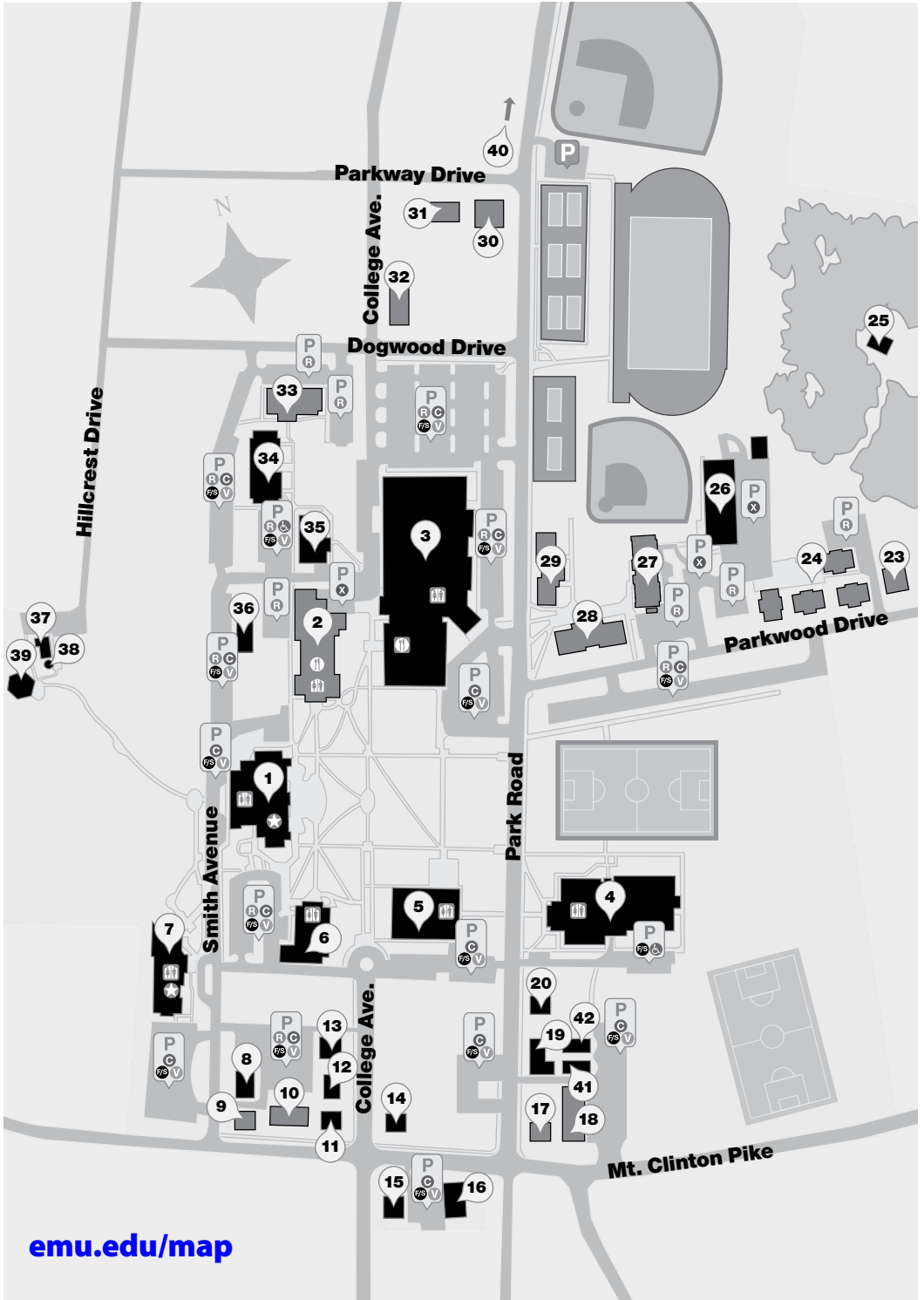
Just a few hundred feet south of the Campus Center is the **Seminary Building**. Approximately 150 students are enrolled in the seminary.

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 dark-room. 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, the Physical Education department, 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](http://emu.edu/map)

## OFFICE AND DEPARTMENTAL DIRECTORY







(Building number and phone ext.)

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

### BUILDING KEY

-  Information
-  Public restrooms
-  Food
-  Academic
-  Residential

### PARKING KEY

-  Residential
-  Visitor
-  Faculty/staff
-  Commuter
-  Handicapped
-  Restricted

Academic Support Center	5	4254	Institutional Research	1	4304
Admissions, Undergrad	1	4118	Intensive English Program	34	4059
Admissions, Seminary	7	4257	International Student Services	3	4459
Adult Degree Completion Program	1	4982	Language & Literature Dept.	34	4168
Advancement	1	4203	Library	5	4175
Alumni/Parent Relations	1	4294	MA in Biomedicine	19	4338
Apartment Rentals	3	4662	MA in Counseling	7	4243
Applied Social Sciences Dept.	34	4450	MA in Education	1	4350
Art Galleries			MainStage Theater	3	
Sadie Hartzler Library	5		Marketing & Communications	20	4056
Student Gallery	3		Martin Chapel	7	
Athletics	3	4440	Mathematical Sciences Dept.	4	4400
Auxiliary Services	3	4662	MBA	1	4150
Bach Festival	6	4652	MS in Nursing	1	4186
Bible & Religion Dept.	34	4463	Multicultural Programs	3	4458
Biology Dept.	4	4400	Museum (D. R. Hostetter)	4	4400
Bookstore	3	4250	Music Dept.	6	4225
Box Office	3	4582	Music Studios	11	4242
Business & Economics Dept.	1	4150	Nursing Dept.	1	4186
Business Office	1	4575	Physical Education & Recreation Dept.	3	4440
Campus Ministries	3	4196	Physical Plant	26	4390
Career Services	3	4131	Post Office	1	4253
Center for Justice and Peacebuilding	16	4490	Preparatory Music	6	4277
Chemistry Dept.	4	4400	President's Office	1	4100
Church Relations	1	4589	Printing Services	26	4543
Common Grounds Coffeehouse	3	4675	Provost	1	4105
Computer Labs	1, 4, 5		Psychology Dept.	34	4400
Congregational Resource Center	7	4219	Recreational Sports	3	4133
Counseling Services	3	4317	Registrar	1	4110
Cross-Cultural Program	1	4591	Royals' Den (snack shop)	3	4335
Development	1	4200	Security	26	4911
Dining Hall	2	4311	Seminary	7	4260
Disability Support Services	5	4233	Shenandoah Valley Children's Choir	12	4650
Discovery Room	4	4400	Sports Information Office	3	4441
Education Dept.	1	4142	STAR Program	14	4651
Financial Assistance	1	4137	Strite Conference Suite	1	
Fitness Center	3	4341	Student Government	3	4135
Game Room	3	4375	Student Life	3	4135
Graduate Programs	8	4025	Studio Theater	3	
Health Services	3	4317	Summer Peacebuilding Institute	15	4653
Help Desk/User Services	5	4357	Theater Dept.	3	4360
History Dept.	34	4408	Undergraduate Dean	1	4141
Housing/Residence Life	3	4128	Visual & Communication Arts Dept.	3, 35	4360
Human Resources	1	4049	Weather Vane	28	4338
Information Office	1	4000	Weaver Wellness Suite	3	4317
Information Systems	1	4357	Yoder Arena (gymnasium)	3	

## CAMPUS DIRECTORY



Art Center, Esther K. Augsburger	35	Maplewood	28
Bomberger House	23	Marketing / Anderson House	20
Campus Center	1	Mt. Clinton Apartments	10
Cedarwood	27	Music Studios / Lehman House	11
Center for Justice & Peacebuilding / Martin Store	16	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
Grad Programs /Heatwole II (Ammon)	8	Roselawn	34
Guild	36	Seminary	7
Hartzler (Sadie) Library	5	SPI / H.D. Weaver House	15
Guest House / Heatwole House	9	STAR / Brunk House	14
Hillside Suites	33	Suter House	13
Lehman Auditorium	6	Suter Science Center	4
MA in Biomedicine/ Rutt Annex D	41	SVCC / Blosser House	12
MA in Biomedicine/ Rutt Annex E	42	Village Apartments	18
MA in Biomedicine/ Rutt House	19	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
- Sociology
- Spanish Language and Hispanic Studies
- 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 214)

## **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 (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 25-35 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 two-year major, and electives. A minor is optional.

At least 32 SH must be completed through EMU, including at least nine semester hours in the major and six hours in any minor.

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

Each student satisfies EMU Core requirements as listed below.

#### Christian Faith

Anabaptist Biblical Perspectives . . . . .3  
Life Wellness . . . . .2

#### Communication

College Writing for Transitions . . . . .4  
Speech: Exploring Voice in Vocation . .2  
Mathematics Competency . . . . .0-1

#### Cross-Cultural Learning

Cross-cultural designate . . . . .3  
Foreign Language . . . . .3

### Critical Thinking

Natural Sciences . . . . .3  
Social and Behavioral Sciences . . . . .3  
Creative Arts . . . . .1-3  
History and Literature . . . . .3  
**Total . . . . .27-30**

## 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 WRIT 130 College Writing and/or WRIT 150 Speech: Exploring Voice in Vocation..*

## 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 225.

## Academic Probation

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

## Academic Review

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

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

Conditional admission granted to new students (see “Requirements for Admission,” page 223) 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 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 or prior work, 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.wpacouncil.org](http://www.wpacouncil.org).)*

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

### **1. Minimal Violation**

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

- 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.
- e) reproducing one's own work from a previous work.

*( These items adapted from "Westmont College Plagiarism Policy" (2002) )*

### **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, the professor will use this as an opportunity to teach the student/s explicitly about academic integrity. A minimal violation should be reported to the respective dean's office using the Academic Integrity Violation form.

When a second minimal violation occurs, either within the same class or in multiple classes with the same instructor, faculty will document this as a substantial offense using the Academic Integrity Violation form.

##### 2. Procedures for Substantial Violations

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

- a) The professor will:
  1. notify the student of the violation.
  2. determine whether the student is guilty of the violation.
  3. contact the respective chair or program director's office to check on previous student violations in order to determine first, second or third offense.
  4. document the finding and the action

either taken (First-time offense) or repeated (Second and Third-time offenses) on the Violation of Academic Integrity Record.

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

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

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

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

## **E. Consequences for Students**

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

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

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

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

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

## **Academic Honors**

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

Baccalaureate degree candidates for graduation from the traditional undergraduate program who have earned a cumulative grade point average of 3.60

or above with no grade below C- at EMU are considered honor graduates. A student who receives a grade below C- in one course may retain eligibility for honors by repeating the course at EMU and earning a grade of C- or higher. The honor and corresponding grade point average are listed as follows:

Cum Laude: 3.60-3.79

Magna Cum Laude: 3.80-3.89

Summa Cum Laude: 3.90-4.00

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

## Grade Reporting

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

## Grade Appeal Process

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

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

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

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

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

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

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

## Transcripts

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

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

## Credit Taken by EMU Students at Other Institutions

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

## Transfer Credit Grades

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

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

### **Credit through Testing**

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

Students in the traditional undergraduate program may apply CLEP/DSST credit toward EMU Core requirements only in the area of foreign language. Credit earned through Advanced Placement (AP) testing may be applied toward Core requirements as indicated by the University Registrar's Office. Students in the Adult Degree Completion Program may use approved testing options to meet EMU Core requirements where appropriate equivalents have been identified.

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

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

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

### **Credit by Examination**

Upon recommendation of the appropriate instructor, an EMU student may request to earn credit or demonstrate

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

### **CLEP/DSST Examinations**

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

### **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 agencies. Credit requirements are arranged on a contractual basis between the individual and the undergraduate academic dean's office prior to the term of service. See page 237 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](http://my.emu.edu)) and in the 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 223) 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 apply for readmission. 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 course/courses on a regular basis (has multiple absences over a period of at least two weeks) and has not responded to efforts by the instructor or other EMU personnel to address the absences, the university registrar may administratively withdraw the student from the course(s.) The Primary Designated School Official will be consulted regarding the potential withdrawal of an international student.

Any decision to withdraw a student will be referenced with the undergraduate academic dean and made in consultation with the instructor of the course(s) involved. The withdrawal date will reflect the final date the student attended the course(s) according to instructor's 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 to have the Academic Forgiveness Policy applied.

To qualify, the student must: a) earn a 2.0 GPA for the first 12 SH following re-enrollment, and b) submit a written request to the 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.





## EMU Core

**A**t 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 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 engaging faith, peacebuilding, creation care, experiential learning and cross-cultural participation.

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

## EMU Core Learning Outcomes

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

**Communication:** Students will enhance successful interpersonal collaboration by developing effective communication skills through written, oral, aural, visual, 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
<b>Total . . . . .</b>	<b>35-38</b>

*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 53-66) for complete ABP and CIW course descriptions.

### Anabaptist Biblical Perspectives (ABP)

In ABP courses, students will show how reading the Bible informs how we live, while exploring major practices and beliefs of Mennonites and Anabaptists.

ABP 101 Covenant and Community:	
An Introduction to the Bible . . . . .	3
ABP 201 Ethics in the Way of Jesus . . . . .	3
*BIST 212 History of the Bible . . . . .	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.

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 Science . . . .	3

*PHIL 334 Ethics: Conceptions of Personal Good . . . . .	.3
*PHIL 341 Politics: Conceptions of Common Good . . . . .	.3
*PHIL 412 Philosophy of Religion . . .	.3
*REL 201 Introduction to Religious Studies . . . . .	.3
*REL 312 Topics in Religion . . . . .	.3
*REL 323 Contemporary Culture . . .	.3
REL 334 Cultural Anthropology: Christianity and Social Change . . .	.3
*REL 423 Judaism, Christianity, Islam: Comparative Monotheisms . . . . .	.3
THEO 201 Introduction to Theology .3	
*THEO 312 Topics in Christian Theology . . . . .	.3
*THEO 412 Contemporary Theology . . . . .	.3

## Life Wellness

CORE 201 Life Wellness . . . . .	.2
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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 133) for complete course descriptions. The following are guidelines to follow for writing placement. Decisions

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

- Students with a grade below B in their dual enrollment writing course (or in the second semester of a two-part writing sequence) will be placed in WRIT 120 or 130 based on their ACT/SAT English scores and grades in junior and senior year high school English courses.
- When we believe it is in the student's best interest, we may make a strong recommendation for a student with a grade of B or better in dual enrollment writing to enroll in a first-year writing course at EMU.
- The Director of the Writing Program may choose to request a writing sample from a student as part of the process of deciding whether to recommend that the student take an EMU writing course.

WRIT 130 College Writing for Transitions . . . . .	.4
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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
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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 (WI)**

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  
 \*BIOCH 398 Advanced Cell Biology . 3  
 BIOL 235 Ecology: Adaptation and Environment . . . . . 4

BIOL 307 Developmental Biology. . . . 4  
 BIOL 485 Faith, Science, and Ethics . . 2  
 \*BIST 323 New Testament Studies:  
   Paul . . . . . 3  
 BUAD 331 Organizational Behavior . . 3  
 CCSSC 386 A Multicultural History of Washington D. C. (WCSC) . . . . 3  
 CHEM 378 Drugs: Discovery, Design, and Action . . . . . 3  
 CHST 341/HIST 382 Church History 3  
 \*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 Administration . . . . 3  
 \*ECON 311 Contemporary Economic Issues . . . . . 3  
 \*ECON 331 History of Economic Thought . . . . . 3  
 ECON 401 Development Economics . 3  
 ED 321 Management and Organization in Early Education. . . . . 3  
 ED 401 Examining Foundations of Education . . . . . 2  
 EDS 301 Introduction to Exceptionalities . . . . . 3  
 \*EDS 371 Evaluation and Planning in Special Education. . . . . 3  
 HIST 121 Introduction to History and Methods. . . . . 2  
 HIST 382/CHST 341 Church History. 3  
 \*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  
 \*PE 404 Exercise Physiology and Kinesiology . . . . . 4  
 PSYC 341 Cognitive Psychology . . . . 3  
 PSYC 473 Research in Psychology:  
   Applied . . . . . 2  
 PXD/SOC 225 Theories of Social Change . . . . . 3

PXD 345 Theories of Peacebuilding . . .	.3
*REC 201 Recreational Programming: Design and Implementation . . . . .	.2
SOC/PXD 225 Theories of Social Change . . . . .	.3
SOWK 330 Social Policy Analysis . . .	.3
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... . . . .	.2
*THR 310 Playwriting and Screenwriting . . . . .	.3
*THR 401 Western Theater History II	.3
WRIT 200 Introduction to Creative Writing . . . . .	.3
WRIT 351 Prose Workshop: Fiction . .	.3
WRIT 352 Prose Workshop: Nonfiction . . . . .	.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
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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 133) 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 Success Center. Refer to

Mathematical Sciences (page 143) 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
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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 2015-2016 include:

**China (Fall 2015)**

- CCSSC 201 Cross-Cultural Social Science: China . . . . .3
- CCSOC 303 Community Development in China . . . . .3
- CCLNG 112 Chinese Language . . . . .3
- CCHIS 308 History and Culture of China. . . . .3
- CCREL 308 Spirituality, Ethics, and Religion in China (CIW)

**Guatemala and Cuba (Spring 2016)**

- CCSSC 201 Cross-Cultural Social Science: Guatemala and Cuba . . . . .3
- SPANISH LANGUAGE: (*two of the following courses, placement based on previous knowledge*):
- CCSPA 110, 120 Elementary Spanish I, II **OR**
- CCSPA 210, 220 Intermediate Spanish I, II **OR**
- CCSPA 312, 322 Advanced Conversational Spanish I, II. . . . .6
- CCREL 304 Religion, Culture and Economics in Guatemala and Cuba (CIW) . . . . .3
- CCHIS 307 History through a Trauma and Resilience Lens . . . . .3

**Middle East (Spring 2016)**

- CCSSC 201 Cross-Cultural Social Science: Middle East . . . . .3
- CCLNG 110 Arabic Language. . . . .3
- CCREL 302 Religion and Culture in the Middle East (CIW) . . . . .3

- CCHIS 303 Contemporary Issues in the Middle East . . . . .3
- CCCHS 302 Christian Movement in the Mediterranean . . . . .3

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

Summer seminars provide exposure to cross-cultural contexts for 3-6 weeks. A three-week experience comprises the core experiential course. Six week seminars include a second 3 SH course. The student elects complementary courses (see the following list of cross-cultural designates) to complete the required 9 SH. Cross-cultural seminars scheduled for summer 2016 include:

**Lithuania (6 SH)**

- CCSSC 201 Cross-Cultural Social Science: Lithuania . . . . .3
- CCPHT 313 Photography of People and Place . . . . .3

**Myanmar (6 SH)**

- CCSSC 201 Cross-Cultural Social Science: Myanmar . . . . .3
- CCECO 202 Economics and Justice in Conflict Areas . . . . .3

**Québec (3 SH)**

- CCSSC 201 Cross-Cultural Social Science: Québec. . . . .3

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

**Cross-Cultural Designates (CC)**

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

- BIOL 161 Food and Population . . . . .3
- \*BIOL 191 Physical Anthropology . . .3
- BUAD 441 International Business . . .3
- \*CMUS 201 Topics: World Music . . .3
- ECON 401 Development Economics .3
- \*ECON 411 International Economics. 3
- HIST 181 The Global Past I: Prehistory to 1500. . . . .3

HIST 182 The Global Past II: 1500 to the Present . . . . .	.3
*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
LANG 110 Elementary Arabic I . . . . .	.3
LANG 140 Elementary Mandarin Chinese I . . . . .	.3
LANG 170 Elementary German . . . . .	.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 Elementary Spanish in Review . . . . .	.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-building internships, classes at area universities, and connections between faith and vocation in Washington, D.C. See pages 208-209 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. 126) 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 (CL)

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

ACTG 481 Accounting Internship . . . . .	1-3
*ART 397 Elementary School Art Methods [3 SH with practicum] . . . . .	.3
*ART 398 Secondary School Art Methods . . . . .	.3
BIOL 219 Life Science Practicum . . . . .	.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 . . . . .	1-6
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
ENVS 419 Environmental Sustainability Practicum . . . . .	3
*HIST 222 African-American History .	3
HIST 441 History Internship . . . . .	1-3
HONRS 431 Honors Teaching and Leadership . . . . .	0-2
LARTS 391 Peer Tutoring Practicum II . . . . .	1-3
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 210 Sophomore Practicum: KES . .	1
PE 301 Adapted Physical Education .	3
PHOTO 478 Documentary Photography . . . . .	3
POL 250 Law, Justice and the Local Context . . . . .	3
PSYC 203 Developmental Case Study .	1
PSYC 482, 483 Psychology Internship I and II (must enroll in 2 semesters) .	4
PXD 431 Peacebuilding and Development Practicum . . . . .	1-3
REC 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 (NS)**

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
PHYS 251 University Physics I . . . . .	4
*PSYC 451/BIOL 451 Neuropsychology . . . . .	3



## Social and Behavioral Sciences (SB)

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

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
SOC/SOWK 210 Social Stratification . . . . .	3
SOC 330 The Family in Social Context . . . . .	3
SOWK 200 Social Behavior and Diversity . . . . .	3

## Creative Arts (CA)

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 262 Printmaking: Relief and Screen . . . . .	3
*ART 263 Watercolor Painting . . . . .	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. . . . .	3
CMUS 114 Appreciating Music Making . . . . .	3

*CMUS 201 Topics: Introduction to Music Technology . . . . .	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
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 351 Prose Workshop: Fiction . . . . .	3
WRIT 352 Prose Workshop: Nonfiction. . . . .	3
*WRIT 370 Poetry Writing . . . . .	3

## History and Literature (HL)

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 since 1865 . . . . .	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 312 Ecology and Science Fiction .3  
 \*LIT 314 Ways of War and Peace . . . .3  
 \*LIT 315 Global Conflicts, Global Novels . . . . .3  
 \*THR 201 Survey of World Theater History . . . . .3

finding voice. A chosen theme frames volitional and reflective inquiry.

**Senior Seminars for 2015-16 include:  
 Fall 2015**

CORE 401 Senior Seminar: Dealing with Suffering and Loss . . . . .2  
 CORE 401 Senior Seminar: Growing Identity While Walking Together. . .2

**Spring 2016**

CORE 401 Senior Seminar: By the Sweat of our Brow: Work, Calling, and Purpose. . . . .2  
 CORE 401 Senior Seminar: Seeing with the Self. . . . .2

*The following courses also fulfill the Senior Seminar requirement.*

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

**Senior Seminar**

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

**Senior Seminar (CORE)**

**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.

**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.

## **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.

## **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.

*\*Indicates courses offered in alternate years.*



# Applied Social Sciences

## Faculty:

*Deanna Durham*  
*Jennifer Holsinger*  
*Carol Hurst*  
*Melody Pannell*  
*Gloria Rhodes (chair)*  
*Carolyn Stauffer*

## Majors:

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

## Minors:

- International Development
- Peacebuilding
- Sociology
- Environmental Sustainability

The department of applied social sciences offers majors in social work, sociology, 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 interaction with the local community, the church, the nation, and the world at large.

In addition to the four 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 student organizations such as Peace Fellowship, Social Work Is People (SWIP), Earthkeepers, or Sustainable Food Initiative (SFI).

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

# Major in Sociology

*Jenni Holsinger, advisor*

*The major in sociology consists of 40-43 SH*

Sociology at EMU is distinctive in its applied-learning approach, grounded in an Anabaptist tradition of social justice and focused on the dynamic intersection of systematic research and reflective practice. The field of sociology provides a well-established platform for the study of how social relations, institutions, and communities shape and transform us. In a contemporary environment where humans are acknowledged as interdependent and embedded in social systems, this major invites students to actively engage with a vision for just communities – social structures that foster equitable distribution, inclusive representation and sustainable living.

EMU's sociology program offers students the opportunity to generate scholarship and activism that addresses significant and complex social problems facing our world today. Students entering the sociology major become part of a learning laboratory that is rigorous and vibrant: they have the opportunity to study cross-culturally in Washington Community Scholars' Center, learn alongside graduate students at the Center for Justice and Peacebuilding, and benefit from cross-pollination with courses offered through the other programs housed in the Applied Social Sciences. Internship opportunities help prepare students for academic, clinical, applied and public sociology roles. While the program provides a challenging education in the theoretical and methodological tools unique to the discipline, the program is also flexible enough to accommodate students who desire minors, double majors, or non-majors with an interest in a social systems perspective.

The sociology major additionally creates a pathway for students to enter

graduate education as well as future work opportunities in careers related to law, management, education, health, media, community development, religious ministry, environmental planning, public policy and other human service-related professions.

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

## Required Core Courses (19-22 SH)

MATH 140 Elementary Statistics . . .	.3
SOC 101 Introduction to Sociology . . .	.3
SOC 210 Social Stratification <b>OR</b>	
SOWK 360 Race and Gender . . . . .	.3
SOC 225 Theories of Social Change . . .	.3
SOC 336 Methods of Social Research . .	.3
SOC 392 Junior Seminar in Social Research (shared online with the col- laborative, Spring 2016) offered by EMU . . . . .	.3
SOC 409 Field Experience . . . . .	0-3
SOC 410 Senior Capstone . . . . .	1

## Sociology Electives (12 SH)

PXD 245 Environment and Society . . .	.3
PXD 255 Social Movements . . . . .	.3
*PXD 261 Community and Conflict Analysis Techniques . . . . .	.3
PXD 451 Program Evaluation . . . . .	3
SOC 201 Sociology of Health . . . . .	.3
SOC 210 Social Stratification <b>OR</b>	
SOWK 360 Race and Gender . . . . .	.3
SOC 330 Family in the Social Context	3
SOC 350 Urban Sociology . . . . .	.3

## Identity and Culture (3 SH)

COMM 231 Pop Culture and Mass Communication . . . . .	3
GEOG 231 Cultural Geography . . . . .	3

*HIST 222 African-American History . . . . .	.3
*HIST 352 History of Women . . . . .	.3
*REL 323 Contemporary Culture . . . . .	.3
REL 334 Cultural Anthropology:	
Christianity and Social Change . . . . .	.3
SPAN 330 Immigration Issues . . . . .	3
SPAN 430 Marginalized Voices in	
Hispanic America . . . . .	.3

**Micro-level Processes (3 SH)**

BUAD 221 Principles of Management.	3
ECON 211 Principles of	
Microeconomics. . . . .	.3
PXD 311 Mediation and Interpersonal	
Processes . . . . .	.3
*PXD 321 Group Dynamics and	
Facilitation. . . . .	.3
PSYC 221 Social Psychology . . . . .	.3
PSYC 301 Interpersonal Relationship	
Skills . . . . .	.3
SOWK 200 Social Behavior and	
Diversity . . . . .	.3

**Macro-level Processes and Social Institutions (3 SH)**

BUAD 331 Organizational Behavior . . . . .	.3
ECON 201 Survey of Economics . . . . .	.3
ECON 212 Principles of	
Macroeconomics . . . . .	.3
*PHIL 341 Politics: Conceptions of	
Common Good . . . . .	.3
*POL 201 Comparative Government . . . . .	.3
*POL 311 International Relations . . . . .	.3
*POL 401 Human Rights and Dignity . . . . .	.3
PXD 331 Restorative Justice and	
Trauma Awareness . . . . .	.3
PXD 365 Social and Political Economy . . . . .	3
PXD 375 Globalization and Justice . . . . .	.3
*REL 412 Sociology of Religion . . . . .	.3
SOWK 330 Social Policy Analysis . . . . .	.3

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

**Major in Social Work**

*Carol Hurst and Melody Pannell, advisors*

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. Admission to and continuation in the social work program is contingent upon academic performance (a minimum of C in all social work/sociology courses required in the major) 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 <b>OR</b>	
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 History and Philosophy	
of Social Welfare . . . . .	3
SOWK 310 Social Work Practice I . . . . .	3
SOWK 330 Social Policy Analysis . . . . .	3
SOWK 360 Race and Gender . . . . .	3
SOWK 400 Social Work Practice II . . . . .	3
SOWK 410 Social Work Practice III . . . . .	3
SOWK 430 Senior Practicum in	
Social Work . . . . .	12
SOWK Elective (Topics selection) . . . . .	3

## Major in Peacebuilding and Development

*Gloria Rhodes and Deanna Durham, advisors*

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

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

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

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

Students seeking admission to the program must complete an application and an interview with their PXD advisor, meet the GPA standards of 2.0 overall, and earn

at least a C in all PXD courses. Students must achieve at least a C in all upper-level PXD courses for graduation with the major. Students who have not met the requirements of admission to the department by the beginning of their senior year will not be able to graduate with this major.

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

Graduates are prepared for graduate study or entry-level positions in non-governmental, government, non-profit, and private organizations whose missions are to address social problems and to create and sustain social change. Areas of practice could include peacebuilding and community and international development, mediation and conflict transformation/resolution, peace and justice activism, collaborative problem solving, community organizing, program evaluation, peace education, social services, research, restorative justice, law, and social and public policy analysis and advocacy.

