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¹ <https://resources.emu.edu/confluence/display/CATFILES/Pre-Professional+Health+Sciences+Program+-+Chemistry>

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Welcome to Eastern Mennonite University

Greetings and welcome to Eastern Mennonite University in 2020! I am glad you are here and I believe your precious time among us at EMU will be filled with significant academic, spiritual and social growth.

I know all our lives have been turned upside down in this first half of 2020 by the global pandemic. And yet amidst the disruption and disorientation, we have seen creativity and courage flourish from our resilient community of learners. We know “God is our refuge and strength, a very present help in times of trouble” (Psalms 46). Our mission is unwavering. We are committed to “prepare students to serve and lead in a global context” in the spirit of Micah 6:8: “to do justice, love mercy, and walk humbly with God.”

Our faculty and staff will inspire and challenge you to take seriously our values of Christian discipleship, service, community, peace and global engagement. You will grow in wisdom, faith and compassion as you meet people from different cultures and with unique life experiences. You will make new friends for life as you prepare for a future career. You will leave a legacy as you shape our community in powerful and positive ways.

May God be present as you discern your calling and journey with us in the years ahead. At EMU, we “Lead Together” in this formative season for you filled with wondrous discovery and distinguished achievements.

Blessings to you,

A handwritten signature in black ink, appearing to read 'Susan', with a large, elegant loop at the beginning and a trailing flourish.

Susan Schultz Huxman, PhD
President, Eastern Mennonite University

2020-21 Calendar

Fall Semester

August	18-19	Faculty/Staff Conference	
	29-31	New Student Orientation	
	31	Final Fall Registration	
September	1	Fall Semester Classes Begin	8:00 a.m.
	2	Fall Semester Convocation	
October	16-18	Homecoming and Parents Weekend	
	22	Mid-Semester Recess Begins	
	26	Classes Resume	8:00 a.m.
November	25	Thanksgiving Recess Begins	
	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	1:00 p.m.

Spring Semester

January	12	New Student Registration	
	13	Spring Semester Classes Begin	8:00 a.m.
	13	Spring Semester Convocation	
	18	MLK Jr. Day of Service and Learning	

March	6	Mid-Semester Recess Begins	
	15	Classes Resume	8:00 a.m.
April	2	Easter Recess Begins	
	5	Classes Resume	8:00 a.m.
	22	Academic and Creative Excellence Festival	
	30	Last Day of Classes	
May	3	Final Exams Begin	8:00 a.m.
	6	Final Exams End	3:30 p.m.
May	8	Baccalaureate	7:00 p.m.
	9	102nd Annual Commencement	1:00 p.m.

Introduction

1200 Park Road
Harrisonburg, VA 22802-2462
Phone: (540) 432-4000
Fax: (540) 432-4444
Email: info@emu.edu³, Website: www.emu.edu⁴

The information in this undergraduate catalog applies to the academic year 2019-20. 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.

Historical Sketch

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

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

Eastern Mennonite School, as it was first called, began as a Bible academy and is now a fully accredited university with over 1,800 students in the undergraduate, seminary, and graduate programs. EMU was founded to provide a setting for young men and women of the Mennonite Church to deepen their biblical faith, study the liberal arts and gain specific skills in a variety of professions. That tri-part objective has remained central to the purpose of the university, and its history is the story of an ever-broadening curriculum and program. In 1930 the university was accredited by the Virginia Board of Education as a junior college. Seventeen years later, in 1947, a four-year degree program was approved by the state of Virginia, and regional accreditation by the Southern Association of Colleges and Schools was achieved in 1959.

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

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

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

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

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

³ <mailto:info@emu.edu>

⁴ <http://www.emu.edu/>

Accreditation

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

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

The teacher education department at Eastern Mennonite University is NCATE accredited by the Council for the Accreditation of Educator Preparation (CAEP), www.caepnet.org.⁵ This accreditation covers initial teacher preparation programs and advanced educator preparation programs. CAEP 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, 1701 Duke Street, Suite 200, Alexandria, VA 22314-3421, (703) 683-8080.

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

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

EMU Mission, Vision, Values

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

Mission

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

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

Vision

We will open new pathways of access and achievement for all students who aspire to grow as unifying leaders equipped with intercultural competence, oriented toward peace and justice, and rooted in an active faith modeled on the life and teachings of Jesus.

⁵ <http://www.caepnet.org/>

Values

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

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

Mission and values approved by EMU Board of Trustees, June 23, 2017.

Vision approved by EMU Board of Trustees, November 9, 2019.

EMU Policies

The following policies are some of the key policies of EMU related to the conduct of the university and its individual members. These, and additional policies and procedures, are detailed in [student and employee handbooks](#)⁶ and the [undergraduate catalog](#)⁷, [graduate catalog](#)⁸ and [seminary catalog](#)⁹. EMU students, faculty and staff are expected to conduct themselves according to all policies laid out in handbooks and catalogs. As questions of conduct, policy or procedure arise, students, faculty and staff are encouraged to review handbooks and catalogs for the appropriate policy.

These policies are also available at www.emu.edu/policies¹⁰

Nondiscrimination Policy

Eastern Mennonite University does not discriminate on the basis of race, color, national or ethnic origin, sex, disability, age, sexual orientation, gender identity or any legally protected status. As a religious institution, EMU expressly reserves its rights, its understandings of, and its commitments to the historic Anabaptist identity and the teachings of Mennonite Church USA, and reserves the legal right to hire and employ individuals who support the values of the university.

EMU's designated coordinator for matters related to the nondiscrimination statement, which is part of EMU's affirmative action plan, is the university provost.

This statement was updated by EMU's board of trustees on July 16, 2015.

Title IX

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

⁶ <https://resources.emu.edu/confluence/display/EMUHandbook/EMU+Handbooks>

⁷ <https://resources.emu.edu/confluence/display/CATFILES>

⁸ <https://resources.emu.edu/confluence/display/gradcatalog>

⁹ <https://resources.emu.edu/confluence/display/SemCat>

¹⁰ <https://www.emu.edu/policies/>

For more information regarding Title IX policies and procedures, go to [https:// emu.edu/titleix/](https://emu.edu/titleix/)¹¹. If you have questions contact Title IX Coordinator Rachel Roth Sawatzky at (540) 432-4849 or titleixcoordinator@emu.edu.¹²

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. **The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.**

Students should submit to the University Registrar a written request that identifies the records(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University Registrar's Office, the Registrar shall advise the student of the correct official to whom the request should be addressed.

2. **The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.**

A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. **The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.**

The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.

4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW

¹¹ <http://emu.edu/titleix/>

¹² <mailto:dinator@emu.edu>

Washington DC 20202-5920

Directory Information

Eastern Mennonite University's current definition of directory information is listed below in accordance with the Family Educational Rights and Privacy Act of 1974 as Amended.

Directory Information may be unconditionally released to the public without the consent of the student, unless he/she has specifically asked that prior consent be obtained before releasing such information. Directory Information includes:

- a student's name
- enrollment status (full-time or part-time)
- date of birth
- programs of study
- participation in officially recognized activities and sports
- weight and height of members of athletic teams
- dates of attendance
- degrees, awards, and honors (including Dean's List and graduation honors) received
- the most recent previous educational institution attended by the student
- student level (first-year, sophomore, etc.)
- degree sought and anticipated graduation date
- photograph

Students will be notified each year by the University Registrar's Office as to what is considered Directory Information.

Relationship Violence and Sexual Misconduct Policy

Eastern Mennonite University (EMU) is committed to establishing and maintaining a community rich in equality and free from all forms of discrimination and harassment. As an institution rooted in the values of Christian discipleship, community, service, and peacebuilding; EMU commits itself to the highest standards of personal and professional conduct. Relationship violence and sexual misconduct are prohibited at EMU. Relationship violence and sexual misconduct are community issues and can only be prevented through active community participation.

As a Christian institution of higher education, EMU affirms that relationship violence and sexual misconduct is harmful to the individuals involved as well as to the campus community. Furthermore, instances of relationship violence and sexual misconduct are often experienced as trauma and can thus have lasting impacts even many years after the originating event/incident. EMU recognizes that healing from sexual violence is a process that often takes time, resources, and empathic support. Many individuals in the university community are survivors of multiple forms of trauma, including: historical trauma, repeated victimization, marginalization, discrimination, and other forms of violence. EMU seeks to ground this policy and procedures within this awareness and understanding.

The university will take prompt and equitable action to eliminate relationship violence and sexual misconduct, prevent its recurrence, and repair the harm that has been caused. When the conduct has a propensity to create a hostile, manipulative, or coercive environment on campus, the university obligates itself to respond in support of victims/survivors, the campus community, and others who have been impacted. EMU commits itself to proactively build a campus community that prioritizes health and safety. The university strives to achieve this by ensuring the safety of those who have been harmed, holding accountable those who have done harm, and addressing the root causes of relationship violence and sexual misconduct.

EMU commits itself to the prevention of relationship violence and sexual misconduct, and commits itself to response efforts that are focused in the following ways: through policies that reflect EMU values and meet federal and state

guidelines, a response procedure that is clear and supportive, ongoing sexual violence prevention and healthy relationship education, and establishing and maintaining a community that is survivor-supportive.

The purpose of the *Relationship Violence and Sexual Misconduct Policy* is to define relationship violence and sexual misconduct, describe the process for reporting violations of the policy, outline the procedure used to investigate and resolve alleged violations of the policy, and identify resources available to members of the EMU community who are involved in an incident of relationship violence and/or sexual misconduct.

Conduct Prohibited Under This Policy

The university prohibits the following conduct under this policy regardless of the sex, sexual orientation and/or gender identity/expression of the complainant or respondent:

Relationship Violence

Domestic Violence
 Dating Violence
 Intimate Partner Violence
 Stalking
 Retaliation

Sexual Misconduct and Sexual Violence

Sexual Harassment
 Gender-based harassment
 Sexual Assault
 Sexual Exploitation

The complete version of this policy and its procedures is available at emu.edu/titleix/relationship-violence-policy.¹³

Online Privacy Notice Policy and Website Governance

This privacy notice discloses the privacy practices for official websites of Eastern Mennonite University. Official EMU websites use the domain name ‘emu.edu’¹⁴ or its subdomains, are publicly available and are managed by university staff to support university business. This privacy notice applies solely to information collected by official websites. It will notify you of the following:

1. What personally identifiable information is collected from you through the website, how it is used and with whom it may be shared.
2. What choices are available to you regarding the use of your data.
3. The security procedures in place to protect the misuse of your information.
4. How you can correct any inaccuracies in the information.

¹³ <http://emu.edu/titleix/relationship-violence-policy>

¹⁴ <http://emu.edu>

Information Collection, Use, and Sharing

We do not automatically collect personally identifying information for visitors to official EMU websites unless you voluntarily provide it to us—for example by requesting information, registering for an event, applying for admission, or logging in using an EMU account. Should you decide not to provide personally identifiable information you may not be able to receive some of the services we offer online.

We do automatically collect information generated as a routine part of visiting official EMU websites. This information may include your computer's IP address, details about your web browser, and the date and time of your browsing session. We use this information and other information collected from our servers to monitor the performance of our systems, to respond to security threats, to analyze usage patterns and trends, and to improve our websites.

We also use "cookies" on official EMU websites. A cookie is a piece of data stored on a visitor's computer to help us improve your access to our site and identify repeat visitors to our site. Usage of a cookie is not linked to any personally identifiable information on our site, except during browsing sessions when you voluntarily provide such information to us.

We also use Google Analytics to collect and process data about your visit. We do not pass any personally identifiable information to Google and are prohibited from doing so by the Google Analytics terms of service. For more information about Google Analytics please see "How Google uses data when you use our partner's sites or apps" located at www.google.com/policies/privacy/partners/¹⁵.

We are the sole owners of the information collected on this site. We do not sell or rent this information to anyone. We will not share your information with any third party outside of our organization, other than as necessary to fulfill your request and as described above.

We use an outside credit card processing company to bill you for goods and services. This company does not retain, share, store or use personally identifiable information for any secondary purposes beyond filling your order.

Your Access to and Control Over Information

You may opt out of any future contacts from us at any time. You can do the following at any time by contacting us via the email address or phone number given on our website:

- See what data we have about you, if any.
- Change/correct any data we have about you.
- Have us delete any data we have about you.
- Express any concern you have about our use of your data.

Security

We take precautions to protect your information. When you submit sensitive information via the website, your information is protected both online and offline.

Wherever we collect sensitive information that information is encrypted and transmitted to us in a secure way. You can verify this by looking for a lock icon in the address bar and looking for "https" at the beginning of the address.

While we use encryption to protect sensitive information transmitted online, we also protect your information offline. Only employees who need the information to perform a specific job are granted access to personally identifiable

¹⁵ <http://www.google.com/policies/privacy/partners/>

information. We keep the computers and backup devices in which we store personally identifiable information in a secure environment.

Changes

We may make changes to this policy from time to time, prompted by changes in technology, law, or other factors. We reserve the right to make changes without notice.

Questions and concerns

If you have questions or concerns about this policy or about official EMU websites please contact us via telephone at 540 432 4357 or via email at helpdesk@emu.edu¹⁶.

Intellectual Property Policy

(excerpt from Intellectual Property Policy)

The purpose of this policy is to clarify issues related to the ownership, use, and sale of intellectual property created by university personnel. Eastern Mennonite University wishes to foster an intellectual environment that encourages creativity, innovation, and excellence while managing its resources for the benefit of all constituents. In this policy the university seeks to foster these goals and honor traditions in the academic setting while recognizing federal laws.

Intellectual property refers to any copyrightable or patentable work.

Policy with respect to students attempts to balance student and institutional needs. Intellectual property created by students is considered the property of the student. The university, however, reserves the right to use such material, with appropriate discretion and attribution, in promotion of the university. Intellectual property created by students and employees jointly is considered to be jointly owned by the creators. (The employee shall have decision-making powers in regard to permissions and sales of jointly created property.)

To view the complete Intellectual Property Policy, contact the provost office at: provost@emu.edu¹⁷

Student Complaint Policy

Eastern Mennonite University welcomes open communication from students regarding its policies and practices. Student feedback helps administrators determine effectiveness and clarify and improve processes and procedures. If a student has a complaint it should be communicated to the administrator responsible for the area of the complaint. Most complaints can be dealt with through informal communication between the parties.

When a student wishes to lodge a more formal written complaint in writing, the following student complaint form is submitted: <http://emu.edu/about/student-complaint-form/>

This form is directed to the executive assistant to the president, who determines the appropriate person to respond to the stated concerns. A formal written response will occur within five business days of notification of the concern. This response will be copied to the executive assistant to the president per the student complaint policy, detailed in the university handbook.

In the event that a student is not satisfied with the response to the complaint, the student may choose to follow up by utilizing the Grievance Procedure policy for resolution, available at the Student Life or Provost's offices. The university

¹⁶ <mailto:helpdesk@emu.edu>

¹⁷ <mailto:provost@emu.edu>

recognizes its obligation to ensure that students who make complaints do not suffer adverse treatment as a result of the complaint. In the event that a student alleges such treatment, the student shall be referred to the Grievance Procedure for resolution.

If an issue cannot be resolved by the university's internal processes, students may file a formal complaint with the State Council of Higher Education for Virginia (SCHEV) at <http://www.schev.edu/index/students-and-parents/resources/student-complaints/student-complaint-form>.

Approved by President's Cabinet May 21, 2003

Revised March 12, 2007

Revised February 11, 2009

Updated March 2015

Updated July 2018

Research Misconduct Policy

Consistent with the mission, vision and values of Eastern Mennonite University and with its Life Together statement, the university holds faculty and students to the highest standards in the conduct of research. While EMU aims to prevent any instances of researcher misconduct, the university takes seriously the need to investigate possible instances of misconduct. EMU is committed to a process of considering complaints made in good faith while protecting the positions and reputations of complainants and all those asked to participate in investigations.

Read the full [Research Misconduct Statement](https://resources.emu.edu/confluence/display/PP/Research+Misconduct+Statement)¹⁸

¹⁸ <https://resources.emu.edu/confluence/display/PP/Research+Misconduct+Statement>

Academic and Degree Information

The Baccalaureate Degree

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

Undergraduate Academic Programs

Majors

The baccalaureate degrees offered are the bachelor of arts or the bachelor of science in the following majors:

- Accounting*
- Art
- Bible, Religion, and Theology
- Biochemistry*
- Biology*
- Business Administration*
- Chemistry*
- Clinical Laboratory Science*
- Computer Science†
- Digital Media and Communication
- Economics
- Engineering*
- English
- Environmental Sustainability
 - Environmental Science*
 - Environmental and Social Sustainability
- Global Development
- Global Studies
- Health and Physical Education*
- History
- History and Social Science
- International Business
- Leadership and Organizational Management (degree completion program)*
- Liberal Arts
- Marketing*
- Mathematics*
- Music

Minors

In addition to majors, the following minors are offered:

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

- Nursing*
- Nursing (RN–BS degree completion program)*
- Organizational Leadership*
- Peacebuilding
- Peacebuilding and Development
- Photography
- Political Science
- Psychology*
- Recreation and Sport Management
- Social Work
- Sociology
- Spanish Language and Hispanic Studies
- Writing Studies

* Results in a bachelor of science degree.

† See departmental information for degree options.

Pre-Professional and Professional Programs

The following pre-professional and professional programs are available:

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

- Theater
- Writing Studies
- Youth Ministry

Associate Degrees

The associate in arts degree may be earned with a major in:

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

The associate in science degree may be earned with a major in:

- Health Science

Accelerated Programs

The following accelerated programs are available to students who qualify:

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

Application for Degree and Commencement Participation

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

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

Candidates for graduation are expected to be present for commencement.

Degrees will be conferred in absentia upon written request to the provost's office.

Requirements for Associate in Arts and Associate in Science Degrees

A minimum of 60 semester hours (SH) and a cumulative grade point average of 2.00 overall and within the major are required. Each student takes EMU Core courses as listed, a two-year major, and electives. A minor is optional. At least 30 SH must be completed through EMU, including at least nine semester hours in the major and six hours in any minor.

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

Each student satisfies EMU Core requirements as listed below.

Christian Faith

Anabaptist Biblical Perspectives - 3
Life Wellness - 2

Communication

Transitions - 1
College Writing - 3
University Research* - 1
Speech: Exploring Voice in Vocation - 2

Cross-Cultural Learning

Cross-Cultural Designate - 2-3
Foreign Language - 3

Critical Thinking

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

Total: minimum of 27 credits

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

Requirements for Baccalaureate Degrees

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

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

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

Residence Requirements

At least 30 SH (a minimum of 25% of the credits required for the degree) must be completed through EMU. This will include the final 30 SH leading to graduation unless a written exception is approved. At least nine semester hours in the major and six hours in any minor must be taken in residence.

EMU Core Curriculum Requirements

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

Convocation Graduation Requirement

Traditional undergraduate students are required to fulfill a convocation graduation requirement by logging a minimum of 80 convocation points. Points are accrued by attending convocations, break-out sessions, or alternative events identified in the convocation schedule. Although attendance at campus worship events is optional, it also provides a way to earn convocation points.

Students who transfer 16 or more credits earned prior to matriculation at EMU (including credit earned through high school/college dual enrollment) may be credited an amount of convocation points based on the number of credits transferred, anticipating that the student may not be enrolled at EMU for four years.

Questions about the convocation graduation requirement should be addressed to the Student Life division.

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 Students with a Previous Bachelor's Degree

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

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

- CORE 401 Senior Seminar OR NURS 439 Professionhood III (for students in the Accelerated Second Degree Nursing Program)

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, and 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.

Academic Policies

The academic calendar year consists of two 15-week semesters offered August/September through April/May and a May-August summer term. The semester hour (SH) is used to designate credit earned. A full-time load is defined as 12-18 SH per semester. To register for more than 18 SH, a student must obtain written approval from the university registrar. First-year-level courses are numbered 100-199; sophomore, 200-299; junior, 300-399; and senior, 400-499. Courses marked with an asterisk * are normally offered in alternate years. See the schedule of course offerings, available from the university registrar's office, for final information on courses to be offered each semester.

Student Classification

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

Classification is as follows:

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

Grading System and Quality Points

A Excellent.

A=4.0 quality points

A-=3.7 quality points

B Very good.

B+=3.3 quality points

B=3.0 quality points

B-=2.7 quality points

C Satisfactory.

C+=2.3 quality points

C=2.0 quality points

C-=1.7 quality points

D Unsatisfactory.

D+=1.3 quality points

D=1.0 quality point

F Failure. Zero quality points

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

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

An "I" grade not resolved by the dates identified will be changed to an "F" by the university registrar's office.

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

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

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

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

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

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

Grade Point Average (GPA)

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

Continuing Enrollment

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

Academic Probation

Students with a cumulative GPA below 2.0 at the end of the fall semester are considered to be on academic probation for the spring semester.

Academic Review

At the end of each semester, the university registrar and the assistant dean review the academic record of all students enrolled in six or more semester hours according to the satisfactory academic progress criteria as outlined in the Policy for Review and Readmission of Undergraduate Students. Students may be granted unconditional readmission, placed on academic warning, or denied readmission. Students who are placed on academic warning or denied readmission will receive written notification of their readmission status from the university registrar within 30 days of the end of the semester.

Appeal Process

Any student who is denied readmission may submit a written letter of appeal to the chair of the Academic Review Committee. The appeal letter should include any additional information not previously available, particularly information of an academic nature. The Academic Review Committee will review the appeal, considering extenuating circumstances and the student's non-academic record, and report its decision to the student within 30 days of receipt.

of the letter. Any student who chooses to go beyond the first appeal must direct a second appeal in writing to the appropriate dean within ten days of receiving the committee's decision on the first appeal.

"Appropriate dean" is defined as the dean of the school housing the student's major. When a student is listed as undeclared, pre-major or liberal arts major, the Academic Review Committee chair will assign a second appeal to a dean who doesn't have other potential appeals forthcoming.

Academic Honors

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

Baccalaureate degree candidates for graduation from the traditional undergraduate program who have earned a cumulative grade point average of 3.60 or above with no grade below C- at EMU are considered honor graduates. A student who receives a grade below C- in one course may retain eligibility for honors by repeating the course at EMU and earning a grade of C- or higher. The honor and corresponding grade point average are listed as follows:

cum laude: 3.60-3.79

magna cum laude: 3.80-3.89

summa cum laude: 3.90-4.00

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

Grade Reporting

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

Grade Appeal Process

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

Timeline: An appeal to any grade assigned between September 1 and December 31 must be initiated 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 initiated by October 15.

1. The student should confer with the instructor who gave the grade, stating the reason(s) the student 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.
2. 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.
3. A final appeal may be made to the respective 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 they appear on the transcript from the previous school. Transfer credits will not be included in the EMU GPA, except for instances in which the student's enrollment at the other institution was sponsored by EMU.

Credit through Testing

A maximum of 30 credits earned through testing may be applied toward a degree.

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

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

The registrar's office will grant credit earned through EMU-administered testing only for students pursuing a degree at EMU.

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

Credit by Examination

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

CLEP/DSST Examinations

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

Foreign Language Testing Option Students may satisfy the foreign language requirement of the EMU Core curriculum or earn foreign language credit by achieving the requisite score on the American Council on the Teaching of Foreign Language Oral Proficiency Interview. Credit will not be awarded for testing in English language. Contact the career services office for details.

Service-Learning Credit

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

Independent Study

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

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

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

Academic Advising

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

Registration

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

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

Students enrolled with an F-1 visa must maintain full-time enrollment and should see the international student advisor with any related questions.

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

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

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

Registration for Graduate Courses

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

Part-Time Enrollment

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

Auditing

Matriculated as well as non-matriculated students may audit lecture classes, provided they register and pay fees. Classes with a laboratory component (e.g. art, computer, physical activity, music performance, and lab science courses) may be audited only with written approval of the instructor. Regular attendance, preparation, and examination are not required, and the student receives no credit. The audited course appears on the student's transcript with an "AU" grade. If a student chooses to test out of a course previously audited, full tuition will be charged. Audit-to-credit changes must be made by the last day to add classes. Credit-to-audit changes must be made by the last day to drop a class without record.

Senior Citizen Participation

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

Leaving the University Between Semesters

Students who do not plan to return to the university after the end of a semester should notify the institution of their intention by completing a form available from the registrar's office. A student who is not enrolled at EMU for one semester or more must complete an application for readmission prior to re-enrollment.

Withdrawing from the University During a Semester

Undergraduate students who intend to withdraw from Eastern Mennonite University shall schedule a meeting with the director of retention (Campus Center, 321) who determines the official withdrawal date. It shall be no later than the date the student meets with the director of retention but may be earlier. The official withdrawal date is based on class

attendance dates and other extenuating circumstances. A student who withdraws during the semester must complete an application for readmission prior to re-enrollment.

Medical Leave

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

A decision to approve or not approve the medical leave request will be made by the director of retention in consultation with the Medical Leave Committee, including but not limited to the directors of health services and/or counseling services. Full details of the medical leave policy may be obtained in the Student Life office or from the director of retention.

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

Medically Excused Status

Students may request a medically excused status if they are medically unable to complete the final forty percent of a semester in one or more, but not all, of their courses. Students may or may not intend to return to the university at the beginning of the following semester. A request is initiated in the same manner as described for a medical leave. A student approved for medically excused status need not request permission to return to the university for the following semester unless conditions for returning were stipulated by the university at the time of departure.

Administrative Withdrawal

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

Any decision to withdraw a student will be referenced with the director of retention and the respective academic dean and made in consultation with the instructor of the course(s) involved. The withdrawal date will reflect the final date the student attended the course(s) according to instructor records. For all types of withdrawals or leaves, refunds (if applicable) will be finalized by the business office according to written protocols in consultation with the financial aid office after the withdrawal or leave form has been completed and submitted to the business office. Students are generally required to check out of the residence hall within 48 hours of completing the withdrawal process or may be required to leave sooner in the case of an administrative withdrawal. At the time of withdrawal or leave, their ID will be deactivated, and they will no longer have card access to residence or dining halls.

Leaving or Withdrawing while Subject to Disciplinary Processes

A student who leaves or withdraws from the university in the midst of a disciplinary process remains subject to disciplinary procedures and outcomes. Outcomes may be determined whether the student is present for a disciplinary hearing or is absent.

Academic Forgiveness Policy

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

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

Class Attendance

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

Student Academic Integrity Policy

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

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

At EMU, academic integrity means

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

Academic integrity includes

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

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

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

EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source (adapted from the Council of Writing Program Administrators, 2005, www.wpacouncil.org¹⁹).

Academic integrity violation for students may be evidenced as a:

Minimal Violation

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

1. using a minimal number of distinguishing words from a source.
2. rearranging the word order of a sentence.
3. producing a similar sentence or style from a source.
4. using an idea or argument from a source.
5. reproducing one's own work from a previous work.

(These items are adapted from "Westmont College Plagiarism Policy" (2002), www.westmont.edu²⁰.)

Substantial Violation

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

1. cheating on a quiz, test, or exam.
2. copying or attempting to copy someone else's work, including paraphrasing or quoting a professor's classroom lectures, handouts, and presentations without appropriate documentation.
3. falsifying results and credentials, withholding data, misrepresenting facts.
4. using someone else's work as one's own work.
5. using quotations with no documentation.
6. 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.

¹⁹ <http://www.wpacouncil.org>

²⁰ <http://www.westmont.edu>

7. 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.
8. frequently committing minimal violations within a single document or repeatedly over time.
9. Assisting another student to cheat or to copy one's own or someone else's work without appropriate documentation.
10. Using Google Translator or other software to translate work from one's native language to the language of instruction and submitting the work as one's own work.

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

Procedures (Graduate, Seminary, and Undergraduate)

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

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.

Procedures for Substantial Violations¹

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

The professor will:

- notify the student of the violation.
- determine whether the student is guilty of the violation.
- contact the respective chair or program director's office to check on previous student violations in order to determine first, second or third offense.
- 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.
- 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 present as witness. Students have the option to include a faculty or staff member, e.g. academic advisor, student life personnel, coach.)
- submit the Violation of Academic Integrity Record to the respective chair or program director. Copies are forwarded to the dean.

The dean will:

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

The student will either:

1. accept the decision or
2. submit an appeal to the respective dean in writing within five (5) working days following notification of the Academic Integrity Violation report. Reasons for the appeal must be clearly stated and based on one of the following:
 1. Significant and relevant new evidence,
 2. Alleged procedural error that may have affected the decision, or
 3. 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 violation 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.