*A major in peacebuilding and development consists of 52-54 SH.*

### **Core Theory (21 SH)**

- PXD 151 Exploring Conflict and Peace  
**OR**
- SOC 101 Intro to Sociology . . . . .3
- PXD 225 Theories of Social Change. . .3
- PXD 255 Social Movements . . . . .3
- PXD 335 Understanding Violent  
Conflict . . . . .3
- PXD 345 Peacebuilding Theory and  
Action . . . . .3
- PXD 375 Globalization and Justice. . .3

### **40 • Applied Social Sciences**

- PXD 485 Theories of International  
Development. . . . .3

### **Core Practice/Skills (19-21 SH)**

- \*PXD 261 Community and Conflict  
Analysis Techniques. . . . .3
- PXD 311 Mediation and Interpersonal  
Processes **OR**
- \*PXD 321 Group Dynamics and  
Facilitation . . . . .3
- PXD 381 Program and Project  
Management . . . . .3
- PXD 431 Peacebuilding and  
Development Practicum . . . . . 1-3
- PXD 451 Program Evaluation. . . . .3
- PXD 490 Senior Capstone . . . . .3
- SOC 336 Methods of Social Research. .3

### **Supporting Theory (9 SH)**

#### **Bible/Religion/Philosophy**

- REL 334 Cultural Anthropology . . . .3
- THEO 323 Biblical Theology of Peace  
and Justice **OR**
- LIT 314 Ways of War and Peace . . . .3

#### **Economics**

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

### **Contemporary Topics (3 SH)**

- Choose one of the following courses:*
- \*POL 311 International Relations. . . .3
  - \*POL 401 Human Rights and Dignity.3
  - PXD 245 Environment and Society . . .3
  - PXD 331 Restorative Justice and  
Trauma Awareness. . . . .3
  - SOWK/SOC 210 Social Stratification .3
  - SOWK 360 Race and Gender. . . . .3
  - \*THR 320 Theater and Justice . . . . .3

### **Summer Peacebuilding Institute (3 SH required)**

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



## 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 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 Interpersonal Processes . . . . .3

- \*PXD 321 Group Dynamics and Facilitation . . . . .3

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.

## Women's Peacebuilding Leadership Program

The Women's Peacebuilding Leadership Program (WPLP), an initiative of the Center for Justice and Peacebuilding at EMU, offers undergraduate credit for participants taking courses through that program. For more information, visit [www.emu.edu/cjp/womens-leadership](http://www.emu.edu/cjp/womens-leadership).

## Major in Environmental Sustainability

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

*James Yoder and Mathew Siderhurst, 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 major is designed around an understanding that effectively addressing the pressing environmental problems of our times demands a multifaceted approach that requires both depth in an

area of focus and breadth in understanding the perspectives of different disciplines. Students gain depth by choosing to concentrate on either natural science or social science aspects of environmental sustainability while retaining breadth through coursework that combines essential elements from both social science and natural science to bring a holistic and integrated perspective.

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 Biology . . . 3

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 Economics . . . 3

ECON 300 Environmental and Ecological Economics . . . . . 3

PXD 151 Exploring Conflict and Peace . . . . . 3

\*PXD 261 Community and Conflict Analysis Techniques . . . . . 3

PXD 375 Globalization and Justice . . 3

SOC 225 Theories of Social Change . . 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 Macroeconomics . . . . . 3

\*ECON 311 Contemporary Economic Issues . . . . . 3

ECON 401 Development Economics . 3

\*ECON 411 International Economics . 3

GEOG 231 Cultural Geography . . . . .	3
*HIST 321 Modernizing America 1865-1940. . . . .	3
*HIST 411 The History of Recent America. . . . .	3
*PXD 321 Group Dynamics and Facilitation. . . . .	3
PXD 331 Restorative Justice and Trauma Awareness . . . . .	3
PXD 365 Social and Political Economy.	3
PXD 451 Program Evaluation . . . . .	3
PXD 485 International Development .	3
SOC 101 Introduction to Sociology .	3
SOWK 210 Social Stratification. . . . .	3
SOWK 360 Race and Gender . . . . .	3

**Environmental Science Electives**

*Choose a minimum of 6 SH from the Environmental Science supporting courses and electives list on page 70.*

**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 Environment . . . . .	4
CHEM 223 General Chemistry I . . . .	4
*CHEM 285 Environmental Chemistry . . . . .	4
*ENVS 345 Environmental Toxicology <b>OR</b>	
*CHEM 308 Alternative Energy . . . .	3
*ENVS 205 Environmental Applications of GIS . . . . .	3
MATH 140 Elementary Statistics <b>OR</b>	
MATH 240 Statistics for the Natural Sciences . . . . .	3

**Environmental Science electives**

*Choose a minimum of 6 SH from the Environmental Science electives list on page 70.*

**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 Diversity . . . . .	4
<b>OR</b>	
ENVS 181 Environmental Science . . .	3
*ENVS 328 Conservation Biology . . .	3
PXD 245 Environment and Society . . .	3
SUST 420 Capstone Thesis . . . . .	2
One course from each of the two con- centrations' core or electives list . . .	6

**Minor in International Development**

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

*The minor in international development consists of 18 SH.*

ECON 401 Development Economics <b>OR</b>	
PXD 365 Social and Political Economy	3
PXD 225 Theories of Social Change . . .	
<b>OR</b>	
PXD 255 Social Movements . . . . .	3
*PXD 261 Community and Conflict Analysis Techniques . . . . .	3
SOC 336 Methods of Social Research <b>OR</b>	
PXD 451 Program Evaluation . . . . .	3
PXD 375 Globalization and Justice <b>OR</b>	
*POL 311 International Relations . . .	3

PXD 485 Theories of International Development . . . . . 3

## Minor in Peacebuilding

The minor in Peacebuilding provides students an opportunity to become familiar with the theories and processes of peacebuilding practice. (18 SH)

PXD 225 Theories of Social Change . . 3

PXD 255 Social Movements **OR**

PXD 335 Understanding Violent Conflict . . . . . 3

PXD 311 Mediation and Interpersonal Processes **OR**

\*PXD 321 Group Dynamics and Facilitation . . . . . 3

PXD 345 Peacebuilding Theory and Action . . . . . 3

PXD 375 Globalization and Justice **OR**

THEO 323 Biblical Theology of Peace and Justice . . . . . 3

Any PXD course . . . . . 3

## Minor in Sociology

*The minor in sociology consists of 18 SH.*

SOC 225 Theories of Social Change . . 3

SOC 336 Methods of Social Research

**OR**

PXD 451 Program Evaluation . . . . . 3

*Choose 12 SH from the following courses:*

SOC 101 Introduction to Sociology . . 3

SOC 210 Social Stratification . . . . . 3

SOC 330 The Family in Social

Context . . . . . 3

SOC 336 Methods of Social Research

**OR**

PXD 451 Program Evaluation . . . . . 3

SOWK 200 Social Behavior and

Diversity . . . . . 3

SOWK 360 Race and Gender . . . . . 3

PXD 245 Environment and Society. . . 3

PXD 485 Theories of International Development . . . . . 3

## Peacebuilding and Development (PXD)

### 151 Exploring Conflict and Peace

**3**

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

### 225 Theories of Social Change

**3**

This course is designed as an introduction to key sociological theories, with a focus on how these impact 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. Registration priority is given to students whose programs require this course. Prerequisite: PXD 151 or SOC 101 (SOC 225)

### **245 Environment and Society** **3**

The goal of this course is for students to develop a critical understanding of the dominant trends that have shaped environmental policy in the United States over the past 150 years. Key historical approaches 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.

### **255 Social Movements** **3**

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

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

In order to promote sustainable change, it is important to understand the context in which we work. This course provides an introduction to social situation assessment strategies and conflict analysis. Students will complete a personal, community and conflict assessment and consider how such analysis supports and contributes to change efforts including development and peacebuilding practice. (Spring 2017)

### **311 Mediation and Interpersonal Processes** **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. (Fall 2015)

### **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.

- 335 Understanding Violent Conflict** **3**  
This course provides an overview of explanations of violence at the personal, group, societal and national levels. Causes of violence are context-specific, multi-causal, multi-dimensional and may result from a variety of political and social, socioeconomic, and resource and environmental factors. The relationship between violence and social change will be explored. There will be special focus on explanations of war, terrorism, gun violence and identity-based violence (gender-based, hate crimes, etc.).
- 345 Peacebuilding Theory and Action** **3**  
The course will explore the theoretical bases for peacebuilding analysis and action. Given the interdisciplinary nature of the field, this course will draw on a number of theoretical streams to understand the theoretical assumptions that guide peace practitioners in action and reflection on their peacebuilding efforts. Prerequisite: PXD 225 or permission of instructor.
- 365 Social and Political Economy** **3**  
This course introduces students to the interdisciplinary fields of social and political economy and the role that social, economic, political, cultural and environmental/ecological processes play in shaping society. Students will consider the political economy of various social problems such as poverty, war, terrorism, and protracted social conflict.
- 375 Globalization and Justice** **3**  
The task in this class is to examine the debates about globalization. Is it new? Is it a force for good or bad? Does it bring people together or drive them apart? Is it 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)?
- 381 Program and Project Management** **3**  
This course provides a practical introduction to program and project management for students in the fields of peacebuilding, community and international development, and humanitarian assistance. Students will explore and work to develop personal and professional roles and skills needed to enter positions in non-governmental, non-profit, and other organizations whose missions are to address social problems and to create and sustain social change. Topics will include organizational dynamics, introduction to fundraising and grantwriting, budgeting, volunteer management, nonprofit vs. for-profit management, and staff development.
- 431 Peacebuilding and Development Practicum** **1-3**  
A practicum provides PXD majors (and minors by permission) opportunities for practical off-campus experience in settings related to the field. Many students complete the practicum requirement by participating in the Washington Community Scholars' Center. Other local and global placements, including the possibility of an international practicum placement through the International Peacebuilding and Development Practicum (IPDP) program, may be pursued in coordination with the student's advisor.
- 441 Leadership Practicum** **1**  
Students gain leadership experience through leading program efforts or related student clubs in a variety of areas on campus and within the community. They reflect on leadership styles and analyze their own methods of communication and leadership through direct immersion. By permission only.

#### **442 Teaching of Sociology**

**1**

Students interested in mentored teaching practice have the opportunity through this class to cultivate professional skills and to deepen understanding of discipline-specific content. Students can earn credit by serving as teaching assistants for SOC 101 or PXD 151. Enrollment is limited to Sociology or Peacebuilding and Development majors. Prerequisite: junior/senior status by permission only.

#### **451 Program Evaluation**

**3**

This course is designed to help students explore the theory and practice of program evaluation, especially if interested in working in social service, business development, mission-related programs or projects, and local or international NGOs. The course will review the current range of thinking on the philosophies, purpose, and structure of program evaluation, with an emphasis on how to use qualitative methods in evaluations. Students will gain hands-on experience in how to design an evaluation, how to determine the appropriate methods and collect data, and an analysis of on-going program evaluation and evaluation reports. Sociological and anthropological approaches will provide the theoretical and philosophical background for our work, but the focus will be on practical applications of qualitative methodology in evaluation. (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 students grew and were challenged during the college experience, and how they now fit into, challenge, and offer vision to home, community, 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. (BIRE 444)

#### **494 Foundations for Justice and Peacebuilding I**

**6**

In this course a team of faculty members coach students as they acquire foundational knowledge and practice the core skills for peacebuilding: analysis, theory, research, planning, and practice. Students work individually and in teams to apply theories and skills to cases that progress in complexity from interpersonal and small group to organizational level conflicts. Students also increase their self-awareness as well as their capacity for professional judgment and reflective practice. Accelerated students only. (PAX 534)

#### **495 Foundations for Justice and Peacebuilding II**

**6**

In this course a team of faculty members 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. 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, and stratification. This encounter will challenge students to analyze and observe life from diverse vantage points as they learn to systematically reflect on how and why individuals and groups behave as they do.

## 201 Sociology of Health 3

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

## 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. Offered as part of the sociology online collaborative. (SOWK 210)

## 225 Theories of Social Change 3

This course is designed as an introduction to key sociological theories, with a focus on how these impact 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. Registration priority is given to students whose programs require this course. Prerequisite: PXD 151 or SOC 101. (PXD 225)

## 330 Family in the Social Context 3

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

## 336 Methods of Social Research 3

The course provides an exposure to quantitative research methods and prepares students to analyze, interpret, and critique quantitative social science research. A laboratory with guided exercises, including the use of computer statistical software. 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.

## 48 • Applied Social Sciences



- 351 Topics in Sociology: Criminology** **3**  
 The topics course allows for study of a current special topic, problem, or issue of importance in the field of sociology. The content will vary from year to year based upon availability of courses through the collaborative sociology program offered by EMU, Goshen College and Bluffton University. For fall 2015, the course will introduce criminological theory by providing a social-scientific, theoretical survey of the nature of crime, including causal factors and procedures in prevention and treatment as well as an evaluation of basic assumptions and philosophies of corrections. The course is recommended for students thinking about careers in law enforcement and for anyone interested in explanations of crime. Prerequisite: Sociology 101.
- 392 Junior Seminar in Social Research** **3**  
 Students examine the philosophy of science in sociology and gain experience in the practice of social research through work on individual projects. To be taken spring semester of the junior year. Offered as part of the sociology online collaborative. Prerequisite: SOC 336.
- 409 Field Experience in Sociology** **0-3**  
 Experience in the practice of social research outside the classroom. Prerequisite: SOC 392.
- 410 Senior Capstone** **1**  
 Students complete their thesis research and writing, culminating in a formal presentation of their work. Questions related to Sociology as a profession will also be addressed. Prerequisite: SOC 392.
- 442 Teaching of Sociology** **1**  
 Students interested in mentored teaching practice have the opportunity through this class to cultivate professional skills and to deepen understanding of discipline-specific content. Students can earn credit by serving as teaching assistants for SOC 101 or PXD 151. Enrollment is limited to Sociology or Peacebuilding and Development majors. Prerequisite: junior/senior status by permission only.
- 499 Independent Study** **1-3**  
 Individual study arrangement. Open to juniors or seniors with faculty approval.

## Social Work (SOWK)

- 101 Exploring Social Work** **3**  
 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. (SOC 210)

**220 History and Philosophy of Social Welfare****3**

This course explores the historical roots of social welfare and the development of social welfare philosophy and policy in the United States. This course provides an historical overview of society's helping process toward diverse populations-at-risk while defining and analyzing the underlying and overt philosophy, values and assumptions of assistance to diverse populations experiencing oppression, poverty, marginalization, and alienation. This course describes and critiques historical and current social welfare organizations - their policies, programs and services. Privilege, power and social status will be considered as impacting professional and personal values undergirding the helping process. Recommended prerequisite: SOWK 101.

**310 Social Work Practice I****3**

This course combines the theories of social work practice with the learning of social work practice skills using common models and theoretical frameworks. This course presents ecological models, the strength-based, problem-solving process, dominant brief therapies, and cultural competence as approaches to practice in social work. This course presents and provides structured practice of the fundamental interpersonal skills required for effective social work practice. The course teaches interviewing skills and critical thinking about interview processes, (from intake through termination and evaluation) and focuses primarily on using those skills with individuals. Students must demonstrate personal and professional growth and development; and gain skills for building professional relationships. Students will apply social work ethical principles to learning exercises, real and/or simulated case situations that evolve their understanding of the BSW's professional roles and responsibilities. The models, theories, and processes learned in this course serve as the foundation for generalist practice with individuals, families, groups, and communities. Course is restricted to students who have formally declared their social work major with the registrar's office. During the class, paperwork is submitted for social program admission and social work field practicum placement. Prerequisites: SOWK 101, SOWK 200 or PSYC 202.

**330 Social Policy Analysis****3**

This course provides students with a generalist social work policy practice and advocacy framework for understanding the formation of and consequences of social welfare policy within the social, political, and economic context. Students learn to identify and evaluate the values that support social and social welfare policies and compare and contrast the implications and consequences of specific policy on diverse and vulnerable populations. Students engage in research, analysis, and critique of a national or state level social welfare policy. Students have opportunity to write about and advocate for a policy change that responds to the needs of an identified population-at-risk. 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. Registration priority given to students whose curriculum requires the course. 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**

Social Work Practice III builds on the foundation of generalist (social systems/program-solving) social work practice introduced in Practice I (Micro) and Practice II (Mezzo), and considers both organizational administration in social work and the skills used in macro systems intervention (neighborhoods, communities, organizations, & society). It provides an overview of macro social work practice knowledge, values, methods and practice skills. 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

### **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 Interpersonal Processes; 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; SOC 330 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. By permission only.

**499 Independent Study in Social Work****3**

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

*\*Indicates courses offered in alternate years.*



# Bible and Religion

## Faculty:

*Peter Dula (chair)*  
*Christian E. Early*  
*Ted G. Grimsrud*  
*Nancy R. Heisey*  
*Andrea Dalton Saner*  
*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 inspires and accompanies students in embodying God's call to follow the way of Jesus, empowering them to discern and participate in the Spirit's activity in the church and the world. To that end, students in the Bible and religion department are formed in:

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

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.

## 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.

### Required 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  
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  
*Students in this concentration will have taken one of the following three courses in the core.*  
\*BIST 223 New Testament Studies: Gospels  
\*BIST 323 New Testament Studies: Paul  
\*BIST 341 Old Testament Studies . . . 3  
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 Ministry . . . . . 3  
CHST 223 Spiritual Formation . . . . 3  
\*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 Leadership . . . . 3  
CHST 451 Church Work Practicum (MIP strongly recommended) . . . . 3

## Religious and Intercultural Studies Concentration (15 SH)

- \*CHST 234 Mission in a Changing World . . . . . 3  
CHST 312 Missiology **OR**  
REL 223 World Religions (the one not taken in the core) **OR**  
\*REL 423 Comparative Monotheisms .3  
CHST 462 Mission Practicum (WCSC strongly recommended) . . . . . 3  
PXD 375 Globalization and Justice **OR**  
REL 334 Cultural Anthropology: Christianity and Social Change . . . 3  
\*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 Philosophy . . . . . 3  
\*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 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

**Required courses for the following majors: Biblical Studies, Congregational and Youth Ministries, and Religious and Intercultural Studies (27 SH)**

BIRE 444 Bible and Religion Senior Capstone . . . . .	.3
*BIST 223 New Testament Studies: Gospels <b>OR</b>	
*BIST 323 New Testament Studies: Paul <b>OR</b>	
*BIST 341 Old Testament Studies . . . . .	.3
CHST 312 Missiology . . . . .	.3
CHST 341 Church History . . . . .	.3
*CHST 422 Mennonite History and Thought . . . . .	.3
PHIL 201 Introduction to Philosophy . . . . .	.3
REL 223 World Religions . . . . .	.3
THEO 201 Introduction to Theology . . . . .	.3
THEO 323 Biblical Theology of Peace and Justice . . . . .	.3
<i>Bible and religion core courses will satisfy the Christian Identity and Witness requirement of the EMU Core for Bible and religion department majors.</i>	

**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 Bible . . . . .	.3
*BIST 223 New Testament Studies: Gospels . . . . .	.3
*BIST 323 New Testament Studies: Paul . . . . .	.3
*BIST 341 Old Testament Studies . . . . .	.3
<i>(BIST 223, BIST 323, OR BIST 341 may meet the biblical studies Bible and religion core requirement.)</i>	
*THEO 312 Topics in Christian Theology <b>OR</b>	
*THEO 412 Contemporary Theology . . . . .	.3

**Elective courses (6 SH)**

CHST, PHIL, PXD, REL, THEO electives . . . . .6  
(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
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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 <b>OR</b>	
*CHST 323 The Congregation and Its Ministries . . . . .	.3
CHST 451 Church Work Practicum <b>OR</b>	
CHST 473 Youth Ministry Practicum .3	
PSYC 391 Introduction to Counseling <b>OR</b>	
PXD 311 Mediation and Interpersonal Processes <b>OR</b>	
*PXD 321 Group Dynamics and Facilitation . . . . .	.3

**Elective course (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 . . . . .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

**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 Religions . . . . .3
- REL 334 Cultural Anthropology: Christianity and Social Change . . . .3

*Choose one of the following courses:*

- CHST 462 Mission Practicum. . . . .3

PXD 311 Mediation and Interpersonal Processes . . . . .	3
*REL 201 Introduction to Religious Studies . . . . .	3

*Choose two of the following courses:*

PSYC 221 Social Psychology . . . . .	3
PXD 375 Globalization and Justice . . . . .	3
*PXD 385 History and Philosophy of Nonviolence . . . . .	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 323 Biblical Theology of Peace and Justice . . . . .	3

### **Theology Track (18 SH)**

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

*Choose one of the following courses:*

CHST 462 Mission Practicum . . . . .	3
*PXD 385 History and Philosophy of Nonviolence . . . . .	3
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 Development . . . . .	3
REL 223 World Religions . . . . .	3
*REL 423 Judaism, Christianity, Islam: Comparative Monotheisms . . . . .	3
*THEO 312 Topics in Theology . . . . .	3
*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
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*Choose two of the following courses:*

PHIL 312 Ancient Philosophy . . . . .	3
PHIL 352 Modern Philosophy . . . . .	3
*PHIL 434 Topics in Contemporary Philosophy . . . . .	3

*Choose three of the following courses:*

*PHIL 212 Ways of Knowing . . . . .	3
*PHIL 223 Logic and Critical Thinking . . . . .	3
*PHIL 323 Philosophy of Science . . . . .	3
*PHIL 334 Ethics: Conceptions of Personal Good . . . . .	3
*PHIL 341 Politics: Conceptions of Common Good . . . . .	3
*PHIL 412 Philosophy of Religion . . . . .	3

### **Minor in Youth Ministry**

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

### **Required courses (18 SH)**

CHST 212 Introduction to Youth Ministry . . . . .	3
CHST 223 Spiritual Formation . . . . .	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 <b>OR</b>	
*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 216 for additional information.

## Anabaptist Biblical Perspectives (ABP)

*All of the following fulfill the EMU Core ABP requirement.*

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

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

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

This 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 212; \*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)

### \*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. (Spring 2017)

### \*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. (Fall 2015)

### \*323 New Testament Studies: Paul

3

This course presents an overview of the Pauline and deuterio-Pauline writings, and provides an introduction to methods of biblical interpretation and exegesis. This process will help students to gain a deeper understanding of Paul's proclamation of faith in and the faithfulness of Jesus Christ, as foundational for communities of Christian believers. (Fall 2016)

### \*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. (Fall 2015)

### 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)

**101 Small Group Ministry Practicum I** **1**

**121 Small Group Ministry Practicum II** **1**

These practicum experiences provide 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. Students may earn a maximum of three credits for these two courses.

**212 Introduction to Youth Ministry** **3**

Students will become familiar with current issues in North American youth culture, basics of ministry for working with youth, prevention of sexual abuse among youth workers, theories of adolescent faith development and self-care for youth workers. Designed for those in camping or ministry tracks but also helpful for those with an interest in working with young people in a variety of professions. Learning from guest speakers and observation of local youth work will be a part of this course. Course fee for sexual abuse prevention workshop \$50.

**223 Spiritual Formation** **3**

An introduction to Christian spiritual formation, its roots in history and its present-day application for each students' inward and outward journey of faith. A weekly small group experience, a day long silent retreat, and periodic meetings with a spiritual director are part of this course. Students will be invited to engage in spiritual practices such as prayer, simplicity, meditation, etc. as part of the course. Course fee for retreat day: \$25.00

**\*234 Mission in a Changing World** **3**

In a promising and perilous world that is constantly being reshaped by global economic realities, environmental degradation, endless conflicts, instant communication, and mass migration, the faithful church seeks to witness to the good news of the Kingdom of God. This course examines features of the high-risk, exploratory, and experimental nature of effective mission movements that have engaged the world in similar times of challenge and opportunity. Using insights from innovations demonstrated by Jesus, Paul, and many others through history including the early Anabaptists, students will examine, critique, design, and advocate appropriate approaches to mission in our present and future world. (Fall 2016)

- 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.
- \*323 The Congregation and Its Ministries** **3**  
This course develops a Biblical, practical and creative perspective for understanding how God has used the church in the past, how God is using the church now, and how God will continue to use the church in new, profound and liberating ways. Beyond the classroom students will engage in interviews with local church leaders and visit a variety of local congregations. Course fee for sexual abuse prevention workshop \$50. (Spring 2016)
- \*334 Youth Ministry in the Congregation** **3**  
A focus on congregationally based youth ministry that moves beyond a high emphasis on programming, to offering contemplative youth ministry practices that are both innovative and community based. Exploring our theological basis for youth ministry, learning how to involve the entire congregation in youth ministry and mentoring programs, as well as becoming familiar with baptismal and church membership materials for youth will be a part of this course. Course fee for sexual abuse prevention workshop \$50.
- 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)
- \*412 Church Leadership** **3**  
A practical course focusing on the development of basic public leadership and discernment skills in the life of a ministering person. Students will have the opportunity to design a worship service, preach a sermon, learn about some of the rituals of congregational life and hear from a number of area church leaders. Personal disciplines needed to sustain a life of service and leadership will also be explored. (Fall 2016)
- \*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 2017)

**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)?

## Philosophy (PHIL)

**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.

**\*212 Ways of Knowing** **3**

Students engage watershed questions of human knowing such as: how do we know? When can we know that someone is wrong regarding their knowledge claims? What is truth? Just how important is truth? Issues of perspective, context, social construction of knowledge and gender and cultural difference will be explored. (Fall 2015)

**\*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 2017)

**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. (Spring 2017)

**\*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. (Fall 2016)

**\*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. (Spring 2016)

**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. (Fall 2016)

**\*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.

**499 Independent Study** **1-3**



# Religion (REL)

## **\*201 Introduction to Religious Studies**

**3**

This course introduces a range of historical and contemporary approaches to the study of religion. Various theories and methodologies will be examined with special attention given to the functions of religion within culture and the insights this provides for Christians. (Fall 2015)

## **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.

## **\*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.

## **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.

## **\*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. (Fall 2015)

## **499 Independent Study**

**1-3**

# Theology (THEO)

## **201 Introduction to Theology**

**3**

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

## **\*312 Topics 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. (Fall 2016)

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

**3**

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

## **\*412 Contemporary Theology**

**3**

This course introduces students to the theological environment of the 21st century. Key theological thinkers, enduring problems and issues of this period are surveyed in order to develop an understanding of the distinctive theological challenges facing the church in the post-modern world. The course aims to develop a deeper understanding of the complex interaction between culture and theology and to help students appreciate and knowingly criticize various recent theological developments. (Fall 2015)

## **499 Independent Study**

**1-3**

*\*Indicates courses offered in alternate years.*



# Biology

## Faculty:

Stephen Cessna  
 Jeffrey Copeland  
 Julia Halterman  
 Greta Ann Herin  
 Tara L.S. Kishbaugh (chair)  
 Roman J. Miller  
 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)

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

*James Yoder, advisor*

### 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

**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.

- \*BIOCH 438 Molecular Genetics . . . .3
- \*BIOL 327 Advanced Microbiology . .3
- \*BIOL 337 Immunology . . . . .3

**Physiology/Systems requirement**

- Choose one of the following courses:*
- BIOL 307 Developmental Biology. . . .4
  - \*BIOL 378 Plant Ecophysiology . . . .3
  - \*BIOL 388 Entomology . . . . .3
  - BIOL 437 Advanced Human Anatomy .4
  - BIOL 447 Advanced Human  
Physiology . . . . .4
  - \*BIOL 478 Advanced Neurobiology . .3
  - \*ENVS 345 Environmental Toxicology.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 378 Plant Ecophysiology . . . .3
  - \*BIOL 388 Entomology . . . . .3
  - \*BIOL 458 Advanced Ecology. . . . .4
  - \*CHEM 308 Alternative Energy . . . .3
  - \*ENVS 345 Environmental Toxicology.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
  - BIOCH/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 Advanced Human  
Physiology . . . . .4
- CHEM 316 Organic Chemistry II. . . .4
- MATH 240 Statistics for the Natural  
Sciences . . . . .3

PHYS 262 University Physics II. . . . .	4
PSYC 101 General Psychology. . . . .	3
PSYC 342 Cognitive Psychology. . . . .	3
SOC 201 Sociology of Health. . . . .	3

*Highly recommended courses include:*

BIOL 307 Developmental Biology. . . . .	4
*BIOCH 398 Advanced Cell Biology. . . . .	3
*BIOCH 438 Molecular Genetics. . . . .	3
*CHEM 335 Analytical Chemistry. . . . .	4

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 91.

## 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 67-68) and the secondary education courses (page 100) 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 Sciences. . . . .	3

## Major in Environmental Sustainability

*Matthew Siderhurst and James Yoder, advisors for Environmental Science Concentration, Biology Department.*

*Jennifer Holsinger, advisor 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 inter-relationships 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 Environment . . . . . 4  
 CHEM 223 General Chemistry I . . . . 4  
 \*CHEM 285 Environmental Chemistry . . . . . 4

\*ENVS 345 Environmental Toxicology  
**OR**  
 \*CHEM 308 Alternative Energy . . . . 3  
 \*ENVS 205 Environmental Applications of GIS . . . . . 3  
 MATH 140 Elementary Statistics . . . 3  
**OR**  
 MATH 240 Statistics for the Natural Sciences . . . . . 3

### **Environmental Science electives**

*Choose a minimum of 6 SH from the following list.*

†BIOL 161 Food and Population . . . . 3  
 \*BIOL 191 Physical Anthropology . . . 3  
 BIOL 225 Molecules, Genes, and Cells. . . . . 4  
 \*BIOL 318 Sustainable Agriculture . . . 3  
 \*BIOL 327 Advanced Microbiology . . 3  
 \*BIOL 358 Natural History of the Shenandoah Valley. . . . . 4  
 \*BIOL 378 Plant Ecophysiology . . . . 4  
 \*BIOL 388 Entomology . . . . . 3  
 \*BIOL 458 Advanced Ecology . . . . . 4  
 BIOL 485 Faith, Science, and Ethics . . 2  
 †CHEM 102 Matter and Energy . . . . 3  
 CHEM 224 General Chemistry II. . . . 4  
 \*CHEM 308 Alternative Energy . . . . 3  
 CHEM 315 Organic Chemistry I . . . . 4  
 CHEM 316 Organic Chemistry II. . . . 4  
 \*CHEM 335 Analytical Chemistry . . . 4  
 †ENVS 181 Environmental Science. . . 3  
 \*ENVS 201 Earth Science . . . . . 3  
 \*ENVS 345 Environmental Toxicology 3  
 † Denotes courses that may satisfy elective requirements for students in the Environmental and Social Sustainability concentration only.

### **Environmental and Social Sustainability electives**

*Choose a minimum of 6 SH from the supporting courses and electives list on page 42.*

### **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 and Ecological 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 42.*

**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 37 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 Sentara RMH Medical Center, Augusta Health Center, and Virginia Commonwealth University. Alternatively a student may elect to complete the biology

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

- BIOL 173 Concepts in Biology: Unity and Diversity of Life . . . . .4
- BIOL 225 Molecules, Genes and Cells . .4
- BIOL 245 Animal Form and Function. .4
- \*BIOL 327 Advanced Microbiology . .3
- \*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 140 Elementary Statistics . . . .3
- OR**
- 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 Advanced Human Physiology . . . . .4
- CHEM 316 Organic Chemistry II . . .4
- PHYS 251 University Physics I . . . . .4

**Minor in Biology**

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

**Minor in 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 con-  
centrations' 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 2016)

### 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.
- \*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 2015)
- \*327 Advanced Microbiology** **3**  
A comprehensive study of the field of microbiology, emphasizing the principles of medical microbiology and human symbioses. Included in the discussion will be additional focus on disease, treatment, emerging infectious diseases, biotechnology and global public health. Topics will be discussed using lectures, short lab periods, case studies and problem-based learning. Prerequisites: BIOL 225 and BIOL 245. (Spring 2017)

- \*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 2015)
- 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 2016)
- 369 Teaching of Biology** **1-2**  
Practical experience in teaching of biology by working with a faculty member in a biology course. May include proctoring in self-paced courses, tutoring, assisting in the preparation and supervision of laboratories, or other teaching functions. A written self-evaluation is required. Prerequisite: consent of the instructor.
- \*378 Plant Ecophysiology** **3**  
A study of plant function (photosynthesis, energy partition, transpiration, nutrient acquisition, and growth), with a particular focus on plant responses to abiotic stresses (light, temperature, water, and mineral nutrient deficiency and excess) and biotic challenges (including herbivory, disease, and navigating mutualisms). Prerequisite: BIOL 225. (Spring 2017)
- \*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 2016)
- 437 Advanced Human Anatomy** **4**  
Anatomical study of body systems using mammalian and human cadaver materials. Histological studies are correlated with the above anatomical studies. Laboratory work includes dissection, osteology and microscopy.
- 447 Advanced Human Physiology** **4**  
Investigative study of selected body systems including neuro-muscular, cardiovascular, respiratory, renal and endocrine physiology. Extensive laboratory work emphasizes quantification and experimentation while using live materials and physiologic instrumentation. Prerequisite: BIOL 112 or 173.
- \*451 Neuropsychology** **3**  
Survey of the anatomy and physiology of the nervous system, including the function of sensory receptors and hormones. Emphasis is placed on the role of general physiological principles that affect human behavior. (PSYC 451) (Spring 2016)

- \*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 2016)
- \*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 173 or BIOL 451. (Fall 2016)
- 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 majoring in the biology/chemistry departments or by instructor permission.
- 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. (Fall 2016)
- \*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 2016)
- 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 2015, 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 2016, Spring 2017)
- \*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 →10 and then conduct an independent research project using GIS techniques. Projects may include but are not limited to local natural resource or landscape issues. Independent projects require an oral and poster presentation. Required for students in the environmental science track of the environmental sustainability major. (Fall 2015)
- \*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 2015)

**\*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 2017)

**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*  
*Chris D. Gingrich*  
*Leah M. Kratz*  
*James M. Leaman (chair)*  
*Andy Miller*  
*Anthony E. Smith*  
*Ronald L. Stoltzfus*

## Majors:

- Accounting
- Business Administration
- Economics
- International Business

## Minors:

- Accounting
- Business Administration
- Economics

## 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:

- 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
- maintain 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 department has structured the curriculum 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

**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.

further organizational 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.

Students seeking admission to the department should 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 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 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 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 College Algebra and Trigonometry, Algebra and the Environment or a Calculus course.**

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, or for graduate school. The Virginia Board of Accountancy requires applicants to pass the CPA exam and earn 150 semester hours before granting a CPA license. The Board of Accountancy also allows students to take the CPA exam upon completion of the undergraduate degree if they earned at least 24 semester hours in upper-level accounting courses. Accounting majors earn 21 semester hours in course credit and can earn the 3 additional semester hours by taking an accounting internship. Most EMU students graduate with fewer than the 150 semester hours required for a license. The department 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, marketing, 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 140) 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 <b>OR</b>	
ECON 401 Development Economics <b>OR</b>	
*ECON 411 International Economics <b>OR</b>	
*ECON 300 Environmental and Ecological 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

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

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 300 Environmental and Ecological Economics . . . . .	.3
*ECON 331 History of Economic Thought . . . . .	.3
*ECON 341 Intermediate Microeconomics . . . . .	.3
*ECON 342 Intermediate Macroeconomics . . . . .	.3
ECON 401 Development Economics	3
*ECON 411 International Economics	3
ACTG 221 Financial Accounting . . .	.3
BUAD 301 Quantitative Decision Making for Business <b>OR</b>	
*MATH 350 Linear Algebra . . . . .	.3
CIS 121 Introduction to Business Applications Software . . . . .	.3
MATH 140 Elementary Statistics <b>OR</b>	
MATH 240 Statistics for Natural Sciences. . . . .	3
*MATH 150 Elements of Calculus . .	.3
<b>OR</b>	
MATH 185 Calculus I. . . . .	.4
MKTG 311 Research Methods and Statistics <b>OR</b>	
SOC 336 Methods of Social Research. .	.3
PXD 375 Globalization and Justice <b>OR</b>	
*POL 311 International Relations . . .	.3

*Choose one of the following courses:*

*ECON 301 Money and Banking . . .	.3
*ECON 311 Contemporary Economic Issues . . . . .	.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 215), 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 Development Economics .3
- \*ECON 411 International Economics . . 3
- MKTG 301 Principles of Marketing . . . . 3
- \*MKTG 411 International Marketing . . . . .3
- HIST Area Studies (HIST 212, 251, 371, 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 Change . . . .3

**Minor in Accounting**

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

**Required courses (18 SH):**

- ACTG 221 Financial Accounting. . . .3
- ACTG 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 communication 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 department of business and economics.

**Required courses (18 SH):**

- ACTG 221 Financial Accounting. . . .3
- BUAD 111 Exploring Business . . . . .3
- 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 Marketing . . . 3

**Minor in Economics**

The economics minor should appeal to students who seeking 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 course from the following: ACTG, BUAD, CIS, FIN or MKTG <b>OR</b>	
PXD 375 Globalization and Justice . . .	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 increas-

ingly 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 Interpersonal Processes . . . . .	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, cost systems, CVP analysis, activity-based costing/management, and capital budgeting. Prerequisite: ACTG 221.

### 321 Intermediate Accounting I

3

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

- 322 Intermediate Accounting II** **3**  
Continuation of ACTG 321. Continued study of theory covering such topics as fixed assets, current and long-term liabilities, investments, error analysis, revenue recognition, and statement of cash flow. Prerequisite: ACTG 321.
- \*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 2016)
- \*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 2016)
- 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, governmental, 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 2017)
- 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 2016)

### **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 minimum and maximum wage hours, safety, health, compensation for injuries, and pension and health benefits. (Spring 2017)

### **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 2017)

**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. The internship director must approve the internship before it commences.

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

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

## Computer Information Systems (CIS)

**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. 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. It also 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, and inflation in a mixed market system. Preferred course sequence: ECON 211, then ECON 212. Prerequisite: MATH 101.

## \*300 Environmental and Ecological Economics

3

Students will study many of the “gifts of nature” and how these scarce resources are used, and sometimes abused, by human activity. Students will review a variety of topics, primarily through the lens of economic analysis, learning the methods and tools necessary to quantify resource flow and value. Additional emphases 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 2016)

## \*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 2015)

## \*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 2016)

## \*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 2016)

- \*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 2016)
- \*342 Intermediate Macroeconomics** **3**  
 Intermediate level analysis of the determinants of national income, output, employment, interest rates and the price level. Examines problems and policies related to unemployment, inflation, growth, and debt within the global economy. Prerequisite: ECON 212; ECON 211 and ECON 341 recommended. (Spring 2017)
- 401 Development Economics** **3**  
 An investigation into the choices of low-income countries that seek development and growth. Explores theories of development and underdevelopment. Tools of economic analysis are applied to development issues. Prerequisite: ECON 201 or ECON 211 or ECON 212.
- \*411 International Economics** **3**  
 A study of the theory and methods of international trade and how trade is financed emphasizing the applied aspects of trade policy. Examines the causes and consequences of free trade and trade barriers, foreign exchange, factor movements, financial markets and instruments, and balance of payments. Prerequisites: ECON 201 or ECON 211 and ECON 212. (Spring 2017)
- 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.



# 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. Prerequisites: MATH 140 or MATH 240, and CIS 121.

## **\*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 2015)

*\*Indicates courses offered in alternate years.*



# Chemistry

## Faculty:

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

## Majors:

- Chemistry
- Biochemistry

## Minor:

- Chemistry

## Teaching

### Endorsement:

- Chemistry, Grades 6-12

## Other Programs:

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

Chemistry lies at the heart of many of the technological advances of the 21st century. It is central to our understanding of the workings of our environment and particularly, in the area of biochemistry, to our understanding of life itself. It is a major key to dealing with problems 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 Seminar . . . . .	2
BIOL 479 Biology Research. . . . .	2
BIOCH/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 III. . . . .	.4
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Enrollment in upper-level biology, biochemistry, chemistry and environmental science courses (BIOL, BIOCH, CHEM, ENVS 300s and 400s) requires a minimum cumulative GPA of 2.0 in all science and math courses (BIOL, BIOCH, CHEM, ENVS, MATH, PHYS).

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

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 90-91) and the secondary education courses (page 100) make up the program for teacher licensure, grades 6-12.

*Additional requirements for teacher endorsement include:*

*ENVS 201 Earth Science . . . . .	.3
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*Choose one of the following:*

BIOL 101 Biological Explorations . . . . .	.3
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BIOL 173 Concepts in Biology: Unity and Diversity of Life . . . . .	.4
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*BIOL 191 Physical Anthropology . . . . .	.3
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BIOL 202 Microbiology . . . . .	.4
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*ENVS 181 Environmental Science . . . . .	.3
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## **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 Biochemistry . . . . .	.4
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
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BIOCH/CHEM 355 Biochemistry/Chemistry Research Seminar . . . . .	.2
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BIOL 479 Biology Research . . . . .	.2
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BIOCH/CHEM 479 Biochemistry/Chemistry Research . . . . .	.2
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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
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*BIOCH 438 Molecular Genetics . . . . .	.3
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*Choose one of the following courses:*

*CHEM 405 Thermodynamics . . . . .	.3
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*CHEM 406 Quantum Mechanics . . . . .	.3
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*The major also requires 25-28 SH in biology, mathematics and physics:*

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

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

MATH 240 Statistics for the Natural Sciences . . . . .	.3
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PHYS 251 University Physics I . . . . .	.4
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PHYS 262 University Physics II . . . . .	.4
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*Choose one of the following courses:*

BIOL 307 Developmental Biology . . .	4
*BIOL 337 Immunology . . . . .	3
*BIOL 378 Plant Ecophysiology . . . .	3
BIOL 447 Advanced Human 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, predoctoral, 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 Advanced Human 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 112). 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 308 Alternative Energy . . . .	3
*CHEM 378 Drugs: Discovery Design, and Action . . . . .	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 223. (Spring 2016)

## \*308 Alternative Energy

3

This course will address understanding some of the current and emerging "energy alternatives" by looking at the chemistry underlying each means of energy production. Topics addressed will fall into three broad categories: electrochemistry (photovoltaics, fuel cells, batteries, etc.), thermodynamics (fuels) and nuclear chemistry. The course will have several short laboratory exercises to provide a hands-on introduction to several energy sources and students will pursue an in-depth project. Prerequisite: CHEM 223. (Spring 2016)

## 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 2016)

**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.

**\*378 Drugs: Discovery Design, and Action 3**

The intended audience for the class is chemistry, biochemistry and biology students, particularly those who are interested in pre-professional health careers, industrial careers in biotechnology or pharmaceuticals, public health, or graduate work in chemistry, biochemistry or biology. In this class we will study the principles that govern the process of modern drug discovery and development to gain insight into the modes of activity of the major classes of drugs (antibiotics, antivirals, analgesics, anticancer, steroids, antihistamines, etc.). Students will primarily be evaluated based on appropriate scientific writing. *When offered online, this course requires a few (typically 3) synchronous class meetings which will be scheduled in collaboration with the students.* (Summer 2016)

**\*405 Thermodynamics 3**

A computationally intensive foundational study of chemical thermodynamics and kinetics. Topics include gases, enthalpy, entropy, Gibbs free energy, chemical and phase equilibria, statistical thermodynamics, electrochemistry and chemical kinetics. Prerequisite: MATH 195 or instructor permission. (PHYS 405) (Fall 2016)

**\*406 Quantum Mechanics 3**

A mathematically intensive study of basic QM as related to atomic and molecular structures. Topics include the Schrodinger equation, the uncertainty principle, bound and scattering states, the hydrogen atom, and spectroscopy. Prerequisite: MATH 195 or instructor permission. (PHYS 406) (Fall 2015)

**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 2017)

**\*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 2016)

**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:

*Sarah S. Armstrong*  
*Cathy K. Smeltzer Erb (chair)*  
*Katherine R. Evans*  
*Tracy L. Hough*  
*Lori H. Leaman*  
*Beth M. Lehman*  
*Ronald Shultz*

## 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)
  - English as a Second Language
  - Foreign Language
  - Health and Physical Education
  - Music: Instrumental; Vocal/Choral
  - Theater Arts
  - Visual 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; biology, chemistry, computer science, English, English as a second language, foreign language, health and physical education, history and social science, mathematics, music, special education, theater arts, and visual arts.



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

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

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

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

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

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

department transfer orientation meeting their first semester on campus.

Test preparation and remedial assistance 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](http://www.emu.edu/education) or [www.emu.edu/education/test-scores](http://www.emu.edu/education/test-scores). A basic skills assessment in reading, writing and mathematics, the Core Academic Skills for Educators, is required for admission to the teacher education program. Students with qualifying SAT/ACT scores meet the requirement. A Core Academic Skills for Educators: Mathematics score of 150 and the Virginia Communication and Literacy Assessment (VCLA) also meet the requirement. The Virginia Communication and Literacy Assessment (VCLA) is required for teacher licensure. The Reading for Virginia Educators (RVE) is required for early/primary education (preK-3), elementary education (preK-6), and special education (K-12). Admission to teacher education requires a 2.5 cumulative GPA, submission of an admissions portfolio and a teacher education interview. Admission to student teaching requires a 2.7 cumulative GPA. In addition, students must have a C or better in all education courses (courses with ED or EDS prefix and content area methods courses) to be admitted to student teaching. Exit requirements include meeting the Virginia cut off score requirements for the Praxis 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,

Visual Arts, Health and Physical Education, Foreign Language, and Music) with the exception of PreK-3, PreK-6, and Special Education.

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

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

*Plus:*

*Early/Primary Education only*

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

*Elementary Education only*

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

*Recommended:*

*ART 397 Elementary School Art Methods. . . . .	2
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*MUED 341 Elementary School Music . . . . .	3
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*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
*ENVS 181 Environmental Science . . . . .	3
*ENVS 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 since 1865 . . . . .	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 Algebra and the Environment <b>OR</b>	
MATH 145 College Algebra and Trigonometry . . . . .	3
MATH 120 Math and the Liberal Arts	2
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
++SOC 330 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 . . . . .	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; 24 semester hours involve practica.*

Additional licensure requirements are as follows:

BIOL 101 Biological Explorations . . . . .	3
CHEM 102 Matter and Energy . . . . .	3
*ENVS 201 Earth Science . . . . .	3
HE 202 Health and Safety . . . . .	2
HIST 131 United States History to 1865 . . . . .	3
HIST 132 United States History since 1865 . . . . .	3
HIST 181 The Global Past I <b>OR</b>	
HIST 182 The Global Past II . . . . .	3
MATH 120 Math and the Liberal Arts	2
MATH 130 Finite Mathematics . . . . .	3
MATH 140 Elementary Statistics . . . . .	3
PSYC 202 Developmental Psychology . . . . .	3
PSYC 231 Applied Behavior Analysis . . . . .	3
SOC 330 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 require-

ments 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, <b>OR</b> 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
A United States 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 190-191 for art, page 126 for ESL, pages 165-166 for health and physical education, pages 124-125 for foreign language (Spanish), pages 149-151 for music, and page 184 for Theater Arts.

Additional licensure requirements are as follows:

- PSYC 202 Developmental Psychology . . . . .3
- A United States History course . . . . .3

## Associate in Arts Degree in Education:

### Para-Professional

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

In addition to the EMU Core requirements 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. . . . .2
- OR**
- HE 260 Teaching, Ministry, and Healthy Sexuality. . . . .3
- 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
- SOC 330 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** **(Includes a 60-hour practicum)**

**6**

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

**7**

An integrated block of courses designed for students who plan to teach in pre-kindergarten through grade six. The 7-hour block of courses explores the development of spoken and written language and traces the development of reading from birth through pre-adolescence. Understanding the social and cultural contexts for language learning both at home and at school and knowing the cognitive and psychological factors that exist at various stages of development form the basis for planning the curriculum at school. (5 SH content; 2 SH practicum)

The course encompasses the following major strands of study:

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

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

**341 Language Arts** **2**  
Examines the cognitive, linguistic and socio-cultural context for language development in home and school. Explores current understandings about teaching-learning processes in speaking, listening, reading and writing. Special attention is given to identifying the developmental stages of written word knowledge.

**342 Reading/Diagnostic Reading** **3**  
Explores appropriate strategies for developing fluency in word recognition, recognizing the value of appreciation and enjoyment of literature in the process. Students learn appropriate strategies to assist diverse readers in constructing meaning from text and ways to use technology to improve literacy skills. Students organize and analyze assessment data to carefully monitor student progress, becoming constructive evaluators of literacy. Strategies are developed for organizing and using space, time and materials to promote the development of a literate environment.

**343 Content Area Reading and Writing** **2**  
The processes of reading and writing provide a framework for all instruction. The varying needs of the learner are considered as strategies involving reading and writing across all curriculum areas are demonstrated and practiced. The role of vocabulary development and writing skills are included in the focus. Interactive journals engage the student in using writing as a tool for learning.

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

**351 General Curriculum and Methods for Middle and  
Secondary Teaching** **1**  
Focusing on general overall curriculum and methods trends, concepts and procedures related to teaching in the 6-12 grade levels. Prerequisites: ED 251 and admission to teacher education.

**361 Special Methods Professional Field Experience** **1**  
A 60-hour professional field experience in area high schools. Consists of assignments arranged to provide for breadth of experience within the scope of one's subject certification area. Grading is on a pass/fail basis. Prerequisites: ED 251 and admission to teacher education.

**371 Special Methods for Middle and Secondary Teaching: Biology** **2**  
Focusing on the application of specific curriculum and methods concepts relevant to the student's certification area. Prerequisites: ED 251 and admission to teacher education.

**372 Special Methods for Middle and Secondary Teaching: Chemistry** **2**  
Focusing on the application of specific curriculum and methods concepts relevant to the student's certification area. Prerequisites: ED 251 and admission to teacher education.

**373 Special Methods for Middle and Secondary Teaching: English** **2**  
Focusing on the application of specific curriculum and methods concepts relevant to the student's certification area. Prerequisites: ED 251 and admission to teacher education.

**374 Special Methods for Middle and Secondary Teaching:  
History and Social Science** **2**  
Focusing on the application of specific curriculum and methods concepts relevant to the student's certification area. Prerequisites: ED 251 and admission to teacher education.

**375 Special Methods for Middle and Secondary Teaching: Mathematics** **2**  
Focusing on the application of specific curriculum and methods concepts relevant to the student's certification area. Prerequisites: ED 251 and admission to teacher education.



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

- 451 Middle School Student Teaching (6-12)** 7
- 452 High School Student Teaching (6-12)** 7
- Consisting of three integrated components: (1) Orientation and participatory experiences during the opening week of school, to be fulfilled in the setting where the student will later complete the student teaching assignment; (2) Two seven-week blocks of actual classroom experience at both middle and high school levels under the supervision of a cooperating teacher, including observation, reflection, planning, implementation, evaluation, and conferencing; (3) ED 411 Reflective Teaching Seminar. Spring semester student teachers are required to take orientation and participational experiences during the opening week of school in the fall. Prerequisite: Admission to student teaching.

- 461 Elementary Student Teaching (PreK-6)** 7
- 462 Middle/High School Student Teaching (6-12)** 7
- A full semester program for art, English as a second language, health and physical education, foreign language, 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 2016)

### **\*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 2016)

### **381 Special Education Professional Field Experience** **2**

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

### **\*401 Supporting Positive Classroom Behavior** **2**

This course focuses on techniques used to support behavior change in children with disabilities. Systematic, peaceable classroom interventions are presented and students will learn strategies to prevent inappropriate behavior from occurring or escalating. Students are required to demonstrate various classroom behavior management strategies in the classroom and/or in simulations. (Fall 2016)

- \*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 2015)
- 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.*



# History

**Faculty:**

*DeAnne Chenoweth*  
*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

**H**istory is the story of the past experience of humankind. The courses offered by the department are planned to provide a comprehensive overview of the American, European and non-Western segments of historical studies. A conscious effort is made to be critical in analysis and to view the saga of human experience through an Anabaptist peace and justice lens. The pre-law, political studies and gender studies minors place such critical analysis in a contemporary, comparative and globalizing context. The study of history results in important transferable skills, such as critical thinking, research, synthesis, verbal communications, and a broad understanding of the world and human nature. A major in this department prepares the student for future specialization, teaching, library science, research, law, journalism, and various forms of Christian service. It also serves as a good liberal arts orientation for those who prefer not to specialize.

**Major in History**

*A major consists of 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.

**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.

## 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
HIST 132 United States History since 1865 . . . . .	.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, HIST 411 and/or HIST 451 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
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*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
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*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
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### Geography (3 SH)

GEOG 231 Cultural Geography . . . . .	.3
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### 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 (page 110) and the secondary education courses (page 100) 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 342 Topics: Gender Theory and Cross-Cultural Perspectives (Fall 2015). . . . .3  
 \*HIST 352 History of Women . . . . .3  
 SOWK 360 Race and Gender . . . . .3  
 Seminar by the Sea (Summer session offered by Eastern University in Maine every other spring - 2017. 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 History . . . . .3  
 \*LIT 316 Gender and Literature (when appropriate). . . . .3  
 \*POL 401 Human Rights and Dignity . . . . .3  
 PXD 485 Theories of International Development . . . . .3  
 \*REL 312 Topics in Religion (when appropriate). (Fall 2015) . . . . .3  
 REL 334 Cultural Anthropology . . . .3  
 SOC 330 Family in the Social Context3  
 THEO 323 Biblical Theology of Peace and Justice . . . . .3  
 \*THR 120 Theater and Faith (when appropriate). . . . .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 designed to complement a variety of majors. It prepares students for a range of careers including the traditional practices of law, but it also builds upon EMU's historic emphases on peace-building, justice and global awareness, thus providing a strong background for careers in mediation, environmental law, international development, politics, human rights work, victim offender reconciliation, and juvenile justice. Pre-law minors are also expected to be actively involved in our pre-law society, Res Judicata, that organizes events to help students encounter a wide variety of legal professions, and provides resources to help students prepare for the LSAT exam that is required for admis-

sion into law school. The minor consists of 18 semester hours, which includes an internship.

POL 250 Law, Justice and the Local Context . . . . .	3
POL 481 Pre-law Internship (Internships done for other related disciplines may fulfill this requirement. The 0-credit option is offered on rare occasions and only for internships in already well-supervised programs.) . . . . .	0-3

*Choose at least two of the following courses:*

BUAD 411 Business Law (highly recommended) . . . . .	3
*POL 302 Constitutional Issues. . . . .	3
*POL 401 Human Rights and Dignity 3	

*Choose two of the following courses:*

ECON 201 Survey of Economics . . . . .	3
*HIST 342 Topics in History and Politics (when appropriate) . . . . .	3
LING 260 Grammars of English . . . . .	3
MATH 170 Discrete Mathematics . . . . .	4
PHIL 212 Ways of Knowing . . . . .	3
*PHIL 223 Logic and Critical Thinking . . . . .	3
*PHIL 334 Ethics: Conceptions of Personal Good . . . . .	3
*PHIL 341 Politics: Conceptions of Common Good . . . . .	3
PXD 225 Theories of Social Change . . . . .	3
*PXD 261 Community and Conflict Analysis Techniques . . . . .	3
PXD 311 Mediation and Interpersonal Processes . . . . .	3
*PXD 331 Restorative Justice and Trauma Awareness . . . . .	3
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 major world religions (Judaism, Christianity, Islam, Hinduism and Buddhism); the medieval social, political, and economic contributions of selected civilizations in Africa, Asia, Europe and the Americas; women's roles in pre-modern societies; and the origins of global trade and cultural exchange among various parts of the world. 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 Cold War; the struggle for women's rights and changing gender roles; 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 and become familiar with gender theory. This course contributes related content to NCSS themes: 2, 4, 5, 6, 7, 9, 10. (Spring 2016)

## 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 2016)

**\*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 2017)

**\*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 2016)

**\*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 2015)

## 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 2016)

**\*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 2017)

**\*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 historical film. This course contributes related content to NCSS themes: 6, 8, 9. (Fall 2016)

**\*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 2015)

**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 2016)

**\*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 2015)

**\*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 2017)

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

A historical survey of the Middle East. The particular focus may vary based on the instructor's expertise. The role of past and present U.S. foreign policies in these countries will be highlighted. This course contributes related content to NCSS themes: 1, 4, 9. (Fall 2016)

# Historiography (HIST)

## 121 Introduction to History and Methods

2

This course is required for all history and history and social science majors and is reserved for students in these majors only. 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 fall semester 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, Politics and Gender

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 2017)

**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 study of political science where students will become familiar with the ideologies underlying the use of power by citizens and the policies that they collectively choose to create and sustain. The course will also examine the structure and activities of the most typical types of political systems and the role of individuals, groups, and institutions within each. 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. Students will learn to use a comparative perspective to analyze patterns of similarity and differences in domestic political institutions, attitudes and conflicts in different countries throughout the world. This course contributes related content to NCSS themes: 2, 5, 6, 9, 10. (Spring 2017)

**250 Law, Justice and the Local Context****3**

This course will introduce students to issues of crime, police work, the court system, incarceration, restorative justice, and immigration through a variety of speakers, on-site visits to various agencies, readings and other resources.