Consequences for Undergraduate Students

- **First-time substantial violation:** If a student cheats on a quiz, test, blog, forum, other online assignments, or exam or plagiarizes material in an assignment, assignment receives an F or 0 grade at faculty discretion. For an extreme first time offense, a professor may give the student an F for the course (e.g. essay taken from Internet, test answers from another source). At the discretion of the professor, educational and restorative outcomes could include enrolling in an Academic Integrity workshop, provided by EMU's Writing Program Director, revising and re-submitting the assignment.
- **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.
- **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.
- Letters of Probation and Indefinite Suspension/Disciplinary Withdrawal will be sent by the dean of the school which houses the student's major.
- 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.
- 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.

Consequences for Graduate Students

- **Educative violation:** At the faculty member's discretion, this first-time violation may be used for the purpose of instruction when a student plagiarizes any type of assignment (quiz, test, blog, forum, other online assignments, or exam or plagiarizes material in an assignment). At the discretion of the professor, grade consequences may occur and educational and restorative outcomes could include enrolling in an Academic Integrity workshop, provided by EMU's Writing Program Director, revising and re-submitting the assignment.
- **First-time substantial violation:** If a student cheats on a quiz, test, blog, forum, other online assignments, or exam or plagiarizes material in an assignment, a professor may give the student an F for the course (e.g. essay taken from Internet, test answers from another source) and the student may receive a Letter of Probation. 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.

- **Second-time substantial violation:** If the student commits the violation for the second time, the student may receive a Letter of Indefinite Suspension/Disciplinary Withdrawal. (See *Student Handbook*, University Policies.)

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

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

Reviewed by Undergraduate Council, Graduate Council, and Faculty Senate

Approved by Academic Cabinet, March 25, 2009 and revised October 6, 2010

Revised by Academic Cabinet, February 26, 2013

Revised by Academic Cabinet, November 19, 2014

Revised by Provost's Council, December 16, 2015

Revised by Graduate Council, April 1, 2019 and Approved by Provost's Council, April 10, 2019

Responsible party

The provost is responsible for this policy.

Policy Review

This policy is to be reviewed annually.

¹ Adapted from American Association of Collegiate Registrars and Admissions Officers (2007) *Academic Dishonesty: Developing and Implementing Institutional Policy*

EMU Core

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

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

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

Creative arts and humanities invite our students to examine and make meaning of their complex world. An understanding of social and behavioral sciences allows our students to explore the world of human diversity. Knowledge of the natural sciences and mathematics encourages students to employ skills in investigation leading to effective action. In today's world, with rapid technological changes, cultural shifts, and an information explosion, college graduates need to know how to learn, unlearn, and relearn.

The kinds of work our graduates may be doing in the future cannot even be imagined today. As a faith-based university committed to following God as revealed through scripture and the way of Jesus, we offer study in the liberal arts informed by the Anabaptist Mennonite faith. It is through such an education that our future generations will be equipped to "do justice, love mercy, and walk humbly with God" as they serve and lead in a global context.

EMU Core Learning Outcomes

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

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

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

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

EMU Core Outline

This outline applies to traditional undergraduates seeking baccalaureate degrees. See EMU Core requirements for associate's degrees in academic and degree information. See program-specific EMU Core requirements for leadership and organizational management, RN to BS, and accelerated second degree nursing programs within the program descriptions.

Christian faith

- Anabaptist Biblical Perspectives (1 course) - 3
- Christian Identity and Witness (1 course) - 3
- CORE 201 Life Wellness - 2 [Details\(see page 38\)](#)

Communication

- CORE 101 Transitions - 1 [Details\(see page 38\)](#)
- College Writing - 3
- CORE 120 University Research* - 1 [Details\(see page 38\)](#)
- WRIT 150 Speech: Exploring Voice in Vocation - 2 [Details\(see page 38\)](#)
- Writing Intensive Designates (2 courses)

Cross-Cultural learning

- Cross-Cultural Social Science - 3
- Foreign Language - 3
- Cross-Cultural Designate (may be foreign language) - 2-3
- Community Learning Designate (1 course) - 2-3

Critical thinking

- Creative Arts (1 course) - 1-4
- History (1 course) - 2-3
- Literature (1 course) - 2-4
- Mathematics (1 course) - 2-4
- Natural Sciences (1 course) - 2-4
- Senior Seminar (1 course) - 2
- Social and Behavioral Sciences (1 course) - 2-3

Total: Minimum of 35 credits, plus writing intensive and community learning designated courses

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

A course may be applied to only one EMU Core requirement, with the following exception: a course which meets an EMU Core requirement may also count as a writing intensive or community learning designate. Codes used to indicate EMU Core designate courses in the schedule of undergraduate course offerings are listed with the designate descriptions below.

Christian Faith

Students choose one Anabaptist Biblical Perspectives course and one Christian Identity and Witness course offered by the department of Bible, religion, and theology, as well as "Life Wellness" which focuses on stewardship of the body. All graduates are expected to recognize expressions of Christian approaches and Anabaptist traditions in contemporary life. Refer to the department of Bible, religion, and theology section for complete course descriptions.

Anabaptist Biblical Perspectives (ABP)

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

- ABP 101 Covenant and Community: An Introduction to the Bible - 3 [Details\(see page 38\)](#)
- ABP 201 Ethics in the Way of Jesus - 3 [Details\(see page 38\)](#)
- *BIST 212 And the Word Became Book: History of the Bible - 3 [Details\(see page 38\)](#)

- *BIST 223 Four Portraits of Jesus: Reading the Gospels - 3 [Details\(see page 38\)](#)
- *BIST 323 Life and Letters of the Apostle Paul - 3 [Details\(see page 38\)](#)
- *BIST 341 Old Testament Studies - 3 [Details\(see page 38\)](#)
- THEO 323 Biblical Theology of Peace and Justice - 3 [Details\(see page 38\)](#)

Christian Identity and Witness (CW)

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

- CHST 212 Introduction to Youth Ministry - 3 [Details\(see page 38\)](#)
- CHST 223 Spiritual Formation: Sacred Pauses - 3 [Details\(see page 38\)](#)
- *CHST 234 Mission in a Changing World - 3 [Details\(see page 38\)](#)
- CHST 312 Missiology - 3 [Details\(see page 38\)](#)
- *CHST/HIST 365 Mennonite History and Thought - 3 [Details\(see page 38\)](#)
- *CHST 372 Church Leadership for Transformation - 3 [Details\(see page 38\)](#)
- CHST 435 Martyrs, Merchants, and Mendicants: 1500 Years of the Christian Movement - 3 [Details\(see page 38\)](#)
- *HIST/CHST 365 Mennonite History and Thought - 3 [Details\(see page 38\)](#)
- PHIL 201 Introduction to Philosophy -3 [Details\(see page 38\)](#)
- *PHIL 212 Ways of Knowing - 3 [Details\(see page 38\)](#)
- *PHIL 334 Moral Philosophy - 3 [Details\(see page 38\)](#)
- *PHIL 412 Philosophy of Religion - 3 [Details\(see page 38\)](#)
- *REL 201 Introduction to Religious Studies - 3 [Details\(see page 38\)](#)
- *REL 310-315 Topics in Religion - 3 [Details\(see page 38\)](#)
- *REL 323 Contemporary Culture - 3
- *REL 423 Judaism, Christianity, Islam: Comparative Monotheisms - 3 [Details\(see page 38\)](#)
- THEO 201 Introduction to Theology - 3 [Details\(see page 38\)](#)
- *THEO 312 Topics in Christian Theology - 3 [Details\(see page 38\)](#)
- *THEO 412 Liberation Theologies - 3 [Details\(see page 38\)](#)

Life Wellness

- CORE 201 Life Wellness- 2 [Details\(see page 38\)](#)

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. This course is not available for first-year students and is ideally taken in the second year at EMU. (Education students seeking PreK-3, PreK-6, SPED, or Health and Physical Education [PreK-12] licensure, substitute HE 202 Health and Safety for CORE 201 Life Wellness.)

Communication

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

College Writing

This first-year course develops academic reading, thinking, and writing skills in various discourse communities. Refer to the department of language and literature section for complete course descriptions. The following are guidelines to follow for writing placement. Decisions are made on an individual basis.

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

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

- Students with a grade below B in their dual enrollment writing course (or in the second semester of a two-part writing sequence) will be placed in WRIT 120 or 130 based on their ACT/SAT English scores and grades in junior and senior year high school English courses.
- The director of the writing program may, upon review of a student's overall record, recommend that a student with a grade of B or better in dual enrollment writing enroll in a first-year writing course at EMU.
- The director of the writing program may request a writing sample from a student in the process of deciding which EMU writing course/s to recommend.
- Students who have satisfied the writing course requirement through dual enrollment will enroll in CORE 120 University Research.

If a student takes WRIT 110, 120, or 130 two times and does not pass, the director of the writing program, in consultation with the academic deans, will provide a recommendation regarding next steps for the student to gain readiness for our writing courses.

WRIT 130 College Writing - 3

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

WRIT 140 Advanced College Writing - 3

This course is for first-year students with an SAT evidence-based reading and writing score over 670 or an ACT English score over 26 and for students who receive a score of 4 on the Advanced Placement (AP) language and composition exam.

WRIT 120 Introductory College Writing - 3

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

CORE 101 Transitions - 1

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

CORE 120 University Research - 1

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

Writing Intensive Designates (WI)

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

- ACTG 422 Intermediate Accounting III - 3 [Details\(see page 38\)](#)
- *BIOCH 398 Advanced Cell Biology - 3 [Details\(see page 38\)](#)
- BIOL 235 Ecology: Adaptation and Environment - 4 [Details\(see page 38\)](#)
- BIOL 485 Faith, Science, and Ethics - 2 [Details\(see page 38\)](#)
- *BIST 323 Life and Letters of the Apostle Paul - 3 [Details\(see page 38\)](#)
- BUAD 331 Organizational Behavior - 3 [Details\(see page 38\)](#)
- CCSSC 386 A Multicultural History of Washington D.C. (WCSC) - 3 [Details\(see page 38\)](#)
- CCSSC 387 The Urban Landscape: Race, Space, and Inequality (WCSC) - 3 [Details\(see page 38\)](#)
- CHST/HIST 435 Martyrs, Merchants, and Mendicants: 1500 Years of the Christian Movement - 3 [Details\(see page 38\)](#)
- CMUS 250 Music History I - 3 [Details\(see page 38\)](#)
- CMUS 260 Music History II - 3 [Details\(see page 38\)](#)
- *CS 365 System Administration - 2 [Details\(see page 38\)](#)
- *CS 445 Analysis of Algorithms - 2 [Details\(see page 38\)](#)
- *ECON 311 Contemporary Economic Issues - 3 [Details\(see page 38\)](#)
- *ECON 331 History of Economic Thought- 3 [Details\(see page 38\)](#)
- *ECON 401 Development Economics - 3 [Details\(see page 38\)](#)
- ED 235 Curriculum and Organization in Early Education - 4 [Details\(see page 38\)](#)
- ED 401 Examining Foundations of Education - 2 [Details\(see page 38\)](#)
- ENGR 325 Engineering Ethics - 2 [Details\(see page 38\)](#)
- ENGR 491 Senior Capstone Project - 2 [Details\(see page 38\)](#)
- ENVS 430 Environmental Sustainability Capstone - 2 [Details\(see page 38\)](#)
- *HIST 411 The History of Recent America, 1941-Present - 3 [Details\(see page 38\)](#)
- HIST/CHST 435 Martyrs, Merchants, and Mendicants: 1500 Years of the Christian Movement - 3 [Details\(see page 38\)](#)
- HUM 200 Foundations of Humanities - 2 [Details\(see page 38\)](#)
- HUM 490 Seminar in Humanities - 4 [Details\(see page 38\)](#)
- MKTG 410 Strategic Marketing Management - 3 [Details\(see page 38\)](#)
- *MATH 364 Geometry - 2 [Details\(see page 38\)](#)
- NURS 310 Conceptual Framework of Nursing - 2 [Details\(see page 38\)](#)
- NURS 311 Conceptual Framework Bridge Course - 3 [Details\(see page 38\)](#)
- NURS 440 Transition to Practice - 3 [Details\(see page 38\)](#)
- *PE 415 Exercise Physiology of Sport - 3 [Details\(see page 38\)](#)
- *PPX 371 Peace & Security in East Asia - 3 [Details\(see page 38\)](#)
- PPX 401 Human Rights & Dignity - 4 [Details\(see page 38\)](#)
- *PPX 421 Genocide in the 20th Century - 4 [Details\(see page 38\)](#)
- *PPX 431 Political Reconciliation - 4 [Details\(see page 38\)](#)
- PSYC 341 Cognitive Psychology - 3 [Details\(see page 38\)](#)
- PSYC 472 Research in Psychology - 2 [Details\(see page 38\)](#)
- PXD/SOC 225 Theories of Social Change - 3 [Details\(see page 38\)](#)
- PXD 365 Social and Political Economy - 3 [Details\(see page 38\)](#)
- *RSM 309 Recreation and Sport Program and Event Planning - 3 [Details\(see page 38\)](#)
- SOC/PXD 225 Theories of Social Change - 3 [Details\(see page 38\)](#)
- SOC 392 Junior Seminar in Social Research - 3 [Details\(see page 38\)](#)
- SOWK 330 Social Policy Analysis - 3 [Details\(see page 38\)](#)
- SOWK 400 Social Work Practice II - 3 [Details\(see page 38\)](#)

- SPAN 320 Constructing Identities - 3 [Details\(see page 38\)](#)
- SPAN 325 The Latino Experience - 3 [Details\(see page 38\)](#)
- THR 360 Playwriting - 2 [Details\(see page 38\)](#)
- *THR 361 Screenwriting - 2 [Details\(see page 38\)](#)
- VACA 283 Art History: Western - 4 [Details\(see page 38\)](#)
- WRIT 200 Introduction to Creative Writing -3 [Details\(see page 38\)](#)
- WRIT 210 News and Feature Writing - 3 [Details\(see page 38\)](#)
- *WRIT 351 Fiction Writing Workshop - 3 [Details\(see page 38\)](#)
- *WRIT 352 Creative Nonfiction Workshop - 3 [Details\(see page 38\)](#)
- *WRIT 380 Expository Writing - 1 [Details\(see page 38\)](#)
- *WRIT 381 Argumentative Writing - 1 [Details\(see page 38\)](#)
- *WRIT 383 Professional Writing - 1 [Details\(see page 38\)](#)

Speech: Exploring Voice in Vocation

WRIT 150 Speech: Exploring Voice in Vocation - 2

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

Cross-Cultural Learning

Students complete at least 8-9 SH of cross-cultural designate courses including an experiential component (usually CCSSC 201), at least one foreign language, and an additional cross-cultural designate course which may also be a foreign language course. In addition to these cross-cultural designate hours, students also complete a community learning designate course.

Cross-Cultural Experiential Component

- **CCSSC 201 Cross-Cultural Social Science - 3**

This course provides the foundation for intercultural learning and is offered in conjunction with the off-campus programs including semester programs (Option 1), summer 3 or 6 week programs (Option 2) or WCSC semester or summer programs (Option 3).

Qualifying students may also satisfy the experience requirement by completing:

- **CCSSC 202 Cross-Cultural Integration - 1**

International students, multicultural students and students with previous qualifying cross-cultural experiences reflect on their learning to fulfill the experiential component of the cross-cultural requirements. Permission must be granted by the cross-cultural director to take this course once the 7-8 SH of cross-cultural designates (including foreign language) are complete. Students who transfer at least 58 credits taken prior to matriculation at EMU are eligible to complete the experiential requirement through:

- **CCSSC 211: Cross-Cultural Community Immersion - 3**

This course is offered on campus during the semester and includes a significant experience (at least 40 hours) in the home of a local family from a different language and culture than that of the student. Requirements also include at least 20 hours in partnership with an Intensive English Program student.

For additional information on any cross-cultural offerings, students are encouraged to contact the cross-cultural programs office.

Option 1: Semester Cross- Cultural Program

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

Semester cross-cultural programs scheduled for 2020-21 include:

Spring 2021

Guatemala & Peru. Leaders Kristopher and Kathryn Schmidt

1. CCSSC 201 Cross-Cultural Social Science: *Guatemala & Peru* - 3 [Details\(see page 38\)](#)
2. CCSOC 304 Global Health and Education in Peru - 3
3. CCHIS 314 Religion, History and Culture of Peru - 3

Spanish Language: (two of the following courses, placement based on previous knowledge) - 6

- CCSPA 110 Elementary Spanish I
- CCSPA 120 Elementary Spanish II
- CCSPA 210 Intermediate Spanish I
- CCSPA 220 Intermediate Spanish II
- CCSPA 312 Adv. Conversational Spanish I [Details\(see page 38\)](#)
- CCSA 322 Adv. Conversational Spanish II

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

Summer seminars provide exposure to cross-cultural contexts for 3-6 weeks. A three-week experience comprises the core experiential course. Six-week seminars include a second 3 SH course. The student elects complementary courses (see the following list of cross-cultural designates) to complete the required three cross-cultural courses. Cross-cultural seminars scheduled for summer 2021 include:

Indonesia. Leaders Carmen and Luke Schrock-Hurst

- CCSSC 201 Cross-Cultural Social Science: *Indonesian Peace, Development and Urbanization* - 3
- CHST 317 Christian Development and Growth in a Muslim Nation (CIW) - 3

Middle East. Leaders Tim Seidel and Chris Hoover Seidel

- CCSSC 201 Cross-Cultural Social Science: *Middle East* - 3
- CCLNG 110 Arabic Language - 3

Navajo Nation. Leaders Jim and Kathy Yoder

- CCSSC 201 Cross-Cultural Social Science: *Navajo Nation* - 3

Puerto Rico. Leaders Jenni Holsinger and Adam Yoder

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

Option 3: Washington Community Scholars' Center (WCSC)

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

Cross-Cultural Designates (CC)

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

- BIOL 161 Food and Population - 3 (*Offered through EMU Lancaster*) [Details\(see page 38\)](#)
- *BUAD 441/ECON 411 International Business and Economics - 3 [Details\(see page 38\)](#)
- *CMUS 201 Topics: World Music - 2 [Details\(see page 38\)](#)
- *ECON 401 Development Economics - 3 [Details\(see page 38\)](#)
- *ECON 411/BUAD 441 International Economics - 3 [Details\(see page 38\)](#)
- ENGL 201 Global Literatures I: Beginnings - 2 [Details\(see page 38\)](#)
- ENGL 202 Global Literatures II: 1300-1650 - 2 [Details\(see page 38\)](#)
- ENGL 203 Global Literatures III: 1650-1800 - 2 [Details\(see page 38\)](#)
- ENGL 204 Global Literatures IV: 1800-Present - 2 [Details\(see page 38\)](#)
- GEOG 231 Cultural Geography - 3 [Details\(see page 38\)](#)
- GS 101 Introduction to Global Studies - 2 [Details\(see page 38\)](#)
- HIST 121 Global Past I: Civilization (to 1400) - 2 [Details\(see page 38\)](#)
- HIST 122 Global Past II: Modernization (post-1400) - 2 [Details\(see page 38\)](#)
- HIST 123 Global Past III: Comparative Themes - 2 [Details\(see page 38\)](#)
- HIST 182 The Global Past II: 1500 to the Present - 3 (*Offered through EMU Lancaster*) [Details\(see page 38\)](#)
- *HIST 251 History of Africa - 3 [Details\(see page 38\)](#)
- *HIST 352 History of Women: Global Perspectives - 3 [Details\(see page 38\)](#)
- *HIST 432 History of the Middle East - 3 [Details\(see page 38\)](#)
- LANG 110 Elementary Arabic I - 3 [Details\(see page 38\)](#)
- LANG 115 Elementary Swahili - 3
- LANG 120 Elementary Hindi I - 3
- LANG 125 Elementary Pennsylvania Dutch - 3
- LANG 140 Elementary Mandarin Chinese I - 3
- LANG 170 Elementary German I - 3
- LING 250 Introduction to Linguistics - 3 [Details\(see page 38\)](#)
- LIT 230 Global Literatures III: 1800 to the Present - 3 (*Offered through EMU Lancaster*) [Details\(see page 38\)](#)
- POL 113 International Relations - 2 [Details\(see page 38\)](#)
- *PPX 371 Peace and Security in East Asia - 3 [Details\(see page 38\)](#)
- PXD 375 Globalization and Justice - 3 [Details\(see page 38\)](#)
- REL 223 World Religions - 3 [Details\(see page 38\)](#)
- SOC 334 Cultural Anthropology - 3 [Details\(see page 38\)](#)
- SOWK 360 Race and Gender - 3 [Details\(see page 38\)](#)
- SPAN 110 Elementary Spanish I - 3 [Details\(see page 38\)](#)
- SPAN 120 Elementary Spanish II - 3 [Details\(see page 38\)](#)
- SPAN 210 Intermediate Spanish I - 3 [Details\(see page 38\)](#)
- SPAN 220 Intermediate Spanish II - 3 [Details\(see page 38\)](#)
- SPAN 231-232 Intermediate Spanish I and II for Healthcare Professionals - 6 [Details\(see page 38\)](#)
- All 300- and 400-level SPAN courses may also serve as cross-cultural designates.

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

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

Foreign Language

Students complete at least one 3 SH course in a foreign language. Additional foreign language courses may serve as cross-cultural designates. Course offerings are linked with cross-cultural programs at EMU, and a variety of languages are offered each year. Students place into 100-, 200-, or 300-level Spanish courses based on years' experience with the language, test scores, and a placement assessment conducted the first day of class.

Note that heritage or native speakers or students that have lived in a Spanish speaking country, scored a 4 or a 5 on the AP Spanish Exam, a 5, 6, or 7 on the higher-level IB Spanish Exam (A1 or A2), or a 7 on the IB Exam (Spanish B), must enroll in a 300-level course. Please see Spanish faculty for more information on placement into Spanish courses. Testing is available through EMU Career Services for students who wish to receive credit for languages in which they are fluent. See the academic and degree information section for details about obtaining language credit through testing.

Community Learning Designates (CL)

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

- ACTG 481 Accounting Internship - 1-3 [Details\(see page 38\)](#)
- BIOL 219 Life Science Practicum - 1 [Details\(see page 38\)](#)
- *BIST 223 Four Portraits of Jesus: Reading the Gospels - 3 [Details\(see page 38\)](#)
- BUAD 461 Strategic Leadership in Organizations - 3 [Details\(see page 38\)](#)
- BUAD 481 Business Internship - 1-3 [Details\(see page 38\)](#)
- *CHEM 285 Environmental Chemistry - 4 [Details\(see page 38\)](#)
- CHST 312 Missiology - 3 [Details\(see page 38\)](#)
- *CHST/HIST 365 Mennonite History and Thought - 3 [Details\(see page 38\)](#)
- CHST 451 Church Work Practicum - 3 [Details\(see page 38\)](#)
- CHST 473 Youth Ministry Practicum - 3 [Details\(see page 38\)](#)
- CMUS 490 Music Internship 1-2 [Details\(see page 38\)](#)
- CS 488 Computer Science Internship - 1-3 [Details\(see page 38\)](#)
- ECON 481 Economics Internship - 1-3 [Details\(see page 38\)](#)
- ED 101 Exploring Teaching - 2 [Details\(see page 38\)](#)
- ED 252 Learning and Classroom Environments PFE (6-12) - 1 [Details\(see page 38\)](#)
- ED 342 Reading/Diagnostic Reading - 2 [Details\(see page 38\)](#)
- *ENGL 324 Comedy and Tragedy: Page and Stage - 3 [Details\(see page 38\)](#)
- *ENGL 344 Ways of War and Peace - 3 [Details\(see page 38\)](#)
- *ENGL 348 American Manhood - 3 [Details\(see page 38\)](#)
- ENGL 470 English Internship - 1-3 [Details\(see page 38\)](#)
- ENVS 429 Environmental Sustainability Internship - 3 [Details\(see page 38\)](#)
- FIN 481 Finance Internship - 1-3 [Details\(see page 38\)](#)
- HAL 410 Disaster Response Internship - 3 [Details\(see page 38\)](#)
- *HIST 222 African-American History - 3 [Details\(see page 38\)](#)
- *HIST/CHST 365 Mennonite History and Thought - 3 [Details\(see page 38\)](#)
- HIST 441 History Internship - 1-3 [Details\(see page 38\)](#)
- HONRS 431 Honors Teaching and Leadership - 0-2 [Details\(see page 38\)](#)
- LARTS 256 Commuter Cycling - 1 [Details\(see page 38\)](#)

- LARTS 391 Peer Tutoring Practicum II - 1-3 [Details\(see page 38\)](#)
- LEAD 281 Leadership Practicum - 1 [Details\(see page 38\)](#)
- LEAD 481 Leadership Internship - 1-3 [Details\(see page 38\)](#)
- LING 470 Linguistics Internship 1-3 [Details\(see page 38\)](#)
- MKTG 481 Marketing Internship - 1-3 [Details\(see page 38\)](#)
- *MUED 341 Elementary School Music - 3 [Details\(see page 38\)](#)
- *MUED 342 Secondary School Music - 3 [Details\(see page 38\)](#)
- *MUED 412 Vocal Pedagogy - 2 [Details\(see page 38\)](#)
- *MUED 413 Piano Pedagogy - 2 [Details\(see page 38\)](#)
- MUES 333 Chamber Ensemble - 1 [Details\(see page 38\)](#)
- NURS 319 Family Respite Caregiving: Interprofessional Perspectives - 1
- NURS 426 Nursing and the Family in the Community - 3 [Details\(see page 38\)](#)
- NURS 432 Community Health - 3 [Details\(see page 38\)](#)
- PE 210 Sophomore Practicum: KES - 1 [Details\(see page 38\)](#)
- PE 301 Adapted Physical Education - 3 [Details\(see page 38\)](#)
- PE 410 Senior Internship - 4
- *POL 250 Law, Justice and the Local Context - 3 [Details\(see page 38\)](#)
- PSYC 203 Developmental Case Study - 1 [Details\(see page 38\)](#)
- PSYC 482, 483 Psychology Internship I and II (must enroll in 2 semesters) - 4 [Details\(see page 38\)](#)
- PXD 431 Peacebuilding and Development Practicum - 1-3 [Details\(see page 38\)](#)
- RSM 211 Sophomore Recreation Practicum - 1 [Details\(see page 38\)](#)
- RSM 411 Senior Internship - 4 [Details\(see page 38\)](#)
- SOC 409 Field Experience in Sociology - 3 [Details\(see page 38\)](#)
- SOWK 101 Exploring Social Work - 3 [Details\(see page 38\)](#)
- SOWK 430 Senior Practicum in Social Work - 12 [Details\(see page 38\)](#)
- SPAN 330 Immigration Issues - 3 [Details\(see page 38\)](#)
- SPAN 360 Spanish for Health Care - 3 [Details\(see page 38\)](#)
- SPAN 470 Internship - 1-3 [Details\(see page 38\)](#)
- VACA 262 Video Production - 4 [Details\(see page 38\)](#)
- VACA 354 Conservation Photography - 4 [Details\(see page 38\)](#)
- VACA 367 Hybrid Storytelling - 4 [Details\(see page 38\)](#)
- *VACA 397 Elementary School Art Methods - 3 [Details\(see page 38\)](#)
- *VACA 398 Secondary School Art Methods - 3 [Details\(see page 38\)](#)
- *VACA 465 Visual Storytelling: Non-Fiction - 4 [Details\(see page 38\)](#)
- VACA 491 Internship - 1-6 [Details\(see page 38\)](#)
- WCSC 285 Internship Theory and Practice (WCSC) - 1 [Details\(see page 38\)](#)
- WCSC 325 Career and Vocation (WCSC) - 2 [Details\(see page 38\)](#)
- WRIT 470 Writing Internship - 1-3 [Details\(see page 38\)](#)

Community Learning requirements are also fulfilled by the clinical lab science practicum.

Critical Thinking

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

Creative Arts (CA)

Students practice creative process through experiential engagement with the arts.