**\*302 Constitutional Issues****3**

This course acquaints students with the major events and cases surrounding US constitutional law. Students will examine both historical and modern landmark constitutional cases while developing basic legal research skills. This course also fosters the ability of students to conduct legal analysis and present legal arguments in both written and oral form. (Fall 2016)

**\*311 International Relations****3**

This course provides students with a detailed understanding of the competing perspectives that drive interpretations of major global events. The course will evaluate historical patterns of relationships between states along with the structure of the contemporary international system. Systems of international cooperation and globalization will also be evaluated along with their impact on economic development, global inequality and international stability/peace. This course contributes related content to NCSS themes: 1, 3, 6, 9. (Fall 2015)

**\*401 Human Rights and Dignity****3**

A survey of the current state of human rights worldwide. The goal will be for students to understand and explain the basic legal protections and global conventions that govern human rights today. The success of current systems in promoting ideals of peace, justice and human dignity will be evaluated with an emphasis on causes and solutions. (Spring 2016)

**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 with approval from the history department. The 0-credit hour option is reserved for exceptional cases and must receive advance departmental approval.

*\*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 Language and Hispanic Studies
- 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

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, pastoral ministry, translation, teaching or working abroad, business, library science, Christian missions, church and school administration, and graduate school in diverse fields.

**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.

## Major in English

The major requires foreign language competency through intermediate level II.

*Requirements consist of 36 SH.*

### Literary Foundations (9 SH)

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 courses at the 300 level represent diverse approaches in literary scholarship today and provide fruitful ways to read, understand, and appreciate literature. These courses give students a chance to study a literary genre and its conventions; the characteristics of particular literary movements; texts clustered around national(ist) or regional concerns; literature from various ethnic and gender perspectives; texts relevant to cultural issues like ecology and peacebuilding; and literary works by one author or a group of authors. Students may select 9 SH from these courses to meet the requirement.

LIT 312 Ecology and Science Fiction . 3

\*LIT 314 Ways of War and Peace . . . 3

\*LIT 315 Global Novels, Global

Conflicts . . . . . 3

\*LIT 316 Gender and Literature . . . . 3

\*LIT 318 American Ethnic Writers . . . 3

\*LIT 322 Shakespeare . . . . . 3

\*LIT 324 Comedy and Tragedy: Page and Stage . . . . . 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 351 Prose Workshop: Fiction . 3

\*WRIT 352 Prose Workshop: Nonfiction . . . . . 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 Major Field Test in English literature 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 English. . . . .3  
LIT 210 Global Literatures I. . . . .3  
LIT 220 Global Literatures II. . . . .3  
LIT 230 Global Literatures III. . . . .3  
LIT 240 Introduction to Critical Theory. . . . .3  
\*LIT 316 Gender and Literature **OR**  
\*LIT 318 American Ethnic Writers . . .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:*

LIT 312 Ecology and Science Fiction .3  
\*LIT 314 Ways of War and Peace . . .3  
\*LIT 315 Global Novels, Global Conflicts . . . . .3  
\*LIT 322 Shakespeare . . . . .3  
\*LIT 324 Comedy and Tragedy: Page and Stage . . . . .3

*Choose one of the following courses:*

COMM 241 News and Feature Writing . . . . .3  
THR 101 Introduction to Theater Arts. . . . .3

\*THR 301 Western Theater History I: Text, Theory and Performance from the Greeks to Realism . . . . .3  
\*THR 401 Western Theater History II: Text, Theory, and Performance from the Avant-Garde to Today . . . . .3

In addition students must take the secondary education courses (page 100) for teacher licensure.

*English education majors are required to take a Major Field Test in English literature 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 English . . . . .	3
WRIT 200 Introduction to Creative Writing . . . . .	3
*WRIT 380-382 Professional Writing Series <b>OR</b>	
COMM 241 News and Feature Writing . . . . .	3
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 351 Prose Workshop: Fiction .	3
*WRIT 352 Prose Workshop: Nonfiction . . . . .	3
*WRIT 370 Poetry . . . . .	3
*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: Phoenix . . . . .	1
WRIT 470 Internship . . . . .	1-3

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

### Minor in Writing Studies (18 SH)

Choose 6 SH from the following courses:

LIT 210 Global Literatures I . . . . .	3
LIT 220 Global Literatures II . . . . .	3
LIT 230 Global Literatures III . . . . .	3
Any course under Approaches to Literature (312-324) . . . . .	3
LIT 480 Seminar in the Major . . . . .	3

Choose 9 SH from the following courses

WRIT 200 Introduction to Creative Writing . . . . .	3
WRIT 340 Kairos Place . . . . .	1
*WRIT 351 Prose Workshop: Fiction .	3
*WRIT 352 Prose Workshop: Nonfiction . . . . .	3
*WRIT 370 Poetry Writing . . . . .	3
*WRIT 380 Expository Writing . . . . .	1
*WRIT 381 Argumentative Writing . .	1
*WRIT 382 Rhetoric of the Natural and Social Sciences . . . . .	1
WRIT 390 Literary Arts Journal: Phoenix . . . . .	1
WRIT 400 Senior Thesis . . . . .	3
WRIT 470 Internship . . . . .	1-3
LARTS 390 Peer Tutoring Practicum I . . . . .	1
LARTS 391 Peer Tutoring Practicum II (may be taken twice) . .	1

Choose one of the following courses:

COMM 241 News and Feature Writing . . . . .	3
LING 260 Grammars of English . . . . .	3
*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 I . . . . .	3
LIT 220 Global Literatures II . . . . .	3
LIT 230 Global Literatures III . . . . .	3

Choose 3 SH from the following list:

*WRIT 351 Prose Workshop: Fiction	.3
*WRIT 352 Prose Workshop:	
Nonfiction	. . . . .3
*WRIT 370 Poetry Writing	. . . . .3
*WRIT 380 Expository Writing	. . . . .1
*WRIT 381 Argumentative Writing	. . . . .1
*WRIT 382 Rhetoric of the Natural	
and Social Sciences	. . . . .1
LARTS 390 Peer Tutoring	
Practicum I	. . . . .1
LARTS 391 Peer Tutoring	
Practicum II ( <i>may be taken twice</i> )	. . . . .1
COMM 241 News and Feature	
Writing	. . . . .3
*THR 310 Playwriting and	
Screenwriting	. . . . .3
Choose one Approaches course	. . . . .3
Choose two additional courses from	
those in the major	. . . . .6

## 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
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### 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 genres: 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. The following courses in Hispanic Studies are offered:

*SPAN 330 Immigration Issues . . . . .	3
*SPAN 411 Globalization in Latin American Cinema . . . . .	3
*SPAN 420 Classics of Hispanic Literature . . . . .	3
*SPAN 430 Marginalized Voices in Hispanic America . . . . .	3
*SPAN 440 Society and Conflict in Hispanic Poetry and Drama . . . . .	3
*SPAN 450 Religion in Spain and Hispanic America . . . . .	3
*SPAN 460 Ecological Thought in Spain and Latin America . . . . .	3

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 Health Care Professionals . . . . .	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:*

United States History . . . . .	3
PSYC 202 Developmental Psychology . . . . .	3

*Recommended education course:*

ED 301 Needs of Diverse Learners . . . . .	3
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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 96-100.

### Minor in Spanish

Requirements: 18 SH of language, cultural and literary surveys, and Hispanic studies. Students may count Intermediate I and II towards the minor; students who place above the Intermediate Level cannot take Intermediate level courses. At minimum students must complete a one semester cross-cultural, study abroad or other experience in the host culture as approved by the Spanish faculty.

### Language Skills Courses (6-12 SH)

SPAN 210 Intermediate I . . . . .	3
SPAN 220 Intermediate II . . . . .	3
SPAN 310 Advanced Conversation and Readings (Required) . . . . .	3
SPAN 320 Advanced Grammar and Composition (Required) . . . . .	3

### Cultural and Literary Surveys, Hispanic Studies Courses, and Electives (6-12 SH)

*Choose from the following courses:*

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
SPAN 330 Immigration Issues . . . . .	3
SPAN 360 Spanish for Health Care Professionals . . . . .	3
SPAN 410 Globalization in Latin America Cinema . . . . .	3
SPAN 420 Classics of Hispanic Literature . . . . .	3
SPAN 430 Marginalized Voices in Hispanic America . . . . .	3
SPAN 440 Society and Conflict in Hispanic Poetry and Drama . . . . .	3
SPAN 450 Religion in Spain and Hispanic America . . . . .	3
SPAN 460 Ecological Thought in Spain and Latin America . . . . .	3

### 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 English . . . . .	3
*LING 360 Language Learning, Literacy, and Culture . . . . .	3
LING 450 Methods of Language Teaching . . . . .	3
LING 460 Practicum in TESOL . . . . .	3

Foreign Language (Intermediate II or above) . . . . . 3

## 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 96-100.

### 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 PFE . . . . . 1  
 ED 301 Needs of Diverse Learners . . . 3

ED 351 General Curriculum and Methods . . . . . 1  
 ED 381 Reading and Writing Across the Curriculum (6-12) **OR**  
 ED 343 Content Area Reading and Writing . . . . . 2  
 ED 391 Middle School Curriculum and Organization . . . . . 3  
 ED 401 Examining Foundations of Education . . . . . 2  
 ED 411 Reflective Teaching Seminar and Portfolio . . . . . 1  
 ED 461 Elementary Student Teaching . . . . . 7  
 ED 462 Middle/High School Student Teaching . . . . . 7

### Other licensure requirements:

United States History . . . . . 3  
 PSYC 202 Developmental Psychology . 3

### ESL Curriculum

LING 250 Introduction to Linguistics. 3  
 LING 260 Grammars of English . . . . 3  
 \*LING 360 Language Learning, Literacy, and Culture . . . . . 3  
 LING 450 Methods of Language Teaching . . . . . 3  
 LING 460 Practicum in TESOL . . . . 3  
 Foreign Language (Intermediate II or above) . . . . . 3

## 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 2015)

### 170 Elementary German I 3

The fundamentals of modern German through listening speaking, reading, and writing, including practice in pronunciation, development of comprehension, and introduction to German culture. (Spring 2016)

# 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 2016)

## **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 exposes the student to major trends in literature during the early modern period, an era of aggressive European expansionism. Though it foregrounds developments in English and American literature between 1500-1800 (including Elizabethan and Restoration drama, poetry, the early novel, and life-writings), this course will also consider innovations in other literary traditions, both Western and non-Western.

## **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.

## **312 Ecology and Science Fiction**

**3**

How do utopic and dystopic visions of the future of our planet affect the way we live in the world? How do these narratives shape our approach to environmental problems today? Part of our campus wide reflection on “peace with creation,” this course explores the ecological and theological vision of science fiction by authors such as Arthur C. Clarke, Aldous Huxley, Ray Bradbury, C.S. Lewis, Philip K. Dick, Octavia Butler, Kim Stanley Robinson, and Margaret Atwood. We will also watch two films and study the book of Revelation. This literature course is open to both majors and non-majors.

## **\*314 Ways of War and Peace**

**3**

This course examines the tensions conflicting allegiances to faith and country may pose by focusing on literature from World War I, World War II, and the Vietnam conflict. A survey of Catholic, Protestant, and Anabaptist theological approaches to peacemaking will provides a framework for the course. In addition to keeping reading response journals and delivering oral presentations, students will either write a literary research paper or prepare a transcribed oral history with a military veteran or conscientious objector. (Spring 2017)



- \*315 Global Conflicts, Global Novels** **3**  
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. (Spring 2016)
- \*316 Gender & Literature** **3**  
This course focuses on the relationship of selected literary works to the representation and construction of gender roles in the cultures from which they emerge. We will consider writers' articulations of their experiences within their social and ideological contexts, as well as the material conditions under which they write. This course includes texts by women and/or men of diverse ethnic backgrounds. (Fall 2016)
- \*318 American Ethnic Writers** **3**  
This course traces a selection of ethnic writers in the U.S. and/or the Americas, emphasizing how they formulate and consolidate their identities in dialogue with and opposition to dominant Euro-American culture(s). The course will focus on the ways in which literatures by African-American, Latino/Chicano, Asian-American, and /or Native-American writers express resiliency in the face of marginalization. (Fall 2015)
- \*322 Shakespeare** **3**  
In this course we will consider the achievement of one of the most influential writers in the English literary tradition – William Shakespeare. The focus of the course, naturally, will be on Shakespeare's plays – we will look at salient examples of his comedies and tragedies, as well as one history and one romance. We will begin our examination of each play with a close reading of the text, paying attention to its language, characterization and important themes. This will be supplemented by screenings of performances. In our discussion we will also consider theoretical, critical and cultural issues relevant to each play. (Spring 2017)
- \*324 Comedy and Tragedy: Page and Stage** **3**  
This course will consider the ways in which selected plays from the Western tradition elicit our laughter and our tears, sometime simultaneously. Since much of our texts' magic lies in their performance, we will assume the roles of viewers and actors as well as readers this semester. Playwrights may include Aristophanes, Sophocles, Shakespeare, Goldsmith, Moliere, Ibsen, Wilde, Chekhov, Williams, Beckett, Hansberry, Edson, Shanley, and Nottage. This course will provide English education majors with knowledge of varied works from British, American, world, and ethnic/minority literature appropriate for English instruction as well as preparation for providing classroom experiences in communication arts, such as journalism, dramatics, debate, forensics, radio, television, films and other media. (Spring 2016)
- 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.

**480 Seminar in the Major: Romanticism** **3**  
This class explores Romanticism through some of its key literary figures: Goethe, Shelley, Wordsworth, Keats, and Emerson. A cultural movement that emerged around 1800, Romanticism has always been a contested term, and part of the work of the course will be to engage with the various ways Romanticism has been described: elevating the imagination above all other human faculties, celebrating individual genius, expressing the spirit of a people or nation, and finding God immanent in nature. We will also look at ways Romanticism is still with us today, influencing how we think about art, individual identity, faith, and culture. Each student will write a publication-length essay touching on issues discussed in the course, and will present that paper to the rest of the class and interested faculty inside and outside the department. (Spring 2016)

**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 Elementary Spanish in Review** **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. (Spring 2016)

### **\*360 Spanish for Health Care Professionals**

**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 2017)

### **\*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 2015)

### **\*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 2016)

### **\*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 2017)

### **\*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 2016)

- \*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 2018)
- \*420 Classics of Hispanic Literature** **3**  
This course will enhance students' critical and analytical reading and writing skills through a study of canonical texts from a pivotal moment in Spanish Language literary history. Periods to be examined vary from instructor to instructor. Specific topics that may be covered include narratology, the fantastic, magical realism, and modernism and postmodernism. (Spring 2019)
- \*430 Marginalized Voices in Hispanic America** **3**  
This course will enhance students' critical and analytical reading and writing skills through an interdisciplinary study of the indigenista and feminist discourses. The emphasis will be on strategies for articulating the experience of racial and ethnic minorities and women in patriarchal societies and the role of literature as a reflection of and a catalyst for political and social change. Specific topics that may be covered include, but are not limited to: resistance to and (de)construction of racialized, gendered, and ethnic categories/social roles, creation of a narrative space for the alternative worldviews, problematic of speaking for the subaltern, the experiences of indigenous peoples, problems of representation, etc. (Fall 2015)
- \*440 Society and Conflict in Hispanic Poetry and Drama** **3**  
This course will enhance students' critical and analytical reading and writing skills through an examination of Peninsular and Hispanic American poets and dramatists who strongly believed that carefully chosen words could transform the world. The emphasis will be on the historical context in which these artists produced their work, and discuss themes of social justice, love, fraternity, war and peace, and humanity. (Fall 2016)
- \*450 Religion in Spain and Hispanic America** **3**  
A study of selected religious works from the Early Modern Spain and the New World. Texts may include *Los milagros de nuestra Señora*, *El conde Lucanor*, *El libro de buen amor*, *El Lazarillo de Tormes*, selections from *Don Quijote*, and/or other texts. Particular attention will be paid to mystics and reformers, including Teresa de Ávila, San Juan de la Cruz, Ignatius of Loyola, Miguel de Cervantes, Pedro Calderón de la Barca, Sor Juana Inés de la Cruz, and others. Emphasis will be placed on the means by which mystics sought unity with the Christ as well as how the work of reformers helped transform the Church and these writers ushered in the Golden Age of Spanish literature. (Spring 2016)
- \*460 Ecological Thought in Spain and Latin America** **3**  
Through a variety of genres and a multidisciplinary perspective, this course centers on the interactions between humans, animals, and their physical environments in Hispanic America and Brazil. Students will examine the legacy of Latin American regions as resource fields for the extraction of commodities during the colonial period, and read contemporary works that reverberate or decolonize these ecological discourses. Students will also explore how people across Hispanic America and Brazil have demanded the protection of their environments and a reevaluation of state and international environmental standards even at the expense of fiscal gains. (Spring 2017)

**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 Transitions 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 Transitions 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.
- \*351 Prose Workshop: Fiction** **3**  
A workshop on the craft of fiction-writing in the short story form. The course focuses in writing process and revision; explores varieties of characterization, setting, plot and structure, point of view, voice, theme, and figurative language. Reading assignments, writing exercises, and extensive short story workshops culminate in polished prose that may be appropriate for publication or graduate school application. Prerequisite: WRIT 130 or WRIT 140. Open to sophomores and above. (Spring 2016)
- \*352 Prose Workshop: Nonfiction** **3**  
A workshop on the craft of creative nonfiction writing. The course focuses on the writing process and revision and explores elements of the genre's craft. Reading assignments, writing exercises, and intensive group workshops culminate in a portfolio of polished prose that may be appropriate for publication or graduate school application. Special topics such as Food Writing, Nature Writing, and Spiritual Life Writing may be offered according to student demand. Prerequisite: WRIT 130 or WRIT 140. Open to sophomores and above. (Spring 2017)
- \*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 2016)
- \*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 2016)
- \*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 2016)
- \*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 2016)

- 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 may share from their work in an end-of-semester reading, possibly as part of the Writers Read 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*



# Liberal Arts

**Advisor:**

*Amy K. S. Hartsell*

**Majors:**

- Liberal Arts
- Associate in Arts in General Studies

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

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

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## 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 College Success Strategies I: Beginning the Course** **2**

A college success course that focuses on study skills needed to succeed in college. Assessment and development of individual learning styles and strengths are part of the course curriculum. Students receive course credit when learning outcomes of the course are met; credit is considered elective, not part of the EMU Core or major requirements. Instructor permission required.

## **110 College Success Strategies II: Back on Course** **2**

A college success course that focuses on strategies needed to achieve full potential in students' academic, personal, and professional life. Self-assessments, readings, and guided exercises are part of the course curriculum. Students receive course credit when learning outcomes of the course are met; credit is considered elective, not part of the EMU Core or major requirements. Instructor permission required.

## **181 Global Connections** **1**

This course invites all students of diverse cultural backgrounds and experiences to engage in thoughtful analysis of cross-cultural issues. International and North American students participate in a common seminar encouraging critical thinking, dialogue, and reflection to supplement their educational environment. First-year international and third-culture students are strongly encouraged to take this course to aid their transition to an understanding of North American culture.

## **201 Major and Vocational Exploration** **1**

The course will provide an introductory framework for the vocational decision making process. It stresses the connection between student career objectives and potential EMU major choices. 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 Success Center and Writing Program. Students explore a variety of topics (tutor role, learning strategies, diversity issues, and ethics) in conjunction with supervised tutoring. The course may be linked with specific professors and courses of academic departments. Practicum requirements will reflect credit hour enrollment and appropriate tutor support offerings of linked department. See Vi Dutcher or Linda Gnagey for approval to register. Prerequisites: earned B grade in WRIT 130 or WRIT 140 (writing tutors), department recommendation (subject-specific tutors), 3.0 cumulative GPA (all tutors).

### **391 Peer Tutoring Practicum II**

**1-3**

This one to three credit course offers additional tutoring experience with supervision from the appropriate faculty member. The course may also be linked with specific professors and courses of academic departments. LARTS 391 serves as a Community Learning designate. Prerequisite: LARTS 390 or consent of practicum professor and, if applicable, consent of academic department professor. Students may enroll in LARTS 390 and 391 for a maximum of three credit hours for peer tutoring over one to three semesters.



# Mathematical Sciences

## Faculty:

Owen D. Byer (*chair*)  
 Charles D. Cooley  
 Daniel King  
 Deirdre L. Smeltzer  
 Daniel Showalter  
 Jianghong Tian  
 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	
<b>OR</b>	
*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 310 Differential Equations. . . . . 3
- \*MATH 333 Topics in Math . . . . . 3
- \*MATH 360 Geometry . . . . . 3
- \*MATH 420 History of Math. . . . . 3
- \*MATH 450 Introduction to Analysis **OR**
- \*MATH 460 Abstract Algebra . . . . . 3
- \*MATH 470 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 100 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 100 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

## 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 requirement prior to taking this class.

- 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 2016)
- 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. (Fall 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 2016)

- \*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 2015)
- \*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 2016)
- \*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 six areas: computation and estimation; the metric system, ratio, and proportions; decimals and percents; unit conversions and Fermi problems; geometry; and 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 Algebra and the Environment** **3**  
 This course will use algebra to explore questions and solve problems related to environmental issues. Topics include equations and inequalities, polynomial and rational functions, exponential and logarithmic functions, and systems of equations. A modeling approach will be emphasized. A graphing calculator is required, preferably a TI-83 or TI-84. 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 College Algebra and Trigonometry** **3**  
This course is intended for students who need to review algebra and trigonometry. The focus will be on those aspects of algebra, functions, trigonometry, and coordinate geometry that are needed for the study of calculus. Prerequisite: Math 101.
- \*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 MATH 155 or high school equivalent. (Fall 2015)
- 155 Precalculus for Science and Engineering** **3**  
This course is intended to prepare science and engineering students to take beginning courses in engineering, physics, chemistry, and calculus. Students will gain a working knowledge of the mathematics used in the study of measurement, circuits, statics, dynamics, reactions, and others. Primary topics include algebraic equations, trigonometry, vectors, and introductory differentiation and integration. Pre-requisite: Math 101 or permission of instructor.
- 170 Discrete Mathematics** **4**  
Discrete Mathematics serves as an introduction to advanced mathematics. In addition to learning material that is fundamental to mathematics and computer science, this course will emphasize logical thinking, problem-solving, and communication about abstract problems. Topics include set theory, number theory, logic, relations, mathematical induction and other forms of proof, combinatorics, and graph theory. Prerequisites: 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 MATH 155. 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. Other topics include correlation, regression, and analysis of variance. 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 functions of several variables. Topics include 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. (Spring 2017)
- \*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 2017)
- \*333 Topics in Mathematics** **3**  
The content of this course is determined by the special interest of the faculty and students. Courses taught in the past include Number Theory, Coding Theory, Math Research, Math Modeling, Advanced Geometry, and Computability. Prerequisite: permission of the instructor. (Fall 2017)
- \*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 2017)
- \*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 2016)
- \*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 195, and either MATH 350 or MATH 360. (Spring 2016)

- 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 2017)
- \*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 2016)
- \*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 2016)
- 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 electronics, with an emphasis on circuit analysis and hands-on applications. The analog portion includes DC and AC circuits, filters, transformers, and amplifiers, while the digital portion covers binary numbers, combinational logic, flip-flops, and registers. Projects such as bicycle light flashers, AM radios, and robots will be built throughout the semester. Recommended for pre-engineering and computer science students and hobbyists. (Spring 2017)
- 251 University Physics I** **4**  
A calculus-based course with a laboratory that aims to develop problem-solving ability, understanding of basic physical principals, and fluency with mathematical formulas. This course surveys the following topics in classical physics: mechanics, periodic and wave motion, fluid mechanics, and thermodynamics. Prerequisite: MATH 150, MATH 155, or MATH 185.
- 262 University Physics II** **4**  
A continuation of PHYS 251. Topics include electricity, magnetism, optics, and modern physics (relativity and quantum physics). Prerequisite: PHYS 251.
- \*405 Thermodynamics** **3**  
A computationally intensive foundational study of chemical thermodynamics and kinetics. Topics include gases, enthalpy, entropy, Gibbs free energy, chemical and phase equilibria, statistical thermodynamics, electrochemistry and chemical kinetics. Prerequisite: MATH 195 or instructor permission. (CHEM 405) (Fall 2016)

**\*406 Quantum Mechanics****3**

A mathematically intensive study of basic QM as related to atomic and molecular structures. Topics include the Schroedinger equation, the uncertainty principle, bound and scattering states, the hydrogen atom, and spectroscopy. Prerequisite: MATH 195 or instructor permission. (CHEM 406) (Fall 2015)

## Pre-Engineering (ENGR)

**110 Introduction to Engineering****3**

An introduction to the design process of an engineering project. The focus will be on different design aspects of an engineering project: defining the design problem, developing a project statement, generating and evaluating ideas and specifications, leading and managing the process, and communicating the outcomes. The design emphasis facilitates students' development of creative and innovation skills, utilizes state-of-the-art technologies, and allows them to experience fields of engineering such as mechanical, electrical, computer, environmental, etc.

**\*270 Engineering Statics****3**

A problem-solving based approach to the study of the theory and applications of engineering statics. Students will gain expertise in the areas of free-body diagrams, vector mechanics, and equilibrium, and will apply the principles of equilibrium to structural analysis and the analyses of internal and frictional forces. Prerequisites: MATH 155 or MATH 185, PHYS 251. (Spring 2016)

**\*280 Engineering Dynamics****3**

Dynamics is the study of accelerated motion of a body through two perspectives, kinematics (geometric aspects of the motion) and kinetics (forces causing the motion). Kinematics and kinetics of particles and rigid bodies will be examined using methods of force and acceleration, work and energy, and impulse and momentum. Prerequisites: MATH 185, PHYS 251. (Spring 2017)

*\*Indicates courses offered in alternate years.*



# Music

## Faculty:

*Joan Griffing (chair)*  
*Ryan Keebaugh*  
*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, composition, arranging, 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 . . . . .	.4
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 322 Music History I . . . . .	.3
*CMUS 412 The Compleat Musician .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 322 Music History I . . . . .	.3
*CMUS 350 Music Theory III . . . . .	.3
*CMUS 412 The Compleat Musician .4	
MUPS Private studies, an additional 5 hours, for a total of . . . . .	.12
<i>(Private studies in the major area will receive 2 SH each semester of enrollment on campus after admission to the performance major.)</i>	
*MUED 412, 413, OR 415 Pedagogy in the performance area . . . . .	.2
MUES 333 Chamber Ensemble (two semesters) . . . . .	1 + 1
MUPS 390 Junior Recital . . . . .	.1
MUPS 490 Senior Recital Project . . . . .	.3

Piano Proficiency class is required until piano proficiency is met.

## Major in Music, PreK-12 Teaching Endorsement

Students may choose one of the following options for teacher licensure: PreK-12 vocal/choral; PreK-12 instrumental; or dual licensures (PreK-12 vocal/choral and instrumental).

*The music major core courses plus the following are required (must be passed with a grade of C or better):*

*CMUS 322 Music History I . . . . .	.3
*CMUS 350 Music Theory III . . . . .	.3
*CMUS 412 The Compleat Musician .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:*

- United States History . . . . .3
- PSYC 202 Developmental Psychology .3

*Recommended Education Courses:*

- ED 301 Needs of Diverse Learners . . . .3
- ED 391 Middle School Curriculum . . .3

The first of two music methods courses (MUED 341 Elementary School Music or MUED 342 Secondary School Music) may be taken prior to admission to teacher education. The second music methods course (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 96-101.

### **Minor in Church Music**

*This minor consists of the following 23 SH (courses must be passed with a grade of C or better):*

- \*CHMUS 211 Music for the Congregation . . . . .3

- \*CHMUS 431 Song of the Christian Church . . . . .3
- +CMUS 101 Introduction to Music Theory . . . . .3
- \*CMUS 150 Music Theory and Skills I 4
- \*CMUS 411 Conducting I . . . . .4
- Two semesters of class/private studies. .2
- Four semesters of participation in a vocal ensemble . . . . .4

### **Minor in Music**

*This minor consists of the following 19 SH (courses must be passed with a grade of C or better):*

- +CMUS 101 Introduction to Music Theory . . . . .3
- CMUS 114 Appreciating Music Making . . . . .3
- \*CMUS 150 Music Theory and Skills I 4
- Three semesters of private studies. . . .3
- Three semesters of participation in any of the music ensembles . . . . .3
- Three credits from any offering of the music department . . . . .3

*+Students substitute other music courses for any of the introductory courses passed by entrance exams.*

## **Church Music (CHMUS)**

### **\*211 Music for the Congregation 3**

This is a skills course that is intended to develop competencies required of a successful church music leader. Topics will vary from year to year, depending upon student interest and instructor availability. It may include skills such as leading the congregation's song (cantoring), arranging music for worship, developing keyboard skills, reading charts, incorporating world music and more. The course is open to all students who have interest in leading church music. (Fall 2015)

### **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) (Fall 2016)

**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** **3**  
A music fundamentals course open to students of all disciplines. Music notation, scales, chords, and simple melodic and harmonic functions are studied. Basic aural skills (interval and triad identification, tonic and dominant functions, etc.) will be developed. Students must be able to read music with reasonable fluency. 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** **4**  
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. Significant emphasis is placed on the practice of part-writing. The course is supplemented with development of aural skills including sight singing, melodic dictation, and harmonic dictation. Prerequisite: CMUS 101 or fulfill CMUS 101 by exam. (Spring 2016)

**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.



## **Introduction to Music Technology**

The Music Technology course will allow students to discover and explore introductory concepts used in music sequencing, notation, and recording. This course will provide a detailed explanation of computer music production. Students will develop skills in loop and MIDI production, sampling, digital audio generation, audio recording, editing, and mixing through class instruction and hands-on learning with Ableton Live and Audacity software. No prior experience in music is necessary. (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. (Spring 2017)

## **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 2018)

### **\*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. Students will undertake a significant composition project. (Fall 2016)

### **\*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. (Spring 2016)

### **\*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. (Spring 2017)

### **\*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. Students will undertake a significant post-tonal composition project. (Spring 2017)

### **\*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 2016)

- \*412 The Compleat Musician** **4**  
 Capstone course for the music major. Semester will culminate with a public performance of selected works for voices and instruments in which each student will perform in an ensemble setting. This course will include continued development of conducting techniques, completion of a choral arrangement, score analysis, historical analysis, program note writing strategies, and development of collaborative skills. (Spring 2017)
- 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 piano proficiency requirement for music education, music performance, and church music majors. Geared to the music major or minor. 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 and should be taken concurrently with CMUS 101. 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 piano proficiency requirement for music education, music performance, 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 melodies. The piano proficiency exam will be given during the final exam period. Offered alternating springs and should be taken concurrently with CMUS 150. Permission of Instructor required. Additional fee. (Spring 2016)
- \*212 The Child and Adolescent Voice** **2**  
 This course examines the characteristics of the child voice, methods of working with children in elementary general music class and choral settings and the changes that occur to the voice when students reach adolescence. Other topics addressed are: how to select appropriate music for elementary, middle and high school choral groups and how to work with the changing male voice.
- \*223 Instrumental Methods: Brasses (Spring 2017)** **2**
- \*224 Instrumental Methods: Percussion (Spring 2017)** **1**

- \*225 Instrumental Methods: Strings (Fall 2017)** **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.* (Fall 2016)
- \*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. (Fall 2017)
- 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** (Spring 2016) **2**  
 The pedagogy courses are required for performance majors in their respective area of concentration. The courses include study of pedagogical techniques in voice, piano and strings with practical application through lesson observation and supervised teaching experiences.

## Music Ensembles (MUES)

These ensembles are open to all students. A student may register for 0 or 1 SH each semester. Music majors are required to participate in an ensemble related to their performing concentration. **A maximum of 12 SH may be applied toward graduation requirements.**

- 311 Men's Choir** **0-1**  
 A choir for men's voices that will rehearse two days 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 two days 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** **1-2**
- 221, 321 Voice** **1-2**
- 231, 331 Piano** **1-2**

<b>241, 341 Organ</b>	<b>1-2</b>
<b>251, 351 Violin</b>	<b>1-2</b>
<b>252, 352 Viola</b>	<b>1-2</b>
<b>253, 353 Cello</b>	<b>1-2</b>
<b>254, 354 String Bass</b>	<b>1-2</b>
<b>255, 355 Banjo</b>	<b>1-2</b>
<b>256, 356 Guitar</b>	<b>1-2</b>
<b>261, 361 Flute</b>	<b>1-2</b>
<b>262, 362 Clarinet</b>	<b>1-2</b>
<b>263, 363 Oboe</b>	<b>1-2</b>
<b>264, 364 Saxophone</b>	<b>1-2</b>
<b>265, 365 Bassoon</b>	<b>1-2</b>
<b>271, 371 Trumpet</b>	<b>1-2</b>
<b>272, 372 Horn</b>	<b>1-2</b>
<b>273, 373 Trombone</b>	<b>1-2</b>
<b>274, 374 Tuba</b>	<b>1-2</b>
<b>290 Sophomore Recital</b>	<b>0</b>

Sophomore recitals are arranged with the approval of the instructor.

<b>390 Junior Recital</b>	<b>1</b>
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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.

<b>490 Senior Recital Project</b>	<b>1, 3</b>
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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.

<b>491 Senior Project</b>	<b>3</b>
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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.

<b>499 Independent Study</b>	<b>1-3</b>
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*\*Indicates courses offered every two or three years.*



# Nursing

## **Faculty:**

*Melody M. Cash (chair)*

*Wendy Carr*

*Kate Clark*

*Marcy Dean*

*Ann G. Hershberger*

*Judith Hiatt*

*Kristen Kirwan*

*Marcia Pusey*

*Catherine E. Rittenhouse*

*Ann Schaeffer*

*Deborah Snarr*

*Donald L. Tyson*

*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 students to become professional

**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.

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 for all tracks is contingent upon the following:

- obtaining a C or above in all prerequisite courses.
- not repeating more than one prerequisite course.
- maintaining a cumulative GPA of 2.8 or above at the time of application to the clinical level.
- achieving a minimum GPA of 2.8 in prerequisite courses at the time of application to the clinical level of the program. This will be calculated separately from the overall GPA.

Admission to Level 1 is subject to approval by the nursing department's student affairs committee. A separate application for Level 1 is required. Applications for fall semester are due by February 15. Applications for spring semester are due by June 15. EMU is committed to admitting all students to the clinical level who attended EMU as a nursing major for two years and have met all requirements.

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 Energy . . . . .	.3
<i>(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.)</i>	
BIOL 112 Human Anatomy and Physiology I . . . . .	.3
BIOL 122 Human Anatomy and Physiology II . . . . .	.3
BIOL 202 Microbiology . . . . .	.4
BIOL 242 Nutrition Fundamentals . . .	.3
PSYC 202 Developmental Psychology . . . . .	.3
SOC 101 Introduction to Sociology <b>OR</b>	
Other selected sociology, social work, or PXD courses . . . . .	.3

*The nursing major requires the following courses:*

NURS 310 A Conceptual Framework of Nursing . . . . .	.2
NURS 312 Health Assessment. . . . .	.2
NURS 314 Professional Communication. . . . .	.1
NURS 315 Nursing Foundations I . . .	.3
NURS 316 Nursing Foundations II. . .	.3
NURS 317 Professionhood I . . . . .	.1
NURS 318 Fundamentals Practicum. .2	
NURS 320 Adult Health Practicum I . . . . .	.3
NURS 321 Nursing Care of the Adult I. . . . .	.4
NURS 323 Nursing Care of Clients with Psychosocial Needs . . . . .	.3
NURS 325 Nursing Care of Children . . . . .	.3
NURS 326 Nursing and the Beginning Family . . . . .	.3
NURS 420 Adult Health Practicum II. . . . .	.3
NURS 421 Nursing Care of the Adult II . . . . .	.4
NURS 426 Nursing and the Family in the Community. . . . .	.3

NURS 427 Professionhood II . . . . .	1
NURS 430 Leadership. . . . .	4
NURS 431 Community Health. . . . .	4
NURS 433 Evidence Based Practice for Nursing . . . . .	2
NURS 434 Crisis Intervention. . . . .	2
NURS 435 Critical Thinking for the Graduate Nurse . . . . .	1
NURS 437 Professionhood III. . . . .	3

## Registered Nurse Options

Registered nurse options include the traditional program (daytime) and the Adult Degree Completion option (evening program). See pages 201-205 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 bio-chemistry), 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 Course . . . . .	3
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 Research . . . . .	2
NURS 437 Professionhood III. . . . .	3
NURS 438 Concepts of Nursing in Crisis and Disaster . . . . .	1

NRS 350 (ADCP) Health Care Policy.4 An approved BUAD or PXD course . .3
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## 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 Course . . . . .	3
NURS 313 Health Assessment and Wellness. . . . .	3
NURS 320 Adult Health Practicum I . . . . .	3
NURS 321 Nursing Care of the Adult I. . . . .	4
NURS 323 Nursing Care of Clients with Psychosocial Needs . . . . .	3
NURS 325 Nursing Care of Children . . . . .	3
NURS 326 Nursing and the Beginning Family . . . . .	3
NURS 420 Adult Health Practicum II. . . . .	3
NURS 421 Nursing Care of the Adult II . . . . .	4
NURS 426 Nursing and the Family in the Community. . . . .	3
NURS 427 Professionhood II . . . . .	1
NURS 430 Leadership. . . . .	4
NURS 431 Community Health. . . . .	4
NURS 433 Research . . . . .	2
NURS 434 Crisis Intervention. . . . .	2
NURS 435 Critical Thinking for the Graduate Nurse . . . . .	1
NURS 437 Professionhood III. . . . .	3

## Second Degree Option

Persons with a bachelor's degree in a field other than nursing may enter the second degree option of the nursing program. Prerequisite requirements are the same as those for a traditional nursing major. The social science courses (one course each in psychology and sociology) may be taken



with nursing courses, load permitting and with approval of the department chair.

Each applicant's academic record will be reviewed individually. The length of the program for second degree students who have completed prerequisites is four semesters.

## 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 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 hold

employment and may be expected to complete 12-hour and/or weekend clinical rotations. Deadline for application is January 15 of each year.

### Admission Requirements:

- Degree completed by time of application
- All prerequisite courses completed by time of application
- Minimum cumulative GPA of 2.8
- Minimum GPA of 3.0 for all prerequisites
- Anatomy/Physiology I and II
- One chemistry course (general, inorganic, organic, or biochemistry)
- One psychology course (developmental preferred, general or abnormal accepted)
- One sociology course
- Microbiology
- Nutrition

## Nursing Level 1 (NURS)

*Level 1 is one semester in length.*

### 310 A Conceptual Framework of Nursing

2

Introduces the concepts basic to nursing practice: persons, health, environment and nursing. Incorporating spirituality into nursing practice will be emphasized. Taken during the sophomore year or with Level 1.

### 312 Health Assessment

2

Includes interviewing, documenting, understanding normal findings on physical examination and geriatric considerations. School laboratory practice of physical examination and community based assessments are included.

### 314 Professional Communication

1

Introduces beginning professional communication and helping skills that focus on communication with the client and the professional team, including managing conflict. Psychosocial and spiritual needs are discussed, and related skills are practiced in simulated situations.

### 315 Nursing Foundations I

3

Introduces the study of fundamental concepts of nursing including human basic needs, aging and health promotion. Processes key to functioning effectively as a nurse are introduced as well and include: the nursing process, decision making, and teaching and learning.

- 316 Nursing Foundations II** **3**  
 Continues the study of fundamental concepts of nursing including basic needs, oral and parenteral medication administration, and care of the patient experiencing surgery. An introduction to laboratory value interpretation and nursing research is included in this course as well.
- 317 Professionhood I** **1**  
 Covers professional roles and issues such as the nurse as a team member, legal and ethical concerns, documentation, priority setting, and safety.
- 318 Fundamentals Practicum** **2**  
 Skill acquisition in the learning laboratory through simulation, skill demonstrations (e.g. urinary indwelling catheter insertion, wound care, vital signs and glucometer). Clinical experiences take place in a nursing home and acute care setting (clinical experience: 12 days). Prerequisites: NURS 312, NURS 315.

## 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 Evidence Based Practice for Nursing** **2**  
Guides the student in understanding the research process and becoming a critical consumer of research. Students apply research findings to their Professionhood III capstone presentation.
- 434 Crisis Intervention** **2**  
Crisis theory is applied with clients and their families in the acute stages of a health-related situational crisis and in disaster situations. Clinical experiences occur in the emergency department and critical care units. (Clinical experience: 4 days). Prerequisites: NURS 320, NURS 321, NURS 420, NURS 421.
- 435 Critical Thinking for the Graduate Nurse** **1**  
Focuses on critical thinking, including inference, predicting outcomes and setting priorities based on surveillance, in order to enhance clinical decision making in practice settings and in the licensure exam (NCLEX-RN) required for nursing practice. Prerequisites: Level 1 and 2.
- 437 Professionhood III** **3**  
Examines professional issues and the role development of the professional nurse transitioning into practice. In class discussions and in writing a philosophy paper, students identify personal beliefs and ethical issues and challenges that will affect their voice as a nurse. Students present an evidence-based project and advocate for a legislative policy change.

## 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.
- 480 Adult Health Practicum III** **2**  
Clinical experiences are in medical surgical settings where the student masters complete care for 2-3 clients. For students on an extended schedule (clinical experience: 5 days)
- 499 Independent Study** **1-3**  
Independent study is an elective and may be taken by arrangement.



# Physical Education and Recreation

## Faculty:

*Sandra L. Brownscombe*  
(chair)  
*Roger E. Mast*  
*Carleen Overacker*

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.

## Majors:

- Health and Physical Education (PreK-12)
- Kinesiology and Exercise Science
- Outdoor Ministry and Adventure Leadership
- Recreation Leadership and Sport Promotion

## 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).

## Minors:

- Coaching
- Kinesiology and Exercise Science
- Outdoor Ministry and Adventure Leadership

## Teaching

### Endorsement:

- Health and Physical Education, Grades PreK-12

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:*

United States 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 CORE Academic Skills for Educators: Mathematics scores.

Admission prerequisite for the second semester of block courses: admission to Teacher Education.

The secondary and elementary physical education blocks are designed to combine actual in-school experience with curriculum theory, methods and student assessment. Travel expenses are the student's responsibility. The blocks are offered alternating fall semesters; the elementary block is offered in even years and secondary block in odd years.

Teachers candidates must comply with all teacher education requirements listed on pages 96-101.

**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 departmen-

tal 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
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*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 Interpersonal Processes . . . . .	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 Trainer</i> . . . . .	1
<i>Leave No Trace Master Educator</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 a variety of fitness related careers, such as strength and conditioning coach and fitness specialist. A major goal is to prepare students to sit for the American College of Sports Medicine (ACSM) Health/Fitness Specialist Certification. The program can also serve as an undergraduate foundation for graduate studies in clinical exercise science, athletic training, and other health and exercise science related careers. 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 <b>OR</b>	
PSYC 231 Applied Behavior Analysis . . . . .	3
PXD 311 Mediation and Interpersonal Processes . . . . .	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 <b>OR</b>	
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) <b>OR</b>	
PE 203 Coaching Practicum . . . . .	1
PE 302 Motor Learning . . . . .	2
*PE 403 Management and Assessment of Physical Activity . . . . .	3

EG 115 Fitness, Conditioning and Weight Training <b>OR</b>	
*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 <b>AND</b> . . . . .	3
*PE 404 Exercise Physiology and Kinesiology . . . . .	4

BIOL 242 Nutrition Fundamentals . . .	3
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## 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 Aid. . . . .	1
HE 301 Athletic Training. . . . .	2
PE 210 Sophomore Practicum: KES . .	1
PE 302 Motor Learning. . . . .	2
*PE 404 Exercise Physiology and Kinesiology . . . . .	4

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 Aid. . . . .	1
<i>[WFA, WAFA, WFR or WEMT (with CPR credential) will satisfy]</i>	
PSYC 202 Developmental Psychology .	3
*REC 101 Foundations of Christian Camping and Outdoor Ministry . . .	3
*REC 201 Recreational Programming: Design and Implementation . . . . .	2
REC 210 Sophomore Practicum: OMAL. . . . .	1
*REC 302 Experiential Education and Adventure Leadership . . . . .	2

*Choose three courses 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  
 \*REC 402 Wilderness Seminar . . . . . 3

# 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.

<b>*131 Net Games</b>	<b>1</b>
<b>*132 Territorial Games</b>	<b>1</b>

<b>*133</b>	<b>Target and Fielding Games</b>	<b>1</b>
<b>*^134</b>	<b>Challenge Course Leadership</b>	<b>1</b>
<b>*135</b>	<b>Track and Field</b>	<b>1</b>
<b>136</b>	<b>Rhythmic Activities</b>	<b>1</b>
<b>*137</b>	<b>Recreational Games</b>	<b>1</b>
<b>*231</b>	<b>Movement Education</b>	<b>1</b>

## General Activity Courses (PEG)

These courses are designed to provide opportunities for skills improvement, knowledge of the activity, fitness improvement and the enjoyment of participation. Some classes are not offered every year.

<b>*^110</b>	<b>Aerobic Cross-Training</b>	<b>1</b>
<b>*^111</b>	<b>Backcountry Travel</b>	<b>1</b>
<b>*^112</b>	<b>Bowling</b>	<b>1</b>
<b>*^113</b>	<b>Canoeing</b>	<b>1</b>
<b>*114</b>	<b>Cycling</b>	<b>1</b>
<b>115</b>	<b>Fitness, Conditioning and Weight Training</b>	<b>1</b>
<b>*^116</b>	<b>Golf</b>	<b>1</b>
<b>*117</b>	<b>Jogging/Walking</b>	<b>1</b>
<b>^+118</b>	<b>Lifeguarding</b>	<b>1</b>
<b>*^119</b>	<b>Cave Exploration</b>	<b>1</b>
<b>120</b>	<b>Table Tennis/Net Games</b>	<b>1</b>
<b>^121</b>	<b>Skiing</b>	<b>1</b>
<b>^122</b>	<b>Snowboarding</b>	<b>1</b>
<b>*123</b>	<b>Soccer</b>	<b>1</b>
<b>*124</b>	<b>Strength Training</b>	<b>1</b>
<b>*^125</b>	<b>Beginning Swimming</b>	<b>1</b>
<b>^+126</b>	<b>Intermediate Swimming</b>	<b>1</b>
<b>*^127</b>	<b>Technical Rock Climbing</b>	<b>1</b>
<b>*128</b>	<b>Beginning Tennis/Badminton</b>	<b>1</b>
<b>*+129</b>	<b>Intermediate Tennis</b>	<b>1</b>
<b>*130</b>	<b>Beginning Volleyball</b>	<b>1</b>
<b>*^+132</b>	<b>Introduction to Scuba</b>	<b>1</b>

+ 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**

<b>151 Varsity Baseball</b>	<b>1</b>
<b>152 Varsity Basketball (Men)</b>	<b>1</b>
<b>153 Varsity Basketball (Women)</b>	<b>1</b>
<b>154 Varsity Cross Country</b>	<b>1</b>
<b>155 Varsity Field Hockey</b>	<b>1</b>
<b>156 Varsity Soccer (Men)</b>	<b>1</b>
<b>157 Varsity Soccer (Women)</b>	<b>1</b>
<b>158 Varsity Softball</b>	<b>1</b>
<b>159 Varsity Track and Field</b>	<b>1</b>
<b>160 Varsity Volleyball (Women)</b>	<b>1</b>
<b>161 Varsity Volleyball (Men)</b>	<b>1</b>
<b>162 Varsity Golf (Men)</b>	<b>1</b>
<b>163 Varsity Golf (Women)</b>	<b>1</b>

## **HEV**

<b>101 Basic Athletic Training I</b>	<b>1</b>
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# **Health (HE)**

<b>201 First Aid</b>	<b>1</b>
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Principles of administering first aid and adult CPR in all aspects to victims of accidents and sudden illnesses are covered. WFA, AWFA, WEMT, WFR, EMT-B, or Red Cross standard first aid (all with CPR credential) will satisfy.

<b>202 Health and Safety</b>	<b>2</b>
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This survey course examines general health and safety issues. As a state requirement for education licensure, the course content includes not only general information but also signs and symptoms of various disease states and possible means of intervention. Students are encouraged to evaluate their lifestyles to determine where modification would be beneficial. Fulfills Life Wellness credit for selected education students.

<b>260 Teaching, Ministry, and Healthy Sexuality</b>	<b>2-3</b>
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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)

<b>301 Athletic Training</b>	<b>2</b>
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This course provides instruction in basic procedures for prevention, maintenance and rehabilitation of athletic injuries. Provides laboratory experience in taping, wrapping and usage of various modalities. Prerequisites: BIOL 112 OR BIOL 437.

**\*401 Health Methods****2**

The purpose of this course is to prepare students to meet the challenge of teaching health in elementary and secondary schools. Various methods, materials and evaluation techniques are examined. This course must be taken as part of the secondary physical education professional block (ED 351, PE 402). Course prerequisites: ED 101, 201, 252, HE 202, 260, and MATH 140. Admission prerequisites: First semester of block courses: Admission to Teacher Education recommended, 2.7 cumulative GPA and Praxis CORE Academic Skills for Educators: Mathematics scores required. Second semester of block courses: Admission to Teacher Education required. (Fall 2015)

## 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 2016)

**\*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 2015)

**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 CORE Academic Skills for Educators: Mathematics scores required. Second semester of block courses: Admission to Teacher Education required. (Fall 2016)

## **\*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 CORE Academic Skills for Educators: Mathematics scores required. Second semester of block courses: Admission to Teacher Education required. (Fall 2015)

## **\*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 2016)

## **\*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. Non-majors by instructor permission only. (Fall 2016)

## **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. Non-majors by instructor permission only. (Spring 2017)

**\*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. Non-majors by instructor permission only. (Fall 2016)

**\*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 2017)

**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 2016)

- \*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 2015)
- 303 Adventure Leadership Seminar** **1-3**  
 This project-oriented independent study deepens a students 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 2015)
- 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.*





# Psychology

**Faculty:**

*Kim G. Brenneman (chair)*

*Gregory Koop*

*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 their junior year. This application includes general information about the student, a self-assessment, and a one-page resumé. The completed application will be reviewed by the academic advisor and the department chair. Psychology students must have a cumulative GPA of 2.5 or higher in order to be accepted into their senior year.

A minor in psychology is valuable for anyone planning to work with people in careers such as medicine, business, church ministry, missions, education or physical education.

**Careers in Psychology include** public social service agencies, mental health agencies, community service in missions, child development centers, hospitals, substance abuse treatment facilities, behavior analysis, human resources, occupational therapy, retirement communities, and private human service organizations.

## Major in Psychology

*A major in psychology consists of 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 Psychology of Interpersonal Relationships . . . . .	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 351 Positive Psychology: Theory, Research, and Applications . . . . .	3
*PSYC 381 Special Topics in Psychology . . . . .	3
PSYC 391 Introduction to Counseling . . . . .	3
*PSYC 431 Psychological Testing and Assessment . . . . .	3
*PSYC 451 Neuropsychology . . . . .	3

## Other

PSYC 499 Independent Study . . . . .	1-3
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## 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

## Accelerated Program:

### BA in Psychology to MA in Counseling

The accelerated program is a collaboration between EMU's undergraduate department of psychology and the graduate program in counseling. The program is designed to award exceptional students both a BA in Psychology and an MA in Counseling through a five-year curriculum.

Students should express interest in the program during their first year as an undergraduate in order to be assigned an advisor to help plan their course of study. In order for students to take undergraduate psychology courses in the accelerated undergraduate sequence, they must:

- Provide evidence of a minimum high school GPA of 3.6/4.0.
- Receive recommendation of a psychology advisor by the end of the first year.
- Maintain a 3.6 GPA in the first semester of classes.
- Successfully achieve psychology candidacy by the end of the second year.

Students will formally apply to the MA in Counseling program during their third year of undergraduate studies and must meet regular standards for admission into the Counseling program.

# Psychology (PSYC)

- 101 General Psychology** **3**  
An introduction to the principles, language, methods and major topics of the science of behavior and mental life. Emphasizes exploration and application in the following areas of psychology: 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 principles, theory, and methods of developmental psychology. Examines the factors affecting the development of behavior, cognition, and emotions throughout the entire lifespan. Current research relevant to infancy, childhood, adolescence, adulthood and aging is reviewed. Social and emotional issues affecting the individual, family, and community are analyzed.
- 203 Developmental Case Study** **1**  
Designed to introduce the skills of behavioral observation based on developmental principles. A one-to-one experience with a young child using suggested activities. To be taken during or after PSYC 202. Prerequisite: minimum of two semesters previous enrollment at EMU.
- 221 Social Psychology** **3**  
This course examines the major variables affecting an individual's beliefs, emotions, and behavior in social situations. Topics include prosocial behavior, aggression and violence, prejudice, social perception, social cognition, attitudes, self-justification, persuasion, conformity, media influence, and attraction. Principles derived from social psychology research are applied to cultural, institutional, and group processes. Prerequisite: PSYC 101 or PSYC 202.
- 231 Applied Behavior Analysis** **3**  
Develops students' skills of behavioral observation and analysis. Students learn to plan, conduct and evaluate programs of behavior change for themselves and others. Focuses on the ethical issues involved in the application of behavior principles to socially significant behaviors in a variety of settings.
- 301 Psychology of Interpersonal Relationships** **3**  
Provides a basic framework for conceiving of human communication as a unique combination of theoretical and practical skills. Students learn firsthand the dynamics of intrapersonal and small-group communication through a variety of activities designed to foster an increased awareness of how 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. Open to junior and senior level psychology majors only.
- 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, decision-making, and cognitive development will be covered. Enrollment priority is given to sophomore and junior level psychology majors only. Prerequisite: PSYC 101, MATH 140 or MATH 240.
- 342 Cognitive Psychology for the Health Sciences** **3**  
An alternate offering of Cognitive Psychology, cross-listed with BMC 572. This course does not fulfill the EMU Core Writing Intensive requirement, and does not fulfill the Cognitive Psychology requirement for the Psychology major.
- \*351 Positive Psychology: Theory, Research, and Applications** **3**  
The focus of this course is on theories and current research in the field of positive psychology. Positive psychology as a science, studies human flourishing. Emphasis will be on the application of scientific knowledge of positive psychological principles that assist people to thrive in their everyday lives. Some topics to be covered include: bravery, hopeful thinking, wisdom, positive emotions, forgiveness, optimism, courage, positive schooling, and good work. (Spring 2016)
- 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 2017)
- 391 Introduction to Counseling** **3**  
Counseling is studied from a Christian discipleship perspective. Emphasis is placed on understanding and developing helping skills utilized in the context of the church, mental health agencies, and school settings. Applications for counseling skills are examined along with a basic exposure to counseling theories and theories of development. Enrollment strictly limited to junior and senior psychology majors and helping professions.
- \*431 Psychological Testing and Assessment** **3**  
An introduction to the field of psychological testing and assessment. Emphasis is placed on briefly covering a wide range of specific types of test and testing situations. Special emphasis is given to test use requirements, test taker rights, and matching tests with specific needs or questions. Theoretical and applied material will be integrated so as to provide students with the rationale for and a hands-on feel of the assessment process. As appropriate, students will have the opportunity to observe and/or informally administer psychological testing instruments. Prerequisites: MATH 140 and PSYC 331. (Spring 2017)
- 441 Teaching of Psychology** **1**  
Students serve as teaching assistants for PSYC 101 or PSYC 202. Enrollment limited to psychology majors. Prerequisite: junior/senior level status.

- \*451 Neuropsychology** **3**  
Survey of the anatomy and physiology of the nervous system, including the function of sensory receptors and hormones. Emphasis is placed on the role of general neurophysiological principles that affect human behavior. (BIOL 451) (Spring 2016)
- 472 Research in Psychology** **2**  
Introduces the essentials of designing, conducting, and evaluating research in psychology. Topics include: formulating research questions, understanding variables, research designs, control, conducting a literature review, sampling, measurement, collecting data, validity, reliability, and ethics. Both qualitative and quantitative methods are considered. Prerequisites: two semesters of successful coursework in Psychology at EMU, 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 professionals by utilizing previous coursework. A written plan must be approved and a contract made with the agency where the practicum work will occur. The agency and the practicum instructor provide supervision. Open to senior psychology majors only. Prerequisites: two semesters of successful coursework in Psychology at EMU, PSYC 301.
- 483 Psychology Internship II** **2**  
This capstone course builds on the field experience in Internship I. After students complete 150 hours of direct service in an area agency, they apply their learning in supervised settings by developing and presenting a case study, analyzing the integration of faith and practice, and exploring ethical decision making in the helping profession. The internship experience and processing sessions are designed to develop students' professional expertise in psychology. Open to senior psychology majors only. Prerequisite: PSYC 482.
- 499 Independent Study** **1-3**

*\*Indicates courses offered in alternate years.*



# Theater

**Faculty:**

- Phil Grayson*
- Steven D. Johnson (chair of Theater & Visual and Communication Arts)*
- Justin Poole*
- David Vogel (theater operations director)*
- Heidi Winters Vogel*

**Major:**

- Theater

**Minor:**

- Theater

**Teaching Endorsements:**

- Theater Arts, Grades PreK-12

Theater students at EMU investigate areas such as acting, directing, history and literature, playwriting, stage management, theater and justice, design and technical theater, and theater for community engagement. 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 Survey of World Theater History . . . . .	3
*THR 301 Western Theater History I: Text, Theory, and Performance from the Greeks to Realism . . . . .	3
*THR 401 Western Theater History II: Text, Theory, and Performance from the Avant-Garde 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 322 Shakespeare . . . . .	3
*THR 210 Directing for the Theater . . . . .	3
*THR 220 Topics in Theater . . . . .	3
*THR 250 Technical Theater . . . . .	3
*THR 280 Devised/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 Survey of World Theater History . . . . .	3
*THR 301 Western Theater History I: Text, Theory, and Performance from the Greeks to Realism . . . . .	3
*THR 401 Western Theater History II: Text, Theory, and Performance from the Avant-Garde 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

## Elective (3 SH)

Choose one of the following courses:

- \*LIT 322 Shakespeare . . . . . .3
- \*THR 210 Directing for the Theater .3
- \*THR 220 Topics in Theater . . . . .3
- \*THR 250 Technical Theater. . . . .3
- \*THR 280 Devised/Collective Theater 3
- \*THR 310 Playwriting and  
Screenwriting. . . . . .3
- \*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 182-183), including the following courses:

*All ED courses must be passed with a grade of "C" or better.*

- ED 101 Exploring Teaching. . . . . .2
- ED 201 Computers and Technology in  
Education . . . . . .1
- 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  
Organization . . . . . .3
- ED 401 Examining Foundations of  
Education . . . . . .2
- ED 411 Reflective Teaching Seminar  
and Portfolio . . . . . .1
- ED 461 Elementary Student Teaching.7

- ED 462 Middle/High School Student  
Teaching . . . . . .7
- \*THR 210 Directing for the Theater. .3
- \*THR 250 Technical Theater. . . . .3
- THR 340 Theater Design Practicum  
**OR**  
THR 350 Technical Theater Practicum  
**OR**  
THR 351 Stage Management Practicum  
**OR**  
THR 410 Directing Practicum . . . . .1
- THR 370 Elementary School Theater  
Arts Methods. . . . . .3
- THR 371 Secondary School Theater  
Arts Methods. . . . . .3

*Other licensure requirements:*

- United States 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 96-101.