- ART 141 Drawing - 3 (*Offered through EMU Lancaster*) [Details\(see page 38\)](#)
- *CHMUS 211 Music for the Congregation - 3 [Details\(see page 38\)](#)
- CMUS 114 Appreciating Music Making - 3 (*Offered through EMU Lancaster*) [Details\(see page 38\)](#)
- CMUS 116 Appreciating Music Making - 2 [Details\(see page 38\)](#)
- *CMUS 201 Topics: World Music - 2 [Details\(see page 38\)](#)
- *CMUS 202 Topics: Folk Rock to Hip Hop: An Introduction to American Popular Music - 2 [Details\(see page 38\)](#)
- *CMUS 203 Topics: Listening to Film - 2 [Details\(see page 38\)](#)
- *CMUS 204 Topics: Introduction to Music Technology - 2 [Details\(see page 38\)](#)
- MUED 131 Class Piano I - 1 [Details\(see page 38\)](#)
- MUED 132 Class Piano II - 1 [Details\(see page 38\)](#)
- *MUED 341 Elementary School Music - 2-3 [Details\(see page 38\)](#)
- *MUED 342 Secondary School Music - 3 [Details\(see page 38\)](#)
- MUES 310 The University Choir - 1 [Details\(see page 38\)](#)
- MUES 321 Chamber Singers - 1 [Details\(see page 38\)](#)
- MUES 331 Chamber Orchestra - 1 [Details\(see page 38\)](#)
- MUES 332 Wind Ensemble - 1 [Details\(see page 38\)](#)
- MUES 333 Chamber Ensemble - 1 [Details\(see page 38\)](#)
- MUES 341 EMU Jazz - 1 [Details\(see page 38\)](#)
- MUPS 2xx, 3xx Performance Studies - 1-2
- PEM 145 Rhythmic Activities - 1 [Details\(see page 38\)](#)
- THR 100 Acting for the Stage and Screen - 2 [Details\(see page 38\)](#)
- THR 210 Technical Theater - 2 [Details\(see page 38\)](#)
- THR 230 Topics in Theater - 2 [Details\(see page 38\)](#)
- THR 300 Directing for the Theater - 2 [Details\(see page 38\)](#)
- THR 360 Playwriting - 2 [Details\(see page 38\)](#)
- *THR 361 Screenwriting - 2 [Details\(see page 38\)](#)
- VACA 112 Digital Photography - 3 [Details\(see page 38\)](#)
- VACA 121 Drawing - 4 [Details\(see page 38\)](#)
- VACA 131 Three-Dimensional Design - 4 [Details\(see page 38\)](#)
- VACA 141 Foundations of Design - 4 [Details\(see page 38\)](#)
- VACA 151 Photography 1 - 2 [Details\(see page 38\)](#)
- VACA 221 Watercolor – 3 (*Summer course*) [Details\(see page 38\)](#)
- VACA 222 Painting - 4 [Details\(see page 38\)](#)
- VACA 232 Ceramics - 4 [Details\(see page 38\)](#)
- VACA 323 Printmaking/Watercolor - 4 [Details\(see page 38\)](#)
- VACA 397 Elementary School Art Methods - 2-3 [Details\(see page 38\)](#)
- WRIT 200 Introduction to Creative Writing - 3 [Details\(see page 38\)](#)
- *WRIT 351 Fiction Writing Workshop - 3 [Details\(see page 38\)](#)
- *WRIT 352 Creative Nonfiction Workshop - 3 [Details\(see page 38\)](#)
- *WRIT 370 Poetry Writing - 3 [Details\(see page 38\)](#)

History (HI)

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

- *ECON 331 History of Economic Thought - 3 [Details\(see page 38\)](#)
- HIST 101 U.S. History I - 2 [Details\(see page 38\)](#)
- HIST 102 U.S. History II - 2 [Details\(see page 38\)](#)
- HIST 103 U.S. History III - 2 [Details\(see page 38\)](#)
- HIST 121 Global Past I - 2 [Details\(see page 38\)](#)
- HIST 122 Global Past II - 2 [Details\(see page 38\)](#)
- HIST 123 Global Past III - 2 [Details\(see page 38\)](#)
- HIST 182 Global Past II: 1500 to the Present - 3 (*Offered through EMU Lancaster*) [Details\(see page 38\)](#)
- *HIST 231 Medieval Europe - 3 [Details\(see page 38\)](#)
- *HIST 352 History of Women: Global Perspectives - 3 [Details\(see page 38\)](#)
- HIST 385 Monuments to Murals: Exploring Social Issues Through DC's Public Art (WCSC) - 3 [Details\(see page 38\)](#)
- *SPAN 303 Dictatorships and Social Movements - 3 [Details\(see page 38\)](#)
- *SPAN 425 Indigenous People and Conquest - 3 [Details\(see page 38\)](#)
- *THR 200 Survey of World Theater History - 2 [Details\(see page 38\)](#)

Literature (LI)

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

- ENGL 201 Global Literatures I - 2 [Details\(see page 38\)](#)
- ENGL 202 Global Literatures II - 2 [Details\(see page 38\)](#)
- ENGL 203 Global Literatures III - 2 [Details\(see page 38\)](#)
- ENGL 204 Global Literatures IV - 2 [Details\(see page 38\)](#)
- ENGL 210 Introduction to the Novel - 2 [Details\(see page 38\)](#)
- ENGL 250 Introduction to Poetry - 2 [Details\(see page 38\)](#)

All 300-level ENGL courses also fulfill the Core literature requirement. (See the language and literature section for a complete listing)

- LIT 230 Global Literatures III: 1800 to the Present - 3 (*Offered through EMU Lancaster*) [Details\(see page 38\)](#)
- *SPAN 301 The Art of Storytelling - 3 [Details\(see page 38\)](#)
- *SPAN 420 Narratives of Trauma and Resilience - 3 [Details\(see page 38\)](#)
- *SPAN 430 Marginalized Voices - 3 [Details\(see page 38\)](#)
- *THR 200 Survey of World Theater History - 2 [Details\(see page 38\)](#)

Mathematics

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

Students may meet the mathematics requirement in the following ways.

- Receiving credit for any EMU course with a MATH or STAT prefix that are listed in the mathematical sciences section.
- Receiving credit through the Advanced Placement exams in either statistics or calculus.

Natural Sciences (NS)

Natural sciences coursework emphasizes scientific inquiry as a method for learning about life. (*Please note that students entering EMU prior to fall 2018 will need at least 3 SH to fulfill NS requirements unless they elect to pursue the revised Core requirements.*)

- BIOL 105 Science in Society: Controversy and Certainty - 2 [Details\(see page 38\)](#)
- BIOL 145 Nutrition Fundamentals - 2 [Details\(see page 38\)](#)
- BIOL 155 Biological Explorations - 3 [Details\(see page 38\)](#)
- BIOL 161 Food and Population - 3 (*Offered through EMU Lancaster*) [Details\(see page 38\)](#)
- BIOL 173 Concepts in Biology - 4 [Details\(see page 38\)](#)
- *BIOL/PSYC 451 Neuropsychology - 3 [Details\(see page 38\)](#)
- CHEM 105 Chemistry for the Life Sciences - 2 [Details\(see page 38\)](#)
- CHEM 155 Matter and Energy - 3 [Details\(see page 38\)](#)
- CHEM 223 General Chemistry I - 4 [Details\(see page 38\)](#)
- ENVS 135 Earth Science - 2 [Details\(see page 38\)](#)
- ENVS 145 Environmental Science - 2 [Details\(see page 38\)](#)
- *ENVS 235 Sustainable Food Systems - 2 [Details\(see page 38\)](#)
- PHYS 252/253 University Physics I/Lab - 3, 1 [Details\(see page 38\)](#)
- *PSYC/BIOL 451 Neuropsychology - 3 [Details\(see page 38\)](#)

Social and Behavioral Sciences (SB)

Social and behavioral sciences coursework develops problem-solving strategies by inviting students to analyze and respond to real world situations. *(Please note that students entering EMU prior to fall 2018 will need at least 3 SH to fulfill SB requirements unless they elect to pursue the revised Core requirements.)*

- BUAD 111 Exploring Business - 3 [Details\(see page 38\)](#)
- BUAD 221 Principles of Management - 3 [Details\(see page 38\)](#)
- ECON 201 Survey of Economics - 3 [Details\(see page 38\)](#)
- ECON 211 Principles of Microeconomics - 3 [Details\(see page 38\)](#)
- ECON 212 Principles of Macroeconomics - 3 [Details\(see page 38\)](#)
- LEAD 300 Leadership Theory and Practice - 3 [Details\(see page 38\)](#)
- POL 111 Comparative Politics - 2 [Details\(see page 38\)](#)
- POL 112 American Politics - 2 [Details\(see page 38\)](#)
- POL 113 International Relations - 2 [Details\(see page 38\)](#)
- PSYC 101 General Psychology - 3 [Details\(see page 38\)](#)
- PSYC 202 Developmental Psychology - 3 [Details\(see page 38\)](#)
- PSYC 221 Social Psychology - 3 [Details\(see page 38\)](#)
- PXD 151 Exploring Conflict and Peace - 3 [Details\(see page 38\)](#)
- SOC 101 Introduction to Sociology - 3 [Details\(see page 38\)](#)
- SOC/SOWK 210 Social Stratification - 3 [Details\(see page 38\)](#)
- SOC 330 The Family in Social Context - 3 [Details\(see page 38\)](#)
- SOC 375 People, Place, and Community: The Politics and Practice of Community Development (WCSC) - 3 [Details\(see page 38\)](#)
- SOWK 200 Social Behavior and Diversity - 3 [Details\(see page 38\)](#)
- SOWK/SOC 210 Social Stratification - 3 [Details\(see page 38\)](#)

Senior Seminar

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

Senior Seminars for 2020-21 include:

Fall 2020

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

Spring 2021

- CORE 401 Senior Seminar: Navigating Digital Seas - 2
- CORE 401 Senior Seminar: Running the Race - 2

The following courses also fulfill the Senior Seminar requirement.

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

Senior Seminar (CORE)

Dealing with Suffering and Loss - 2

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

Running the Race: Sports as Means and Metaphor - 2

This course will afford students and instructors the chance to reflect on others' as well as their own athletic experiences (or lack thereof) to cultivate more nuanced understandings of sport's capacities and limitations as a source of meaning-making in life. How can the collaborative experiences sport affords go beyond even helping form individual and team identity to promoting social justice? How do game rules and sportsmanship practices reveal truth about universal human dignity and the order of Creation? What can sport do or be for those whose physical limitations prevent them from playing? What life wisdom for the graduating EMU senior lies in Paul's counsel in I Corinthians 9:24-27?

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

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

Navigating Digital Seas - 2

Our lives online present us with an overwhelming sea of information and an ever-changing array of tools to sift and sort through that information. How is that going for us? What do we know about the impact of search engines and algorithms on our lives? How do we maintain energy and drive to act with purpose when clicking "like" seems the best we can do? To what extent are our offline lives shaped by our online lives? Class discussions, science fiction, movies,

interviews, and media experiments will help us focus on how we use media to find work, sustain love, and discover truth about the world.

**Indicates courses offered in alternate years.*

Undergraduate Programs of Study

Accounting Major (58 SH)

Leah Kratz, advisor

The major in accounting prepares students for a career in public, private, or non-profit accounting, or for graduate school. The Virginia Board of Accountancy requires applicants to pass the CPA exam and earn 150 semester hours before granting a CPA license. The Board of Accountancy also allows students to take the CPA exam upon completion of the undergraduate degree if they earned at least 24 semester hours in upper-level accounting courses.

Accounting majors earn 22 semester hours in course credit and can earn the two additional semester hours by taking an accounting internship or the recommended "Seminar in Accounting" course.

To graduate with an accounting major, students must first earn admission to the business and leadership department by fulfilling the [department admission requirements](#)(see page 140).

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

- ACTG 221 Financial Accounting - 3 [Details\(see page 53\)](#)
- ACTG 222 Managerial Accounting - 3 [Details\(see page 53\)](#)
- *ACTG 321 Intermediate Accounting I - 3 [Details\(see page 53\)](#)
- *ACTG 322 Intermediate Accounting II - 3 [Details\(see page 53\)](#)
- *ACTG 341 Cost Accounting - 3 [Details\(see page 53\)](#)
- *ACTG 421 Federal Income Tax - 3 [Details\(see page 53\)](#)
- *ACTG 422 Intermediate Accounting III - 3 [Details\(see page 53\)](#)
- *ACTG 432 Advanced Accounting - 2 [Details\(see page 53\)](#)
- *ACTG 433 Nonprofit and Governmental Accounting - 2 [Details\(see page 53\)](#)
- *ACTG 451 Auditing - 3 [Details\(see page 53\)](#)
- BUAD 101 Business at EMU - 3 [Details\(see page 53\)](#)
- BUAD 221 Principles of Management - 3 [Details\(see page 53\)](#)
- BUAD 301 Quantitative Decision Making - 3 [Details\(see page 53\)](#)
- BUAD 411 Business Law - 3 [Details\(see page 53\)](#)
- CIS 211 Spreadsheet and Data Management - 1 [Details\(see page 53\)](#)
- CIS 251 Management Information Systems - 3 [Details\(see page 53\)](#)
- ECON 211 Principles of Microeconomics - 3 [Details\(see page 53\)](#)
- ECON 212 Principles of Macroeconomics - 3 [Details\(see page 53\)](#)
- FIN 440 Financial Management - 3 [Details\(see page 53\)](#)
- MKTG 301 Principles of Marketing - 3 [Details\(see page 53\)](#)
- STAT 120 Descriptive Statistics - 2 [Details\(see page 53\)](#)

Accounting Minor (18 SH)

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

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

- ACTG 221 Financial Accounting - 3 [Details\(see page 53\)](#)
- ACTG 222 Managerial Accounting - 3 [Details\(see page 53\)](#)
- *ACTG 321 Intermediate Accounting I - 3 [Details\(see page 53\)](#)

- *ACTG 322 Intermediate Accounting II - 3 [Details\(see page 53\)](#)
- *ACTG 341 Cost Accounting - 3 [Details\(see page 53\)](#)
- BUAD 221 Principles of Management - 3 [Details\(see page 53\)](#)

Art Major (50 SH)

Cyndi Gusler, advisor

Students who wish to declare a major in art must complete [admissions requirements for the VACA department\(see page 142\)](#).

Senior Exhibits and Productions

VACA seniors in art, digital media and communication, or photography complete a major production or exhibit within their major. This senior exhibit/production represents a culminating event for every major—a chance to synthesize their learning experience in an outstanding body of work, to celebrate the accomplishments of a successful undergraduate career, and to showcase one's best work for the broader community. As such, this requires significant teamwork and collaboration with student colleagues and faculty, along with substantial preparation of the work for presentation during the semester of graduation. Marketing majors complete the capstone course MKTG 410 Strategic Marketing Management.

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

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

Students who do not pass the portfolio review will need to drop the major. They may continue to take VACA classes but will not have priority for course enrollment. Only VACA majors may enroll in "Senior Thesis/Senior Exhibit," internships, and independent studies.

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

The major consists of 50 SH.

Core Courses

- VACA 121 Drawing - 4 [Details\(see page 54\)](#)
- VACA 141 Foundations of Design - 4 [Details\(see page 54\)](#)
- VACA 151 Photography I - 2 [Details\(see page 54\)](#)
- VACA 142 Graphic Design I - 2 [Details\(see page 54\)](#)
- VACA 381 Cinema and Visual Theory - 2 [Details\(see page 54\)](#)
- VACA 382 Contemporary Art - 2 [Details\(see page 54\)](#)
- VACA 481 Senior Thesis - 2 [Details\(see page 54\)](#)

Additional Courses

- *VACA 131 Three-Dimensional Design - 4 [Details\(see page 54\)](#)
- VACA 222 Painting - 4 [Details\(see page 54\)](#)
- VACA 232 Ceramics - 4 [Details\(see page 54\)](#)
- *VACA 283 Art History: Western - 4 [Details\(see page 54\)](#)
- VACA 332 Intermediate Ceramics - 2 [Details\(see page 54\)](#)
- *VACA 384 Art History: World - 2 [Details\(see page 54\)](#)
- VACA 434 Advanced Drawing - 2 [Details\(see page 54\)](#)
- VACA 435 Advanced Painting - 2 [Details\(see page 54\)](#)

Recommended Courses:

- VACA 242 Graphic Design II - 2 [Details\(see page 54\)](#)
- VACA 243 Graphic Design III - 2 [Details\(see page 54\)](#)
- VACA 432 Advanced Ceramics - 2 [Details\(see page 54\)](#)
- VACA 491 Internship - 1-4 [Details\(see page 54\)](#)

Choose two of the following courses:

- VACA 252 Photography II - 4 [Details\(see page 54\)](#)
- VACA 262 Video Production - 4 [Details\(see page 54\)](#)
- *VACA 323 Printmaking and Watercolor - 4 [Details\(see page 54\)](#)
- *VACA 335 Installation and Experimental Media - 4 [Details\(see page 54\)](#)

Art Major, PreK-12 Teaching Endorsement

All students seeking licensure to teach must follow the [procedures for admission to teacher education and to student teaching\(see page 141\)](#).

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 [Details\(see page 55\)](#)
- ED 245 Learning and Classroom Environments - 3 [Details\(see page 55\)](#)
- ED 275 Instructional Technology and Assessment - 3 [Details\(see page 55\)](#)
- ED 301 Needs of Diverse Learners - 3 [Details\(see page 55\)](#)
- ED 351 General Curriculum and Methods for Middle and Secondary Teaching - 1 [Details\(see page 55\)](#)
- ED 395 Reading and Writing in the Content Area (6-12) - 3 [Details\(see page 55\)](#)
- ED 401 Examining Foundations of Education - 2 [Details\(see page 55\)](#)
- ED 411 Reflective Teaching Seminar and Portfolio - 1 [Details\(see page 55\)](#)
- ED 461 Elementary Student Teaching (PreK-6) - 7 [Details\(see page 55\)](#)
- ED 462 Middle/High School Student Teaching (6-12) - 7 [Details\(see page 55\)](#)

Additional licensure requirements:

- PSYC 202 Developmental Psychology - 3 [Details\(see page 55\)](#)

Art Education Curriculum

- VACA 121 Drawing - 4 [Details\(see page 55\)](#)
- *VACA 131 Three-Dimensional Design - 4 [Details\(see page 55\)](#)
- VACA 141 Foundations of Design - 4 [Details\(see page 55\)](#)
- VACA 142 Graphic Design I - 2 [Details\(see page 55\)](#)
- VACA 151 Photography I - 2 [Details\(see page 55\)](#)
- VACA 222 Painting - 4 [Details\(see page 55\)](#)
- VACA 232 Ceramics - 4 [Details\(see page 55\)](#)
- *VACA 283 Art History: Western - 4 [Details\(see page 55\)](#)
- *VACA 323 Printmaking and Watercolor - 4 [Details\(see page 55\)](#)
- VACA 384 Art History: World - 2 [Details\(see page 55\)](#)
- *VACA 397 Elementary School Art Methods - 3 [Details\(see page 55\)](#)
- VACA 398 Secondary School Art Methods - 3 [Details\(see page 55\)](#)
- VACA 434 Advanced Drawing - 2 [Details\(see page 55\)](#)
- VACA 435 Advanced Painting - 2 [Details\(see page 55\)](#)

Choose one of the following courses:

- VACA 381 Cinema and Visual Theory - 2 [Details\(see page 55\)](#)
- VACA 382 Contemporary Art - 2 [Details\(see page 55\)](#)

Recommended course:

- VACA 332 Intermediate Ceramics - 2 [Details\(see page 55\)](#)

The first of two art methods courses (VACA 397 Elementary School Art Methods or VACA 398 Secondary School Art Methods) may be taken prior to admission to teacher education. The second art methods course requires admission to teacher education and enrollment in ED 351 General Curriculum and Methods. Both VACA 397 and 398 offer Art Education majors practicum experiences in local schools. VACA 397 and VACA 398 must be passed with a grade of C or better. Teacher candidates must comply with all teacher education requirements listed in the education section.

Art Minor (20 SH)

The 20 SH minor provides a focused experience in art for students wishing to supplement primary study in another discipline.

(Art minors are strongly encouraged to take VACA 121 and VACA 141 as a beginning course sequence.)

- VACA 121 Drawing - 4 [Details\(see page 56\)](#)
- VACA 141 Foundations of Design - 4 [Details\(see page 56\)](#)

Choose one of the following courses:

- *VACA 131 Three-Dimensional Design - 4 [Details\(see page 56\)](#)
- VACA 232 Ceramics - 4 [Details\(see page 56\)](#)

Choose one of the following courses:

- VACA 222 Painting - 4 [Details\(see page 56\)](#)
- *VACA 323 Printmaking and Watercolor - 4 [Details\(see page 56\)](#)

Choose 4 SH from the following courses:

- VACA 151 Photography I - 2 [Details\(see page 56\)](#)

- *VACA 283 Art History: Western - 4 [Details\(see page 56\)](#)
- VACA 382 Contemporary Art - 2 [Details\(see page 56\)](#)
- *VACA 384 Art History: World - 2 [Details\(see page 56\)](#)

LOM with Aviation Concentration

Admission Requirements: LOM with Aviation Concentration

LOM with aviation concentration applicants may transfer credits from other schools or colleges, which includes up to 30 semester hours for aviation certificates or ratings earned through qualified Part 141 schools.* An enrollment counselor will work with applicants to develop an individualized academic plan for degree completion.

- Credit (up to 30 hours) may be transferred from accredited technical, community, or four-year institutions.
- College-Level Examination Program (CLEP) or DSST (formerly Defense Activity for Nontraditional Students or DANTES) testing is also an alternative to obtain credit.

A cumulative GPA of 2.0 or above for applicants who have completed a minimum of 20 semester hours of college-level coursework. If that minimum has not been met, applicants may demonstrate a high school diploma with 2.6 GPA or GED equivalency and SAT (980 combined score) or ACT (19 composite score).

1. Current employment or regular volunteer role (internship, volunteer, or mentee) with an organization that enhances the learning outcomes of the program
2. Submission of a satisfactory writing sample
3. Admissions interview

** Part 61 or Part 141 private pilot training may be transferred. Commercial and instrument training must be from a Part 141 collegiate aviation program with a letter of authorization from the FAA to have the reduced ATP hour minimum.*

LOM with Aviation Concentration Admission Prerequisites

The following prerequisites are required for admission to the LOM with Aviation program at EMU:

FAA Medical Certificate and English Language Proficiency

A medical certificate from an FAA approved physician is required. You must make an appointment with an Aviation Medical Examiner (AME) to get either an FAA Class 1 or Class 2 Medical Certificate. An enrollment counselor will share the names of qualified physicians in your area. You can also use the FAA site at <https://www.faa.gov/pilots/amelocator/>.

In addition, the FAA requires that each student be able to read, speak, write, and understand the English language and be able to meet FAA Aviation English Language Standard (AELS). EMU at Lancaster will help facilitate this process.

Transportation Security Administration (TSA)

You must provide proof of U.S. citizenship. EMU will verify citizenship with an original birth certificate and a current driver's license or a current passport. Original documents will be returned. Non-US citizens must register with the TSA. This can be done online at <https://www.flightschool-candidates.gov/>²¹ and takes approximately 1-2 weeks to receive final approval.

²¹ <https://www.flightschool-candidates.gov/>

²² <http://candidates.gov/>

Bible, Religion, and Theology Major (36 SH)

The major consists of 36 SH of Bible, religion, and theology courses including the core classes listed below, a recommended concentration, and additional courses from the department to reach the minimum of 36 SH. The additional classes may be chosen to reinforce the concentration or to introduce the student to areas outside their concentration. Courses that carry the ABP course heading may not apply toward the 36 SH.

Core classes (18 SH)

- HUM 200 Foundations of Humanities - 2 [Details\(see page 58\)](#)
- HUM 490 Seminar in Humanities - 4 [Details\(see page 58\)](#)
- BIST 212 The Word Became Book: History of the Bible - 3 [Details\(see page 58\)](#)
- THEO 201 Introduction to Theology - 3 [Details\(see page 58\)](#)
- CHST 223 Spiritual Formation, Sacred Pauses - 3 [Details\(see page 58\)](#)
- THEO 323 Biblical Theology of Peace and Justice - 3 [Details\(see page 58\)](#)

Concentrations (9-15 SH)

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

Sample Concentrations:

Biblical Studies

- *BIST 223 Four Portraits of Jesus: Reading the Gospels - 3 [Details\(see page 58\)](#)
- *BIST 323 Life and Letters of the Apostle Paul - 3 [Details\(see page 58\)](#)
- *BIST 341 Old Testament Studies - 3 [Details\(see page 58\)](#)
- *REL 423 Comparative Monotheisms - 3 [Details\(see page 58\)](#)

Church History

- *CHST 365 Mennonite History and Thought - 3 [Details\(see page 58\)](#)
- CHST 435 Martyrs, Merchants, Mendicants: 1500 Years of the Christian Movement - 3 [Details\(see page 58\)](#)
- *HIST 231 Medieval Europe - 3 [Details\(see page 58\)](#)
- *HIST 362 Renaissance and Reformation Europe - 3 [Details\(see page 58\)](#)

Congregational and Youth Ministry

- CHST 212 Introduction to Youth Ministry - 3 [Details\(see page 58\)](#)
- CHST 260 Teaching, Ministry, Healthy Sexuality - 3 [Details\(see page 58\)](#)
- *CHST 334 Almost Christian: Youth Ministry and Congregations - 3 [Details\(see page 58\)](#)
- *CHST 372 Church Leadership for Transformation - 3 [Details\(see page 58\)](#)
- CHST 451 Church Work Practicum - 3 [Details\(see page 58\)](#)

Missiology

- CHST 312 Missiology - 3 [Details\(see page 58\)](#)

- *CHST 234 Mission in a Changing World - 3 [Details\(see page 58\)](#)
- CHST 462 Mission Practicum - 3 [Details\(see page 58\)](#)
- REL 223 World Religions - 3 [Details\(see page 58\)](#)
- *REL 423 Comparative Monotheisms - 3 [Details\(see page 58\)](#)

Peace Studies

- *THEO 412 Liberation Theologies - 3 [Details\(see page 58\)](#)
- *ENGL 344 Ways of War and Peace - 3 [Details\(see page 58\)](#)
- *PXD 335 Understanding Violent Conflict - 3 [Details\(see page 58\)](#)

Philosophy

- PHIL 201 Introduction to Philosophy - 3 [Details\(see page 58\)](#)
- PHIL 212 Ways of Knowing - 3 [Details\(see page 58\)](#)
- PHIL 334 Ethics: Conceptions of Personal Good - 3 [Details\(see page 58\)](#)
- *PHIL 412 Philosophy of Religion - 3 [Details\(see page 58\)](#)

Religious Studies

- *REL 201 Introduction to Religious Studies - 3 [Details\(see page 58\)](#)
- REL 223 World Religions - 3 [Details\(see page 58\)](#)
- *REL 423 Comparative Monotheisms - 3 [Details\(see page 58\)](#)

Theology

- *THEO 312 Topics in Theology - 3 [Details\(see page 58\)](#)
- *THEO 412 Liberation Theologies - 3 [Details\(see page 58\)](#)
- *PHIL 412 Philosophy of Religion - 3 [Details\(see page 58\)](#)

Bible and Religion Minor (18 SH)

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

Associate in Arts in Bible

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

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

- *BIST 212 And the Word Became Book: History of the Bible - 3 [Details\(see page 59\)](#)
- *BIST 223 Four Portraits of Jesus: Reading the Gospels [Details\(see page 59\)](#) OR *BIST 323 Life and Letters of the Apostle Paul [Details\(see page 59\)](#) OR *BIST 341 Old Testament Studies - 3 [Details\(see page 59\)](#)
- CHST 435 Martyrs, Merchants, and Mendicants: 1500 Years of the Christian Movement - 3 [Details\(see page 59\)](#)
- PHIL 201 Introduction to Philosophy [Details\(see page 59\)](#) OR *PHIL 412 Philosophy of Religion - 3 [Details\(see page 59\)](#)

- REL 223 World Religions - 3 [Details\(see page 59\)](#)
- *THEO 312 Topics in Christian Theology - 3 [Details\(see page 59\)](#)
- 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 in order to experience ministry firsthand. This 11-week summer program allows students to serve as a full-time intern within a congregation. Three semester hours of practicum credit may be earned. Registration and payment at the summer school tuition rate are required for earning practicum credit. See Special Programs section for additional information.