## 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** **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.
- 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 Survey of World Theater History** **3**  
Students undertake an examination of primarily non-Western approaches to theater and performance, organized according to geographic location. Students will study relevant plays, theoretical texts, visual art, and historical events from the eras and regions in question as they develop an understanding of how theater is an important reflector and shaper of local culture. No prerequisite. (Spring 2017)
- \*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 2016)
- \*220 Topics in Theater: Theater for Community Engagement** **3**  
Improvisational theater strips away all the crutches of traditional theater and leaves the actor with only his or her wits on which to rely. Whether you find that scary or freeing (or both), improv will hone your skills of listening, reacting, trusting your instincts, imagination and vulnerability. It might even help you get better grades, get a better job and be a better friend. No promises on that. This class will work with traditional improv and Playback Theatre techniques.
- \*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 2016)
- \*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 2015)
- \*280 Devised Performance/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 theater. 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 2017)

**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 Western Theater History I: Text, Theory, and Performance from the Greeks to Realism****3**

This class provides an in-depth analysis of major movements in the arts, culture, and society of the Western World and their impact on the continuous development of theater practice. Students read and discuss seminal plays and theoretical texts from major historical epochs in order to broaden their understanding of how theater texts and performance practices are grounded in their specific historical milieu. Students also learn how to tackle canonical texts in production settings by learning the role of the dramaturge and compiling a culminating dramaturgical packet on a canonical play of their choosing. (Fall 2015)

**\*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 theater and film screenings. (Fall 2015)

**\*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. (Spring 2017)

**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 theater arts theory and practice in the development of grades PreK-5 theater arts curriculum. This course, which includes a 20-hour practicum, will emphasize theater arts pedagogy, organization of curriculum, and assessment strategies appropriate to the elementary classroom. A reflective approach to theater 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 theater arts theory and practice in the development of grades 6-12 theater arts curriculum. This course, which includes a 20-hour practicum, will emphasize theater 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 theater 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 are 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 2016)

**\*401 Western Theater History II: Text, Theory, and Performance from the Avant-Garde to Today 3**

An in-depth analysis of major movements in the arts, culture, and society of the Western World and their impact on the continuous development of theater practice. Students read and discuss seminal plays and theoretical texts from major historical epochs in order to broaden their understanding of how theater texts and performance practices are grounded in their specific historical milieu. As a designated EMU Writing Intensive course, students learn basic research methodologies in pursuit of a piece of original scholarship. (Spring 2016)

**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 2016)

**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:

*Cyndi D. Gusler*

*Jerry L. Holsopple*

*(technology director)*

*Steven D. Johnson (chair  
of Theater & Visual and  
Communication Arts)*

*Michael Spory*

*Anna Westfall*

## 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 visual and communication arts program (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 and critical analysis 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 208-209).

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.

### **Portfolio Review Requirement for VACA Majors in Art, Communication, Digital Media, or Photography**

Incoming students may declare a major in art, communication, digital media, or photography.

Visual and communication arts faculty will conduct a portfolio review after incoming first year students have been at EMU for three semesters. Transfer students (who have completed the equivalent of at least three semesters in a similar major elsewhere) will usually complete the review process after one semester at EMU. The VACA department chair may approve exceptions to the time-line. The chair will also approve an appropriate timeline for EMU students who change majors or for students who transfer in from a non-related program.

Students who do not pass the portfolio review will need to drop the major. They may continue to take VACA classes but will not have priority for course enrollment. Only VACA majors may enroll in Senior Studio Practicum/Senior Exhibit, Internships, and Independent Studies.

Students who do not pass the review may re-apply to the major by requesting a new portfolio review after one year.

## 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 the full 4 SH 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 a directed study for 3 credits. The directed study form provides a place to indicate the course prefix (such as PHOTO 492). 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 49 SH.*

### Core Courses

ART 111 Foundations of Design . . . . .	3
COMM 332 Cinema and Visual Communication Theory . . . . .	3
DIGM 213 Graphic Design . . . . .	3
PHOTO 112 Digital Photography . . . . .	3

### Additional Courses

ART 141 Drawing . . . . .	3
*ART 181 Three-Dimensional Design . . . . .	3
ART 251 Painting . . . . .	3
ART 321 Survey of Western Art . . . . .	3
*ART 322 Survey of World Art . . . . .	3
*ART 391 Junior/Senior Art Seminar . . . . .	3
*ART 443 Advanced Drawing . . . . .	3
*ART 453 Advanced Painting <b>OR</b>	
*ART 473 Advanced Ceramics . . . . .	3
ART 492 Senior Studio Practicum . . . . .	4

### Electives

*Choose three courses from the following list:*

*ART 262 Printmaking: Relief and Screen . . . . .	3
*ART 263 Watercolor Painting . . . . .	3
ART 271 Ceramics . . . . .	3
*ART 323 Survey of Modern and Contemporary Art . . . . .	3
ART 399 Art Internship . . . . .	3

## Major in Art, PreK-12 Teaching Endorsement

*Required courses for teacher licensure program (PreK-12) include the following:*

### Education Curriculum

*All ED courses must be passed with a grade of "C" or better.*

ED 101 Exploring Teaching . . . . .	2
ED 201 Computers and Instructional Technology in Education . . . . .	1
ED 232 Learning, Motivation and Assessment (PreK-6) . . . . .	3

ED 351 General Curriculum and Methods for Middle and Secondary Teaching. . . . .	1
ED 381 Reading and Writing Across the Curriculum (6-12) . . . . .	2
ED 401 Examining Foundations of Education . . . . .	2
ED 411 Reflective Teaching Seminar and Portfolio . . . . .	1
ED 461 Elementary Student Teaching (PreK-6) . . . . .	7
ED 462 Middle/High School Student Teaching (6-12) . . . . .	7
<i>Other licensure requirements:</i>	
United States History . . . . .	3
PSYC 202 Developmental Psychology . . . . .	3

<i>Recommended Education Courses:</i>	
ED 301 Needs of Diverse Learners . . . . .	3
ED 391 Middle School Curriculum. . . . .	3

### Art Education Curriculum

ART 111 Foundations of Design . . . . .	3
ART 141 Drawing . . . . .	3
*ART 181 Three-Dimensional Design. . . . .	3
ART 251 Painting . . . . .	3
*ART 262 Printmaking: Relief and Screen . . . . .	3
ART 271 Ceramics . . . . .	3
ART 321 Survey of Western Art . . . . .	3
*ART 322 Survey of World Art . . . . .	3
*ART 397 Elementary School Art Methods. . . . .	3
*ART 398 Secondary School Art Methods. . . . .	3
*ART 443 Advanced Drawing . . . . .	3
*ART 473 Advanced Ceramics. . . . .	3
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 96-101.

## Major in Communication

*The major in communication consists of 48 SH.*

### Core Courses

ART 111 Foundations of Design . . . . .	3
COMM 332 Cinema and Visual Communication Theory . . . . .	3
DIGM 213 Graphic Design . . . . .	3
PHOTO 112 Digital Photography . . . . .	3

### Additional Courses

COMM 231 Pop Culture and Mass Communication. . . . .	3
COMM 241 News and Feature Writing . . . . .	3
COMM 342 Campus Communications: Weather Vane. . . . .	2
COMM 391 Communication Internship . . . . .	6
DIGM 251 Video Camera and Non-Linear Editing . . . . .	4
DIGM 261 Web Design . . . . .	3
DIGM 362 Social Media Applications. . . . .	3

*Choose one of the following courses:*

PXD 151 Exploring Conflict and Peace . . . . .	3
PXD 375 Globalization and Justice . . . . .	3
*PXD 385 History and Philosophy of Nonviolence. . . . .	3

### Electives

*Choose three courses from the following list:*

*DIGM 281 Audio Production . . . . .	3
DIGM 352 Motion Graphics/After Effects . . . . .	3
*DIGM 456 Live Event and Field Production. . . . .	3
PHOTO 352 Color Photography . . . . .	3
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 Design . . . . .	3
COMM 332 Cinema and Visual Communication Theory . . . . .	3
DIGM 213 Graphic Design . . . . .	3
PHOTO 112 Digital Photography . . . . .	3

### Additional Courses

ART 321 Survey of Western Art <b>OR</b> *ART 323 Survey of Modern and Contemporary Art . . . . .	3
COMM 231 Pop Culture and Mass Communication. . . . .	3
DIGM 251 Video Camera and Non- Linear Editing . . . . .	4
DIGM 261 Web Design . . . . .	3
DIGM 352 Motion Graphics/After Effects . . . . .	3
DIGM 362 Social Media Applications.	3
*DIGM 453 Documentary Video Production. . . . .	3
DIGM 492 Senior Studio Practicum . . . . .	4
PHOTO 352 Color Photography . . . . .	3
PHOTO 464 Advanced Photoshop . . . . .	3

### Electives

*Choose two courses from the following list:*

ART 141 Drawing. . . . .	3
COMM 241 News and Feature Writing . . . . .	3
*DIGM 281 Audio Production . . . . .	3
*DIGM 454 Narrative Video. . . . .	3
*DIGM 456 Live Event and Field Production. . . . .	3

## Major in Photography

*The major in photography consists of 49 SH.*

### Core Courses

ART 111 Foundations of Design . . . . .	3
COMM 332 Cinema and Visual Communication Theory . . . . .	3

DIGM 213 Graphic Design . . . . .	3
PHOTO 112 Digital Photography . . . . .	3

### Additional Courses

*ART 323 Survey of Modern and Contemporary Art. . . . .	3
DIGM 261 Web Design . . . . .	3
PHOTO 352 Color Photography. . . . .	3
PHOTO 464 Advanced Photoshop . . . . .	3
*PHOTO 478 Documentary Photography . . . . .	3
*PHOTO 489 Studio Photography . . . . .	3
PHOTO 492 Senior Studio Practicum. . . . .	4

### Electives

*Choose five courses from the following list:*

ART 141 Drawing. . . . .	3
ART 321 Survey of Western Art . . . . .	3
COMM 231 Pop Culture and Mass Communication. . . . .	3
COMM 241 News and Feature. . . . .	3
DIGM 362 Social Media Applications.	3
PHOTO 361 Conservation Photography . . . . .	3
*PHOTO 375 Photography Print and Portfolio Workshop . . . . .	3
PHOTO 376 Alternative Photo Processes . . . . .	3

## Minor in Art

The 18 SH minor provides a focused experience in art for students wishing to supplement primary study in another discipline.

*(Art minors are strongly encouraged to take ART 111 and ART 141 as a beginning course sequence.)*

ART 111 Foundations of Design . . . . .	3
ART 141 Drawing. . . . .	3
ART ____ Elective. . . . .	3
ART ____ Elective. . . . .	3

*Choose one of the following courses:*

ART 321 Survey of Western Art . . . . .	3
*ART 322 Survey of World Art . . . . .	3
*ART 323 Survey of Modern and Contemporary Art. . . . .	3



Choose one of the following courses:  
 \*ART 181 Three-Dimensional Design .3  
 ART 271 Ceramics . . . . .3

## Minor in Digital Communication

The minor in digital communication consists of 18-19 SH.

COMM 241 News and Feature Writing . . . . .3  
 COMM 332 Cinema and Visual Communication Theory **OR**  
 COMM 231 Pop Culture and Mass Communication. . . . .3  
 DIGM 261 Web Design . . . . .3  
 DIGM 362 Social Media Applications.3  
 PHOTO 112 Digital Photography . . .3

Choose one of the following courses: (3 SH)  
 COMM 342 Campus Communications: Weather Vane. . . . .1-3  
 DIGM 213 Graphic Design. . . . .3  
 DIGM 251 Video Camera and Non-linear Editing. . . . .4  
 \*DIGM 281 Audio Production . . . . .3

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 Theory . . . . .3  
 DIGM 251 Video Camera and Non-linear Editing. . . . .4  
 DIGM 352 Motion Graphics/After Effects . . . . .3  
 PHOTO 112 Digital Photography . . .3

Choose two of the following courses:  
 \*DIGM 281 Audio Production . . . . .3  
 DIGM 362 Social Media Applications.3

\*DIGM 453 Documentary Video . . . .3  
 \*DIGM 454 Narrative Video. . . . .3  
 \*DIGM 456 Live Event and Field Production. . . . .3

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 Communication. . . . .3  
 COMM 241 News and Feature Writing . . . . .3  
 COMM 342 Campus Communications: Weather Vane. . . . .3  
 COMM 391 Communication Internship . . . . .3  
 DIGM 362 Social Media Applications.3  
 POL 101 Introduction to Politics . . .3

## Minor in Photography

The minor in photography consists of 18 SH.

COMM 332 Cinema and Visual Communication Theory . . . . .3  
 PHOTO 112 Digital Photography . . .3  
 PHOTO 352 Color Photography . . .3

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: COMM 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 2016)

## 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 2017)

## \*263 Watercolor Painting

3

This course provides an introduction to watercolor for beginning painters and those interested in adding color to drawings and sketches. This course covers a variety of techniques including washes, wet-in-wet, wet-on-dry, mono-types, pen-and-ink with color tinting. Students will also have opportunity for skill development following demonstrations with guided and independent practice. When the weather is especially lovely we'll move the classroom outside and enjoy painting en plein air. (Spring 2017)

## 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 2017)

**\*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 2016)

**\*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 2016)

**\*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 2015)

**\*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 2016)

**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 2017)

**\*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 2016)

**\*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 2016)

**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, PHOTO 492 is required for all photography, and DIGM 492 is required for all 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: Weather Vane** **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 Weather Vane. Other Campus Communications topics by arrangement.
- 391 Communication Internship** **1-6**  
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. (Fall 2016)

**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, visual music and short form 2-D animated storytelling. Prerequisite: PHOTO 112 or equivalent and DIGM 251 or faculty approval.

**362 Social Media Applications****3**

Social media 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.

**\*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. Prerequisite: must have taken at least DIGM 251. (Spring 2016)

**\*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 will complete independent projects from pre-production to post-production. Prerequisite: DIGM 251. (Spring 2017)

**\*456 Live Event and Field Production****3**

Offered on occasional basis 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. (TBA)

## **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, PHOTO 492 is required for all photography, and DIGM 492 is required for all digital media majors during the senior year.

## **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.

## **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.

## **\*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 2016)

## **376 Alternative Photo Processes**

**3**

Students will experiment with alternative acquisition and printing processes. Acquisition methods will cover pinhole, panoramic, HDR, 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.

- 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. (Spring 2017)
- \*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. Prerequisites: PHOTO 112 and PHOTO 352. (Spring 2016)
- 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, PHOTO 492 is required for all photography, and DIGM 492 is required for all digital media majors during the senior year.
- 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 (RN to BS)

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 . . . . .3

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.

#### **CCSSC 440 Cross-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.

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### **Major in Nursing (ADCP)**

We are currently revising the RN-BS in Nursing curriculum to reflect changing nursing education requirements in Virginia and Pennsylvania. Contact the Adult Degree Completion Program Director for more information.

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, prin-

ciples and practices of today's complex health care system, incorporating conceptual and theoretical knowledge.

At least 11 SH in sciences of the human organism are required for graduation. 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 infor-

## 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.

#### **CCSSC 440 Cross-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.

**CCUS 310 Global Trends in Health Care** **3**

This course will discuss health and health care that transcend geographic and cultural boundaries. The overall goal is for students to develop a worldview that comprehends the interrelationship between health and social systems, institutions, cultures, politics, environmental factors, education, and economics.

**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.

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**Honors Program**

The EMU Honors Program is an academic minor 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 & systematically wrestle with ideas, even those fundamental to core beliefs.
- Develop the ability to read and use the wide variety of “texts” (written, visual, relational, scientific, cultural, etc.) that

drive and derive from the ideas formed by human experience.

- Develop tools to bring balance to the destabilizing impact of challenging core ideas, and the ability to contextualize one’s own story amidst the Biblical understandings of the wider Anabaptist and Christian traditions.
- Develop the ability to formulate, critique and begin to implement ideas in a leadership capacity.

The EMU Honors Program seeks to attract bright and motivated students to participate in a challenging curriculum, and is highly recommended to students who entered EMU with an Honors

Scholarship. It is also enthusiastically recommended to any student who has excelled academically during their first year at EMU and wishes to join the program. It is important to note that the Honors Program is an academic minor and thus functions as an academic program. It is connected to the larger EMU Honors system, which includes scholarship packages for incoming freshman (details about this are at [www.emu.edu/honors](http://www.emu.edu/honors)), but the Honors Program itself does not include a scholarship, nor is it limited to students who entered EMU with an Honors Scholarship. All EMU students who are excelling academically are eligible to join the program.

Each fall semester, students awarded an EMU Honors Scholarship (Honors Scholars) will be invited to take HONRS 111 Ruling Ideas, which serves as an introduction to the program and the curriculum. Students may elect to participate in the Honors Program at the conclusion of this course, or any time thereafter. 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 interested 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 excelled academically during their first year at EMU, may choose to join the Honors Program. To complete the program, all the requirements below

must be met, including a 3.6 or higher GPA at the time of graduation.

### Honors Program Requirements

- **HONRS 111 Ruling Ideas** (3 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 Exploration Unit.

- **HONRS 312 Colloquium** (3 hours)

- **Exploration Units:** (3 Units, typically equivalent to 9 hours)

These include challenging courses and experiences from outside a student's primary major. When possible, students should include a unit from each major area of study outside their primary area of study (Sciences/Math, Social Sciences, Humanities, & Fine Arts).

These units can be fulfilled via:

- A second major . . . . . 2 units
- Minors (1 unit/minor) . . . 1-3 units
- Advanced Classes outside majors/minors and the EMU Core 1-3 units
- Additional HONRS 312 Colloquium courses . . . . . 1-3 units
- HONRS 431 Teaching and Learning . . . . . 1 unit
- Music lessons/ensembles (two semesters . . . . . 1 unit
- Major Theater Production (if not required for major) . . . . . 1 Unit
- Editing the Weather Vane or Shen . . . . . 1 Unit
- Additional Cross-Cultural (summer) . . . . . 1 Unit
- Additional Cross-Cultural (semester or summer WCSC) . . . . . 2 Units
- Self Directed Project (120 hours/unit) . . . . . 1-3 Units
- Student Teaching . . . . . 3 Units
- Nursing Clinical . . . . . 3 Units

- **HONRS 401 Worldview Seminar** (2 hours)

- **HONRS 451 Honors Capstone** (1 hour)

Completed in conjunction with the capstone project of your major or by arrangement with a cooperating professor

- **Foreign Language Proficiency** through the Intermediate II level  
Currently only Spanish is available at EMU, but the Honors Director will

work with students who wish to pursue other languages. This requirement may also be filled by students taking a semester of language study, followed by a related cross-cultural

- **Cumulative 3.6 GPA** at time of graduation

## Honors Program Courses (HONRS)

### 111 Ruling Ideas Seminar

3

This course runs every fall semester and is led by the director of the Honors program and/or other members of the Honors faculty. It is available to all students entering EMU with an Honors Scholarship and is highly recommended to all students entering the Honors Program as sophomores or as transfer students. The course is designed to investigate the central ideas of various academic disciplines and higher education generally. Together, students and faculty begin to explore and examine the goals of the program spelled out above.

### 312 Honors Colloquium

3

One of these courses runs every semester and they vary every time they are offered, meaning students can take HONRS 312 multiple times for unique credit. All EMU Honors students are invited to take this course, and students engaging in the Honors Program need to take it at least once, and may take it 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 the senior year, is required for the Honors Program. Students are expected to articulate a worldview in the form of a substantial, highly interactive project. 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 serves 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. Interested students and professors should contact the Honors director for a syllabus template for the course; they will then jointly modify it to fit their particular needs. The completed syllabus should be submitted to the Honors director and the registrar. (CL)

### 451 Honors Capstone

1

This course, taken during the senior year, is required for the Honors Program but will be done in conjunction with a professor from within the student's primary area of study. It will include an extensive project, often tied to a capstone project for a 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, Kelsey Kauffman

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.

Further information on internships and applications can be found at [www.emu.edu/wcsc](http://www.emu.edu/wcsc). Inquiries are also welcome at: [wcsc@emu.edu](mailto:wcsc@emu.edu) or call 202-529-5378. WCSC brochures and applications are available from the Cross-cultural Office.

## 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 2015/Spring 2016

CCSSC 386 A Multicultural History of Washington, D.C. . . . .	3
HIST 385 From Monuments to Murals: Exploring Social Issues Through D.C.'s Public Art . . . . .	3
WCSC 285 Internship Theory and Practice . . . . .	1
WCSC 385 Internship . . . . .	6
WCSC 485 Servant Leadership . . . . .	2
Optional courses at Howard University, The Corcoran College of Art + Design, Trinity University.	

### Summer 2016

CCSSC 385 Urban Anthropology. . . . .	3
WCSC 285 Internship Theory and Practice . . . . .	1
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.

**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 the city. 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](http://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)

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## **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 complet-

ing 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 V or VI of the IEP. These students may enroll in one course in the EMU undergraduate program with simultaneous enrollment in the IEP. Students take placement tests to determine their level. Assessments are administered at the end of the semester to evaluate students' progress.

Students who complete the level V and VI and subsequently enroll at EMU for an undergraduate degree may receive up to 15 SH of credit. Before entering a full-time unrestricted undergraduate program, IEP students enter the Bridge Program (see page 211).

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](http://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, research, 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, and Vocabulary**

In this class the students develop skills for oral communication in a variety of English language contexts. The levels I & II focus on conversational skills, developing 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**

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 170/175/270/275/370/375 Integrated Skills**

In this class, students integrate the use of language skills (reading, writing, listening, speaking, and grammar) with the exploration of interesting content. Students learn about U.S. history and culture, current issues, as well as global issues and challenges. They also acquire common English idioms and expressions. A variety of creative learning activities are used, such as role-plays, field trips, group projects, film, drama, etc. In Level VI student learning is fostered through direct observation and experience in the U.S. academic setting. Significant learning happens through direct involvement with people and with "live" issues in the classroom. The course involves students auditing an undergraduate or graduate class at EMU and meeting twice a week at IEP to reflect on their experiences, and expand their knowledge of academic culture and vocabulary. Students keep journals, write reports and essays, and give oral presentations about their learning experiences.

### **IEP 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.

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## **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 enrollment in the Bridge Program for one semester or conditional admission to the undergraduate program with enrollment in the Bridge Program for two semesters. When enrolled in the Bridge Program, students will enroll in a maximum of 13 semester hours and receive support from the assistant dean in conjunction with their major advisor. During the fall semester, students will take 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).

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## 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 214).

For more information, contact the program director at 866-368-5262 or [wengermr@emu.edu](mailto: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 Leading a Missional Experiment** **4**  
During the final two years of the program, the student learns what it means to live missionally and then to lead a missional experiment in their community or ministry context. 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.

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## Cooperative Programs

Information on cooperative programs can be obtained from the undergraduate dean's office. Enrollment in study abroad programs approved for credit may be considered enrollment at EMU for the purpose of applying for federal financial aid. Institutional financial aid is available only when enrollment is for the purpose of meeting the EMU foreign language requirements for certain majors.

## Brethren Colleges Abroad (BCA)

*Contact: Cross-Cultural Programs*  
[www.bcanet.org](http://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.org.gt/casas\\_en.html](http://semilla.org.gt/casas_en.html)

CASAS, a 12-week summer program based in Guatemala City, offers students an independent summer immersion experience similar to our spring semester cross-cultural program. Coursework includes Spanish language studies, Introduction to Central America, and elective courses chosen from history, peace and justice, anthropology, and religion. Students participate in orientation activities, 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](http://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](http://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.

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](http://www.oregonextension.org)

Students seeking a unique semester of study may choose to participate in The Oregon Extension program in Ashland, Oregon. This fall semester program of interdisciplinary learning and community living takes place in Lincoln, a 1920s logging village in the mountains of southern Oregon. The semester is divided into four month-long segments of study. Daily

learning revolves around the reading of great books, careful note-taking to prepare for small group discussion, lectures, and individual study and writing projects.

A May Term consisting of several courses may also be offered.

Eastern Mennonite University serves as the accrediting institution for the Oregon Extension. Visit the website above for specific course options and to learn more about this unique learning experience.

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## Lark Leadership Scholarship Program

Program Coordinator: Leslie Francisco III,  
*African-American Mennonite Association (AAMA)*

The Lark Leadership Scholarship Program is designed to enhance the ministry and church leadership skills of persons serving African-American Mennonite Association (AAMA) congregations. By empowering leaders, the program also promotes the development of AAMA congregations. AAMA church leaders receive financial assistance to enroll in college-level courses which will enhance their ministry skills. Students can enroll in a school in their home area, allowing them to remain active in the ministry of their congregation and immediately apply new learning. The program emphasizes urban and Mennonite/Anabaptist perspectives.

Students attending non-Mennonite institutions will be required to fulfill some form of course work in Anabaptist history and theology. Therefore, those students attending non-Mennonite schools are required to complete Unit III of the

Pastoral Studies Distance Education Course entitled "Leading God's People". Lark is administered jointly by the African-American Association, Mennonite Education Agency, and EMU.

## Ministry Inquiry Program

[www.emu.edu/bible/ministry-inquiry](http://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 sending and receiving conferences and congregations, and Eastern Mennonite University, the student receives a scholarship of approximately \$2,000 applied



to a Mennonite 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, however 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**

*Director: Gloria Rhodes*

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 69) or applied social sciences departments (page 41), the community health focus in nursing (page 163), the peacebuilding and development major (page 39), the religious and intercultural studies major (page 56), minors in peacebuilding or development (page 44), or the graduate program in conflict transformation. Linked together by a commitment to the fullness of life in a more humane world, these programs prepare people for development work in local, national, and international settings.

For details on specific development study options, consult the respective programs cited above. Mission-related information and programs appear in the Bible and religion department section (pages 53-59).



# Academic Support

## Hartzler Library

*Director: G. Marcille Frederick*

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](http://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 thousands of full-text journals, newspapers and magazines either in print or electronically; over 24,000 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 Success Center

*Director: Linda W. Gnagey*

The Academic Success Center is an academic support and enrichment resource for all students and staff. Staff and peer

tutors are available Monday through Friday for course specific tutoring as well as study skill and time management coaching. Writing and math support is offered during daily hours. Evening tutoring is available on the main floor of the library; areas of support are advertised each semester. In addition, course-specific study halls are offered as needed.

The Academic Success Center staff counsel and serve as advocates for first-year conditionally admitted students as well as students with disabilities and chronic disorders to assist them in their transition into the university and in meeting their academic goals.

The goal of the Academic Success Center is to provide assistance and support to both students and staff whenever requested.

### **Academic Advocacy Program**

Each year EMU grants conditional admission to a limited number of students who fall below the requirements for unconditional admission, but who otherwise demonstrate the ability and motivation to adequately perform university-level work. These “premajor” students participate in the Academic Advocacy Program. They take 12 or 13 credit hours during each semester of their first year at EMU and meet regularly with a premajor advisor in the Academic Success Center.

The advisors help premajors choose appropriate courses to develop study skills and reading and writing proficiency. They also provide a link to a student’s future major advisor and encourage a connection to that academic department’s campus activities and organizations. Students in the Advocacy Program officially declare a major in March and meet with a new advisor to plan their second year course schedule.

The advisors stay in touch with students, professors, and coaches when appropriate; communicate EMU’s academic and specific course expecta-

tions; and track student performance. Premajors are expected to meet their advisor once each week at the beginning of the year and less frequently later as needs dictate.

At the end of the first year, the admission status of each premajor is reviewed by the university registrar and the assistant dean, and a decision is made regarding readmission for the following academic year. A student may be granted unconditional readmission, conditional readmission, or denied readmission, based on how the student’s academic record compares with the criteria for good academic standing.

### **Office of Academic Access**

EMU is committed to providing reasonable accommodations for students with documented disabilities to ensure equal access to the university and its related programs. The university seeks to comply with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008. Faculty and staff support students needing reasonable accommodations in the classroom due to documented recommendations. The faculty and staff also foster the development and use of strategies that promote independence and personal success.

### **Accessing Services**

Upon acceptance to EMU, students with documented disabilities should register with the Office of Academic Access (540-432-4233) in the Academic Success Center so documentation can be reviewed prior to registration and the student’s arrival on campus. The Office of Academic Access is located in Sadie Hartzler Library, third floor. Students with physical disabilities related to housing should also contact the Director of Housing and Residence Life located in the Student Life Office, University Commons (540-432-4128).

Disclosure of a disability is voluntary and all documentation is kept confidential in the Office Of Academic Access. However, students need to identify their disabilities if they wish to obtain accommodations. Accommodations are not retroactive. Upon request, information will be provided to help students obtain documentation and understand their

rights and responsibilities in the university setting.

Students who wish to appeal a decision on their accommodations may use the University grievance procedures located in the President's Office or the Student Life Office.



# Admissions

The admissions selection process is designed to identify students who have potential for completing the academic degree they plan to pursue. Students are admitted on the basis of many different expressions of their qualities and abilities: scholastic achievement, performance on standardized tests, factors relating to character and Christian faith, and extracurricular activities.

Students are encouraged to request information from the admissions office and are encouraged to visit campus. An interview with an admissions counselor is a recommended step in the application process. Arrangements for visits can be made through the admissions office at 800-368-2665 or 540-432-4118 or at [www.emu.edu/admissions](http://www.emu.edu/admissions).

## High School Preparation for College

Students completing the college preparatory program of study in their high school will be best prepared for college. Typically students take four units of English, three of math, three of science, three of social studies, and two or more of foreign language. Chemistry is essential for students who plan to enter the nursing program. Students accepted into EMU who have not completed their high school's college preparatory program should give special consideration to their course selection with their advisor.

## Early Admission

Students who have accelerated their high school program and wish to enroll

at EMU prior to graduation from high school are required to submit an application for admission. In addition to regular admission requirements, applicants for early admission will be asked to demonstrate academic excellence and social readiness for college. Letters of recommendation from the high school counselor and an English teacher are required of early applicants. An interview with an EMU admissions counselor is also required.

## Applying for Admission

Any student wishing to enroll for the first time for 6 or more semester hours within a given semester is required to apply for admission to the university. New students are admitted for either the fall or spring semester. Admission to EMU is granted on a rolling basis. It is recommended however, that high school students apply in the fall of their senior year.

**1. Application for Admission:** A completed admission application must be submitted to the admissions office by anyone wishing to enroll for 6 or more semester hours for the first time. 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 227-228) 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 first-year 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 residential institutions previously attended.

## Transferring to EMU

Students from other institutions who are considering a transfer to EMU are invited to visit the university, talk with professors and visit classes. Upon request,

unofficial assessments of how credits will be transferred to EMU will be provided after an application for admission is submitted.

Transfer students from two-year colleges may transfer up to 65 semester hours (75 from Hesston College) toward a degree at EMU. Students planning to transfer to EMU for the completion of a degree will find it helpful to contact the EMU admissions staff as early as possible.

Credit will be awarded for transfer courses in which the student has earned a grade of C- or better. All transfer courses will be recorded with the titles and grades reported by the previous school. However, transfer credits will not be included when calculating the EMU cumulative GPA.

EMU maintains a special transfer agreement with Hesston College, Hesston, KS., to assure the most beneficial transfer of credits for Hesston graduates continuing their education at EMU. 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](mailto: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 or online. Applicants are evaluated on academic as well as student life standing within the EMU community.

Unconditional readmission may be granted when an applicant has 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 211 for information on the Bridge Program.

In addition to the above requirements, an international student must demonstrate “ability to pay.”

## Summer School

Enrollment in summer school is a separate process and does not constitute regular admission to the university. Students wishing to enroll in summer courses should contact the university registrar’s office 540-432-4110.

## Requirements for Admission

Factors given consideration in the admission decision include previous academic performance in high school or college, ability as indicated by the SAT, ACT, GED, TOEFL or IELTS scores, personal

maturity, and commitment to uphold the lifestyle expectations of EMU.

**1. Unconditional** admission may be granted to first-year applicants who have a high school grade point average of 2.6 or above (on a 4.00 scale), and submit an SAT combined math and verbal/critical reading score of at least 900 or an ACT composite score of at least 19. 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 2.6 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 or by high school seniors who want to take more than one course per semester must have special approval from the Vice President and Undergraduate Academic Dean.

**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 Success Center. The program will provide academic advising and academic support to strengthen the student's potential for academic success. See pages 218-220 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 page 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 221-222). 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 after May 1, but is credited to the student's account upon enrollment. On-campus housing assignments and course registration will

not be made prior to the receipt of the tuition deposit.

## **2. Medical Forms**

The university requires new students complete the Physical Examination Record prior to the first day of classes.

## **3. Orientation and Preregistration**

Believing that orientation to university life is a very important step, the university provides opportunity for this prior to enrollment. Participation in Student Orientation, Advising and Registration (SOAR) is recommended for all new first-year and transfer students. This program provides opportunity for increased familiarity with the campus environment, preregistration for classes and establishing relationships with other new students. Parents are given opportunity to learn more about the philosophy and objectives of student life at EMU.

## **4. Financial Assistance/Loan Applications**

New and returning students who wish to be considered for financial assistance are required to complete financial assistance forms early in the calendar year prior to enrollment. Deadlines and appropriate

forms are available from the financial assistance office.

## **5. Payment of First Semester Bill**

Payment for each semester is due one week before classes begin. See the Tuition and Fees section on page 237 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 232.) Students are introduced to more specific details related to campus living and student life expectations. Details regarding these sessions are mailed several weeks in advance. All students (including those who participated in spring registration) participate in final fall registration at the start of the school year.



# Student Life

**E**astern Mennonite University is concerned with the development and welfare of students as individuals and as participants in community. We teach truth in the classroom, examine it in the laboratory, put it on record in the library and demonstrate it in our behavior. We test it in the residence halls, on the playing fields, in the dining hall and in university chapel. Student life at EMU includes many organized services, programs and activities.

## Living in Community

The mission of EMU is carried out in a community in which love and honesty characterize our relationship with each other. EMU is a community that has developed a generally agreed upon lifestyle that each member of the administration, faculty, staff and student body accepts when he or she chooses to become a member of the community.

Realizing that a statement of behavioral standards is never exhaustive and that it must be somewhat flexible, we attempt to implement these expectations in the spirit of helpfulness and from a student development perspective. Violations of the standards constitute a failure to be responsible to each other. The spiritual growth and welfare of each member of the community is always our overriding objective.

## Community Lifestyle Commitment

*Expectations and Responsibilities for Community Life for faculty, staff and students at Eastern Mennonite University*

### Preamble

Eastern Mennonite University is a Christian community in the Anabaptist Mennonite tradition joined together for the purpose of academic study, personal development and spiritual growth. We are committed to the Lordship of Jesus Christ and believe that the scriptures establish the basic principles that should guide our life together. These principles include the responsibility to love God with all our being, love our neighbors as ourselves, seek after righteousness, practice justice, help those in need, forgive others, seek forgiveness and exercise freedom responsibly with loving regard for others.

We acknowledge that it is impossible to create a community with expectations that are totally acceptable to every member. Nevertheless, clearly stated expectations promote orderly community life. Because of the importance of trust in and responsibility to one another, violations of these standards are regarded as a serious breach of integrity within the community.

## Commitment

*As a member of the EMU community, I will strive to practice stewardship of mind, time, abilities and finances. I will pursue opportunities for intellectual and spiritual growth and demonstrate care for my body. I also will exercise social responsibility in my standard of living and use of economic resources. Realizing the destructive character of an unforgiving spirit and harmful discrimination based on prejudice, I will seek to demonstrate unselfish love in my actions, attitudes and relationships. I will be honest and show respect for the rights and property of others.*

*I recognize that some social practices are harmful to me, as well as harmful or offensive to others. Therefore, respecting the values of others and the mission of Eastern Mennonite University, I recognize my responsibility as a member of the community to refrain from sexual relationships outside of marriage, sexual harassment and abuse, pornography, acts of violence, abusive or demeaning language and the use of illegal drugs. Recognizing that EMU supports 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](http://www.emu.edu/studentlife)) and the *Confession of Faith in a Mennonite Perspective* ([www.mennolink.org](http://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/studentlife/campus-ministries](http://www.emu.edu/studentlife/campus-ministries).

## Career Services

Career Services offers coaching and resources at all points of career development. Services are offered through individual appointments, workshops, classroom presentations and online resources. Career counseling, testing services, interest inventories, graduate school information, cover letter and résumé assistance, job/internship searching, and interview preparation are among the most requested services. For more information, visit [www.emu.edu/careers](http://www.emu.edu/careers).

## Testing Services

The career services office administers CLEP, DSST, OPI and OPIc tests that

offer students the opportunity to obtain college credit by examination 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](http://www.emu.edu/careers/testing).

## **Ombudsman Office/University Accord (UA)**

The University Ombudsman Office serves faculty and staff in the EMU community, providing problem-solving, relationship building, communication skill development, and restorative justice processes.

### **Guiding Principles of the Ombudsman Office** (from the International Ombudsman Association (IOA)) **Independence**

The Ombudsman Office is independent in structure, function, and appearance to the highest degree possible within the organization, reporting directly to the President or in our case, the Provost.

### **Neutrality and Impartiality**

As a designated neutral the Ombudsman strives for impartiality, fairness and objectivity in the treatment of people and the consideration of issues. The Ombudsman advocates for fair and equitably administered processes.

### **Confidentiality**

Confidentiality is a hallmark of Ombudsman practice. The Ombudsman holds all communications with those seeking assistance in strict confidence and will not reveal information that would identify individual contacts without the permission of the individual.

### **Informality and Other Standards**

Use of the Ombudsman Office is voluntary. As an informal resource, the Ombudsman will listen to concerns, providing and receiving information, identifying and reframing issues, developing a

range of responsible options, and - with permission and at Ombudsman discretion - engaging in informal third-party intervention.

### **Services:**

- Mediation
- Conflict Coaching
- Facilitated Dialogue
- Restorative Justice Circles
- Training and Education

**University Accord (UA)** is a unique program serving students in the EMU community, providing the following problem-solving, relationship building and restorative justice processes:

**Mediation:** A confidential and voluntary process that creates a space for people to discuss issues, identify needs, and settle problems with the help of trained mediators. Mediation offers a healthy, constructive alternative for conflict transformation.

**Coaching:** A one-on-one process focusing on an individual's concern or conflict with an emphasis on interpersonal skills and strategies to improve communication and relationships.

**Restorative Justice:** A confidential and voluntary process in which facilitator(s) host a dialogue asking questions such as: What happened? Who has been harmed? What needs to happen to repair the harms and rebuild trust? Restorative circles play an integral role in promoting community self-care and well-being.

### **Training and Education**

UA offers training in mediation, interpersonal communication, leadership development, and restorative justice, for student clubs and organizations.

UA services are available free of charge and can be arranged by contacting the Director of University Accord at 540-432-4690. For more information, visit [www.emu.edu/studentlife/university-accord](http://www.emu.edu/studentlife/university-accord).

## 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. 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 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](mailto:coachlink@emu.edu) for more information.

## 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 phone 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.

Sentara RMH is a modern, well-equipped hospital facility located six miles from campus. 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.

## Multicultural and 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 bring the global connection into daily campus life. The Multicultural and International Student 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.

### Multicultural Student Services

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, and Alpha Omega Dancers are advised by the Multicultural Student Advisor office and serve as a venue for student support and cross-cultural experiences. The Multicultural and International Student Services office also serves as a support to American students of African, Hispanic, Asian, and Native American descent (AHANA). Through the Multicultural and International Student 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. For more information see [www.emu.edu/studentlife](http://www.emu.edu/studentlife).

#### **International Student Services**

The Multicultural and International Student Services provides leadership to a variety of programs and activities that affirm and support the diversity on the EMU campus.

The International Student Advisor assists F-1 international student 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 Multicultural and International Student Services also advises the International Student Organization.

Throughout the year the office coordinates intercultural activities that promote awareness of other cultures, faiths, and heritage that encourage student and community interactions. For more information see [www.emu.edu/studentlife/iss](http://www.emu.edu/studentlife/iss).

## **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 225-226.

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 undergraduate 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 select Friday, Saturday, and Monday 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 kickball, football, floor hockey, volleyball, ultimate frisbee, disk golf, dodgeball, basketball and outdoor and indoor soccer. Tournaments are offered in table tennis, basketball, tennis, golf, billiards, 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 the free-weight room, cardio fitness room, or group exercise room located in University Commons. The Fitness Center includes: treadmills, bicycles, rowing machines, ellipticals, machine and free weights. Fitness Center membership also includes scheduled open rec climbing wall and game room times. Group exercise classes are open to anyone for an additional fee.

## 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.

## 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, perspective, spiritual understandings, 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 become involved in the life of the campus community and beyond. As athletes interact with others and as they are challenged to develop their talents, they learn about themselves and the world in ways not available in the classroom. Athletic contests become community events as the campus and greater Harrisonburg communities gather to support the Royals.

EMU fields varsity teams for men in soccer, cross-country, basketball, volleyball, 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 women's basketball team participating in the NCAA tournament in consecutive years. Student-athletes and coaches 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. The University Commons 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 student 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 programs and events. CAC organizes the film series, concerts, dances, socials, and other annual events.

## **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 155-156 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. Senators serve as voting members on EMU committees and the co-presidents regularly present written

and oral reports to the EMU Board of Trustees.

## **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. Selection of editors is made by the advisor with approval of the dean of students. Yearbook staff may receive credit and/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 with approval of the undergraduate academic dean. Eligible staff members may receive credit and/or financial remuneration.

## **EMU Theater**

EMU Theater seeks to promote an understanding and appreciation for the theater arts through direct participation in play production. Faculty-directed productions are produced each year. Student- and guest-directed full-length plays and a student-led improvisation group perform in the Main Stage and 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 (Y-Serve)**

YPCA (Y-Serve), a student organization, provides opportunities for service in the name of Jesus. The Y-Serve program is guided and shaped by a student leader-

ship team with support from campus pastors.

Y-Serve provides a place to discuss, encourage, and grow a desire for service, 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 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](http://www.emu.edu/ypca).

## Clubs and Organizations

A number of clubs and organizations are organized for student participation.

These include:

- Aikido
- Alpha Omega Steppers for Christ
- Association of Computing Machinery
- Black Student Union
- Campus Activities Council
- Celebration
- Community Health Education
- Cycling Club
- Earth Keepers
- Economic Business Innovators of Tomorrow
- EMU Engineers for a Sustainable World
- EMU Explore
- EMU Student Women's Association
- EMU Ultimate Frisbee Club
- Fellowship of Christian Athletes
- 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 Yearbook
- Social Work Is People
- Student Education Association
- Student Government Association
- Student Nurses' Association
- Sustainable Food Initiative
- Table Tennis Club
- Weathervane Newspaper
- YPCA (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 \$32,300 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 \$10,250. Books and supplies, personal expenses, travel and miscellaneous expenses are budgeted at about \$2,690.

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 236-238 for Financial Assistance Information.)

## 2015-16 Charges\*

	Semester	Annual
Basic charges		
Full-time tuition/general activity fee (12-18 semester hours)	\$16,150	\$32,300
Room and board	5,125	10,250

### Other fees:

Application fee (nonrefundable) . . . . .	\$ 25
Tuition per semester hour, less than 12 hours . . . . .	1,300
Tuition per semester hour, more than 18 hours . . . . .	.800
Auditing per semester hour . . . . .	.150
Applied music, class instruction per semester hour. . . . .	.150
Applied music, private instruction: one semester hour . . . . .	.275
Applied music, private instruction: two semester hours . . . . .	.400
Proficiency examination . . . . .	.90
Additional fee if exam is secured externally . . . . .	.90
Credit by examination, per semester hour. . . . .	.90
Service-Learning credit, per semester hour. . . . .	.90
Final examination out of schedule . .	.35

## Summer School 2016

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:

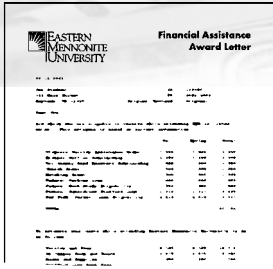
1. EMU network access for student-owned computers will be denied.
2. Charging to the miscellaneous account will be denied.
3. Grades, transcripts, enrollment, class attendance and diploma will be denied.
4. Monthly finance charges of 1.5% (18% annually) will be assessed.
5. Delinquent accounts will be 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.



# Financial Assistance

## Purpose

Financial assistance is available to eligible students to help defray educational expenses. This assistance may be used to meet both direct educational charges (tuition, fees, books) and personal living expenses (food, housing, transportation).

Financial assistance includes tuition discounts, grants, scholarships, employment and loan dollars. Students and parents are encouraged to contact the financial assistance office for information or visit the financial assistance website: [www.emu.edu/financial-aid](http://www.emu.edu/financial-aid).

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.

Students who lose merit scholarships or 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 transfers transmitted from the fund-

ing source. Student employees are issued bi-weekly 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, 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 mul-

tiplied 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 and Financial Aid Policies**

For financial assistance policies and other consumer information required by the federal government to be available to students, see [www.emu.edu/financial-aid/financial-assistance-policies](http://www.emu.edu/financial-aid/financial-assistance-policies).



## Administration and Faculty

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Amy Rush  
Harrisonburg, Va.

Jeffrey (Jeff) Shank  
Sarasota, Fla.

Judith Trumbo  
Broadway, Va.

Anne Kaufman Weaver  
Brownstown, Pa.

## 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*  
B.A., Eastern Mennonite University;  
M.F.A., West Virginia University.

Abigail Berkey 2015  
*Visiting Assistant Professor of Biology*  
B.A., Ohio Wesleyan University; M.S.,  
University of Illinois; Ph.D, University  
of Illinois

Caroline Borden 2011  
*Lecturer (Intensive English Program)*  
B.A., College of William & Mary;  
M.Ed., George Mason University.

Kim G. Brenneman 1989  
*Professor of Psychology*  
B.S., Eastern Mennonite University;  
M.A., Ed. S., James Madison University;  
Ph.D., University of Pittsburgh.

Sandra L. Brownscombe 1978  
*Professor of Teacher Education and  
Physical Education*  
B.A., University of Northern Colorado;  
M.S., Washington State University;  
Ed.D., University of Sarasota.

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 2012  
*Instructor of Spanish*  
B.A., American University; M.A.,  
Ph.D. candidate, University of Virginia.

Wendy Carr <i>Instructor of Nursing</i> B.S., Bridgewater College; B.S.N., MS.N., Virginia Commonwealth University.	2011	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
DeAnne Chenoweth <i>Instructor of Political Science</i> B.A., Bethany College; M.A. (International Studies), The Claremont Graduate School; M.A. (Political Science), University of Maryland at College Park.	2014	Marcy Dean <i>Instructor of Nursing</i> B.S.N., Shepherd University; M.S.N., Marshall University.	2014
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</i> B.S., Eastern Mennonite University; M.A.T.S., Associated Mennonite Biblical Seminary; Ph.D., Duke University.	2006
Stephen Cessna <i>Professor of Chemistry</i> (sabbatical leave Fall 2014) 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
Donald C. Clymer <i>Assistant Professor of Spanish</i> B.A., Goshen College; M.A., Wichita State University.	1984, 2001	Violet A. Dutcher <i>Professor of English</i> B.A., Kent State University; M.A., The University of Akron; Ph.D., Kent State University.	2006
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	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
Charles D. Cooley <i>Assistant Professor of Computer Science</i> B.S., Roanoke College; M.S., James Madison University.	1999	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
Jeffrey Copeland <i>Associate Professor of Biology</i> B.A., University of Virginia; Ph.D., California Institute of Technology.	2009	Eric Eberly <i>Lecturer (Intensive English Program)</i> B.A., Eastern Mennonite University; M.A., Azusa Pacific University.	2012

- Cathy K. Smeltzer Erb 2002  
*Professor of Teacher Education*  
B.S., Eastern Mennonite University;  
M.Ed., Ph.D., University of Toronto.
- Katherine Evans 2011  
*Assistant Professor of Special Education*  
B.S., Baylor University; M.A.,  
Southwestern Baptist Theological  
Seminary; Ph.D., the University of  
Tennessee.
- Kathy Fisher 2012  
*Senior Lecturer (Intensive English  
Program)*  
B.A., Eastern Mennonite University;  
M.Ed. (TESL), Temple University.
- G. Marcille Frederick 2015  
*Director of Sadie Hartzler Library*  
B.A., Beloit College; M.A., M.L.S.,  
University of Wisconsin; M.Phil.F.,  
Institute for Christian Studies, Toronto.
- Chris D. Gingrich 1995  
*Professor of Economics*  
(*Sabbatical leave 2015-16*)  
B.S., M.S., University of Illinois;  
Ph.D., Iowa State University.
- Linda W. Gnagey 2000  
*Assistant Professor of English,  
Director of the Academic Support Center*  
B.A., Goshen College; M.Ed., James  
Madison University.
- Douglas S. Graber Neufeld 1998  
*Professor of Biology*  
(*Sabbatical leave 2015-16*)  
B.A., Tabor College; Ph.D., University  
of Texas at Austin.
- David Graybill 2010  
*Senior Lecturer (Intensive English Program)*  
A.A., Hesston College; B.A., Goshen  
College; M.A., University of Virginia.
- Philip Grayson 2003  
*Assistant Professor of the Practice of  
Theater Design*  
B.A., Gettysburg; M.A., Illinois  
State University; M.F.A., Virginia  
Commonwealth University.
- Joan Griffing 1996  
*Professor of Music*  
B.M., Indiana University; M.M.,  
Indiana University; D.M.A., Ohio State  
University.
- Ted G. Grimsrud 1996  
*Professor of Theology and Peace Studies*  
B.S., University of Oregon;  
M.A., Associated Mennonite Biblical  
Seminary; Ph.D., Graduate Theological  
Union.
- Chad Gusler 2008  
*Assistant Professor of Language and  
Literature*  
B.S., Eastern Mennonite University;  
M.F.A., Seattle Pacific University.
- Cyndi D. Gusler 2001  
*Professor of Art*  
B.S., Eastern Mennonite University;  
M.F.A., James Madison University.
- Julia Halterman 2012  
*Assistant Professor of Biology*  
B.S., Texas A&M University;  
M.S., Ph.D., University of Virginia.
- Barrett S. Hart, Jr. 1986, 1996  
*Professor of Trauma and Conflict Studies*  
B.A., University of Maryland;  
M.Div., Eastern Mennonite Seminary;  
Ph.D., George Mason University.
- Nancy R. Heisey 1999  
*Professor of Biblical Studies and  
Church History,  
Director of the EMU Core Program*  
B.A., Messiah College; M.Div., Eastern  
Mennonite Seminary; Ph.D., Temple  
University.
- Greta Ann Herin 2006  
*Associate Professor of Biology*  
B.S., Kansas State University;  
Ph.D., University of Pittsburgh.
- Ann G. Hershberger 1980-85, 1990  
*Professor of Nursing*  
B.S., Eastern Mennonite University;  
M.S.N., Ph.D., University of Virginia.

- Judith Hiett 2012  
*Instructor of Nursing*  
B.S.N., Eastern Mennonite University;  
Master's Degree in Practical Ministry,  
Wagner Leadership Institute; Master's  
in Nursing Education, James Madison  
University.
- Jennifer Holsinger 2013  
*Associate Professor of Sociology*  
B.A., Seattle Pacific University;  
M.A., University of Washington;  
Ph.D., University of Washington.
- Jerry Holsopple 1998  
*Professor of Visual and Communication  
Arts*  
B.S., Eastern Mennonite University;  
M.Div., Associated Mennonite Biblical  
Seminary; Ph.D., European Graduate  
School.
- Simone Horst 2014  
*Special Collections Librarian*  
B.A., Eastern Mennonite University;  
M.L.I.S., University of South Carolina.
- Tracy L. Hough 2004  
*Assistant Professor of Teacher Education*  
B.A., University of California;  
M.A., Eastern Mennonite University.
- Steven D. Johnson 2005  
*Associate Professor of Visual and  
Communication Arts*  
B.A., Houghton College; M.F.A.,  
Savannah College of Art and Design.
- Daniel King 2013  
*Assistant Professor of Physics*  
B.A., Goshen College; M.S., Ph.D.,  
University of Illinois at Urbana-  
Champaign
- Kristen Kirwan 2013  
*Assistant Professor of the Practice of  
Nursing*  
B.S.N., University of Virginia; M.S.N.,  
Vanderbilt University.
- Tara L. S. Kishbaugh 2004  
*Professor of Chemistry*  
B.S., Wheaton College;  
Ph.D., Dartmouth College.
- Gregory Koop 2014  
*Assistant Professor of Psychology*  
B.A., Goshen College; M.A., Ph. D.,  
Miami University, Oxford, OH.
- Leah M. Kratz 2007  
*Assistant Professor of Business*  
B.S., Eastern Mennonite University;  
M.B.A., James Madison University.
- James M. Leaman 2006  
*Associate Professor of Business,  
Director of the M.B.A. Program*  
B.S., Eastern Mennonite University;  
M.P.A., James Madison University;  
Ph.D., University of Pittsburgh.
- Lori H. Leaman 2004  
*Professor of Teacher Education*  
B.S., Eastern Mennonite University;  
M.Ed., James Madison University;  
Ed.D., Nova Southeastern University.
- Beth M. Lehman 2011  
*Assistant Professor of Education*  
B.A., Goshen College; M.A., Butler  
University; M.S., Ph.D., Indiana  
University.
- Dwight Martin 2010  
*Senior Lecturer (Intensive English  
Program)*  
A.A., Hesston College; B.A., M.Ed. can-  
didate, Eastern Mennonite University.
- Roger E. Mast 1991  
*Associate Professor of Physical Education*  
B.S., Eastern Mennonite University;  
M.S., West Chester University;  
Ed.D., Argosy University.
- R. Michael Medley 1999  
*Professor of English*  
B.A., Geneva College; M.A., Western  
Kentucky University; M.A., Ph.D.,  
Indiana University.
- Andrew Miller 2012  
*Instructor of Business,  
Director of Cross-Cultural Programs*  
B.A., Eastern Mennonite University;  
M.S., Iowa State University;  
M.Div., Eastern Mennonite Seminary.

- Roman J. Miller 1985  
*Daniel B. Suter Professor of Biology*  
B.A., Malone College; M.S., University of Akron; Ph.D., Kent State University.
- Sharon M. D. Miller 1989  
*Assistant Professor of Music Education, Director of Preparatory Music*  
B.S., Liberty University; M.Ed., Towson State University; M.M., East Carolina University.
- Judy H. Mullet 1986  
*Professor of Psychology*  
B.A., Eastern Mennonite University; M.Ed., James Madison University; Ph.D., Kent State University.
- Kenneth J. Nafziger 1977  
*Professor of Music*  
B.A., Goshen College; D.M.A., University of Oregon; Post-doctoral study, Hochschule für Musik und Darstellende Kunst, Frankfurt/Main, Germany.
- Melody Pannell 2015  
*Assistant Professor of Social Work*  
B.A., Eastern Mennonite University; M.S.W., Fordham University; M.Div., Samuel DeWitt Proctor School of Theology.
- Justin Poole 2013  
*Assistant Professor of Theater*  
B.A., Eastern Mennonite University; M.A., Villanova University; Ph.D., University of Maryland.
- Marcia Pusey 2012  
*Instructor of Nursing*  
B.S. Eastern Mennonite University; M.S., University of Virginia.
- Gloria I. Rhodes 1988-1992, 1995  
*Associate Professor of Conflict Studies*  
B.A., Eastern Mennonite University; M.S., Ph.D., George Mason University.
- James K. Richardson 2008  
*Assistant Professor of Music*  
B.M., Covenant College; M.M., Peabody Conservatory of Music of the Johns Hopkins University.
- Catherine E. Rittenhouse 2007  
*Associate Professor of Nursing*  
B.S., Eastern Mennonite University; M.S.N., University of Pennsylvania.
- Andrea Dalton Saner 2013  
*Assistant Professor of Old Testament and Hebrew Language*  
B.A., Messiah College; M.A., Anabaptist Mennonite Biblical Seminary; Ph. D., Durham University.
- Mark Metzler Sawin 2001  
*Professor of History*  
B.A., Goshen College; M.A., Ph.D., The University of Texas at Austin.
- Ann Schaeffer 2012  
*Assistant Professor of the Practice of Nursing*  
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.
- Kimberly D. Schmidt 1999  
*Professor of History, Director of the Washington Community Scholars' Center*  
B.A., Bethel College; M.A., Ph.D., Binghamton University.
- Carmen Schrock-Hurst 2011  
*Instructor of Spiritual Formation and Ministry*  
B.A., Eastern Mennonite College; M.A., Associated Mennonite Biblical Seminary.
- Kevin S. Seidel 2008  
*Assistant Professor of English*  
B.A., University of California, Berkeley; M.A., Regent College; Ph.D., University of Virginia.
- Daniel Showalter 2015  
*Assistant Professor of Mathematics*  
B.S., Urbana University; M.S., Ohio University; Ph.D., Ohio University.