Biochemistry Major (55-58 SH)

Stephen Cessna and Laurie Miller Yoder, advisors

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

- BIOCH 376 Foundational Biochemistry - 3 [Details\(see page 60\)](#)
- BIOCH 398 Advanced Cell Biology - 3 [Details\(see page 60\)](#)
- *BIOCH 438 Molecular Genetics - 3 [Details\(see page 60\)](#)
- BIOCH 318 Biochemistry and Molecular Biology Lab - 2 [Details\(see page 60\)](#)
- CHEM 223 General Chemistry I - 4 [Details\(see page 60\)](#)
- CHEM 224 General Chemistry II - 4 [Details\(see page 60\)](#)
- CHEM 315 Organic Chemistry I - 4 [Details\(see page 60\)](#)
- CHEM 316 Organic Chemistry II - 4 [Details\(see page 60\)](#)
- *CHEM 325 Analytical Chemistry I [Details\(see page 60\)](#) OR *CHEM 345 Analytical Chemistry II - 2 [Details\(see page 60\)](#)
- CHEM 405 Thermodynamics [Details\(see page 60\)](#) OR *CHEM 406 Quantum Mechanics - 3 [Details\(see page 60\)](#)

Research requirement (2 SH)

Choose 2 SH from the following courses:

- BIOL 255 Biology Research Seminar - 1 [Details\(see page 60\)](#)
- BIOL 479 Independent Biology Research - 1-2 [Details\(see page 60\)](#)
- BIOCH/CHEM 479 Biochemistry/Chemistry Research - 1-2 [Details\(see page 60\)](#)

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

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

- BIOL 173 Concepts in Biology: Unity and Diversity of Life - 4 [Details\(see page 60\)](#)
- BIOL 225 Molecules, Genes and Cells - 4 [Details\(see page 60\)](#)
- BIOL 485 Faith Science and Ethics - 2 [Details\(see page 60\)](#)
- *MATH 150 Elements of Calculus - 3 [Details\(see page 60\)](#) OR MATH 185 Calculus I - 4 [Details\(see page 60\)](#)
- MATH 195 Calculus II - 4 [Details\(see page 60\)](#) OR STAT 220 Inferential Statistics - 2 [Details\(see page 60\)](#)
- PHYS 252 [Details\(see page 60\)](#) and PHYS 253 University Physics I, lecture and laboratory [Details\(see page 60\)](#) - 4
- PHYS 262 [Details\(see page 60\)](#) and PHYS 263 University Physics II, lecture and laboratory [Details\(see page 60\)](#) - 4

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

Biology Major (50-55 SH)

Jim Yoder, Douglas Graber Neufeld, and Laurie Yoder, advisors

The EMU biology program is dedicated to the investigation of life with our students, from molecules to ecosystems, and emphasizes the skills and content knowledge required for careers in health care and biological professions. The biology major includes a set of biology core courses that teach the breadth of biological science, an apprenticeship experience that allows for professional exploration, and three separate tracks plus the option to pursue a teaching endorsement that students can select from.

Students who major in biology will select one of the tracks listed below:

General Biology Track: Students in the General Biology track are trained in all aspects of biology, from molecular analysis to ecological field studies, and including supporting courses in the physical sciences and math. Students completing this track have a lot of freedom to explore different aspects of natural science while completing their requirements, leading to a preparation for careers in various biological fields or to further graduate study in animal physiology, botany, ecology or molecular and cellular biology. Students in this track are also well-prepared for professional health programs including medical, veterinary, dental, or physician's assistant programs.

Neuroscience Track: Students in the Neuroscience track are interested in exploring how biology and psychology intersect - how genes and anatomy determine emotion, behavior, and disorders. Students completing this track are well prepared for careers or further graduate study in biomedical neuroscience, and also for professional health programs including medical, veterinary, dental, or physician's assistant programs.

Pre-Physical Therapy Track: Students in the Pre-PT track are interested in how the human body works, how health is restored after injury, and in gaining the specific skills and knowledge required for becoming a physical therapist. These students take the exact courses required to enter any Doctor of Physical Therapy program in the US.

Biology with Teaching Endorsement in Grades 6-12: Students in the General Biology track may also pursue this endorsement that will prepare them to teach biology in grades 6-12 by instructing them in the standards of the National Science Teachers Association (NSTA).

All three tracks include the following required Biology Core courses (27 SH)

- BIOL 173 Concepts in Biology: Unity and Diversity of Life - 4 [Details\(see page 61\)](#)
- BIOL 174 Concepts in Biology Seminar - 1 [Details\(see page 61\)](#)
- BIOL 215 Organismal Biology - 4 [Details\(see page 61\)](#)
- BIOL 240 Molecular and Cellular Biology - 4 [Details\(see page 61\)](#)
- BIOL 255 Biology Research Seminar - 1 [Details\(see page 61\)](#)
- BIOL 305 Biology Professions Seminar - 1 (*Secondary education licensure seeking students may substitute ED 411 Reflective Teaching Seminar and Portfolio for BIOL 305*) [Details\(see page 61\)](#)
- BIOL 485 Faith Science and Ethics [Details\(see page 61\)](#) OR *ENVS 325 Environmental Ethics - 2 [Details\(see page 61\)](#)
- CHEM 223 General Chemistry I - 4 [Details\(see page 61\)](#)
- CHEM 224 General Chemistry II - 4 [Details\(see page 61\)](#)
- STAT 220 Inferential Statistics - 2 [Details\(see page 61\)](#)

All three tracks require one of the following apprenticeship experiences (1 SH)

Choose one of the following:

- BIOL 219 Life Sciences Practicum - 1 [Details\(see page 61\)](#)
- BIOL 429 Biology Internship - 1 [Details\(see page 61\)](#)
- BIOL 479 Independent Biology Research - 1 [Details\(see page 61\)](#)
- BIOCH/CHEM 479 Biochemistry/ Chemistry Research - 1 [Details\(see page 61\)](#)
- PSYC 499 Research in a Neuroscience Topic - 1 [Details\(see page 61\)](#)
- ED 361 Content Methods PFE (Secondary education licensure seeking students only) - 1 [Details\(see page 61\)](#)

The apprenticeship requirement may be satisfied by completing an NSF REU (Research Experiences for Undergraduates) or other program-approved summer research programs (no credit hours received). The requirement may also be satisfied by 45 hours of an approved professional internship or shadowing experience.

Additional course requirements for the General Biology Track (22-23 SH):

- BIOL 235 Ecology: Adaptation and Environment - 4 [Details\(see page 61\)](#)

Choose one of the following lab courses:

- BIOCH 318 Biochemistry and Molecular Biology Lab - 2 [Details\(see page 61\)](#)
- *BIOL 327 Advanced Microbiology - 3 [Details\(see page 61\)](#)
- BIOL 437 Advanced Human Anatomy - 4 [Details\(see page 61\)](#)
- BIOL 447 Advanced Human Physiology - 4 [Details\(see page 61\)](#)

Choose one of the following field courses:

- *BIOL 368 Blue Ridge Botany - 3 [Details\(see page 61\)](#)
- *BIOL 358 Natural History of the Shenandoah Valley - 4 [Details\(see page 61\)](#)
- *BIOL 388 Entomology - 3 [Details\(see page 61\)](#)
- *ENVS 379 Techniques in Environmental Monitoring - 1 [Details\(see page 61\)](#)
- *ENVS 465 Topics in Advanced Ecology - 2 [Details\(see page 61\)](#)
- *ENVS 385 Conservation Biology - 4 [Details\(see page 61\)](#)

Select additional 300+ level coursework in BIOL or BIOCH to reach a total of 15 SH of biology or biochemistry coursework in addition to the Biology Core.

Choose two of the following supporting science and math courses:

- *CHEM 285 Environmental Chemistry - 4 [Details\(see page 61\)](#)
- CHEM 315 Organic Chemistry I - 4 [Details\(see page 61\)](#)
- CHEM 316 Organic Chemistry II - 4 [Details\(see page 61\)](#)
- MATH 150 Elements of Calculus [Details\(see page 61\)](#) OR MATH 185 Calculus I - 3-4 [Details\(see page 61\)](#)
- MATH 195 Calculus II - 4 [Details\(see page 61\)](#)
- PHYS 252 [Details\(see page 61\)](#) and PHYS 253 University Physics I, lecture and laboratory [Details\(see page 61\)](#) - 4
- PHYS 262 [Details\(see page 61\)](#) and PHYS 263 University Physics II, lecture and laboratory [Details\(see page 61\)](#) - 4

General Biology track total = 50-51 SH

Additional Course requirements in the Neuroscience Track (25-27 SH)

- *BIOL 451 Neuropsychology - 3 [Details\(see page 61\)](#)
- *BIOL 478 Advanced Neurobiology - 3 [Details\(see page 61\)](#)
- PSYC 101 General Psychology - 3 [Details\(see page 61\)](#)
- PSYC 341 Cognitive Psychology - 3 [Details\(see page 61\)](#)

Choose two of the following biomedical courses:

- *BIOCH 398 Advanced Cellular Biology - 3 [Details\(see page 61\)](#)
- *BIOCH 438 Molecular Genetics - 3 [Details\(see page 61\)](#)
- BIOL 437 Advanced Human Anatomy - 4 [Details\(see page 61\)](#)
- BIOL 447 Advanced Human Physiology - 4 [Details\(see page 61\)](#)

Choose two of the following supporting science and math courses:

- BIOL 235 Ecology - 4 [Details\(see page 61\)](#)
- *CHEM 285 Environmental Chemistry - 4 [Details\(see page 61\)](#)
- CHEM 315 Organic Chemistry I - 4 [Details\(see page 61\)](#)
- CHEM 316 Organic Chemistry II - 4 [Details\(see page 61\)](#)
- MATH 150 Elements of Calculus [Details\(see page 61\)](#) OR MATH 185 Calculus I - 3-4 [Details\(see page 61\)](#)
- MATH 195 Calculus II - 4 [Details\(see page 61\)](#)
- PHYS 252 [Details\(see page 61\)](#) and PHYS 253 University Physics I, lecture and laboratory [Details\(see page 61\)](#) - 4
- PHYS 262 [Details\(see page 61\)](#) and PHYS 263 University Physics II, lecture and laboratory [Details\(see page 61\)](#) - 4

Students in the neuroscience concentration are encouraged to take PSYC 499 to fulfil the apprenticeship requirement.

Neuroscience track total = 53-55 SH

Additional course requirements of the Pre-Physical Therapy Track (22-23 SH):

- BIOL 437 Advanced Human Anatomy - 4 [Details\(see page 61\)](#)
- BIOL 447 Advanced Human Physiology - 4 [Details\(see page 61\)](#)
- MATH 150 Elements of Calculus [Details\(see page 61\)](#) OR MATH 185 Calculus I - 3-4 [Details\(see page 61\)](#)
- PHYS 252 [Details\(see page 61\)](#) and PHYS 253 University Physics I, lecture and laboratory [Details\(see page 61\)](#) - 4
- PHYS 262 [Details\(see page 61\)](#) and PHYS 263 University Physics II, lecture and laboratory [Details\(see page 61\)](#) - 4
- PSYC 101 General Psychology - 3 [Details\(see page 61\)](#)

Students in the Pre-PT concentration are encouraged to take BIOL 219 to fulfil the apprenticeship requirement.

Pre-PT track total = 50-51 SH

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.

Biology Major, Teaching Endorsement for Grades 6-12

All students seeking licensure to teach must follow the [procedures for admission to teacher education and to student teaching\(see page 141\)](#).

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

- CHEM 315 Organic Chemistry I - 4 [Details\(see page 63\)](#)
- ENVS 135 Earth Science - 2 [Details\(see page 63\)](#)
- PHYS 252 [Details\(see page 63\)](#) and PHYS 253 University Physics I, lecture and laboratory [Details\(see page 63\)](#) - 4

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

Biology Minor (18 SH)

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.

Business Administration Major (48 SH)

Jim Leaman, advisor

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

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

To graduate with a business administration major, students must first earn admission to the business and leadership department by fulfilling the [department admission requirements](#)(see page 140).

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

- ACTG 221 Financial Accounting - 3 [Details](#)(see page 64)
- ACTG 222 Managerial Accounting - 3 [Details](#)(see page 64)
- BUAD 101 Business at EMU - 3 [Details](#)(see page 64)
- BUAD 221 Principles of Management - 3 [Details](#)(see page 64)
- BUAD 301 Quantitative Decision Making - 3 [Details](#)(see page 64)
- BUAD 331 Organizational Behavior - 3 [Details](#)(see page 64)
- BUAD 411 Business Law - 3 [Details](#)(see page 64)
- BUAD 461 Strategic Leadership in Organizations - 3 [Details](#)(see page 64)
- CIS 211 Spreadsheet and Data Management - 1 [Details](#)(see page 64)
- CIS 251 Management Information Systems - 3 [Details](#)(see page 64)
- ECON 211 Principles of Microeconomics - 3 [Details](#)(see page 64)
- ECON 212 Principles of Macroeconomics - 3 [Details](#)(see page 64)
- Any 300 or 400 level ECON course - 3
- FIN 440 Financial Management - 3 [Details](#)(see page 64)
- MKTG 301 Principles of Marketing - 3 [Details](#)(see page 64)
- MKTG 311 Marketing Research - 3 [Details](#)(see page 64)
- STAT 120 Descriptive Statistics - 2 [Details](#)(see page 64)

International Business Major (51 SH)

Jim Leaman, advisor

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

To graduate with an international business major, students must first earn admission to the business and leadership department by fulfilling the [department admission requirements](#)(see page 140).

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

- ACTG 221 Financial Accounting - 3 [Details\(see page 65\)](#)
- ACTG 222 Managerial Accounting - 3 [Details\(see page 65\)](#)
- BUAD 101 Business at EMU - 3 [Details\(see page 65\)](#)
- BUAD 221 Principles of Management - 3 [Details\(see page 65\)](#)
- BUAD 331 Organizational Behavior - 3 [Details\(see page 65\)](#)
- *BUAD 441 International Business - 3 [Details\(see page 65\)](#)
- BUAD 461 Strategic Leadership in Organizations - 3 [Details\(see page 65\)](#)
- CIS 211 Spreadsheet and Data Management - 1 [Details\(see page 65\)](#)
- CIS 251 Management Information Systems - 3 [Details\(see page 65\)](#)
- ECON 201 Survey of Economics - 3 [Details\(see page 65\)](#)
- *ECON 401 Development Economics - 3 [Details\(see page 65\)](#)
- FIN 440 Financial Management - 3 [Details\(see page 65\)](#)
- MKTG 301 Principles of Marketing - 3 [Details\(see page 65\)](#)
- PXD 375 Globalization and Justice - 3 [Details\(see page 65\)](#)
- REL 223 World Religions - 3 [Details\(see page 65\)](#)
- STAT 120 Descriptive Statistics - 2 [Details\(see page 65\)](#)
- Any foreign language course beyond core - 3

Choose one of the following courses:

- CCHIS any history course from cross-cultural experience - 3
- *HIST 432 History of the Middle East - 3 [Details\(see page 65\)](#)
- *POL 230 International Norms and Institutions - 3 [Details\(see page 65\)](#)
- *PPX 371 Peace and Security in East Asia - 3 [Details\(see page 65\)](#)

Business Administration Minor (18 SH)

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

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

- ACTG 221 Financial Accounting - 3 [Details\(see page 65\)](#)
- BUAD 101 Business at EMU - 3 [Details\(see page 65\)](#)

- BUAD 221 Principles of Management - 3 [Details\(see page 65\)](#)
- ECON 201 Survey of Economics - 3 [Details\(see page 65\)](#)
- MKTG 301 Principles of Marketing - 3 [Details\(see page 65\)](#)
- *BUAD 321 Human Resource Management [Details\(see page 65\)](#) OR BUAD 331 Organizational Behavior - 3 [Details\(see page 65\)](#)

Associate in Arts in Business Administration

An associate's degree is typically earned with credits completed in two academic years. This 60-credit hour credential includes 25-29 hours from the EMU Core and the following courses from the department:

- ACTG 221 Financial Accounting - 3 [Details\(see page 66\)](#)
- ACTG 222 Managerial Accounting - 3 [Details\(see page 66\)](#)
- BUAD 101 Business at EMU - 3 [Details\(see page 66\)](#)
- BUAD 221 Principles of Management - 3 [Details\(see page 66\)](#)
- BUAD 331 Organizational Behavior - 3 [Details\(see page 66\)](#)
- CIS 211 Spreadsheet and Data Management - 1 [Details\(see page 66\)](#)
- CIS 251 Management Information Systems - 3 [Details\(see page 66\)](#)
- ECON 201 Survey of Economics - 3 [Details\(see page 66\)](#)
- MKTG 301 Principles of Marketing - 3 [Details\(see page 66\)](#)

Chemistry Major (55-57 SH)

Matthew Siderhurst and Laurie Miller Yoder, advisors

The major includes 33-35 SH in chemistry:

- CHEM 223 General Chemistry I - 4 [Details\(see page 66\)](#)
- CHEM 224 General Chemistry II - 4 [Details\(see page 66\)](#)
- CHEM 315 Organic Chemistry I - 4 [Details\(see page 66\)](#)
- CHEM 316 Organic Chemistry II - 4 [Details\(see page 66\)](#)
- *CHEM 325 Analytical Chemistry I - 2 [Details\(see page 66\)](#)
- *CHEM 345 Analytical Chemistry II - 2 [Details\(see page 66\)](#)
- *CHEM 405 Thermodynamics - 3 [Details\(see page 66\)](#)
- *CHEM 406 Quantum Mechanics - 3 [Details\(see page 66\)](#)
- BIOCH 376 Foundational Biochemistry - 3 [Details\(see page 66\)](#)
- Chemistry or biochemistry elective - 2-4

Research requirement (2 SH)

Choose 2 SH from the following courses:

- BIOL 255 Biology Research Seminar - 1 [Details\(see page 66\)](#)
- BIOL 479 Independent Biology Research - 1-2 [Details\(see page 66\)](#)
- BIOCH/CHEM 479 Biochemistry/Chemistry Research - 1-2 [Details\(see page 66\)](#)

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

Biology, Mathematics and Physics requirement (20 SH)

- MATH 185 Calculus I - 4 [Details\(see page 66\)](#)
- MATH 195 Calculus II - 4 [Details\(see page 66\)](#)
- STAT 220 Inferential Statistics - 2 [Details\(see page 66\)](#)
- PHYS 252 [Details\(see page 66\)](#) and PHYS 253 University Physics I, lecture and laboratory [Details\(see page 66\)](#) - 4
- PHYS 262 [Details\(see page 66\)](#) and PHYS 263 University Physics II, lecture and laboratory [Details\(see page 66\)](#) - 4
- BIOL 485 Faith Science and Ethics - 2 [Details\(see page 66\)](#)

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

- STAT 230 Regression and ANOVA - 2 [Details\(see page 66\)](#)
- *MATH 285 Calculus III - 4

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

Chemistry Major, Teaching Endorsement for Grades 6-12

Stephen Cessna, advisor

All students seeking licensure to teach must follow the [procedures for admission to teacher education and to student teaching\(see page 141\)](#).

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

Additional requirements for teacher endorsement include:

- CHEM 285 Environmental Chemistry - 4 [Details\(see page 67\)](#)
- ENVS 135 Earth Science - 2 [Details\(see page 67\)](#)

Choose one of the following courses:

- BIOL 155 Biological Explorations - 3 [Details\(see page 67\)](#)
- BIOL 173 Concepts in Biology: Unity and Diversity of Life - 4 [Details\(see page 67\)](#)
- BIOL 205 Introduction to Microbiology - 3 [Details\(see page 67\)](#)
- ENVS 145 Environmental Science - 2 [Details\(see page 67\)](#)

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.

Chemistry Minor (20-24 SH)

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

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

- CHEM 223 General Chemistry I - 4 [Details\(see page 67\)](#)

- CHEM 224 General Chemistry II - 4 [Details\(see page 67\)](#)
- CHEM 315 Organic Chemistry I - 4 [Details\(see page 67\)](#)
- CHEM 316 Organic Chemistry II [Details\(see page 67\)](#) OR *CHEM 285 Environmental Chemistry - 4 [Details\(see page 67\)](#)

Choose one of the following courses:

- CHEM 316 Organic Chemistry II [Details\(see page 67\)](#)
- *CHEM 325 Analytical Chemistry I - 2 [Details\(see page 67\)](#)
- *CHEM 345 Analytical Chemistry II - 2 [Details\(see page 67\)](#)
- *CHEM 405 Thermodynamics - 3 [Details\(see page 67\)](#)
- *CHEM 406 Quantum Mechanics - 3 [Details\(see page 67\)](#)

Choose one of the following courses:

- BIOCH 318 Biochemistry and Molecular Biology Lab - 2 [Details\(see page 67\)](#)
- BIOCH 376 Foundational Biochemistry - 3 [Details\(see page 67\)](#)
- *CHEM 285 Environmental Chemistry - 4 [Details\(see page 67\)](#)
- *CHEM 305 Alternative Energy - 2 [Details\(see page 67\)](#)

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

Chemistry or Biochemistry with Pre-Law

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

Clinical Laboratory Science Major (34 SH + Clinical Program)

Stephen Cessna, advisor

A major in clinical laboratory science consists of the 34 SH listed below followed by completion of the clinical program (usually one year) in an approved school of clinical laboratory science/medical technology. In this program the student completes three years of study (a minimum of 90 SH) at Eastern Mennonite University and a fourth year at the school of clinical laboratory science/medical technology. EMU has articulation agreements with clinical laboratory science programs at Sentara RMH Medical Center, Augusta Health Center, and Virginia Commonwealth University. Students may also select the Histotechnology option through Sentara RMH. Alternatively, a student may elect to complete the biology major and enter the clinical program following receipt of the baccalaureate degree.

Major Requirements (34 SH plus clinical program)

16 SH in biology, including:

- BIOL 173 Concepts in Biology - 4 [Details\(see page 68\)](#)
- BIOL 205 Intro to Microbiology - 3 [Details\(see page 68\)](#) OR *BIOL 327 Advanced Microbiology - 3 [Details\(see page 68\)](#)
- BIOL 240 Molecular and Cellular Biology - 4 [Details\(see page 68\)](#)
- BIOL 337 Immunology - 3 [Details\(see page 68\)](#)
- Additional BIOL course to reach 16 SH

16 SH in chemistry or biochemistry, including:

- CHEM 223 General Chemistry I - 4 [Details\(see page 68\)](#)

- CHEM 224 General Chemistry II - 4 [Details\(see page 68\)](#)
- CHEM 315 Organic Chemistry I - 4 [Details\(see page 68\)](#) OR BIOCH 152 Human Biochemistry - 2 [Details\(see page 68\)](#)
- CHEM 325 Analytical Chemistry I [Details\(see page 68\)](#) OR CHEM 345 Analytical Chemistry II - 2 [Details\(see page 68\)](#)
- Additional CHEM or BIOCH to reach 16 SH

2 SH in statistics

- STAT 120 Descriptive Statistics [Details\(see page 68\)](#) OR STAT 220 Inferential Statistics - 2 [Details\(see page 68\)](#)

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.

Computer Science Major (49-50 SH)

Recognizing the wide range of topics covered by computing, EMU offers a program that allows students, together with the faculty advisor, to create a custom plan of study. The computer science major consists of 14 SH of foundational computer science courses covering programming, networking, computer architecture and system software, and database technologies; 9-10 SH of mathematics courses covering calculus through integration, topics in discrete mathematics, and basic statistical methods; a 2 SH capstone project; 16 SH of upper-level computer science courses; and an additional 6 SH from computer science or related fields for a total of 49-50 SH. The specific 16 SH of upper-level computer science courses and the additional 6 SH of electives will be determined by the student and advisor working together to tailor the program to the educational goals and career objectives of the student.

Computer science students typically earn a bachelor of arts degree. Students with a plan of study including CS 345, CS 355, CS 445, CS 455, MATH 170, MATH 185, and STAT 220 can opt for a bachelor of science degree instead. Students planning to seek a graduate degree in computer science should consider a double major in computer science and mathematics.

Foundational Courses (14 SH)

- CS 145 Introduction to Programming [Details\(see page 69\)](#) OR CS 155 Programming in Python [Details\(see page 69\)](#)
OR CS 245 Programming in Java - 2 [Details\(see page 69\)](#)
- CS 255 Intermediate Programming - 2 [Details\(see page 69\)](#)
- CE 165 Networking and Data Communication - 2 [Details\(see page 69\)](#)
- CE 175 Architecture and Operating Systems - 4 [Details\(see page 69\)](#)
- CS 265 Databases and Information Management - 2 [Details\(see page 69\)](#)
- CS 275 Web Applications - 2 [Details\(see page 69\)](#)

Upper-Level Courses (16 SH)

Choose 16 SH from the following courses:

- 300-level or 400-level CS courses
- ENGR 325 Engineering Ethics - 2 [Details\(see page 69\)](#)
- *CE 365 Digital Circuits - 3 [Details\(see page 69\)](#)

Mathematics Courses (9-10 SH)

- MATH 134 Finite Math: Logic and Problem Solving - 2 [Details\(see page 69\)](#) AND MATH 136 Finite Math: Number Theory and Probability - 2 [Details\(see page 69\)](#) OR MATH 170 Discrete Mathematics - 4 [Details\(see page 69\)](#)
- Any STAT course offered by a mathematics faculty member - 2
- *MATH 150 Elements of Calculus - 3 [Details\(see page 69\)](#) OR MATH 185 Calculus I - 4 [Details\(see page 69\)](#)

Computer Science or Related Field Electives (6 SH with advisor approval)

Each student will choose additional courses based on a theme of study. The courses are selected with consultation and approval of a faculty advisor.

Senior Capstone

- CS 475 Capstone Project - 2 [Details\(see page 69\)](#)

Computer Science Major, Teaching Endorsement for Grades 6-12

All students seeking licensure to teach must follow the [procedures for admission to teacher education and to student teaching\(see page 141\)](#).

Teaching endorsement in computer science (6-12) is approved by the Virginia Department of Education. Students must complete the computer science major as outlined above including CS 345, CS 355, CS 365. See the education section for required courses for the teacher licensure program, grades 6-12.

Computer Science Minor (18 SH)

The minor consists of 18 SH of computer science courses, of which at least 6 SH must be upper-level.

In earning a minor in the mathematical sciences department, at most three courses may be included that are also counted toward the student's major in the department.

Criminology and Restorative Justice Minor (20 SH)

Jenni Holsinger, advisor

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

Core Courses (11 SH)

- *POL 250 Law, Justice and the Local Context - 3 [Details\(see page 70\)](#)
- PXD 331 Restorative Justice and Trauma Awareness - 3 [Details\(see page 70\)](#)
- *SOC 360 Criminology - 3 [Details\(see page 70\)](#)
- *SOC 362 Criminal Justice - 2 [Details\(see page 70\)](#)

Electives (9 SH)

Choose one of the following courses:

- *PXD 261 Community and Conflict Analysis Techniques - 3 [Details\(see page 70\)](#)
- SOC 210 Social Stratification - 3 [Details\(see page 70\)](#)
- SOC 350 Urban Sociology - 3 [Details\(see page 70\)](#)
- SOWK 200 Social Behavior and Diversity - 3 [Details\(see page 70\)](#)

Choose two of the following courses:

- PXD 341 Mediation and Facilitation - 3 [Details\(see page 70\)](#)
- PXD 375 Globalization and Justice - 3 [Details\(see page 70\)](#)
- SOWK 360 Race and Gender - 3 [Details\(see page 70\)](#)
- THEO 323 Biblical Theology of Peace and Justice - 3 [Details\(see page 70\)](#)

Digital Media and Communication Major (50 SH)

Jerry Holsopple, advisor

Students who wish to declare a major in digital media and communication must complete [admissions requirements for the VACA department\(see page 142\)](#).

Senior Exhibits and Productions

VACA seniors in art, digital media and communication, or photography complete a major production or exhibit within their major. This senior exhibit/production represents a culminating event for every major—a chance to synthesize their learning experience in an outstanding body of work, to celebrate the accomplishments of a successful undergraduate career, and to showcase one's best work for the broader community. As such, this requires significant teamwork and collaboration with student colleagues and faculty, along with substantial preparation of the work for presentation during the semester of graduation. Marketing majors complete the capstone course MKTG 410 Strategic Marketing Management.

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

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

Students who do not pass the portfolio review will need to drop the major. They may continue to take VACA classes but will not have priority for course enrollment. Only VACA majors may enroll in "Senior Thesis/Senior Exhibit," internships, and independent studies.

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

The major in digital media and communication consists of 50 SH.

Core Courses

- VACA 121 Drawing - 4 [Details\(see page 71\)](#)
- VACA 141 Foundations of Design - 4 [Details\(see page 71\)](#)
- VACA 151 Photography I - 2 [Details\(see page 71\)](#)
- VACA 142 Graphic Design I - 2 [Details\(see page 71\)](#)
- VACA 381 Cinema and Visual Theory - 2 [Details\(see page 71\)](#)
- VACA 382 Contemporary Art - 2 [Details\(see page 71\)](#)
- VACA 481 Senior Thesis - 2 [Details\(see page 71\)](#)

Additional Courses

- VACA 252 Photography II - 4 [Details\(see page 71\)](#)
- VACA 262 Video Production - 4 [Details\(see page 71\)](#)
- *VACA 263 Audio Production - 2 [Details\(see page 71\)](#)
- VACA 344 Web Design and Social Media - 4 [Details\(see page 71\)](#)
- VACA 345 Advanced Photoshop - 4 [Details\(see page 71\)](#)
- VACA 364 Motion Graphics/After Effects - 2 [Details\(see page 71\)](#)
- VACA 367 Hybrid Storytelling - 4 [Details\(see page 71\)](#)

Choose one pair of classes (6 SH):

- HUM 200 Foundations in Humanities - 2 [Details\(see page 71\)](#) AND *VACA 465 Visual Storytelling: Non-Fiction - 4 [Details\(see page 71\)](#)
- OR *THR 361 Screenwriting - 2 [Details\(see page 71\)](#) AND *VACA 466 Visual Storytelling: Fiction - 4 [Details\(see page 71\)](#)

Choose one of the following courses:

- VACA 242 Graphic Design II - 2 [Details\(see page 71\)](#)
- VACA 243 Graphic Design III - 2 [Details\(see page 71\)](#)
- VACA 434 Advanced Drawing - 2 [Details\(see page 71\)](#)
- VACA 435 Advanced Painting - 2 [Details\(see page 71\)](#)
- WRIT 210 News and Feature Writing - 3 [Details\(see page 71\)](#)

Recommended Course:

- VACA 491 Internship - 1-4 [Details\(see page 71\)](#)

Digital Communication Minor (18 SH)

The minor in digital communication consists of 18 SH.

- VACA 142 Graphic Design I - 2 [Details\(see page 72\)](#)
- VACA 151 Photography I - 2 [Details\(see page 72\)](#)
- VACA 242 Graphic Design II - 2 [Details\(see page 72\)](#)
- VACA 243 Graphic Design III - 2 [Details\(see page 72\)](#)
- VACA 252 Photography II - 4 [Details\(see page 72\)](#)
- VACA 381 Cinema and Visual Theory - 2 [Details\(see page 72\)](#)

Choose one of the following courses:

- VACA 344 Web Design and Social Media - 4 [Details\(see page 72\)](#)

- VACA 367 Hybrid Storytelling - 4 [Details\(see page 72\)](#)

The digital communication minor may not be combined with a digital media and communication major.

Digital Video Production Minor (18 SH)

The minor in digital video production consists of 18 SH.

- VACA 151 Photography I - 2 [Details\(see page 73\)](#)
- VACA 262 Video Production - 4 [Details\(see page 73\)](#)
- *VACA 263 Audio Production - 2 [Details\(see page 73\)](#)
- VACA 364 Motion Graphics/After Effects - 2 [Details\(see page 73\)](#)
- VACA 381 Cinema and Visual Theory - 2 [Details\(see page 73\)](#)

Choose one pair of classes (6 SH):

- HUM 200 Foundations in Humanities - 2 [Details\(see page 73\)](#) AND *VACA 465 Visual Storytelling: Non-Fiction - 4 [Details\(see page 73\)](#)
- OR
- *THR 361 Screenwriting - 2 [Details\(see page 73\)](#) AND *VACA 466 Visual Storytelling: Fiction - 4 [Details\(see page 73\)](#)

The digital video production minor may not be combined with a digital media and communication major.

Economics Major (49-50 SH)

Deb Fitzgerald, advisor

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

To graduate with an economics major, students must first earn admission to the business and leadership department by fulfilling the [department admission requirements\(see page 140\)](#).

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

- ACTG 221 Financial Accounting - 3 [Details\(see page 73\)](#)
- BUAD 101 Business at EMU - 3 [Details\(see page 73\)](#)
- CIS 211 Spreadsheet and Data Management - 1 [Details\(see page 73\)](#)
- ECON 211 Principles of Microeconomics - 3 [Details\(see page 73\)](#)
- ECON 212 Principles of Macroeconomics - 3 [Details\(see page 73\)](#)
- *ECON 300 Environmental and Ecological Economics - 3 [Details\(see page 73\)](#)
- *ECON 311 Contemporary Economic Issues - 3 [Details\(see page 73\)](#)
- *ECON 331 History of Economic Thought - 3 [Details\(see page 73\)](#)
- *ECON 341 Intermediate Microeconomics - 3 [Details\(see page 73\)](#)
- *ECON 342 Intermediate Macroeconomics - 3 [Details\(see page 73\)](#)
- *ECON 401 Development Economics - 3 [Details\(see page 73\)](#)
- *ECON 411 International Economics - 3 [Details\(see page 73\)](#)
- PXD 375 Globalization and Justice - 3 [Details\(see page 73\)](#)

- STAT 120 Descriptive Statistics - 2 [Details\(see page 73\)](#)
- STAT 220 Inferential Statistics - 2 [Details\(see page 73\)](#)
- STAT 230 Regression and ANOVA - 2 [Details\(see page 73\)](#)
- BUAD 301 Quantitative Decision Making [Details\(see page 73\)](#) OR MATH 350 Linear Algebra - 3 [Details\(see page 73\)](#)
- *MATH 150 Elements of Calculus - 3 [Details\(see page 73\)](#) OR MATH 185 Calculus I - 4 [Details\(see page 73\)](#)

Economics Minor (18 SH)

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

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

- ECON 211 Principles of Microeconomics - 3 [Details\(see page 74\)](#)
- ECON 212 Principles of Macroeconomics - 3 [Details\(see page 74\)](#)
- *ECON 341 Intermediate Microeconomics - 3 [Details\(see page 74\)](#)
- *ECON 342 Intermediate Macroeconomics - 3 [Details\(see page 74\)](#)
- Any 300 or 400-level ECON course - 3

Choose one of the following courses:

- PXD 375 Globalization and Justice - 3 [Details\(see page 74\)](#)
- Any 300 or 400-level ECON course - 3
- ACTG, BUAD, CIS, FIN, or MKTG elective (200 level or above) - 2-3

All-Grade Education (PreK-12)

Cathy Smeltzer Erb, advisor

All students seeking licensure to teach must follow the [procedures for admission to teacher education and to student teaching\(see page 141\)](#).

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

Additional licensure requirement:

- PSYC 202 Developmental Psychology - 3 [Details\(see page 74\)](#)

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

Cathy Smeltzer Erb, advisor

All students seeking licensure to teach must follow the [procedures for admission to teacher education and to student teaching\(see page 141\)](#).

Professional Sequence for Early/Primary and Elementary Education

- ED 101 Exploring Teaching - 2 [Details\(see page 74\)](#)
- ED 235 Curriculum and Organization in Early Education - 4 [Details\(see page 74\)](#)
- ED 245 Learning and Classroom Environments - 3 [Details\(see page 74\)](#)
- ED 275 Instructional Technology and Assessment - 3 [Details\(see page 74\)](#)
- ED 331 Math in the Elementary School - 2 [Details\(see page 74\)](#)
- ED 332 Science in the Elementary School - 2 [Details\(see page 74\)](#)
- ED 333 Social Studies in the Elementary School - 2 [Details\(see page 74\)](#)
- ED 301 Needs of Diverse Learners - 3 [Details\(see page 74\)](#)
- ED 341 Language Arts - 2 [Details\(see page 74\)](#)
- ED 342 Reading/Diagnostic Reading - 3 [Details\(see page 74\)](#)
- ED 343 Content Area Reading and Writing - 2 [Details\(see page 74\)](#)
- ED 401 Examining Foundations of Education - 2 [Details\(see page 74\)](#)
- ED 411 Reflective Teaching Seminar and Portfolio - 1 [Details\(see page 74\)](#)

Plus:

Early/Primary Education only

- ED 421 Student Teaching I: PreK-3 - 7 [Details\(see page 74\)](#)
- ED 422 Student Teaching II: PreK-3 - 7 [Details\(see page 74\)](#)

Elementary Education only

- ED 421 Student Teaching I: PreK-3 - 7 [Details\(see page 74\)](#)
- ED 423 Student Teaching II: 4-6 - 7 [Details\(see page 74\)](#)

Recommended:

- *ART 397 Elementary School Art Methods - 2 [Details\(see page 74\)](#)
- *MUED 341 Elementary School Music - 3 [Details\(see page 74\)](#)

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

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

+ required for PreK-6 licensure

++ required for PreK-3 licensure

- BIOL 155 Biological Explorations - 3 [Details\(see page 74\)](#)
- CHEM 155 Matter and Energy - 3 [Details\(see page 74\)](#)
- +ECON 201 Survey of Economics - 3 [Details\(see page 74\)](#)
- ENGL 350 Literature for Children - 3 [Details\(see page 74\)](#)
- ENVS 135 Earth Science - 2 [Details\(see page 74\)](#)
- ENVS 145 Environmental Science - 2 [Details\(see page 74\)](#)
- GEOG 231 Cultural Geography - 3 [Details\(see page 74\)](#)
- HE 202 Health and Safety - 2 [Details\(see page 74\)](#)
- HIST 101 United States History I: Race and Reason - 2 [Details\(see page 74\)](#)
- HIST 102 United States History II: Mechanization and Modernization - 2 [Details\(see page 74\)](#)
- HIST 103 United States History III: Power and Paradox - 2 [Details\(see page 74\)](#)
- HIST 121 Global Past I: Civilization (to 1400) - 2 [Details\(see page 74\)](#)
- HIST 122 Global Past II: Modernization (post 1400) - 2 [Details\(see page 74\)](#)
- MATH 114 College Algebra - 2 [Details\(see page 74\)](#)

- MATH 120 Mathematics for Social Decision Making - 2 [Details\(see page 74\)](#)
- MATH 134 Finite Math: Logic and Problem Solving - 2 [Details\(see page 74\)](#)
- MATH 136 Finite Math: Number Theory and Probability - 2 [Details\(see page 74\)](#)
- +STAT 120 Descriptive Statistics - 2 [Details\(see page 74\)](#)
- PEM 145 Rhythmic Activities - 1 [Details\(see page 74\)](#)
- PSYC 202 Developmental Psychology - 3 [Details\(see page 74\)](#)
- PSYC 203 Developmental Case Study - 1 [Details\(see page 74\)](#)
- ++SOC 330 The Family in Social Context - 3 [Details\(see page 74\)](#)

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.

Secondary Education (6-12)

Cathy Smeltzer Erb, advisor

All students seeking licensure to teach must follow the [procedures for admission to teacher education and to student teaching\(see page 141\)](#).

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

- ED 101 Exploring Teaching - 2 [Details\(see page 76\)](#)
- ED 245 Learning and Classroom Environments - 3 [Details\(see page 76\)](#)
- ED 252 Learning and Classroom Environments PFE - 1 [Details\(see page 76\)](#)
- ED 275 Instructional Technology and Assessment - 3 [Details\(see page 76\)](#)
- ED 301 Needs of Diverse Learners - 3 [Details\(see page 76\)](#)
- ED 351 General Curriculum and Methods - 1 [Details\(see page 76\)](#)
- ED 361 Secondary Methods PFE - 1 [Details\(see page 76\)](#)
- ED 385 Content Area Methods for Middle and Secondary Teaching - 2 [Details\(see page 76\)](#)
- ED 395 Reading and Writing in the Content Area (6-12) - 3 [Details\(see page 76\)](#)
- ED 401 Examining Foundations of Education - 2 [Details\(see page 76\)](#)
- ED 411 Reflective Teaching Seminar and Portfolio - 1 [Details\(see page 76\)](#)
- ED 451 Middle School Student Teaching - 7 [Details\(see page 76\)](#)
- ED 452 High School Student Teaching - 7 [Details\(see page 76\)](#)

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

Additional licensure requirement:

- PSYC 202 Developmental Psychology - 3 [Details\(see page 76\)](#)

Special Education (K-12)

Cathy Smeltzer Erb, advisor

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

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

Professional Sequence for Special Education

- ED 101 Exploring Teaching - 2 [Details\(see page 76\)](#)
- ED 275 Instructional Technology and Assessment - 3 [Details\(see page 76\)](#)
- 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 [Details\(see page 76\)](#)
- EDS 333 Medical Issues and Assistive Technology for Individuals with Exceptional Learning Needs - 1 [Details\(see page 76\)](#)
- *EDS 351 Intervention Strategies for Middle and High School Learners with Exceptionalities - 3 [Details\(see page 76\)](#)
- *EDS 371 Evaluation and Planning in Special Education - 3 [Details\(see page 76\)](#)
- EDS 381 Special Education Professional Field Experience - 2 [Details\(see page 76\)](#)
- *EDS 401 Supporting Positive Classroom Behavior - 2 [Details\(see page 76\)](#)
- *EDS 455 Foundations of Education and Special Education - 3 [Details\(see page 76\)](#)
- ED 341 Language Arts - 2 [Details\(see page 76\)](#)
- ED 342 Reading/Diagnostic Reading - 3 [Details\(see page 76\)](#)
- ED 343 Content Area Reading and Writing - 2 [Details\(see page 76\)](#)
- ED 411 Reflective Teaching Seminar and Portfolio - 1 [Details\(see page 76\)](#)
- EDS 461 Student Teaching: Elementary Exceptionalities - 7 [Details\(see page 76\)](#)
- EDS 462 Student Teaching: Middle School/High School Exceptionalities - 7 [Details\(see page 76\)](#)

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

Additional licensure requirements are as follows:

- BIOL 155 Biological Explorations - 3 [Details\(see page 76\)](#)
- CHEM 155 Matter and Energy - 3 [Details\(see page 76\)](#)
- ENGL 350 Literature for Children [Details\(see page 76\)](#) OR *ENGL 355 Adolescent/Young Adult Literature - 3 [Details\(see page 76\)](#)
- ENVS 135 Earth Science - 2 [Details\(see page 76\)](#)
- HE 202 Health and Safety - 2 [Details\(see page 76\)](#)
- HIST 101 United States History I: Race and Reason - 2 [Details\(see page 76\)](#)
- HIST 102 United States History II: Mechanization and Modernization - 2 [Details\(see page 76\)](#)
- HIST 103 United States History III: Power and Paradox - 2 [Details\(see page 76\)](#)
- HIST 121 Global Past I: Civilization (to 1400) OR HIST 122 Global Past II: Modernization (1350-1800) - 2 [Details\(see page 76\)](#)
- MATH 120 Mathematics for Social Decision Making - 2 [Details\(see page 76\)](#)
- MATH 134 Finite Math: Logic and Problem Solving - 2 [Details\(see page 76\)](#)
- MATH 136 Finite Math: Number Theory and Probability - 2 [Details\(see page 76\)](#)
- STAT 120 Descriptive Statistics - 2 [Details\(see page 76\)](#)
- PSYC 202 Developmental Psychology - 3 [Details\(see page 76\)](#)
- PSYC 231 Applied Behavior Analysis - 3 [Details\(see page 76\)](#)

- SOC 330 The Family in Social Context - 3 [Details\(see page 76\)](#)

A minor in a content area is recommended.

Associate in Arts Degree in Education: Para-Professional

Cathy Smeltzer Erb, advisor

Designed for students who enjoy working with children but plan for only two years of college, this program provides training for positions in day care centers and as assistants in early childhood and elementary classrooms. Courses taken in this sequence may be applied to the education program by recommendation of the instructors, should the student decide to later complete the four-year degree program. In addition to the EMU Core requirements (see EMU Core section), the following sequence of courses is outlined for this program:

Required Courses for Education: Para-Professional

- ED 101 Exploring Teaching - 2 [Details\(see page 78\)](#)
- ED 221 Professional Field Experience (Early Childhood) - 2 [Details\(see page 78\)](#)
- ED 235 Curriculum and Organization in Early Ed - 4 [Details\(see page 78\)](#)
- ED 245 Learning and Classroom Environments - 3 [Details\(see page 78\)](#)
- ED 301 Needs of Diverse Learners - 3 [Details\(see page 78\)](#)
- ED 331 Math in the Elementary School - 2 [Details\(see page 78\)](#)
- ED 332 Science in the Elementary School - 2 [Details\(see page 78\)](#)
- ED 333 Social Studies in the Elementary School - 2 [Details\(see page 78\)](#)
- ENGL 350 Literature for Children - 3 [Details\(see page 78\)](#)
- HE 201 First Aid - 1 [Details\(see page 78\)](#)
- HE 202 Health and Safety - 2 [Details\(see page 78\)](#) OR HE 260 Teaching, Ministry, and Healthy Sexuality - 3 [Details\(see page 78\)](#)
- MATH 120 Mathematics for Social Decision Making - 2 [Details\(see page 78\)](#)
- PEM 145 Rhythmic Activities - 1 [Details\(see page 78\)](#)
- PSYC 202 Developmental Psychology - 3 [Details\(see page 78\)](#)
- PSYC 203 Developmental Case Study - 1 [Details\(see page 78\)](#)
- SOC 330 The Family in Social Context - 3 [Details\(see page 78\)](#)

Recommended:

- ED 275 Instructional Technology and Assessment - 3 [Details\(see page 78\)](#)

Engineering Major (77 SH)

EMU offers an engineering major with a minimum of 77 SH in mathematics, computer science, chemistry, physics, and engineering. Students may choose to have an emphasis in either mechanical or computer engineering by selecting specific upper-level courses as listed below.

Engineering Core (29 SH)

- ENGR 110 Introduction to Engineering and Design - 4 [Details\(see page 78\)](#)
- ENGR 156 Mathematics for Engineering Lab - 2 [Details\(see page 78\)](#)

- *ENGR 245 Experimental Methods - 2 [Details\(see page 78\)](#)
- *ENGR 265 Analog Circuits - 4 [Details\(see page 78\)](#)
- ENGR 270 Engineering Statics - 3 [Details\(see page 78\)](#)
- ENGR 291 Engineering Design II - 2 [Details\(see page 78\)](#)
- ENGR 325 Engineering Ethics - 2 [Details\(see page 78\)](#)
- ENGR 390 Engineering Design III - 2 [Details\(see page 78\)](#)
- ENGR 490 Senior Design - 2 [Details\(see page 78\)](#)
- ENGR 491 Capstone Project - 2 [Details\(see page 78\)](#)

Choose two of the following courses:

- CS 145 Introduction to Programming - 2 [Details\(see page 78\)](#)
- CS 155 Programming in Python - 2 [Details\(see page 78\)](#)
- CS 245 Programming in Java - 2 [Details\(see page 78\)](#)
- CS 255 Intermediate Programming - 2 [Details\(see page 78\)](#)

Math/Science Core (31 or 32 SH)

- CHEM 223 General Chemistry I [Details\(see page 78\)](#) OR CHEM 224 General Chemistry II - 4 [Details\(see page 78\)](#)
- MATH 185 Calculus I - 4 [Details\(see page 78\)](#)
- MATH 195 Calculus II - 4 [Details\(see page 78\)](#)
- MATH 284 Multivariate Calculus - 2 [Details\(see page 78\)](#)
- *MATH 286 Vector Calculus - 2 [Details\(see page 78\)](#)
- STAT 220 Inferential Statistics - 2 [Details\(see page 78\)](#)
- *MATH 310 Differential Equations - 3 [Details\(see page 78\)](#)
- PHYS 252 [Details\(see page 78\)](#) and PHYS 253 University Physics I, lecture and laboratory [Details\(see page 78\)](#) - 4
- PHYS 262 [Details\(see page 78\)](#) and PHYS 263 University Physics II, lecture and laboratory [Details\(see page 78\)](#) - 4

Choose one of the following courses (2 or 3 SH):

- MATH 154 Mathematics for Engineering - 2 [Details\(see page 78\)](#)
- *MATH 333 Topics: Math Modeling - 2
- *MATH 350 Linear Algebra - 3 [Details\(see page 78\)](#)

Upper-Level Electives (17 SH)

Include three 300 level or 400 level courses.

Mechanical Engineering Emphasis (17 SH)

- *ENGR 280 Engineering Dynamics - 3 [Details\(see page 78\)](#)
- ENGR 380 Systems - 4 [Details\(see page 78\)](#)
- *ENGR 350 Fluid Mechanics - 4 [Details\(see page 78\)](#) OR *PHYS 405 Thermodynamics - 3 [Details\(see page 78\)](#)

Choose a minimum of 6 SH from the following courses:

- *ENGR 333 Topics in Engineering (with advisor approval) - 2-4
- *CE 365 Digital Circuits - 3 [Details\(see page 78\)](#)
- *ENGR 370 Strength of Materials - 4 [Details\(see page 78\)](#)
- *ENGR 350 Fluid Mechanics - 4 [Details\(see page 78\)](#) OR *PHYS 405 Thermodynamics - 3 [Details\(see page 78\)](#)
- *ENGR 480 Control Systems - 3 [Details\(see page 78\)](#)

- ENGR 499 Independent Study/Research (to be arranged with faculty) - 1-3 [Details\(see page 78\)](#)

Computer Engineering Emphasis (17 SH)

- MATH 170 Discrete Math - 4 [Details\(see page 78\)](#)
- CE 165 Networks and Data Communication - 2 [Details\(see page 78\)](#)
- CE 175 Architecture and Operating Systems - 4 [Details\(see page 78\)](#)

Choose a minimum of 7 SH from the following courses:

- *CE 365 Digital Circuits - 3 [Details\(see page 78\)](#)
- *CE 375 Software Engineering - 2 [Details\(see page 78\)](#)
- CE 330-335 Topics in Computer Engineering (with advisor approval) - 2-4
- *CS 345 Data Structures - 2 [Details\(see page 78\)](#)
- *CS 355 Adv. Data Structures - 2 [Details\(see page 78\)](#)
- CS 330-335 Topics in Computing (with advisor approval) - 2-4
- *ENGR 333 Topics in Engineering (with advisor approval) - 2-4
- ENGR 380 Systems - 4 [Details\(see page 78\)](#)
- *ENGR 480 Control Systems - 3 [Details\(see page 78\)](#)
- ENGR 499 Independent Study/Research (to be arranged with faculty) - 1-3 [Details\(see page 78\)](#)

English Major (36 SH)

Marti Eads and Kevin Seidel, advisors

The English major centers on literary studies but provides the opportunity for coursework in creative writing, Spanish, theater, and other fields.

Requirements consist of 36 SH. Students may take these courses in any sequence.

- ENGL 201 Global Literatures I: Beginnings - 2 [Details\(see page 80\)](#)
- ENGL 202 Global Literatures II: 1300-1650 - 2 [Details\(see page 80\)](#)
- ENGL 203 Global Literatures III: 1650-1800 - 2 [Details\(see page 80\)](#)
- ENGL 204 Global Literatures IV: 1800-present - 2 [Details\(see page 80\)](#)
- HUM 200 Foundations of the Humanities - 2 [Details\(see page 80\)](#)
- HUM 490 Seminar in the Humanities - 4 [Details\(see page 80\)](#)
- ENGL courses (200- or 300-level) - 22*

*Note: Students who double-major, minor, or concentrate in a writing-, Spanish-, or theater-related area may apply up to 6 SH of WRIT, SPAN, or THR classes toward their ENGL 200- or 300-level requirements.

The 200-level "Global Literature" courses situate the history of British and American literature within the histories of literature from around the world. Generally taken in a student's first or second years, these classes are designed to improve close-reading and writing skills, as well as raise important questions about why we read literature.

HUM 200 Foundations in the Humanities is an interdisciplinary class designed to teach basic research skills and refine students' ability to interpret various forms of written and visual media, from poetry and scripture to fiction, non-fiction, photography, film, painting, and sculpture.

Other 200- and 300-level ENGL courses, all of which are open to non-majors, dive deeper into particular literary genres (fiction, poetry, and drama) and particular themes (such as conflict transformation, ecology, gender, and race). In

addition to helping students learn to love great works of literary art, these courses explore how literature reconnects us to the world in which we live.

HUM 490 Seminar in the Humanities gives students an opportunity to write a long research paper by developing a paper written in a previous class, starting a new academic research project, or writing a research-based work of creative nonfiction.

English Major, Teaching Endorsement for Grades 6-12

All students seeking licensure to teach must follow the [procedures for admission to teacher education and to student teaching](#)(see page 141).

Requirements consist of 36 SH.

This program will prepare students to teach English by instructing them in the standards of the National Council of Teachers of English (NCTE). In addition to the courses for secondary education licensure (see the education section), students must complete the following 15-16 SH of courses within the required 22 SH of 200-300 ENGL selections.

- LING 250 Introduction to Linguistics - 3 [Details](#)(see page 81)
- LING 260 Grammars of English - 3 [Details](#)(see page 81)
- *ENGL 346 Rooms of Their Own [Details](#)(see page 81) OR *ENGL 348 American Manhood - 3 [Details](#)(see page 81)
- *ENGL 355 Adolescent/Young Adult Literature - 3 [Details](#)(see page 81)
- WRIT 380 Expository Writing - 1 [Details](#)(see page 81)

Choose one of the following courses:

- WRIT 210 News and Feature Writing - 3 [Details](#)(see page 81)
- THR 100 Acting for Stage and Screen - 2 [Details](#)(see page 81)
- THR 200 Survey of World Theater History - 2 [Details](#)(see page 81)
- THR 300 Directing for the Theater - 2 [Details](#)(see page 81)
- THR 360 Playwriting - 2 [Details](#)(see page 81)
- *THR 361 Screenwriting - 2 [Details](#)(see page 81)

The language and literature department is no longer offering the teaching endorsement in English as a Second Language (ESL); however, undergraduate students may receive endorsement in ESL by taking the required courses offered by the education department (see the education section).

Teaching Endorsement in ESL

Cathy Smeltzer Erb, advisor

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

Teacher candidates must comply with all teacher education requirements. Education and supporting courses required are as follows:

- ED 101 Exploring Teaching - 2 [Details](#)(see page 81)
- ED 245 Learning and Classroom Environments - 3 [Details](#)(see page 81)
- ED 252 Learning and Classroom Environments PFE - 1 [Details](#)(see page 81)
- ED 275 Instructional Technology and Assessment - 3 [Details](#)(see page 81)
- ED 301 Needs of Diverse Learners - 3 [Details](#)(see page 81)
- ED 351 General Curriculum and Methods - 1 [Details](#)(see page 81)

- ED 361 Secondary Methods PFE - 1 [Details\(see page 81\)](#)
- ED 385 Content Area Methods for Middle and Secondary Teaching - 2 [Details\(see page 81\)](#)
- ED 395 Reading and Writing in the Content Area (6-12) - 3 [Details\(see page 81\)](#) OR ED 343 Content Area Reading and Writing - 2 [Details\(see page 81\)](#)
- ED 401 Examining Foundations of Education - 2 [Details\(see page 81\)](#)
- ED 411 Reflective Teaching Seminar and Portfolio - 1 [Details\(see page 81\)](#)
- ED 461 Elementary Student Teaching - 7 [Details\(see page 81\)](#)
- ED 462 Middle/High School Student Teaching - 7 [Details\(see page 81\)](#)

Other licensure requirement:

- PSYC 202 Developmental Psychology - 3 [Details\(see page 81\)](#)

ESL Curriculum

- ED 385 Content Area Methods for Middle and Secondary Teaching - 2 [Details\(see page 81\)](#)
- LING 250 Introduction to Linguistics - 3 [Details\(see page 81\)](#)
- LING 260 Grammars of English - 3 [Details\(see page 81\)](#)
- *LING 360 Language Learning, Literacy, and Culture - 3 [Details\(see page 81\)](#)
- LING 460 Practicum in TESOL - 3 [Details\(see page 81\)](#)
- Foreign Language (Intermediate II or above) - 3

English Minor (18 SH)

The flexible minor in English centers on literary studies but also provides the opportunity for coursework in writing and linguistics.

Requirements consist of 18 SH:

- A minimum of 12 SH in literary studies (200-level or higher ENGL courses)
- An additional 6 SH of any combination of 200-level or higher literature (ENGL), writing studies (WRIT), linguistics (LING), and theater (THR) courses.

Environmental Science Major (50 SH)

Douglas Graber Neufeld, Matthew Siderhurst and James Yoder, advisors

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

The program 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.

The environmental science major focuses on the ecological and chemical aspects of environmental sustainability. The solid coursework in natural sciences prepares students to work on such issues as biodiversity and loss of species, pollution and toxicology, land use and degradation, waste management, resource depletion and energy consumption,

climate change, and alternative agriculture. Completion of the environmental science major equips students to work in fields of conservation, environmental monitoring, agriculture, alternative energy promotion and development, sustainable development, environmental advocacy, and environmental education. In addition, the curriculum prepares students for graduate work in many areas related to environmental science.

The curriculum for environmental science is divided into three stages. Students begin their coursework in three introductory courses, followed by a set of core integration courses, which set the foundation for further work. Students then take core and elective courses in their chosen areas of focus which gives depth by concentrating on natural science aspects of environmental science while retaining breadth through coursework that combines essential elements from both social science and natural science to bring a holistic and integrated perspective. Finally, students take a series of courses that serve to integrate the natural science and social science perspectives of sustainability.

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.

A major consists of 50 semester hours.