- Ronald Shultz 2011  
*Instructor of Elementary Education*  
B.S., Eastern Mennonite University;  
M.A., Millersville University.
- Matthew S. Siderhurst 2006  
*Associate Professor of Chemistry*  
B.A., Goshen College; Ph.D., Colorado  
State University.
- Priscilla Book Simmons 2003  
*Professor of Nursing, Director of the  
RN -BSN Program, Lancaster*  
B.S., Messiah College; M.S., Temple  
University; M.S.N., Ed.D., Colombia  
University.
- Deirdre L. Smeltzer 1998  
*Vice President and Undergraduate Dean  
Professor of Mathematics*  
B.A., Eastern Mennonite University;  
M.S., Ph.D., University of Virginia.
- Anthony E. Smith 2007  
*Associate Professor of Business,*  
B.A., Haverford College; M.Arch.,  
Ph.D., University of Pennsylvania.
- Debora Snarr 2013  
*Assistant Professor of the Practice of  
Nursing*  
B.S.N., M.S.N., University of Maryland  
at Baltimore.
- Carol Snell-Feikema 2011  
*Instructor of Spanish*  
B.G.S., University of Iowa;  
M.S., Minnesota State University.
- Michael Spory 2015  
*Visiting Assistant Professor of Art*  
B.A., Eastern Mennonite University;  
M. Arch., Iowa State University.
- Mary S. Sprunger 1992  
*Professor of History*  
B.A., Bethel College;  
M.A., Ph.D., University of Illinois.
- Carolyn Stauffer 2010  
*Assistant Professor in Applied Social  
Sciences*  
B.A., Eastern Mennonite University;  
M.A., Virginia Commonwealth  
University; Ph.D., University of the  
Witwatersrand.
- Ronald L. Stoltzfus 1984  
*Professor of Accounting*  
B.S., Eastern Mennonite University;  
M.B.A., Shippensburg University;  
M.S.A., James Madison University;  
Ph.D., Virginia Commonwealth  
University.
- Linford L. Stutzman 1993  
*Professor of Culture and Mission*  
B.A., Eastern Mennonite University;  
M.A.R., Eastern Mennonite Seminary;  
Ph.D., The Catholic University of  
America.
- Jianghong Tian 2013  
*Assistant Professor of Engineering*  
B.S., M.S., Changsha Institute of  
Technology; Ph.D., University of  
Virginia.
- Donald L. Tyson 1999  
*Associate Professor of Nursing*  
B.S., Goshen College; M.S.N.,  
University of Virginia; Ph.D. George  
Mason University.
- Jennifer M. Ulrich 1989  
*Catalog Librarian*  
B.A., Goshen College; M.L.S., Indiana  
University; M.A., Claremont Graduate  
University.
- David Vogel 2008  
*Assistant Professor of the Practice of  
Technical Theater*  
B.A., University of Minnesota; M.F.A.,  
Pennsylvania State University.
- Heidi Winters Vogel 2006  
*Associate Professor of Theater  
(sabbatical leave Fall 2014)*  
B.A., University of Minnesota; M.F.A.,  
Pennsylvania State University.



Anne Waltner 2013  
*Assistant Professor of Music*  
B.A., Goshen College; M.M., Chicago  
College of Performing Arts;  
D.M.A., Cleveland Institute of Music.

Dee Weikle 2009  
*Associate Professor of Computer Science*  
B.S., Rice University; M.S., University  
of Virginia; Ph.D., University of  
Virginia.

Anna Westfall 2015  
*Assistant Professor of Art*  
B.A., James Madison University;  
M.F.A., University of New Mexico.

Andrew P. White 2008  
*Associate Professor of English*  
B.A., Multnomah University; B.A.,  
Warner Pacific College; M.A., Oregon  
State University; Ph.D., Washington  
State University.

Laura A. G. Yoder 2003  
*Associate Professor of Nursing*  
B.S.N., Goshen College; M.S.,  
University of South Florida;  
Ph. D., University of Virginia.

James M. Yoder 1999  
*Professor of Biology*  
B.S. Eastern Mennonite University;  
M.S., Ph.D., The Ohio State University.

Laurie Miller Yoder 2015  
*Assistant Professor of Chemistry,  
Chemical Hygiene Officer*  
B.S., Eastern Mennonite University;  
Ph.D., University of Michigan.

## Clinical Laboratory Sciences Adjunct Faculty

Ellie Coggins  
*Program Director, School of Clinical  
Laboratory Science, Augusta Health Center*  
B.S., Radford University; M.T.,  
Augusta Medical Center School of CLS;  
M.S.H.A., Virginia Commonwealth  
University

Sue W. Lawton  
*Program Director, Medical Technology  
School, Sentara RMH Medical Center*  
B.S., Purdue; M.A. Central Michigan  
University; M.S., Gannon University;  
M.T. (ASCP), Methodist Hospital at  
Memphis, TN.

Cynthia Lowe  
*Education Coordinator*  
B.S., Eastern Mennonite University;  
MLS, Rockingham Memorial Hospital  
School of Medical Technology.

Julie Plumbley  
*Medical Director, School of Clinical  
Laboratory Science,  
Augusta Health Center*  
M.D., University of Virginia.

## Coaches

### Beginning Service

Carrie Bert 2015  
*Head coach, women's volleyball*  
B.A., Eastern Mennonite University;  
M.Ed., University of Texas.

Kirby W. Dean 2003  
*Head coach, men's basketball*  
B.S., Eastern Mennonite University;  
M.S., James Madison University.

Wendell Eberly 2014  
*Head coach, golf*  
B.S., Eastern Mennonite University.

Kevin J. Griffin 2005  
*Head coach, women's basketball*  
B.S., Eastern Mennonite University.

Ellen-Ashton Jackson 2015  
*Head coach, field hockey*  
B.S., University of Mary Washington;  
M.Ed., George Washington 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.

M. Britten Olinger 2012  
*Head coach, cross country and track*  
B.S., University of Virginia-Wise.

Dominick Porter 2013  
*Head coach, men's volleyball*  
B.S., Eastern Mennonite University.

Ben Spotts 2012  
*Head coach, baseball*  
B.A., Bridgewater College; M.S., James  
Madison 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 Eney 1981-2000  
*Faculty Emerita of English*

Barbara P. Fast 1989-2015  
*Professor Emerita of Art*

John W. Fast 1975-2014  
*Faculty Emeritus of Music*

Margaret M. Gehman 1944-1987  
*Professor Emerita of Art*

Ray C. Gingerich 1977-2004  
*Professor Emeritus of Theology and Ethics*

Ervie L. Glick 1987-2004  
*Professor Emeritus of German*

John L. Horst, Jr. 1960-2004  
*Faculty Emeritus of Physics*

Ray E. Horst 1991-2003  
*Faculty Emeritus of Spanish*

Samuel L. Horst  
1949-1951, 1954-1967, 1972-1984  
*Professor Emeritus of History*

Vernon E. Jantzi 1975-2008  
*Professor Emeritus of Sociology*

Glenn M. Kauffman 1965-2003  
*Professor Emeritus of Chemistry*

Naomi M. Krall 1977-1995  
*Professor Emerita of Education*

Jay B. Landis 1956-2007  
*Professor Emeritus of English*

Galen R. Lehman 1973-2014  
*Professor Emeritus of Psychology*

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*

Elroy J. Miller 1995-2014  
*Faculty Emeritus of Social Work*

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*

Donovan D. Steiner 1982-2014  
*Professor Emeritus of Teacher Education*

Herbert L. Swartz 1973-1997  
*Professor Emeritus of Biblical Studies*

Arlene Wiens 1986-2012  
*Professor Emerita of Nursing*

Carroll D. Yoder 1966, 1971-2004  
*Professor Emeritus of French*

Richard A. Yoder  
1985-1989, 1993-2006  
*Professor Emeritus of Business and  
Economics*

## Administrators

### Beginning Service

Jason H. Alderfer 2000  
*Associate Director of Technology Systems*  
B.S., Eastern Mennonite University

Kelsey Kauffman 2012  
*Associate Director of Program  
Administration WCSC*  
B.A., Eastern Mennonite University;  
M.A. American University.

Cheryl Armstrong 2008  
*Director of Auxiliary Services*  
B.A. Ferrum College.

Jennifer N. Bauman 1992  
*Assistant Director of Admissions*  
B.S., Goshen College.

Benjamin S. Beachy 2002  
*Director of Information Systems*  
B.S., M.B.A., Eastern Mennonite  
University.

Habtamu Belay 2008  
*Desktop Management Administrator*  
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.

Brian Martin Burkholder 2003  
*Director of Campus Ministries*  
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 2003  
*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.

Andrew Croken 2014  
*Network Technician*  
B.A., Eastern Mennonite University.

James De Boer 2009  
*Sports Information Director*  
B.A., Dordt College.

Sarah Defnall 2012  
*Residence 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.

Brinton Domangue 2014  
*Lab Technician*  
B.S., M.S., James Madison University.

Michael M. Downey 1989-1999, 2001  
*Athletic Trainer*  
B.S., M.S., James Madison University.

Marcia J. Engle 2004  
*Director of Human Resources*  
B.S., M.B.A., Eastern Mennonite  
University.

Scott Eyre 2014  
*Residence Director*

Braden Gerber	2014	Justin Hershey	2012
<i>Coordinator of Development Information and Analysis</i>		<i>System Technician</i>	
B.S., Eastern Mennonite University.		B.S., Eastern Mennonite University.	
Stephen H. Gibbs, Jr.	2007	Caleb Hochstetler	2014
<i>User Services Support Analyst</i>		<i>Web Designer and Analyst</i>	
A.A., Rosedale College; B.A., Eastern Mennonite University.		B.S., Goshen College.	
Marcy Gineris	2004	Leslie Horning	2012
<i>Web Content Manager and Strategist</i>		<i>Associate Director of Seminary Development, Admissions, and University Church Relations</i>	
B.A., California University of Pennsylvania.		B.S., Eastern Mennonite University; M.S., Virginia Tech; M.Div., Eastern Mennonite Seminary.	
Jason Good	2006	Brice Hostetler	2008
<i>Director of Admissions</i>		<i>Financial Assistance Counselor</i>	
B.A., Eastern Mennonite University; M.A., Ph.D., University of Cadiz.		B.A., Bluffton University.	
Joan Goodrich	2008	Matthew Hunsberger	2002
<i>Assistant Controller</i>		<i>Residence Director</i>	
B.S., Eastern Mennonite University.		B.A., Eastern Mennonite University.	
Ashley Goudie	2013	Lauren Jefferson	2015
<i>Admissions Advisor, RN-BS Program, Lancaster</i>		<i>Editor-in-Chief</i>	
ADN, Lancaster General College of Nursing and Health Sciences.		B.A., College of William and Mary; M.Res., University of York, UK.	
Erica Grasse	2014	Mary Jensen	2015
<i>Associate Director of Communication and Student Life WCSC</i>		<i>Associate Provost-Lancaster</i>	
B.S. Goshen College.		B.S., Northwestern College; M.S., John Brown University; Ed.D., University of St. Thomas.	
Brian Gumm	2009	David A. King	2005
<i>Online Education Design Specialist</i>		<i>Director of Athletics</i>	
B.A., Simpson College; M.A., M.Div. Eastern Mennonite University.		B.S., Eastern Mennonite University; M.Ed., Temple University.	
Luke Hartman	2011	Martin G. King	1985
<i>Vice President for Enrollment</i>		<i>Learning Resources Manager</i>	
A.A., Hesston College; B.A., Eastern Mennonite University; M.Ed., Wichita State University; Ph.D., Virginia Tech.		B.S., Eastern Mennonite University.	
Phillip N. Helmuth	1987-1995; 2001	Lindsey Kolb	2007
<i>Executive Director of Development</i>		<i>Media Specialist</i>	
B.S., Eastern Mennonite University.		B.A., Eastern Mennonite University.	
Michele R. Hensley	2001	Stephen Kriss	2011
<i>Director of Financial Assistance</i>		<i>Associate Director of Pastoral Studies</i>	
B.A., Old Dominion University.		B.A., Eastern Mennonite University; M.A., Duquesne University; M.Div., Drew University Theological School.	

- C. Eldon Kurtz 1977-1985; 1997  
*Director of Physical Plant*  
B.A., Eastern Mennonite University.
- Jonathan Lantz-Trissel 2005  
*Sustainability Coordinator*  
B.S., Eastern Mennonite University.
- Renee L. Leap 1986  
*Associate Director of Financial Assistance*  
B.S., Eastern Mennonite University.
- Edwin M. Lehman 1996  
*Assistant Director of Physical Plant*
- Susannah Lepley 2013  
*Director of Multicultural and International Student Services*  
B.A., Goshen College; M.A., Associated Mennonite Biblical Seminary.
- Daniel E. Marple, Jr. 1998  
*Network Administrator*  
B.S., Millersville University.
- Joy Martin 2005  
*Office of Academic Access Coordinator*  
B.S., M.A. Eastern Mennonite University.
- Lindsay Martin 2012  
*Associate Director of Development*  
B.A., Eastern Mennonite University; J.D., University of Pennsylvania Law School.
- Margaret A. McIntire 1999  
*Assessment Counselor*  
B.S., M.B.A., Eastern Mennonite University.
- Betty Jo Miller 2007  
*Director of Institutional Research*  
B.A., Virginia Polytechnic Institute and State University; M.A., Ph.D., James Madison University.
- Lana Miller 2013  
*Undergraduate Campus Pastor*  
B.A., Goshen College; M.Div., Eastern Mennonite Seminary.
- Karen Moshier-Shenk 1993  
*Associate Director for Development*  
B.A., Eastern Mennonite University, M.M., Duquesne University.
- Kenneth L. Nafziger 2003  
*Vice President for Student Life*  
B.A., Eastern Mennonite University; M.A., Ph.D., University of Illinois.
- Travis Nyce 2013  
*Admissions Counselor*  
B.S., Eastern Mennonite University.
- Carleen Overacker 2006  
*Assistant Athletic Trainer*  
B.A., Roanoke College; M.A., Hollins College.
- Andrew Penner 2014  
*Admissions Counselor*  
A.A., Hesston College; B.S., Eastern Mennonite University.
- David Penner 2011  
*Web Programmer*  
B.A., Tabor College.
- Travis Pettit 2011  
*Program Representative, Adult Degree Completion Program*  
B.S., M.B.A., Eastern Mennonite University.
- Kimberly Phillips 2014  
*Director of Career Services*  
B.A., Minnesota State University Moorhead; M.S., Georgia State University.
- Jennifer L. Piper 1994-1999, 2000  
*Associate Director Technology Services*  
B.S., Eastern Mennonite University.
- Jane Ellen Reid 2007  
*Director of University Accord, Ombudsman*  
B.A., University of Vermont; M.Ed., Northern Arizona University.
- 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  
*Projects and Information Analysis  
Specialist*  
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.
- Rachel Roth Sawatzky 2013  
*Director of Student Programs*  
B.S., Eastern Mennonite University;  
M.A., Emory University Candler School  
of Theology.
- 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.
- Austin Showalter 2013  
*Systems Administrator*  
B.A., Eastern Mennonite University.
- Maria Esther Showalter 2004  
*Multicultural Student Advisor*  
B.A., Gabriel R. Moreno University  
(Bolivia); M.A., George Mason  
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-BS Program,  
Lancaster*  
B.A., Lancaster Bible College;  
M.A., Lancaster Theological Seminary.
- Julie Siegfried 2006  
*Director of Operations EMU at Lancaster*  
B.S., Central Penn College;  
M.A., Eastern University.
- Amy K. Springer Hartsell  
1991-1998, 2000  
*Undergraduate Assistant Dean*  
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.
- Jonathan Swartz 2014  
*Restorative Justice Coordinator*  
B.S., Bethel College; M.A., M.Div.,  
Eastern Mennonite University.
- Timothy J. Swartzendruber  
1996-2000, 2002  
*Associate Director of Development*  
B.A., Eastern Mennonite University.
- Celeste Thomas 2014  
*Multicultural and Student Athlete Advisor*  
B.A., M.S., Shippensburg University.
- Philip Tieszen 2011  
*Assistant Director of Student Programs*  
B.S., Eastern Mennonite University.

Travis Trotter 2001-2005, 2010  
*Assistant Registrar*  
A.A., Hesston College; B.S., Eastern  
Mennonite University.

Lynn A. Veurink 2007  
*Assistant Director of Auxiliary Services*  
B.A., Dordt College.

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., M.B.A., Eastern Mennonite  
University.

Twila K. Yoder 1998  
*Assistant to the President*  
A.A., Hesston College; M.A., Eastern  
Mennonite Seminary.

Zachary Yoder 2014  
*Director of Retention*  
B.S., Messiah College; M.Ed., James  
Madison University.

Michael Zucconi 2006-2009, 2011  
*Information Officer*  
B.S., Eastern Mennonite University;  
M.Ed., Wichita State University.

## **Administrators Emeriti**

### **Years of Service**

Myron S. Augsburgberger 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 . . . . .	219	Business Administration . . . . .	80, 82	Discounts . . . . .	240
Academic Honors . . . . .	19	Business Administration (BUAD) .	84	Early Admission . . . . .	221
Academic Policies . . . . .	15	Calendar . . . . .	4	Early Education . . . . .	98
Academic Probation . . . . .	16	Campus Activities Council (CAC)	235	Economics . . . . .	81, 82
Academic Review . . . . .	16	Campus and Facilities . . . . .	8	Economics (ECON) . . . . .	87
Academic Support . . . . .	218-220	Campus Map . . . . .	10	Education . . . . .	96-101
Academic Support Center . . . . .	218	Campus Ministries . . . . .	228	Education (ED) . . . . .	101
Accelerated Program:		Canadian Students . . . . .	223	Elementary Education . . . . .	98
BA in Peacebuilding and		Career Services . . . . .	228	Emeriti . . . . .	250
Development to MA in Conflict		Central America Study and Service		EMU Core . . . . .	25-35
Transformation . . . . .	39	(CASAS) . . . . .	214	English . . . . .	119, 122
Accelerated Program:		Charges . . . . .	237	Environmental & Social Sustainability	
BA in Psychology to MA in		Chemistry . . . . .	90-92	Concentration . . . . .	42, 70
Counseling . . . . .	178	Chemistry (CHEM) . . . . .	93	Environmental Science (ENVS) . . .	76
Accounting . . . . .	80, 82	Church Music (CHMUS) . . . . .	151	Environmental Science (SUST) . . .	77
Accounting (ACTG) . . . . .	83	Church Music Concentration . . .	149	Environmental Science	
Accreditation . . . . .	7	Church Music Minor . . . . .	151	Concentration . . . . .	43, 70
Administrators Emeriti . . . . .	255	Church Studies (CHST) . . . . .	61	Environmental Sustainability . . .	41, 69
Administrators . . . . .	251	Class Attendance . . . . .	24	European History (HIST) . . . . .	114
Administration and Faculty . . . . .	242	CLEP/DSST Examinations . . .	21, 228	ESL . . . . .	126
Admissions . . . . .	221-226	Clinical Laboratory Science . . . . .	71	Faculty . . . . .	243
Adult Degree Completion		Clubs and Organizations . . . . .	236	Family Educational Rights and	
Program . . . . .	201-205	Coaches . . . . .	249	Privacy Act . . . . .	2
Advanced Placement (AP) Credit .	21	Coaching . . . . .	169	Film Series . . . . .	232
Anabaptist Biblical		CoachLink . . . . .	230	Finance (FIN) . . . . .	88
Perspectives (ABP) . . . . .	59	Communication . . . . .	191	Financial Assistance . . . . .	239-241
Applied Social Sciences . . . . .	36-44	Communication (COMM) . . . . .	196	Fitness Center . . . . .	232
Applying for Admission . . . . .	221	Community Learning Designates .	31	Game Room . . . . .	232
Area Studies (HIST) . . . . .	115	Community Lifestyle		Gender Studies Minor . . . . .	111
Art . . . . .	190, 192	Commitment . . . . .	227-228	General Activity Courses (PEG) .	171
Art (ART) . . . . .	194	Commuter Students . . . . .	232	General Education (EMU Core)	25-35
Art Gallery . . . . .	8, 9	Comprehensive Musicianship		General Studies . . . . .	136
Associate Degree		(CMUS) . . . . .	152	Geography (GEOG) . . . . .	117
. . . . .	13, 14, 59, 101, 136, 214	Computer Information Systems		Grade Point Average . . . . .	15
Athletics: Intercollegiate . . . . .	234	(CIS) . . . . .	86	Grade Appeal Process . . . . .	20
Athletics: Recreational Sports . . .	234	Computer Science . . . . .	140, 141	Grade Reporting . . . . .	19
Auditing . . . . .	22	Computer Science (CS) . . . . .	141	Grading System . . . . .	15
Baccalaureate Degree . . . . .	2	Congregational and Youth		Graduation Application . . . . .	14
Bible and Religion . . . . .	53-59	Ministries . . . . .	55	Grants . . . . .	240
Bible and Religion . . . . .	54, 57	Cooperative Programs . . . . .	214	Hartzler Library . . . . .	218
Bible and Religion (BIRE) . . . . .	60	Council for Christian Colleges and		Health (HE) . . . . .	172
Biblical Studies (BIST) . . . . .	60	Universities . . . . .	214	Health and Physical Education . .	165
Biblical Studies . . . . .	55	Counseling Services . . . . .	230	Health Services . . . . .	230
Biochemistry . . . . .	69, 91	Credit through Testing . . . . .	20	Historical Sketch . . . . .	5
Biochemistry (BIOCH) . . . . .	75, 95	Cross-Cultural Program . . . . .	29-31	Historiography (HIST) . . . . .	116
Biology . . . . .	67-72	Digital Communication . . . . .	193	History . . . . .	109-112
Biology (BIOL) . . . . .	72	Digital Media . . . . .	192	History and Social Science . . .	110, 112
Board of Trustees . . . . .	242	Digital Media (DIGM) . . . . .	197	Honors Program . . . . .	205-207
Brethren Colleges Abroad . . . . .	214	Digital Video Production . . . . .	193	Honors Program Courses	
Bridge Program . . . . .	211-212	Disability Support Services . . . . .	219	(HONRS) . . . . .	207
Business and Economics . . . . .	78-83				



Human Resource Management . . .	83	Ombudsman Office . . . . .	229	Special Education (EDS) . . . . .	106
Independent Study . . . . .	21	Oregon Extension . . . . .	216	Special Programs . . . . .	201-217
Intensive English Program . . .	209-211	Orie Miller Global Village Center . . . . .	217	Student Academic Misconduct Integrity Policy . . . . .	16-19
Intensive English Program (IEP) .	210	Outdoor Ministry and Adventure Leadership . . . . .	166, 170	Student Activities and Organizations . . . . .	234-236
International Business . . . . .	81	Payment Policy . . . . .	238	Student Classification . . . . .	15
International Business Institute .	215	Peacebuilding and Development .	39	Student Government Association . . . . .	235
International Development . . . .	43	Peacebuilding and Development (PXD) . . . . .	44, 63	Student Life . . . . .	227-233
International Student Admission .	223	Philosophy . . . . .	6	Student Programs . . . . .	231
International Student Services . . .	231	Philosophy minor . . . . .	58	Student Publications . . . . .	235
Journalism . . . . .	193	Philosophy (PHIL) . . . . .	63	Students with Disabilities . . . . .	219
Kinesiology and Exercise Science . . . . .	168, 170	Philosophy and Theology . . . . .	56, 58	Study and Training for Effective Pastoral Ministry Program . . . . .	212-214
Lancaster . . . . .	9, 203, 212	Photography . . . . .	192, 193	Study and Training for Effective Pastoral Ministry Program (STEP) . . . . .	213
Languages (LANG) . . . . .	126	Photography (PHOTO) . . . . .	199	Summer School Fees . . . . .	237
Language and Literature . . . . .	119-126	Physical Education and Recreation . . . . .	165-170	Table of Contents . . . . .	3
Lark Leadership Scholarship Program . . . . .	216	Physical Education (PE) . . . . .	173	Teaching English to Speakers of Other Languages (TESOL) . . . . .	125
Liberal Arts . . . . .	136	Physics . . . . .	141	Testing Services . . . . .	228
Liberal Arts (LARTS) . . . . .	137	Physics (PHYS) . . . . .	146	Theater . . . . .	182-184
Library (Hartzler Library) . . . . .	218	Political Studies . . . . .	112	Theater (THR) . . . . .	184
Life Wellness . . . . .	27	Political Studies (POL) . . . . .	117	Theater at EMU . . . . .	235
Linguistics (LING) . . . . .	127	Pre-Engineering . . . . .	141	Theology (THEO) . . . . .	66
Literature (LIT) . . . . .	128	Pre-Engineering (ENGR) . . . . .	147	Transcripts . . . . .	20
Loans . . . . .	240	Pre-Law . . . . .	112	Transferring to EMU . . . . .	222
Location . . . . .	8	Pre-Professional and Professional Programs . . . . .	12	Tuition and Fees . . . . .	237-238
Majors . . . . .	12	Pre-Professional Health Sciences Program . . . . .	68, 92	Undergraduate Academic Programs . . . . .	12
Majors Activity Courses (PE) . . . .	170	President . . . . .	1, 243	University Accord . . . . .	229
Management and Organizational Development - ADCP . . . . .	202	Provost . . . . .	243	U.S. History (HIST) . . . . .	113
Marketing (MKTG) . . . . .	89	Psychology . . . . .	177-178	Varsity Sport Credit (PEV) . . . . .	171
Mathematical Sciences . . . . .	139-141	Psychology (PSYC) . . . . .	179	Vice President and Undergraduate Dean . . . . .	243
Mathematics . . . . .	139, 141	Readmission . . . . .	222	Visual and Communication Arts . . . . .	188-193
Mathematics (MATH) . . . . .	143	Recreation (REC) . . . . .	175	Washington Community Scholars' Center . . . . .	31, 208-209
Mathematics Competency . . . . .	29	Recreation Leadership and Sport Promotion . . . . .	168	WCSC Seminar Courses . . . . .	208
Mennonite Education Agency Board of Directors . . . . .	242	Recreational Sports . . . . .	232, 234	Welcome . . . . .	1
Ministry Inquiry Program . . . . .	59, 216	Refund Policy . . . . .	238, 240	Withdrawal . . . . .	23
Minors . . . . .	12	Registration . . . . .	22	Writing Studies . . . . .	121, 122
Mission Statement . . . . .	7	Religion (REL) . . . . .	65	Writing (WRIT) . . . . .	133
Multicultural & International Student Services . . . . .	230	Religious and Intercultural Studies . . . . .	56, 57	Writing Intensive Designates . . . . .	28
Music . . . . .	148-151	Requirements for Associate Degree . . . . .	14	World History (HIST) . . . . .	113
Music Education (MUED) . . . . .	154	Requirements for Baccalaureate Degrees . . . . .	13	YPCA-Serve . . . . .	235
Music Ensembles . . . . .	235	Residential Life . . . . .	231	Youth Ministry . . . . .	59
Music Ensembles (MUES) . . . . .	155	Scholarships . . . . .	240		
Music Interdisciplinary Studies Concentration . . . . .	149	Secondary Education . . . . .	100		
Music Performance Concentration	149	Senior Citizen Participation . . . . .	23		
Music Performance Studies (MUPS) . . . . .	156	Senior Seminar . . . . .	34-35		
New Student Orientation . . . . .	232	Social Work . . . . .	38		
Nondiscriminatory Policy . . . . .	2	Social Work (SOWK) . . . . .	49		
Nursing . . . . .	158-161	Sociology . . . . .	37, 44		
Nursing - Accelerated Second Degree Option . . . . .	161	Sociology (SOC) . . . . .	48		
Nursing - ADCP . . . . .	203	Spanish Language and Hispanic Studies . . . . .	123		
Nursing (NURS) . . . . .	163	Spanish Minor . . . . .	125		
Nursing Level 1 (NURS) . . . . .	161	Spanish (SPAN) . . . . .	130		
Nursing Level 2 (NURS) . . . . .	162	Special Education . . . . .	99		
Nursing Level 3 (NURS) . . . . .	163				
Nursing - Second Degree Option.160					



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