Core Courses: Introduction to Sustainability (12 SH)

- BIOL 173 Concepts in Biology: Unity and Diversity of Life - 4 [Details\(see page 82\)](#)
- BIOL 174 Concepts in Biology Seminar - 1 [Details\(see page 82\)](#)
- BIOL 235 Ecology: Adaptation and Environment - 4 [Details\(see page 82\)](#)
- SOC 245 Environment and Society - 3 [Details\(see page 82\)](#)

Core Courses: Integration (18 SH)

- *ENVS 205 Environmental Applications of GIS - 3 [Details\(see page 82\)](#)
- *ENVS 385 Conservation Biology - 4 [Details\(see page 82\)](#)
- *ENVS 325 Environmental Ethics - 2 [Details\(see page 82\)](#)
- *ENVS 365 Environmental Risk and Policy - 2 [Details\(see page 82\)](#)
- ENVS 429 Environmental Sustainability Internship - 3 [Details\(see page 82\)](#)
- ENVS 430 Environmental Sustainability Capstone - 2 [Details\(see page 82\)](#)
- STAT 120 Descriptive Statistics [Details\(see page 82\)](#) OR STAT 220 Inferential Statistics - 2 [Details\(see page 82\)](#)

Required Supporting Courses (9 SH)

- BIOL 255 Biology Research Seminar - 1 [Details\(see page 82\)](#)
- CHEM 223 General Chemistry I - 4 [Details\(see page 82\)](#)
- *CHEM 285 Environmental Chemistry - 4 [Details\(see page 82\)](#)

Environmental Science electives (5 SH)

Choose 5 SH of the following courses:

- BIOL 215 Organismal Biology - 4 [Details\(see page 82\)](#)
- BIOL 240 Molecular and Cellular Biology - 4 [Details\(see page 82\)](#)
- *BIOL 327 Advanced Microbiology - 3 [Details\(see page 82\)](#)
- *BIOL 358 Natural History of the Shenandoah Valley - 4 [Details\(see page 82\)](#)

- *BIOL 368 Blue Ridge Botany - 2 [Details\(see page 82\)](#)
- *BIOL 388 Entomology - 3 [Details\(see page 82\)](#)
- *BIOL 465 Topics in Advanced Ecology - 2 [Details\(see page 82\)](#)
- CHEM 224 General Chemistry II - 4 [Details\(see page 82\)](#)
- *CHEM 305 Alternative Energy - 2 [Details\(see page 82\)](#)
- CHEM 315 Organic Chemistry I - 4 [Details\(see page 82\)](#)
- CHEM 316 Organic Chemistry II - 4 [Details\(see page 82\)](#)
- *CHEM 325 Analytical Chemistry I - 2 [Details\(see page 82\)](#)
- *CHEM 345 Analytical Chemistry II - 2 [Details\(see page 82\)](#)
- ENVS 135 Earth Science - 2 [Details\(see page 82\)](#)
- *ENVS 235 Sustainable Food Systems - 2 [Details\(see page 82\)](#)
- *ENVS 379 Techniques in Environmental Monitoring - 1 [Details\(see page 82\)](#)

Social Sustainability electives (6 SH)

Choose 6 SH of the following courses:

- SOC 101 Introduction to Sociology - 3 [Details\(see page 82\)](#)
- SOC 225 Theories of Social Change - 3 [Details\(see page 82\)](#)
- SOC 336 Methods of Social Research - 3 [Details\(see page 82\)](#)
- *PXD 261 Community and Conflict Analysis Techniques - 3 [Details\(see page 82\)](#)
- PXD 375 Globalization and Justice - 3 [Details\(see page 82\)](#)
- SOC 210 Social Stratification - 3 [Details\(see page 82\)](#)
- SOC 255 Social Movements - 3 [Details\(see page 82\)](#)
- *SOC 350 Urban Sociology - 3 [Details\(see page 82\)](#)
- *SOC 430 Environmental Justice - 3 [Details\(see page 82\)](#)
- SOWK 360 Race and Gender - 3 [Details\(see page 82\)](#)
- BUAD 221 Principles of Management - 3 [Details\(see page 82\)](#)
- BUAD 465 Project Management and Grantwriting - 3 [Details\(see page 82\)](#)
- ECON 201 Survey of Economics - 3 [Details\(see page 82\)](#)
- ECON 211 Principles of Microeconomics - 3 [Details\(see page 82\)](#)
- ECON 212 Principles of Macroeconomics - 3 [Details\(see page 82\)](#)
- *ECON 300 Environmental and Ecological Economics - 3 [Details\(see page 82\)](#)
- *ECON 311 Contemporary Economic Issues - 3 [Details\(see page 82\)](#)
- *ECON 401 Development Economics - 3 [Details\(see page 82\)](#)
- *ECON 411 International Economics - 3 [Details\(see page 82\)](#)
- PXD 365 Social and Political Economy - 3 [Details\(see page 82\)](#)
- PXD 485 Global Development - 3 [Details\(see page 82\)](#)
- VACA 354 Conservation Photography - 4 [Details\(see page 82\)](#)

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.

Environmental Justice Minor (19 SH)

Jenni Holsinger, advisor

This minor is designed for students who wish to bridge their primary major of study with an investigation of the complexities of environmental and social justice. The minor complements and enriches students' studies in a host of fields, including public health, urban planning, public administration, community organizing, humanitarian aid, engineering, and law. Over the course of the curriculum, students come to better understand the inextricably connected systems that underlie environmental inequities and the disproportionate impacts on marginalized communities, ranging from local levels to global arenas.

Core Courses

- ENVS 145 Environmental Science - 2 [Details\(see page 84\)](#)
- SOWK 360 Race & Gender - 3 [Details\(see page 84\)](#)
- SOC 245 Environment & Society - 3 [Details\(see page 84\)](#)
- *SOC 430 Environmental Justice - 3 [Details\(see page 84\)](#)

Electives

Choose one of the following courses:

- *ENVS 235 Sustainable Food Systems - 2 [Details\(see page 84\)](#)
- *ENVS 325 Environmental Ethics - 2 [Details\(see page 84\)](#)
- *ENVS 365 Environmental Risk and Policy - 2 [Details\(see page 84\)](#)

Choose one of the following courses:

- ECON 300 Environmental and Ecological Economics - 3 [Details\(see page 84\)](#)
- PXD 365 Social and Political Economy - 3 [Details\(see page 84\)](#)
- PXD 375 Globalization & Justice - 3 [Details\(see page 84\)](#)
- NURS 432 Community Health - 3 [Details\(see page 84\)](#)
- *SOC 350 Urban Sociology - 3 [Details\(see page 84\)](#)
- SPAN 430 Marginalized Voices in Hispanic America - 3 [Details\(see page 84\)](#)
- POL 401 Human Rights and Dignity - 3

Choose one of the following courses:

- BUAD 465 Project Management and Grantwriting - 3 [Details\(see page 84\)](#)
- *ENVS 205 Environmental Applications of GIS - 3 [Details\(see page 84\)](#)
- SOC 336 Methods of Social Research - 3 [Details\(see page 84\)](#)
- *PXD 261 Community and Conflict Analysis Techniques - 3 [Details\(see page 84\)](#)
- PXD 341 Mediation and Facilitation - 3 [Details\(see page 84\)](#)
- *PXD 451 Program Evaluation - 3 [Details\(see page 84\)](#)

Environmental Science Minor (18-21 SH)

Core Courses (16-19 SH)

- BIOL 173 Concepts in Biology - 4 [Details\(see page 85\)](#) OR ENVS 145 Environmental Science - 2 [Details\(see page 85\)](#)
- *ENVS 385 Conservation Biology - 4 [Details\(see page 85\)](#)
- SOC 245 Environment and Society - 3 [Details\(see page 85\)](#)
- CHEM 223 General Chemistry - 4 [Details\(see page 85\)](#) OR CHEM 155 Matter and Energy - 3 [Details\(see page 85\)](#)

- *ENVS 325 Environmental Ethics – 2 [Details\(see page 85\)](#) OR *ENVS 365 Env. Risk Assessment and Policy - 2 [Details\(see page 85\)](#)
- ENVS 430 Environmental Sustainability Capstone - 2 [Details\(see page 85\)](#)

Electives (minimum 2 SH)

- ENVS 135 Earth Science - 2 [Details\(see page 85\)](#)
- *ENVS 205 Environmental Applications of GIS - 3 [Details\(see page 85\)](#)
- *ENVS 235 Sustainable Food Systems - 2 [Details\(see page 85\)](#)
- BIOL 235 Ecology: Adaptation and Environment - 4 [Details\(see page 85\)](#)
- *BIOL 358 Natural History of the Shenandoah Valley - 4 [Details\(see page 85\)](#)
- *BIOL 368 Blue Ridge Botany - 2 [Details\(see page 85\)](#)
- *BIOL 388 Entomology - 3 [Details\(see page 85\)](#)
- *BIOL 465 Topics in Advanced Ecology - 2 [Details\(see page 85\)](#)
- *CHEM 285 Environmental Chemistry - 4 [Details\(see page 85\)](#)
- *CHEM 305 Alternative Energy - 2 [Details\(see page 85\)](#)

Environmental Studies Minor (18-20 SH)

Core Courses

- ENVS 145 Environmental Science - 2 [Details\(see page 86\)](#)
- SOC 245 Environment and Society - 3 [Details\(see page 86\)](#)
- *ENVS 325 Environmental Ethics [Details\(see page 86\)](#) OR *ENVS 365 Environmental Risk Assessment and Policy - 2 [Details\(see page 86\)](#)
- ENVS 430 Environmental Sustainability Capstone - 2 [Details\(see page 86\)](#)

Electives

Choose 9-11 SH from the Environmental Science major required courses or either of the major's two elective lists (environmental science or social sustainability).

See the Environmental Science major course lists.

Gender Studies Minor (17-18 SH)

This 17-18 credit interdisciplinary minor uses 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 at least one of the following courses:

- CCSSC 386 Cross-Cultural Social Science: Multicultural History of DC (Washington Community Scholars' Center) - 3 [Details\(see page 86\)](#)
- *HIST 352 History of Women - 3 [Details\(see page 86\)](#)
- *HUM 330-335 Topics in Humanities (when appropriate) - 3-4 [Details\(see page 86\)](#)
- *HUM 420-425 Tutorial in Humanities (when appropriate) - 3-4 [Details\(see page 86\)](#)
- SOWK 360 Race and Gender - 3 [Details\(see page 86\)](#)
- Seminar by the Sea (Summer session offered by Eastern University in Maine every other spring - 2019. Credit offered in psychology or English within a gender identity framework. Students create an individual research project and work closely with a faculty member.) - 3

Electives (14-15 SH)

Choose additional courses from the gender theory foundation list above or from the list below 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 [Details\(see page 86\)](#)
- *CHST/HIST 435 Martyrs, Merchants, and Mendicants - 3 [Details\(see page 86\)](#)
- CORE 401 Senior Seminar: Faith, Sexuality and Vocation - 2
- *ENGL 346 Rooms of Their Own - 3 [Details\(see page 86\)](#)
- *ENGL 348 American Manhood - 3 [Details\(see page 86\)](#)
- PXD 485 Theories of Global Development - 3 [Details\(see page 86\)](#)
- *REL 312 Topics in Religion: Women and the Bible - 3
- SOC 330 Family in the Social Context - 3 [Details\(see page 86\)](#)
- THEO 323 Biblical Theology of Peace and Justice - 3 [Details\(see page 86\)](#)
- VACA 381 Cinema and Visual Theory - 2 [Details\(see page 86\)](#)
- 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.

Global Development Major (36-38 SH)

Timothy Seidel, advisor

Whereas the peacebuilding and development (PXD) major is designed for students who want a focus in both peacebuilding and development, the global development major is designed as a stand-alone major for students particularly interested in careers addressing social, political, and economic inequality and justice and who are preparing to work in the fields of community or international development.

Global development studies explores long-term efforts aimed at bringing improvements in the economic, political, and social well-being, environmental stability and the quality of life of all segments of a population--from local to state to international. Courses in this major approach the phenomenon of development in its broadest sense as the study of change, with attention to global justice, equity, and the historical links between development, colonialism, and global capitalism. Global development studies explores perspectives on and responses to international trade, global finance, labor, poverty and development, health and the environment, and the prospect of a more environmentally healthy and sustainable world.

This major benefits students with bi-vocational interests. It cannot be taken as a double major with the PXD major or the peacebuilding major. Global Development majors have the option of taking Summer Peacebuilding Institute (SPI) courses that may substitute for a major requirement when approved by the PXD advisor. Exposure to the Summer Peacebuilding Institute of the Center for Justice and Peacebuilding provides students with a unique opportunity to connect with professionals in justice and peacebuilding and related areas of practice.

The major consists of the following 36-38 SH.

Foundation (12-14 SH)

- PXD 151 Exploring Conflict and Peace [Details\(see page 87\)](#) OR SOC 101 Intro to Sociology - 3 [Details\(see page 87\)](#)
- PXD 225 Theories of Social Change - 3 [Details\(see page 87\)](#)
- PXD 431 PXD Practicum - 1-3 [Details\(see page 87\)](#)
- SOC 336 Methods of Social Research - 3 [Details\(see page 87\)](#)
- STAT 120 Descriptive Statistics - 2 [Details\(see page 87\)](#)

Core theory (12 SH)

- ECON 201 Survey of Economics [Details\(see page 87\)](#) OR ECON 212 Principles of Macroeconomics - 3 [Details\(see page 87\)](#)
- PXD 365 Social and Political Economy [Details\(see page 87\)](#) OR *ECON 401 Development Economics - 3 [Details\(see page 87\)](#)
- PXD 375 Globalization and Justice - 3 [Details\(see page 87\)](#)
- PXD 485 Global Development - 3 [Details\(see page 87\)](#)

Core practice/skills (6 SH)

Choose two of the following courses:

- BUAD 465 Project Management and Grantwriting - 3 [Details\(see page 87\)](#)
- *PXD 261 Community and Conflict Analysis Techniques - 3 [Details\(see page 87\)](#)
- *PXD 451 Program Evaluation Through Qualitative Methods- 3 [Details\(see page 87\)](#)
- SOWK 330 Social Policy Analysis - 3 [Details\(see page 87\)](#)

Electives (6 SH)

- Any course not taken above
- BUAD 331 Organizational Behavior - 3 [Details\(see page 87\)](#)
- *ECON 311 Contemporary Economic Issues - 3 [Details\(see page 87\)](#)
- NURS 432 Community Health - 3 [Details\(see page 87\)](#)
- POL 113 International Relations - 2 [Details\(see page 87\)](#)
- *PXD 335 Understanding Violent Conflict - 3 [Details\(see page 87\)](#)
- PXD 345 Peacebuilding Theory and Action - 3 [Details\(see page 87\)](#)
- *SOC 255 Social Movements - 3 [Details\(see page 87\)](#)

Summer Peacebuilding Institute

Students have the option of choosing one course to replace one core course as approved by PXD advisor.

Global Development Minor (17-18 SH)

Timothy Seidel, advisor

The minor in global development provides basic understandings of social, political, and economic inequality and justice for students preparing to work in the fields of community or international development.

Core (12 SH)

- *PXD 261 Community and Conflict Analysis Techniques - 3 [Details\(see page 89\)](#)
- PXD 365 Social and Political Economy [Details\(see page 89\)](#) OR *ECON 401 Development Economics - 3 [Details\(see page 89\)](#)
- PXD 375 Globalization and Justice - 3 [Details\(see page 89\)](#)
- PXD 485 Global Development - 3 [Details\(see page 89\)](#)

Electives

Choose two of the following courses:

- BUAD 331 Organizational Behavior - 3 [Details\(see page 89\)](#)
- POL 113 International Relations - 2 [Details\(see page 89\)](#)
- PXD 225 Theories of Social Change - 3 [Details\(see page 89\)](#)
- *PXD 451 Program Evaluation Through Qualitative Methods- 3 [Details\(see page 89\)](#)
- *SOC 255 Social Movements - 3 [Details\(see page 89\)](#)
- SOWK 210 Social Stratification - 3 [Details\(see page 89\)](#)

Global Studies Major (56-57 SH)

Timothy Seidel, Jim Leaman, and Ji Eun Kim, advisors

Global studies equips students to think critically, clearly, and creatively about the most pressing global challenges. This program of study provides opportunities for students to explore their passions, discover their vocation, and serve effectively in roles that bridge communication and understanding across countries, cultures, and languages.

Coursework prepares students to take a global view of contemporary issues across states, societies, and cultures. As an interdisciplinary major, significant attention is given to peacebuilding and to social, political, economic, and ecological justice explored within the larger context of globalization. Global studies also provides focused attention and reflection on intercultural communication, developing regional language skills and the role of faith in global studies as well as an exploration of global political and economic actors beyond the state (for example, civil society).

In addition to completing a foundational core curriculum, the major offers students an opportunity to choose a thematic concentration in global sustainability, global justice and peacebuilding, or global societies and cultures. Students will also choose a regional focus that will coincide with their cross-cultural and language requirements (e.g. Latin America and Spanish, Middle East and Arabic, Central/East Africa and Swahili, Asia and Mandarin). Students will work closely with a faculty advisor to plan appropriate coursework, a local practicum, and a cross-cultural experience with integrated foreign language embedded in the regional focus of the major.

Global studies prepares students to become practitioners of global peace and justice, particularly responding to global violence, development and poverty, global health issues, environmental degradation, and injustice. In addition to faith-based careers, majors will be equipped for postgraduate study and for professional opportunities in the private or public sector, or in nonprofits or nongovernmental organizations.

The major consists of the following 56-57 SH. Note: Completing the requirements for the global studies major also covers a number of EMU Core requirements. About 21 out of 56 SH global studies major requirements also fulfill Core requirements.

Global studies core (20-21 SH)

- GS 101 Introduction to Global Studies - 2
- ECON 201 Survey of Economics - 3 OR HIST 122 Global Past II - 2 OR HIST 123 Global Past III - 2
- PXD 375 Globalization and Justice - 3
- REL 223 World Religions - 3
- SOC 334 Cultural Anthropology - 3
- SOC 336 Methods of Social Research - 3
- SSC 490 Social Sciences Capstone - 2
- STAT 120 Descriptive Statistics - 2

Thematic focus (18 SH)

Students will identify a thematic focus (Global Sustainability, Global Justice & Peacebuilding, or Global Societies & Cultures) that includes a range of course options that students can choose from, in conversation with their advisor. These 18 semester hours will also include a one- to three-credit practicum opportunity related to the student's thematic focus.

- *Global Sustainability* (e.g. courses in environmental sustainability, engineering, economics, peacebuilding and development, sociology)
- *Global Justice and Peacebuilding* (e.g. courses in peacebuilding and development, politics, sociology, economics, theology, ethics)
- *Global Societies and Cultures* (e.g. courses in arts, history, literature, Spanish and Hispanic studies, philosophy, theology, ethics)

Regional focus (12 SH)

Students will identify a regional focus (Latin American, Middle East, Africa, or Asia) that corresponds to their semester-long international cross-cultural. These 12 SH will be fulfilled with one required course on campus (3 SH) as well as coursework during their Cross-Culture (9 SH). On-campus regional studies courses include:

Latin America

- *SPAN 420 Narratives of Trauma and Resilience - 3 OR another approved Hispanic Studies course

Middle East

- *HIST 432 History of the Middle East - 3

Africa

- *HIST 251 History of Africa - 3

Asia

- *PPX 371 Peace and Security in East Asia - 3

Foreign language (6 SH)

Students will complete foreign language coursework (Spanish, Arabic, Swahili, or Mandarin) that corresponds to their regional focus and semester-long international Cross-Cultural, including one required course on campus (3 SH) as well as coursework during their Cross-Cultural (3 SH). In order to be competitive on the job market and well-rounded, majors are encouraged to develop their fluency to the intermediate high or advanced levels in the language of the region of study. On-campus foreign language courses include:

Spanish

Students will place into a course based on years' experience with the language and a placement assessment conducted the first day of class. Please see Spanish faculty for more information on placement into Spanish courses.

Arabic

- LANG 110 Elementary Arabic I - 3

Swahili

- LANG 115 Elementary Swahili I - 3

Mandarin

- LANG 140 Elementary Mandarin Chinese I - 3

Global Studies Minor (19-20 SH)

Timothy Seidel, advisor

The minor in global studies is ideal for students in the liberal arts, engineering, nursing, business, or any other field where critical thinking and global competency are valued. The minor offers students the opportunity to study the interrelated processes shaping today's increasingly interdependent world. As with the global studies major, the minor will require that a student's cross-cultural (which should be a minimum of six weeks in the region) and foreign language requirements correspond to their declared regional focus. A minor in global studies will entail at least ten semester hours taken from the core, three semester hours from a thematic focus, and six semester hours from a regional focus (fulfilled through the student's cross-cultural).

Core (10-11 SH)

- GS 101 Introduction to Global Studies - 2 [Details\(see page 91\)](#) OR SSC 490 Social Sciences Capstone - 2 [Details\(see page 91\)](#)

Choose three of the following courses:

- ECON 201 Survey of Economics - 3 [Details\(see page 91\)](#)
- HIST 122 Global Past II - 2 [Details\(see page 91\)](#) OR HIST 123 Global Past III - 2 [Details\(see page 91\)](#)
- PXD 375 Globalization and Justice - 3 [Details\(see page 91\)](#)
- REL 223 World Religions - 3 [Details\(see page 91\)](#)
- SOC 334 Cultural Anthropology - 3 [Details\(see page 91\)](#)
- SOC 336 Methods of Social Research - 3 [Details\(see page 91\)](#)

Thematic Focus (3 SH)

In consultation with an advisor, choose 3 SH of approved coursework in one of the global studies thematic concentrations of global sustainability, global justice and peacebuilding, or global societies and cultures.

Regional Focus (6 SH)

These 6 SH will be fulfilled through the student's cross-cultural experience (which should be a minimum of six weeks in the region) in one of the global studies regional concentrations of Latin America, Middle East, Asia, or Central/East Africa.

Health and Physical Education, PreK-12 Teaching Endorsement (37 SH)

All students seeking licensure to teach must follow the [procedures for admission to teacher education and to student teaching](#)(see page 141).

The health and physical education program, housed in the education department, exists to promote a healthful, activity-oriented lifestyle and to develop competent health and physical education professionals.

This program will prepare students to teach health and physical education by instructing them in the standards of the National Association of Sport and Physical Education (NASPE).

- BIOL 112 Human Anatomy and Physiology I - 3 [Details\(see page 92\)](#)
- BIOL 122 Human Anatomy and Physiology II - 3 [Details\(see page 92\)](#)
- BIOL 145 Nutrition Fundamentals - 2 [Details\(see page 92\)](#)
- HE 201 First Aid - 1 [Details\(see page 92\)](#)
- HE 202 Health and Safety - 2 [Details\(see page 92\)](#)
- HE 260 Teaching, Ministry, and Healthy Sexuality - 3 [Details\(see page 92\)](#)
- HE 301 Athletic Training - 2 [Details\(see page 92\)](#)
- PE 101 Introduction to Health, Physical Education and Recreation - 3 [Details\(see page 92\)](#)
- PE 302 Motor Learning - 2 [Details\(see page 92\)](#)
- *PE 414 Biomechanics of Sport - 2 [Details\(see page 92\)](#)
- *PE 415 Exercise Physiology of Sport - 3 [Details\(see page 92\)](#)
- PE 416 Fitness Administration and Assessment - 2 [Details\(see page 92\)](#)
- *PEM 141 Teaching Individual Sports - 2 [Details\(see page 92\)](#)
- *PEM 142 Teaching Team Sports - 2 [Details\(see page 92\)](#)
- PEM 143 Fitness, Conditioning and Strength Training - 2 [Details\(see page 92\)](#)
- *PEM 144 Experiential Education and Recreational Games - 2 [Details\(see page 92\)](#)
- PEM 145 Rhythmic Activities - 1 [Details\(see page 92\)](#)

Professional Studies Requirements (42 SH)

(All professional studies courses must be passed with a grade of C or better.)

Education Curriculum

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

- ED 101 Exploring Teaching - 2 [Details\(see page 92\)](#)
- ED 245 Learning and Classroom Environments - 3 [Details\(see page 92\)](#)

- ED 275 Instructional Technology and Assessment - 3 [Details\(see page 92\)](#)
- ED 301 Needs of Diverse Learners - 3 [Details\(see page 92\)](#)
- ED 395 Reading and Writing in the Content Area (6-12) - 3 [Details\(see page 92\)](#)
- ED 401 Examining Foundations of Education - 2 [Details\(see page 92\)](#)
- ED 411 Reflective Teaching Seminar and Portfolio - 1 [Details\(see page 92\)](#)
- ED 461 Elementary Student Teaching (PreK-6) - 7 [Details\(see page 92\)](#)
- ED 462 Middle/High School Student Teaching (6-12) - 7 [Details\(see page 92\)](#)
- Adapted Physical Education - 3

Secondary Physical Education Block

- ED 351 General Curriculum and Methods for Middle and Secondary Teaching - 1 [Details\(see page 92\)](#)
- *PE 402 Middle and Secondary Physical Education - 3 [Details\(see page 92\)](#)

Prerequisite courses: ED 101, ED 245, ED 275, HE 202, HE 260.

Elementary Physical Education Block

- *PE 401 Elementary Physical Education - 3 [Details\(see page 92\)](#)
- *PE 403 Assessment of Physical Activity - 1 [Details\(see page 92\)](#)
- *PEM 231 Movement Education - 1 [Details\(see page 92\)](#)

Prerequisite courses: ED 101, ED 245, PE 301 and PE 302

Additional licensure requirement:

- PSYC 202 Developmental Psychology - 3 [Details\(see page 92\)](#)

Admission prerequisites for the first semester of block courses: admission to Teacher Education, or 2.7 cumulative GPA and submission of the entry assessment math score.

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

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

Teacher candidates must comply with all teacher education requirements listed in the education section.

History and Social Science Major (42-43 SH)

This interdepartmental major of 42-43 SH consists of the following:

United States History (6 SH)

Choose 6 SH from the following courses:

- HIST 101 US History I: Race and Reason (to 1860) - 2 [Details\(see page 93\)](#)
- HIST 102 US History II: Mechanization and Modernization (1860-1918) - 2 [Details\(see page 93\)](#)
- HIST 103 US History III: Power and Paradox (1918-present) - 2 [Details\(see page 93\)](#)
- *HIST 222 African American History - 3 [Details\(see page 93\)](#)
- *HIST 312 19th Century America - 3 [Details\(see page 93\)](#)

- *HIST 321 Modernizing America - 3 [Details\(see page 93\)](#)
- *HIST 411 History of Recent America - 4 [Details\(see page 93\)](#)

(Students pursuing teacher licensure are required to take HIST 101, 102, and 103, and are strongly encouraged to take additional US history courses.)

European and World History (6 SH)

Choose 6 SH from the following courses:

- HIST 121 Global Past I: Civilization (to 1400) - 2 [Details\(see page 93\)](#)
- HIST 122 Global Past II: Modernization (post-1400) - 2 [Details\(see page 93\)](#)
- HIST 123 Global Past III: Comparative Themes - 2 [Details\(see page 93\)](#)
- *HIST 231 Medieval Europe - 3 [Details\(see page 93\)](#)
- *HIST 362 Renaissance and Reformation - 3 [Details\(see page 93\)](#)
- *HIST 391 Birth of Modernity in Europe - 3 [Details\(see page 93\)](#)
- *HIST 461 Modern Europe - 3 [Details\(see page 93\)](#)

(Students pursuing teacher licensure are required to take HIST 121, 122, and 123 and are strongly encouraged to take additional European history courses.)

Area Studies (3 SH)

Choose one of the following courses:

- *HIST 251 History of Africa - 3 [Details\(see page 93\)](#)
- *HIST 432 History of the Middle East - 3 [Details\(see page 93\)](#)
- *PPX 371 Peace and Security in East Asia - 3 *(may count for Area Studies or Political Science, but not both)* [Details\(see page 93\)](#)
- CCHIS from an international cross-cultural experience - 3

Historiography (6 SH)

- HUM 200 Foundations of Humanities - 2 [Details\(see page 93\)](#)
- HUM 490 Seminar in Humanities - 4 [Details\(see page 93\)](#)

Political Studies (9-10 SH)

- POL 111 Comparative Politics - 2 [Details\(see page 93\)](#)
- POL 112 American Politics - 2 [Details\(see page 93\)](#)
- POL 113 International Relations - 2 [Details\(see page 93\)](#)

Choose one of the following courses:

- *POL 230 International Norms and Institutions - 3 [Details\(see page 93\)](#)
- *POL 250 Law, Justice and the Local Context - 3 [Details\(see page 93\)](#)
- *PPX 371 Peace and Security in East Asia - 3 *(may count for Area Studies or Political Science, but not both)* [Details\(see page 93\)](#)
- *PPX 401 Human Rights and Dignity - 4 [Details\(see page 93\)](#)
- *PPX 421 Genocide in the 20th Century - 4 [Details\(see page 93\)](#)

- *PPX 431 Political Reconciliation - 4 [Details\(see page 93\)](#)

Economics (3 SH)

- ECON 201 Survey of Economics - 3 [Details\(see page 93\)](#)

Geography (3 SH)

- GEOG 231 Cultural Geography - 3 [Details\(see page 93\)](#)

Social Science (6 SH)

Choose two of the following courses:

- PSYC 101 General Psychology - 3 [Details\(see page 93\)](#)
- PSYC 202 Developmental Psychology - 3 [Details\(see page 93\)](#)
- SOC 101 Introduction to Sociology - 3 [Details\(see page 93\)](#)

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

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

This program will prepare students to teach history and social science by instructing them in the major themes outlined of the National Council for the Social Studies (NCSS).

The courses listed in the history and social science major (see previous web page) and the secondary education courses (see education section) make up the program for teacher licensure, grades 6-12.

All students seeking licensure to teach must follow the [procedures for admission to teacher education and to student teaching\(see page 141\)](#).

History Major (33 SH)

A major consists of 33 SH in history including:

- HIST 101 US History I: Race and Reason (to 1860) - 2 [Details\(see page 95\)](#)
- HIST 102 US History II: Mechanization and Modernization (1860-1918) - 2 [Details\(see page 95\)](#)
- HIST 103 US History III: Power and Paradox (1918-present) - 2 [Details\(see page 95\)](#)
- HIST 121 Global Past I: Civilization (to 1400) - 2 [Details\(see page 95\)](#)
- HIST 122 Global Past II: Modernization (post-1400) - 2 [Details\(see page 95\)](#)
- HIST 123 Global Past III: Comparative Themes - 2 [Details\(see page 95\)](#)
- HUM 200 Foundations of Humanities - 2 [Details\(see page 95\)](#)
- HUM 490 Seminar in Humanities - 4 [Details\(see page 95\)](#)
- Additional HIST, HUM, OR CCHIS courses - 15

Majors are strongly encouraged to divide their courses among various regions and periods. In addition, majors contemplating graduate study in history are advised to acquire a high level of proficiency in at least one foreign language. It is also strongly suggested that majors do both a semester long cross-cultural *and* the WCSC program.

History and Social Science Minor (18 SH)

A minor in history and social science requires 18 SH. This includes 6 SH in history, 6 SH from the political science section of the major, and 3 SH each in economics and geography.

History Minor (18 SH)

A history minor requires 18 SH of history and should include courses in U.S., European, and area studies.

Honors Minor

Mark Sawin, advisor

The EMU Honors Program is an academic minor designed to provide academically gifted students with greater opportunities for challenge and growth. The program is designed to help students:

- Develop the ability to examine ideas as human constructs made to bring order to chaos and sense to life and the ability to respectfully and systematically wrestle with ideas, even those fundamental to core beliefs.
- Develop the ability to read and use the wide variety of "texts" (written, visual, relational, scientific, cultural, etc.) that drive and derive from the ideas formed by human experience.
- Develop tools to bring balance to the destabilizing impact of challenging core ideas and the ability to contextualize one's own story amidst the Biblical understandings of the wider Anabaptist and Christian traditions.
- Develop the ability to formulate, critique and begin to implement ideas in a leadership capacity.

The EMU Honors Program seeks to attract bright and motivated students to participate in a challenging curriculum and is highly recommended to students who entered EMU with an honors scholarship. It is also enthusiastically recommended to any EMU student who academically excels and wishes to join the program. It is important to note that the Honors Program is an academic minor and functions as an academic program. It is connected to the larger EMU Honors system, which includes scholarship packages for incoming first year students (details about this are at www.emu.edu/honors), but the Honors Program itself does not include a scholarship, nor is it limited to students who entered EMU with an honors scholarship. All EMU students who are excelling academically are eligible to join the program.

Each fall semester, students awarded an EMU honors scholarship will be invited to take HONRS 111 Ruling Ideas, which serves as an introduction to the program and the curriculum. Students may elect to participate in the Honors Program at the conclusion of this course or at any time thereafter.

Yoder & Webb Scholars (the students awarded full-tuition scholarships) are required to participate in the Honors Program, but for all other students it is purely optional and available to all students who would like to join a program designed to enhance the normal EMU curriculum, providing increased rigor and more in-depth and alternative forms of study.

Honors courses are assessed via an alternative grading system, Qualify-Fail-A, to encourage students to take academic risks by exploring courses outside their comfort zone. Students who do their work diligently and well will earn a "Q" or "Qualify" which does not impact their GPA. Students can still earn an A if they excel or an F if they do not do the work.

Eligibility

Students (regardless of whether they received an EMU honors scholarship) who have excelled academically 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 [Details\(see page 96\)](#)
Students entering EMU with an honors scholarship are eligible to take this course during their first semester. Other students may also take it with permission of the Honors director. Students entering the Honors Program later may elect to take this course. If they do not, they will need to take an additional Exploration Unit.
- HONRS 312 Colloquium - 3 [Details\(see page 96\)](#)
- Exploration Units: (3 units, typically equivalent to 9 SH)
These include challenging courses and experiences from outside a student's primary major. When possible, students should include a unit from each major area of study outside their primary area of study (sciences/math, social sciences, humanities, and fine arts). These units can be fulfilled via:
 - A second major from a different school - 3 units
 - A second major within the same school - 2 units
 - Minor outside of school of major - 2 units
 - Minor within same school as major - 1 unit
 - Advanced class outside majors/minors and the EMU Core - 1 unit
 - Additional HONRS 312 Colloquium courses - 1 unit
 - HONRS 431 Teaching and Learning - 1 unit
 - Music lessons/ensembles (two semesters) - 1 unit
 - Major theater production (if not required for major) - 1 unit
 - Editing the Weather Vane - 1 unit
 - Additional cross-cultural experience (summer) - 1 unit
 - Additional cross-cultural experience (semester or summer WCSC) - 2 units
 - Self-directed project (120 hours/unit) - 1-3 units
 - Student teaching - 3 units
 - Nursing clinical - 3 units
- HONRS 401 Worldview Seminar - 2 [Details\(see page 96\)](#)
- HONRS 451 Honors Capstone - 1 [Details\(see page 96\)](#)
Completed in conjunction with the capstone project of the student's major or by arrangement with a cooperating professor
- Foreign language proficiency through the Intermediate II level - Currently only Spanish is available at EMU, but the Honors Director will work with students who wish to pursue other languages. This requirement may also be filled by students taking a semester of language study followed by a related cross-cultural experience.
- Cumulative 3.6 GPA at time of graduation

Humanitarian Action Minor (21 SH)

Timothy Seidel and Jenni Holsinger, advisors

The minor in humanitarian action prepares the graduate for entry-level involvement in agencies responding to humanitarian situations, including disasters around the world. Students pursuing

this minor must work carefully with the major advisor and the Humanitarian Action Leadership (HAL) director to coordinate their choice of courses.

Required Courses (9 SH)

- HAL 350 Crisis, Humanitarian Aid and Disaster Recovery - 3 [Details\(see page 97\)](#)
- LEAD 300 Leadership Theory and Practice - 3 [Details\(see page 97\)](#)
- HAL 410 Disaster Response Internship - 3 [Details\(see page 97\)](#)

Electives (12 SH)

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

- ACTG 221 Financial Accounting - 3 [Details\(see page 97\)](#)
- *ACTG 433 Non-profit and Governmental Accounting - 2 [Details\(see page 97\)](#)
- BIOL 205 Intro to Microbiology - 3 [Details\(see page 97\)](#)
- BIOL 145 Nutrition Fundamentals - 2 [Details\(see page 97\)](#)
- BUAD 221 Principles of Management - 3 [Details\(see page 97\)](#)
- BUAD 331 Organizational Behavior - 3 [Details\(see page 97\)](#)
- *BUAD 431 Human Resource Management - 3 [Details\(see page 97\)](#)
- CHST 223 Spiritual Formation - 3 [Details\(see page 97\)](#)
- *CHST 234 Mission in a Changing World - 3 [Details\(see page 97\)](#)
- CHST 312 Missiology - 3 [Details\(see page 97\)](#)
- ECON 201 Survey of Economics - 3 [Details\(see page 97\)](#)
- *ECON 411 International Economics - 3 [Details\(see page 97\)](#)
- *ENVS 205 Environmental Applications of GIS - 3 [Details\(see page 97\)](#)
- *ENVS 385 Conservation Biology - 4 [Details\(see page 97\)](#)
- GEOG 231 Cultural Geography - 3 [Details\(see page 97\)](#)
- HIST 182 The Global Past II: 1500 to the Present - 3 [Details\(see page 97\)](#)
- *HIST 251 History of Africa - 3 [Details\(see page 97\)](#)
- *HIST 432 History of the Middle East - 3 [Details\(see page 97\)](#)
- NURS 426 Family in Community - 3 [Details\(see page 97\)](#)
- NURS 432 Community Health - 3 [Details\(see page 97\)](#)
- POL 113 International Relations - 2 [Details\(see page 97\)](#)
- *POL 230 International Norms and Institutions - 3 [Details\(see page 97\)](#)
- PSYC 301 Psychology of Interpersonal Relationships - 3 [Details\(see page 97\)](#)
- PXD 225 Theories of Social Change - 3 [Details\(see page 97\)](#)
- PXD 341 Mediation and Facilitation - 3 [Details\(see page 97\)](#)
- *PXD 335 Understanding Violent Conflict - 3 [Details\(see page 97\)](#)
- PXD 345 Peacebuilding Theory and Action - 3 [Details\(see page 97\)](#)
- PXD 375 Globalization and Justice - 3 [Details\(see page 97\)](#)
- *PXD 451 Program Evaluation Through Qualitative Methods - 3 [Details\(see page 97\)](#)
- PXD 485 Theories of Global Development - 3 [Details\(see page 97\)](#)
- REL 223 World Religions - 3 [Details\(see page 97\)](#)
- THEO 323 Biblical Theology of Peace and Justice - 3 [Details\(see page 97\)](#)

Human Resource Management Minor (18 SH)

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

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

- BUAD 221 Principles of Management - 3 [Details\(see page 99\)](#)
- *BUAD 321 Human Resource Management - 3 [Details\(see page 99\)](#)
- BUAD 331 Organizational Behavior - 3 [Details\(see page 99\)](#)
- *BUAD 431 Seminar in Human Resource Management - 3 [Details\(see page 99\)](#)
- PXD 341 Mediation and Facilitation - 3 [Details\(see page 99\)](#)

Choose one of the following courses:

- PSYC 221 Social Psychology - 3 [Details\(see page 99\)](#)
- PSYC 231 Applied Behavior Analysis - 3 [Details\(see page 99\)](#)
- *PSYC 351 Positive Psychology - 3 [Details\(see page 99\)](#)

Interfaith Studies Minor (18 SH)

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

Core (9 SH)

Choose three of the following courses:

- REL 223 World Religions - 3 [Details\(see page 99\)](#)
- *REL 423 Judaism, Christianity, Islam: Comparative Monotheisms - 3 [Details\(see page 99\)](#)
- *PXD 335 Understanding Violent Conflict - 3 [Details\(see page 99\)](#)
- *PHIL 412 Philosophy of Religion - 3 [Details\(see page 99\)](#)

Electives (9 SH)

- The core course not taken above - 3
- PXD 341 Mediation and Facilitation - 3 [Details\(see page 99\)](#)
- PXD 375 Globalization and Justice - 3 [Details\(see page 99\)](#)
- PXD 431 Practicum - 1-3 [Details\(see page 99\)](#)
- SOC 210 Social Stratification - 3 [Details\(see page 99\)](#)
- SOWK 360 Race and Gender - 3 [Details\(see page 99\)](#)
- HIST 432 History of the Middle East [Details\(see page 99\)](#) OR other approved history/politics area studies course - 3

Journalism- Add-on Teaching Endorsement

Requirements consist of 14-16 SH.

- WRIT 210 News and Feature Writing - 3 [Details\(see page 99\)](#)

- WRIT 391 Editing and Publishing: Weather Vane - 3 [Details\(see page 99\)](#)
- POL 112 American Politics - 2 [Details\(see page 99\)](#)
- VACA 262 Video Production [Details\(see page 99\)](#) OR VACA 344 Web Design and Social Media - 4 [Details\(see page 99\)](#)

Choose one course not taken above:

- HUM 200 Foundations of Humanities - 2 [Details\(see page 99\)](#)
- VACA 151 Photography I - 2 [Details\(see page 99\)](#)
- VACA 262 Video Production - 4 [Details\(see page 99\)](#)
- VACA 263 Audio Production - 2 [Details\(see page 99\)](#)
- VACA 344 Web Design and Social Media - 4 [Details\(see page 99\)](#)
- VACA 367 Hybrid Storytelling - 4 [Details\(see page 99\)](#)

Journalism Minor (18 SH)

Requirements consist of 18 SH.

Journalism core 12 SH:

- WRIT 210 News and Feature Writing - 3 [Details\(see page 100\)](#)
- WRIT 391 Editing and Publishing: Weather Vane - 3 [Details\(see page 100\)](#)
- STAT 120 Descriptive Statistics - 2 [Details\(see page 100\)](#)
- POL 112 American Politics - 2 [Details\(see page 100\)](#)
- VACA 151 Photography I - 2 [Details\(see page 100\)](#)

Choose 6+ SH from the following courses:

- HUM 200 Foundations of Humanities - 2 [Details\(see page 100\)](#)
- POL 113 International Relations - 2 [Details\(see page 100\)](#) OR *POL 220 U.S. Foreign Policy - 3 [Details\(see page 100\)](#)
- VACA 252 Photography II - 4 [Details\(see page 100\)](#)
- VACA 262 Video Production - 4 [Details\(see page 100\)](#)
- *VACA 263 Audio Production - 2 [Details\(see page 100\)](#)
- VACA 344 Web Design and Social Media - 4 [Details\(see page 100\)](#)
- VACA 354 Conservation Photography - 4 [Details\(see page 100\)](#)
- VACA 367 Hybrid Storytelling - 4 [Details\(see page 100\)](#)
- VACA 491 Internship (for VACA majors) - 1-6 [Details\(see page 100\)](#)
- *WRIT 352 Creative Nonfiction - 3 [Details\(see page 100\)](#)
- WRIT 470 Writing Internship - 1-3 [Details\(see page 100\)](#)

Leadership and Organizational Management Degree

VA Program Coordinator: Margo McIntire

PA Program Coordinator: Mary Jensen

Director of Aviation: John Sibole

Eastern Mennonite University recognizes that the traditional delivery format does not always accommodate the educational needs of adults. The accelerated Leadership and Organizational Management (LOM) degree completion program is designed to fit the lives of people who are busy with professional and/or family commitments. The accelerated program, tailored for a mature, interactive learning style, has the following features:

- Classes are held one night each week for approximately 15 months focusing on leadership and organizational management. In Harrisonburg, VA, approximately one-third of the class sessions are held online using a combination of synchronous and asynchronous technologies. In Lancaster, PA, all coursework is delivered in a face-to-face format.
- Course content is focused on practical application to the occupation of the student.
- The program capitalizes on the experiences and skills of the adult student and in some cases, offers credit for previous professional and life experiences.
- Students are admitted as part of a "cohort group" which participates in the entire series of courses together.

A more traditional 4-year LOM with Aviation concentration is available at the EMU at Lancaster location. Admissions and coursework requirements for the LOM with Aviation concentration can be found later in this section. For students in this program, the LOM courses are not offered in the sequence described below.

To be considered for admission to the accelerated LOM degree completion program, a student must satisfy the following requirements:

- A minimum of 48 SH of transferable credit from accredited colleges or universities.
- A cumulative GPA of 2.0 or above.
- Current employment or involvement with an organization which enhances the learning outcomes of the program.
- Twenty-three years of age. This requirement is waived for TSCT transfer students in Lancaster.
- A satisfactory writing sample.

Students in the LOM degree program complete the following:

EMU Core Requirements

CHRISTIAN FAITH

- Anabaptist Biblical Perspectives (included in program) - 3

COMMUNICATION

- College Writing - 3
- Speech - 2
- Writing Intensive designates (included in program) - 2 courses

CROSS-CULTURAL LEARNING

- Cross-cultural designates (included in program) - 6

CRITICAL THINKING

- Statistics - 3
- Natural Sciences - 3
- Social and Behavioral Sciences - 3
- Creative Arts - 3
- History and Literature - 3
- Senior Seminar (included in program) - 3

TOTAL - 32

Major in Leadership and Organizational Management

The major in Leadership and Organizational Management, an interdisciplinary curriculum leading to a Bachelor of Science (BS) degree, provides expertise in leadership, human dynamics, and organizational management for business and public administration. This interdisciplinary program takes a systems approach to the problems, principles and practices of management and leadership incorporating conceptual and theoretical knowledge. The curriculum is organized into thirteen sequential courses. Students must achieve a grade of C- or better in each course. See the LOM program policy handbook for graduation requirements.

Organizational Leadership Major (46 SH)

Alyse Lehrke, advisor

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

To graduate with an organizational leadership major, students must first earn admission to the business and leadership department by fulfilling the [department admission requirements](#)(see page 140).

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

- ACTG 221 Financial Accounting - 3 [Details](#)(see page 102)
- ACTG 222 Managerial Accounting - 3 [Details](#)(see page 102)
- BUAD 101 Business at EMU - 3 [Details](#)(see page 102)
- BUAD 221 Principles of Management - 3 [Details](#)(see page 102)
- BUAD 331 Organizational Behavior - 3 [Details](#)(see page 102)
- BUAD 411 Business Law - 3 [Details](#)(see page 102)
- BUAD 461 Strategic Leadership in Organizations - 3 [Details](#)(see page 102)
- CIS 211 Spreadsheet and Data Management - 1 [Details](#)(see page 102)
- CIS 251 Management Information Systems - 3 [Details](#)(see page 102)
- ECON 201 Survey of Economics - 3 [Details](#)(see page 102)
- Any 300 or 400 level ECON course - 3
- LEAD 300 Leadership Theory and Practice - 3 [Details](#)(see page 102)
- MKTG 301 Principles of Marketing - 3 [Details](#)(see page 102)
- *BUAD 321 Human Resource Management [Details](#)(see page 102) OR *BUAD 431 Seminar in Human Resource Management - 3 [Details](#)(see page 102)

Choose 6 SH in courses from this list:

- PSYC 221 Social Psychology - 3 [Details](#)(see page 102)
- PSYC 231 Applied Behavior Analysis - 3 [Details](#)(see page 102)
- PSYC 301 Psychology of Interpersonal Relationships - 3 [Details](#)(see page 102)
- *PSYC 351 Positive Psychology - 3 [Details](#)(see page 102)
- PXD 341 Mediation and Facilitation - 3 [Details](#)(see page 102)

Leadership Minor (18 SH)

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

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

- BUAD 221 Principles of Management - 3 [Details\(see page 103\)](#)
- LEAD 300 Leadership Theory and Practice - 3 [Details\(see page 103\)](#)

Choose three of the following courses:

- *BUAD 321 Human Resource Management - 3 [Details\(see page 103\)](#)
- BUAD 331 Organizational Behavior - 3 [Details\(see page 103\)](#)
- BUAD 461 Strategic Leadership in Organizations - 3 [Details\(see page 103\)](#)
- *CHST 372 Church Leadership for Transformation - 3 [Details\(see page 103\)](#)
- *ENVS 325 Environmental Ethics - 2 [Details\(see page 103\)](#)
- *ENVS 365 Environmental Risk and Policy - 2 [Details\(see page 103\)](#)
- PSYC 221 Social Psychology - 3 [Details\(see page 103\)](#)
- PSYC 231 Applied Behavior Analysis - 3 [Details\(see page 103\)](#)
- PSYC 301 Psychology of Interpersonal Relationships - 3 [Details\(see page 103\)](#)
- *PSYC 351 Positive Psychology - 3 [Details\(see page 103\)](#)
- PXD 341 Mediation and Facilitation - 3 [Details\(see page 103\)](#)

Choose additional courses to reach 18 SH:

- ENVS 429 Environmental Sustainability Internship - 3 [Details\(see page 103\)](#)
- ENVS 430 Environmental Sustainability Capstone - 2 [Details\(see page 103\)](#)
- LEAD 281 Leadership Practicum - 1 [Details\(see page 103\)](#)
- LEAD 481 Leadership Internship - 1-3 [Details\(see page 103\)](#)
- NURS 429 Leadership Practicum - 3 [Details\(see page 103\)](#)
- PSYC 483 Psychology Internship II - 2 [Details\(see page 103\)](#)
- PXD 441 Leadership Practicum - 1 [Details\(see page 103\)](#)

Liberal Arts Major

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

Students complete a minimum of 15 SH from a single department, of which at least 9 SH must be 300-400 level courses.

Students take courses in four of these six areas for a total of 12 SH; courses cannot duplicate those taken in the EMU Core.

- Creative Arts
- History
- Literature
- Mathematics
- Natural Sciences
- Social and Behavioral Sciences

Additionally, liberal arts majors are required to complete a total of 35 SH of 300-400 level courses. These 35 SH may include courses from the major, from the EMU Core, and from additional disciplines as chosen. To achieve a broad liberal arts education the student is expected to choose the remaining semester hours for degree requirements from a variety of disciplines.

Associate in Arts Degree in General Studies

Students pursuing the AA degree may opt for the general studies major. Of the 60 SH required, 28-32 SH are EMU Core requirements as outlined in the EMU Core section. The remaining credits are chosen from a variety of areas.

Marketing Major (48-49 SH)

Jerry Holsopple and Jim Leaman, advisors

This major prepares graduates for marketing jobs and careers in businesses, nonprofits, NGOs, and higher education. Students will learn the impact marketing has on larger cultural forces and as a significant dimension of social change, advocacy and getting unique and challenging messages into the social dialogue. The marketing major consists of a common core (40 SH) and then one of two tracks (8-9 SH) for a total of 48-49 SH.

Marketing majors may complete a media and design track or a management track. Students in the media and design track will be assigned an advisor in the VACA department and will complete a sophomore review according to VACA catalog policies. Students in the management track will be assigned a business and leadership advisor and will apply for formal admission to the program according to business and leadership catalog policies.

The media and design track teaches a set of skills that enable students to create media forms ranging from the single image, to visual and text campaigns and longer form video storytelling. In addition to learning the technical skills of design, the management track prepares students for leadership and oversight roles of the marketing process.

To graduate with a marketing major, students must first earn admission to the major by fulfilling the [department admission requirements](#)(see page 142).

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

- BUAD 221 Principles of Management - 3 [Details](#)(see page 104)
- CIS 211 Spreadsheet and Data Management - 1 [Details](#)(see page 104)
- MKTG 301 Principles of Marketing - 3 [Details](#)(see page 104)
- MKTG 311 Marketing Research - 3 [Details](#)(see page 104)
- *MKTG 321 Consumer Behavior - 3 [Details](#)(see page 104)
- *MKTG 330 Sales/E-Commerce - 3 [Details](#)(see page 104)
- MKTG 410 Strategic Marketing Management - 3 [Details](#)(see page 104)
- STAT 120 Descriptive Statistics - 2 [Details](#)(see page 104)
- VACA 141 Foundations of Design - 4 [Details](#)(see page 104)
- VACA 151 Photography I - 2 [Details](#)(see page 104)
- VACA 142 Graphic Design I - 2 [Details](#)(see page 104)
- VACA 242 Graphic Design II - 2 [Details](#)(see page 104)
- VACA 344 Web Design and Social Media - 4 [Details](#)(see page 104)
- VACA 381 Cinema and Visual Theory - 2 [Details](#)(see page 104)
- WRIT 210 News and Feature Writing - 3 [Details](#)(see page 104)

Media and Design Track

- VACA 252 Photography II - 4 [Details\(see page 104\)](#)
- VACA 345 Advanced Photoshop - 4 [Details\(see page 104\)](#)

Management Track

- ACTG 221 Financial Accounting - 3 [Details\(see page 104\)](#)
- BUAD 101 Business at EMU - 3 [Details\(see page 104\)](#)
- BUAD 461 Strategic Leadership in Organizations - 3 [Details\(see page 104\)](#)

Marketing Minor (18 SH)

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

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

- MKTG 301 Principles of Marketing - 3 [Details\(see page 105\)](#)
- VACA 141 Foundations of Design - 4 [Details\(see page 105\)](#)

Choose two of the following courses:

- MKTG 311 Marketing Research - 3 [Details\(see page 105\)](#)
- *MKTG 321 Consumer Behavior - 3 [Details\(see page 105\)](#)
- *MKTG 330 Sales/E-Commerce - 3 [Details\(see page 105\)](#)
- MKTG 410 Strategic Marketing Management - 3 [Details\(see page 105\)](#)

Choose a minimum of 5 SH from the following courses:

- VACA 151 Photography I - 2 [Details\(see page 105\)](#)
- VACA 142 Graphic Design I - 2 [Details\(see page 105\)](#)
- VACA 242 Graphic Design II - 2 [Details\(see page 105\)](#)
- VACA 344 Web Design and Social Media - 4 [Details\(see page 105\)](#)
- VACA 354 Conservation Photography - 4 [Details\(see page 105\)](#)
- VACA 381 Cinema and Visual Theory - 2 [Details\(see page 105\)](#)
- WRIT 210 News and Feature Writing - 3 [Details\(see page 105\)](#)

Mathematics Major (46 SH)

The following 46 SH program of courses is required:

- MATH 170 Discrete Mathematics - 4 [Details\(see page 105\)](#)
- MATH 185 Calculus I - 4 [Details\(see page 105\)](#)
- MATH 195 Calculus II - 4 [Details\(see page 105\)](#)
- STAT 220 Inferential Statistics - 2 [Details\(see page 105\)](#)
- MATH 284 Multivariate Calculus - 2 [Details\(see page 105\)](#)
- *MATH 350 Linear Algebra - 3 [Details\(see page 105\)](#)
- *MATH 450 Introduction to Analysis [Details\(see page 105\)](#) OR *MATH 460 Abstract Algebra - 3 [Details\(see page 105\)](#)
- CS courses - 6

- PHYS 252/253 University Physics I Lecture/Lab - 4 [Details\(see page 105\)](#)

Choose 14 additional credits from the following list:

- STAT 230 Regression and ANOVA - 2 [Details\(see page 105\)](#)
- *MATH 286 Vector Calculus - 2 [Details\(see page 105\)](#)
- *MATH 310 Differential Equations - 3 [Details\(see page 105\)](#)
- MATH 330-335 Topics in Math - 2 [Details\(see page 105\)](#)
- *MATH 364 Geometry - 2 [Details\(see page 105\)](#)
- *MATH 450 Introduction to Analysis - 3 [Details\(see page 105\)](#)
- *MATH 460 Abstract Algebra - 3 [Details\(see page 105\)](#)
- *MATH 470 Mathematical Probability - 3 [Details\(see page 105\)](#)

Mathematics Major, 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 in the mathematics section including MATH 364 and MATH 460. In addition, as part of their six computer science credits, students must complete CS 145 or CS 245 and either CS 245 or CS 255. See the education section for required courses for the teacher licensure program, grades 6-12.

All students seeking licensure to teach must follow the [procedures for admission to teacher education and to student teaching\(see page 141\)](#).

Mathematics Minor (18 SH)

The minor consists of 18 SH of MATH or STAT courses including:

- MATH 170 Discrete Math - 4 [Details\(see page 106\)](#)
- MATH 185 Calculus I - 4 [Details\(see page 106\)](#)
- Choose an additional 10 SH selected from the remaining MATH or STAT courses with course number higher than 170.

In earning a minor in the mathematical sciences department, at most three courses may be included that are also counted toward the student's major in the department.

Music Major

Core courses

(required of all majors and must be passed with a grade of C or better for graduation credit and enrollment in next sequential course, if applicable):

- †CMUS 120 Fundamentals of Music - 3 [Details\(see page 106\)](#)
- #CMUS 200 Landscape of Music - 0 [Details\(see page 106\)](#)
- *CMUS 411 Conducting I - 4 [Details\(see page 106\)](#)
- #MUPS Private studies - 7
- #MUES Ensembles - 7

required each semester of enrollment on the EMU campus

† may test out of this requirement

Music majors are strongly encouraged to take CMUS 250 Music History I and CMUS 260 Music History II in sequential order.

Interdisciplinary Studies Track

Required courses for the interdisciplinary studies track in music include the core courses listed above plus the following (must be passed with a grade of C or better):

- CMUS 201 Topics: World Music - 2 [Details\(see page 106\)](#)
- Music elective courses - 4
- Three upper level courses from another university department, chosen in consultation with advisor - 6-9
- MUPS 491 Senior Project - 3 [Details\(see page 106\)](#)

Performance Track

Performance track students must complete [requirements for admission into the major\(see page 141\)](#).

Required courses for the performance track in music include the core courses listed above plus the following (must be passed with a grade of C or better):

- *CMUS 412 The Compleat Musician - 4 [Details\(see page 106\)](#)
- MUPS Private studies, an additional 5 SH, for a total of - 12 (*Private studies in the major area will be registered for 2 SH each semester after admission to the performance concentration.*)
- *MUES 412, 413, OR 415 Pedagogy in the performance area - 2
- MUES 333 Chamber Ensemble (two semesters) - 1 + 1 [Details\(see page 106\)](#)
- MUPS 390 Junior Recital - 1 [Details\(see page 106\)](#)
- MUPS 490 Senior Recital Project - 3 [Details\(see page 106\)](#)
- Piano Proficiency class is required until piano proficiency is met.

Musical Theater Track

Required courses for the musical theater track in music include the core courses listed above plus the following (must be passed with a grade of C or better.)

Students select 4 SH music courses that align with their interests. May include:

- CMUS 202 Folk-Rock to Hip-Hop - 2 [Details\(see page 106\)](#)
- CMUS 203 Listening to Film - 2 [Details\(see page 106\)](#)
- CMUS 204 Introduction to Music Technology - 2 [Details\(see page 106\)](#)
- CMUS 201 World Music - 2 [Details\(see page 106\)](#)
- THR 200 Survey of World Theater History - 2 [Details\(see page 106\)](#)
- Select 3 SH from THR 281, 350, 351, 352, and/or 353 Theater Practicum

Select two courses (4 SH) from the following:

- THR 100 Acting for the Stage and Screen - 2 [Details\(see page 106\)](#)
- THR 210 Technical Theater - 2 [Details\(see page 106\)](#)
- THR 230-235 Theater Topics - 2 [Details\(see page 106\)](#)
- THR 300 Directing for the Theater - 2 [Details\(see page 106\)](#)

- THR 360 Playwriting - 2 [Details\(see page 106\)](#) OR *THR 361 Screenwriting - 2 [Details\(see page 106\)](#)
- MUPS 491 Senior Project - 3 [Details\(see page 106\)](#)

Music Major, 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).

All students seeking licensure to teach must follow the [procedures for admission to teacher education and to student teaching\(see page 141\)](#).

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

- *CMUS 412 The Compleat Musician - 4 [Details\(see page 108\)](#)
- MUED 121 Voice Proficiency Class - 1 [Details\(see page 108\)](#)
- MUED 131 Class Piano I - 1 [Details\(see page 108\)](#)
- MUED 132 Class Piano II - 1 [Details\(see page 108\)](#)
- *MUED 212 Child and Adolescent Voice - 2 [Details\(see page 108\)](#)
- *MUED 223 Instrumental Methods: Brasses - 2 [Details\(see page 108\)](#)
- *MUED 224 Instrumental Methods: Percussion - 1 [Details\(see page 108\)](#)
- *MUED 225 Instrumental Methods: Strings - 2 [Details\(see page 108\)](#)
- *MUED 226 Instrumental Methods: Woodwinds - 2 [Details\(see page 108\)](#)
- *MUED 341 Elementary School Music - 3 [Details\(see page 108\)](#)
- *MUED 342 Secondary School Music - 3 [Details\(see page 108\)](#)
- MUED 353 Instructional Module: - 1-2 [Details\(see page 108\)](#)
 - Marching Band
 - Music for the Mainstreamed Classroom
 - Jazz-Show Choir
 - Jazz Band
- MUPS 490 Senior Recital Project - 1 [Details\(see page 108\)](#)

Recommended music courses:

- CMUS 204 Introduction to Music Technology - 2 [Details\(see page 108\)](#)
- CMUS 201 World Music - 2 [Details\(see page 108\)](#)
- MUPS 211 Composition - 1-2 [Details\(see page 108\)](#)

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. "Class Voice" and/or "Class Piano" 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 [Details\(see page 108\)](#)
- ED 245 Learning and Classroom Environments - 3 [Details\(see page 108\)](#)
- ED 275 Instructional Technology and Assessment - 3 [Details\(see page 108\)](#)
- ED 301 Needs of Diverse Learners - 3 [Details\(see page 108\)](#)
- ED 351 General Curriculum and Methods for Middle and Secondary School Teaching - 1 [Details\(see page 108\)](#)
- ED 395 Reading and Writing in the Content Area (6-12) - 3 [Details\(see page 108\)](#)
- ED 401 Examining Foundations of Education - 2 [Details\(see page 108\)](#)
- ED 411 Reflective Teaching Seminar and Portfolio - 1 [Details\(see page 108\)](#)
- ED 461 Elementary Student Teaching (PreK-6) - 7 [Details\(see page 108\)](#)
- ED 462 Middle/High School Student Teaching (6-12) - 7 [Details\(see page 108\)](#)

Additional licensure requirement:

- PSYC 202 Developmental Psychology - 3 [Details\(see page 108\)](#)

The first of two music methods courses (MUED 341 Elementary School Music or MUED 342 Secondary School Music) may be taken prior to admission to teacher education. The second music methods course requires admission to teacher education and enrollment in ED 351 General Curriculum and Methods. MUED 341 or MUED 342 must be passed with a grade of C or better.

Teacher candidates must comply with all teacher education requirements listed in the education section.

Music Minor (20 SH)

This minor consists of the following 20 SH (courses must be passed with a grade of C or better):

- +CMUS 120 Fundamentals of Music - 3 [Details\(see page 109\)](#)
- CMUS 116 Appreciating Music Making - 2 [Details\(see page 109\)](#)
- Three semesters of private studies - 3
- Three credits for participation in music ensembles - 3
- Three credits from any offering of the music department - 3

+Students may be excused from this course by examination. When this occurs, the student will complete three credits from other music offerings.

Neuroscience Minor (18-21 SH)

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

- *BIOL 478 Advanced Neurobiology - 3 [Details\(see page 109\)](#)
- PSYC 101 General Psychology - 3 [Details\(see page 109\)](#)
- PSYC 331 Abnormal Psychology - 3 [Details\(see page 109\)](#)
- *PSYC/BIOL 451 Neuropsychology - 3 [Details\(see page 109\)](#)
- PSYC 499 Independent Study (research in a neuroscience topic) - 2 [Details\(see page 109\)](#)

Choose one of the following courses:

- BIOL 447 Advanced Human Physiology - 4 [Details\(see page 109\)](#)
- PSYC 341 Cognitive Psychology - 3 [Details\(see page 109\)](#)
- PSYC 342 Cognitive Psychology for the Health Sciences - 3 [Details\(see page 109\)](#)

Choose one of the following courses:

- BIOL 255 Biology Research Seminar - 1 [Details\(see page 109\)](#)
- PSYC 311 Psychological Research Design and Analysis - 3 [Details\(see page 109\)](#)

Nonprofit Management Minor (18-19 SH)

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

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

- ACTG 221 Financial Accounting - 3 [Details\(see page 110\)](#)
- BUAD 221 Principles of Management - 3 [Details\(see page 110\)](#)
- CIS 211 Spreadsheet and Data Management - 1 [Details\(see page 110\)](#)

Choose one of the following courses:

- PXD 151 Exploring Conflict and Peace - 3 [Details\(see page 110\)](#)
- PXD 225 Theories of Social Change - 3 [Details\(see page 110\)](#)
- PXD 365 Social and Political Economy - 3 [Details\(see page 110\)](#)
- PXD 375 Globalization and Justice - 3 [Details\(see page 110\)](#)

Choose one of the following courses:

- BUAD 465 Project Management and Grant Writing - 3 [Details\(see page 110\)](#)
- BUAD 471 Topics: Nonprofit Management - 3 [Details\(see page 110\)](#)
- *PXD 451 Program Evaluation - 3 [Details\(see page 110\)](#)

Choose two of the following courses (5-6 SH):

- *ACTG 433 Nonprofit and Governmental Accounting - 2 [Details\(see page 110\)](#)
- *BUAD 321 Human Resource Management - 3 [Details\(see page 110\)](#)
- BUAD 331 Organizational Behavior - 3 [Details\(see page 110\)](#)
- *BUAD 431 Seminar in Human Resource Management - 3 [Details\(see page 110\)](#)
- PXD 151 Exploring Conflict and Peace - 3 [Details\(see page 110\)](#)
- PXD 225 Theories of Social Change - 3 [Details\(see page 110\)](#)
- PXD 365 Social and Political Economy - 3 [Details\(see page 110\)](#)
- PXD 375 Globalization and Justice - 3 [Details\(see page 110\)](#)

Nursing Major

Laura Yoder, undergraduate director

Students who wish to graduate with a nursing major must complete [admissions requirements for the clinical portion of the program](#)(see page 141).

The nursing major requires the following prerequisites:

- CHEM 105 Chemistry for the Life Sciences - 2 [Details\(see page 111\)](#) (May be waived for students who have earned a B or better in high school honors chemistry)
- BIOL 112 Human Anatomy and Physiology I - 3 [Details\(see page 111\)](#)
- BIOL 122 Human Anatomy and Physiology II - 3 [Details\(see page 111\)](#)
- BIOL 205 Microbiology - 3 [Details\(see page 111\)](#)
- BIOCH 152 Human Biochemistry - 2 [Details\(see page 111\)](#)
- BIOL 145 Nutrition Fundamentals - 2 [Details\(see page 111\)](#)
- PSYC 202 Developmental Psychology - 3 [Details\(see page 111\)](#)
- SOC 101 Introduction to Sociology [Details\(see page 111\)](#) OR other selected sociology, social work, or PXD courses - 3
- Any statistics course at the collegiate level - 2-3

The nursing major requires the following courses:

- NURS 301 Holistic Health Inquiry - 3 [Details\(see page 111\)](#)
- NURS 302 Pathophysiology and Pharmacology for Nursing - 4 [Details\(see page 111\)](#)
- NURS 303 Foundations of Professional Nursing - 4 [Details\(see page 111\)](#)
- NURS 304 Fundamentals Practicum - 3 [Details\(see page 111\)](#)
- NURS 310 A Conceptual Framework of Nursing - 2 [Details\(see page 111\)](#)
- NURS 320 Adult Health Practicum I - 3 [Details\(see page 111\)](#)
- NURS 322 Nursing Care of the Adult I - 3 [Details\(see page 111\)](#)
- NURS 323 Psychosocial Nursing - 3 [Details\(see page 111\)](#)
- NURS 325 Nursing Care of Children - 3 [Details\(see page 111\)](#)
- NURS 326 Nursing and the Beginning Family - 3 [Details\(see page 111\)](#)
- NURS 420 Adult Health Practicum II - 3 [Details\(see page 111\)](#)
- NURS 422 Nursing Care of the Adult II - 3 [Details\(see page 111\)](#)
- NURS 426 Nursing and the Family in the Community - 3 [Details\(see page 111\)](#)
- NURS 427 Professional Issues in Nursing - 1 [Details\(see page 111\)](#)
- NURS 429 Leadership Practicum - 3 [Details\(see page 111\)](#)
- NURS 432 Community Health - 3 [Details\(see page 111\)](#)
- NURS 433 Evidence Based Practice for Nursing - 2 [Details\(see page 111\)](#)
- NURS 436 Population Health Colloquium - 2 [Details\(see page 111\)](#)
- NURS 438 Critical Care Nursing - 3 [Details\(see page 111\)](#)
- NURS 440 Transition to Practice - 3 [Details\(see page 111\)](#)

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- NURS 301 Holistic Health Inquiry - 3 [Details\(see page 111\)](#)
- NURS 311 Conceptual Framework Bridge Course - 3 [Details\(see page 111\)](#)
- NURS 426 Nursing and the Family in the Community - 3 [Details\(see page 111\)](#)
- NURS 429 Leadership Practicum - 3 [Details\(see page 111\)](#)
- NURS 432 Community Health - 3 [Details\(see page 111\)](#)

- NURS 433 Evidence Based Practice for Nursing - 2 [Details\(see page 111\)](#)
- NURS 438 Critical Care Nursing - 3 [Details\(see page 111\)](#)
- NURS 440 Transition to Practice - 3 [Details\(see page 111\)](#)
- NURS 436 Population Health Colloquium - 2 [Details\(see page 111\)](#)
- NRS 350 (Online) Health Care Policy - 4

Registered Nurse Options

Registered nurse options include traditional daytime program, accelerated hybrid (Lancaster only), or online. Eleven credits in sciences of the human organism are required for either program. These may include but are not limited to anatomy, physiology, microbiology, chemistry (inorganic, organic, or biochemistry), nutrition, genetics, immunology, advanced (mammalian) physiology, pathophysiology, neuro-immunology, and pharmacology. The RN to BS director or department chair can approve additional courses. In addition, at least one psychology and sociology course is required. RN students must be licensed to practice nursing in the United States.

RN to BS Program

Lisa Sauder, academic advisor

The RN to BS program is offered in a hybrid or fully online format.

The RN to BS program is designed to fit the lives of nurses who are busy with professional and/or family commitments. The accelerated program is tailored for a mature, interactive learning style. Students are admitted as part of a cohort learning community allowing them to form close relationships with the same group of peers throughout the entire series of courses. The program capitalizes on the skills and knowledge of the experienced nurse.

To be considered for admission to the RN to BS program, a student must satisfy the following requirements:

- A minimum of 60 SH of transferable credits from accredited colleges or universities (Waived for diploma nurses).
- A cumulative GPA of 2.0 or above.
- Current employment or involvement with an organization which enhances the learning outcomes of the program.
- Current state licensure as an RN
- A satisfactory writing sample.

Students in the RN to BS program complete the following:

EMU Core Requirements

CHRISTIAN FAITH

- Anabaptist Biblical Perspectives (included in cohort curriculum) - 3

COMMUNICATION

- College Writing (prerequisite for Professional Nurse) - 3
- Speech - 2
- Writing Intensive Designates (included in cohort program) - 2 courses

CROSS-CULTURAL LEARNING

- Cultural Perspectives (included in cohort curriculum) - 3

- Global Trends in Health (included in cohort curriculum) - 3

CRITICAL THINKING

- Statistics (prerequisite for Evidence Based Practice) - 3
- Natural Sciences - 3
- Social and Behavioral Sciences - 3
- Creative Arts - 3
- History or Literature - 3
- Senior Seminar (included in cohort curriculum) - 3

TOTAL 32

Required cohort courses for RN to BS +

- NRS 325 Art and Science of Effective Communication - 3
- NRS 320 Transitions in Professional Nursing Practice - 3
- NRS 341 Professional Nurse - 4
- CCSSC 440 Cultural Perspectives - 3 [Details\(see page 112\)](#)
- NRS 350 Health Care Policy - 4
- NRS 461 Family Health - 4
- NRS 410 Community Health - 4
- SRSEM 450 Issues and Values - 3 [Details\(see page 112\)](#)
- CCUSL 310 Global Trends in Health - 3 [Details\(see page 112\)](#)
- NRS 405 Evidence Based Practice for Nursing - 4
- NRS 420 Principles of Nursing Management and Leadership - 3
- BIST 390 Biblical Perspectives - 3 [Details\(see page 112\)](#)
- NRS 430 Evidence-Based Practice Project - 2

+ A 2 or 3 SH health assessment course with a head-to-toe assessment is required for graduation. An option for auditing the health assessment course is available if a transferred course did not include a head-to-toe assessment.

+11 SH in sciences of the human organism are required.

Traditional Program Second Degree Option

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

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

LPN Option

Wendy Carr, LPN advisor

The nursing curriculum can be accelerated for LPNs who have work experience. A total of 350 clinical hours across the life span is required. Upon successful completion of NURS 301, NURS 302, and NURS 311, LPNs will be awarded 7 SH

recognized to satisfy content covered in NURS 303 and NURS 304. LPNs are also awarded 150 hours of direct clinical hours based on their LPN program.

Required Nursing Courses for LPNs:

- NURS 301 Holistic Health Inquiry - 3 [Details\(see page 113\)](#)
- NURS 302 Pathophysiology and Pharmacology for Nursing - 4 [Details\(see page 113\)](#)
- NURS 311 Conceptual Framework Bridge Course - 3 [Details\(see page 113\)](#)
- NURS 320 Adult Health Practicum I - 3 [Details\(see page 113\)](#)
- NURS 322 Nursing Care of the Adult I - 3 [Details\(see page 113\)](#)
- NURS 323 Psychosocial Nursing - 3 [Details\(see page 113\)](#)
- NURS 325 Nursing Care of Children - 3 [Details\(see page 113\)](#)
- NURS 326 Nursing and the Beginning Family - 3 [Details\(see page 113\)](#)
- NURS 420 Adult Health Practicum II - 3 [Details\(see page 113\)](#)
- NURS 422 Nursing Care of the Adult II - 3 [Details\(see page 113\)](#)
- NURS 426 Nursing and the Family in the Community - 3 [Details\(see page 113\)](#)
- NURS 427 Professional Issues in Nursing - 1 [Details\(see page 113\)](#)
- NURS 429 Leadership Practicum - 3 [Details\(see page 113\)](#)
- NURS 432 Community Health - 3 [Details\(see page 113\)](#)
- NURS 433 Evidence Based Practice for Nursing - 2 [Details\(see page 113\)](#)
- NURS 436 Population Health Colloquium - 2 [Details\(see page 113\)](#)
- NURS 438 Critical Care Nursing - 3 [Details\(see page 113\)](#)
- NURS 440 Transition to Practice - 3 [Details\(see page 113\)](#)

Accelerated Second Degree Program Option

The EMU Nursing Department offers an accelerated second degree program. Persons with a bachelor's degree in a field other than nursing are invited to apply. This accelerated 15 month program will begin early May each year and run through August of the following year. The first and final semesters will be condensed into approximately 10-12 week semesters during the summer months.

The second and third semesters will follow a traditional fall/spring semester format. Students in this program may find it difficult to hold employment and may be expected to complete 12-hour and/or weekend clinical rotations. Applications are accepted on a rolling basis from August through January 15.

Admission Requirements:

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

Faith Community Nurse Certificate (3 SH)

Faith Community Nurses assist the members of their faith community to maintain and/or regain wholeness in body, mind, and spirit. The course explores the personal and professional dimensions of spirituality and the process of developing a health and wellness ministry within a community of faith. The curriculum follows the guidelines recommended by the Westberg Institute for Faith Community Nursing who issues the certificate.

Course enrollment is limited to nursing students and those who have an active RN license and are currently practicing as an RN.

- NURS 391 Faith Community Nurse - 3 [Details](#)(see page 115)

Peacebuilding and Development Major (44-48 SH)

Deanna Durham and Timothy Seidel, advisors

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

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

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

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

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

PXD majors have the option of taking Summer Peacebuilding Institute (SPI) courses that may substitute for a major requirement when approved by the PXD advisor. Exposure to the Summer Peacebuilding Institute of the Center for Justice and Peacebuilding provides students with a unique opportunity to connect with professionals in justice and peacebuilding and related areas of practice.

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

The major consists of the following 44-48 SH.

Foundation (12-14 SH)

- PXD 151 Exploring Conflict and Peace [Details\(see page 115\)](#) OR SOC 101 Intro to Sociology - 3 [Details\(see page 115\)](#)
- PXD 225 Theories of Social Change - 3 [Details\(see page 115\)](#)
- PXD 431 PXD Practicum - 1-3 [Details\(see page 115\)](#)
- SOC 336 Methods of Social Research - 3 [Details\(see page 115\)](#)
- STAT 120 Descriptive Statistics - 2 [Details\(see page 115\)](#)

Core theory (12 SH)

- PXD 345 Peacebuilding Theory and Action - 3 [Details\(see page 115\)](#)
- PXD 485 Global Development - 3 [Details\(see page 115\)](#)

Choose two of the following courses:

- *PXD 335 Understanding Violent Conflict - 3 [Details\(see page 115\)](#)
- PXD 375 Globalization and Justice - 3 [Details\(see page 115\)](#)
- *SOC 255 Social Movements - 3 [Details\(see page 115\)](#)

Core practice/skills (12 SH)

- *PXD 261 Community and Conflict Analysis Techniques - 3 [Details\(see page 115\)](#)
- PXD 341 Mediation and Facilitation - 3 [Details\(see page 115\)](#)

Choose two of the following courses:

- BUAD 465 Project Management and Grantwriting - 3 [Details\(see page 115\)](#)
- PXD 331 Restorative Justice and Trauma Awareness - 3 [Details\(see page 115\)](#)
- *PXD 451 Program Evaluation - 3 [Details\(see page 115\)](#)
- SOWK 330 Social Policy Analysis - 3 [Details\(see page 115\)](#)

Supporting theory (8-10 SH)

Bible, religion and theology

- THEO 323 Biblical Theology Peace/Justice - 3 [Details\(see page 115\)](#)

Economics

- PXD 365 Social and Political Economy [Details\(see page 115\)](#) OR *ECON 401 Development Economics - 3 [Details\(see page 115\)](#)

Politics

Choose one of the following courses:

- POL 113 International Relations - 2 [Details\(see page 115\)](#)
- *PPX 421 Genocide of the 20th Century - 4 [Details\(see page 115\)](#)
- *PPX 431 Political Reconciliation - 4 [Details\(see page 115\)](#)

Summer Peacebuilding Institute

Students have the option of choosing one course to replace one core course as approved by PXD advisor.

Peacebuilding Major (36-38 SH)

Deanna Durham and Timothy Seidel, advisors

Whereas the peacebuilding and development (PXD) major is designed for students who want a focus in both peacebuilding and development, the peacebuilding major is designed as a stand-alone major for students particularly interested in careers in conflict transformation and restorative justice.

Peacebuilding explores efforts designed to consolidate peaceful relations and strengthen viable political, socio-economic and cultural institutions capable of mediating conflict, and to strengthen other mechanisms that will either create or support the necessary conditions for sustained peace. Peacebuilding addresses structural issues and long-term relationships between conflicting parties with the goal of establishing infrastructure across levels of society that empowers the resources for reconciliation from within that society and maximizes contributions from outside. It includes a wide range of activities that contribute to helping societies meet needs by handling conflict and promoting constructive, nonviolent ways of dealing with issues.

This major benefits students with bi-vocational interests. It cannot be taken as a double major with the PXD major or the global development major. Peacebuilding majors have the option of taking Summer Peacebuilding Institute (SPI) courses that may substitute for a major requirement when approved by the PXD advisor. Exposure to the Summer Peacebuilding Institute of the Center for Justice and Peacebuilding provides students with a unique opportunity to connect with professionals in justice and peacebuilding and related areas of practice.

The major consists of the following 36-38 SH.

Foundation (12-14 SH)

- PXD 151 Exploring Conflict and Peace [Details\(see page 117\)](#) OR SOC 101 Intro to Sociology - 3 [Details\(see page 117\)](#)
- PXD 225 Theories of Social Change - 3 [Details\(see page 117\)](#)
- PXD 431 PXD Practicum - 1-3 [Details\(see page 117\)](#)
- SOC 336 Methods of Social Research - 3 [Details\(see page 117\)](#)
- STAT 120 Descriptive Statistics - 2 [Details\(see page 117\)](#)

Core theory (12 SH)

- PXD 331 Restorative Justice and Trauma Awareness [Details\(see page 117\)](#) OR THEO 323 Biblical Theology Peace/Justice - 3 [Details\(see page 117\)](#)
- *PXD 335 Understanding Violent Conflict - 3 [Details\(see page 117\)](#)
- PXD 345 Peacebuilding Theory and Action - 3 [Details\(see page 117\)](#)
- *SOC 255 Social Movements - 3 [Details\(see page 117\)](#)

Core practice/skills (6 SH)

- *PXD 261 Community and Conflict Analysis Techniques - 3 [Details\(see page 117\)](#)
- PXD 341 Mediation and Facilitation - 3 [Details\(see page 117\)](#)

Electives (6 SH)

- Any course not taken above
- BUAD 465 Project Management and Grantwriting - 3 [Details\(see page 117\)](#)
- *ENGL 344 Ways of War and Peace - 3 [Details\(see page 117\)](#)
- *PXD 451 Program Evaluation - 3 [Details\(see page 117\)](#)
- SOWK/SOC 210 Social Stratification - 3 [Details\(see page 117\)](#)
- SOWK 360 Race and Gender - 3 [Details\(see page 117\)](#)
- SOWK 330 Social Policy Analysis - 3 [Details\(see page 117\)](#)

Summer Peacebuilding Institute

Students have the option of choosing one course to replace one core course as approved by PXD advisor

Peacebuilding Minor(18 SH)

Timothy Seidel, advisor

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

Core Courses

- PXD 225 Theories of Social Change - 3 [Details\(see page 118\)](#)
- *PXD 261 Community and Conflict Analysis Techniques - 3 [Details\(see page 118\)](#)
- PXD 345 Peacebuilding Theory and Action - 3 [Details\(see page 118\)](#)
- PXD 341 Mediation and Facilitation [Details\(see page 118\)](#) OR *PXD 451 Program Evaluation - 3 [Details\(see page 118\)](#)

Electives

Choose two of the following courses:

- *ENGL 344 Ways of War and Peace - 3 [Details\(see page 118\)](#)
- *ENGL 315 Global Novels, Global Conflicts - 3 [Details\(see page 118\)](#)
- *PXD 335 Understanding Violent Conflict - 3 [Details\(see page 118\)](#)
- *PXD 451 Program Evaluation - 3 [Details\(see page 118\)](#)
- SOC 255 Social Movements - 3 [Details\(see page 118\)](#)
- THEO 323 Biblical Theology of Peace and Justice - 3 [Details\(see page 118\)](#)

Philosophy and Theology Minor (12 SH)

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

Required Courses

- PHIL 201 Introduction to Philosophy - 3 [Details\(see page 118\)](#)
- THEO 201 Introduction to Theology - 3 [Details\(see page 118\)](#)
- THEO 323 Biblical Theology of Peace and Justice - 3 [Details\(see page 118\)](#)
- *THEO 412 Liberation Theologies - 3 [Details\(see page 118\)](#)

Choose two of the following:

- PHIL 212 Ways of Knowing - 3 [Details\(see page 118\)](#)
- *PHIL 334 Ethics: Conceptions of Personal Good - 3 [Details\(see page 118\)](#)
- *PHIL 412 Philosophy of Religion - 3 [Details\(see page 118\)](#)

Photography Major (50 SH)

Stephen Johnson, advisor

Students who wish to declare a major in photography must complete [admissions requirements for the VACA department\(see page 142\)](#).

The major in photography consists of 50 SH.

Core Courses

- VACA 121 Drawing - 4 [Details\(see page 119\)](#)
- VACA 141 Foundations of Design - 4 [Details\(see page 119\)](#)
- VACA 151 Photography I - 2 [Details\(see page 119\)](#)
- VACA 142 Graphic Design I - 2 [Details\(see page 119\)](#)
- VACA 381 Cinema and Visual Theory - 2 [Details\(see page 119\)](#)
- VACA 382 Contemporary Art - 2 [Details\(see page 119\)](#)
- VACA 481 Senior Thesis - 2 [Details\(see page 119\)](#)

Additional Courses

- VACA 252 Photography II - 4 [Details\(see page 119\)](#)
- VACA 344 Web Design and Social Media - 4 [Details\(see page 119\)](#)
- VACA 345 Advanced Photoshop - 4 [Details\(see page 119\)](#)
- VACA 353 Alternative Photo Processes - 4 [Details\(see page 119\)](#)
- VACA 367 Hybrid Storytelling - 4 [Details\(see page 119\)](#)
- VACA 455 Portfolio and Vocation - 4 [Details\(see page 119\)](#)

Choose 8 SH from the following courses:

- VACA 242 Graphic Design II - 2 [Details\(see page 119\)](#)
- VACA 243 Graphic Design III - 2 [Details\(see page 119\)](#)
- *VACA 335 Installation and Experimental Media - 4 [Details\(see page 119\)](#)
- VACA 354 Conservation Photography - 4 [Details\(see page 119\)](#)
- VACA 434 Advanced Drawing - 2 [Details\(see page 119\)](#)
- VACA 435 Advanced Painting - 2 [Details\(see page 119\)](#)
- WRIT 210 News and Feature Writing - 3 [Details\(see page 119\)](#)

Recommended Course:

- VACA 491 Internship - 1-4 [Details\(see page 119\)](#)

Senior Exhibits and Productions

VACA seniors in art, digital media and communication, or photography complete a major production or exhibit within their major. This senior exhibit/production represents a culminating event for every major—a chance to synthesize their learning experience in an outstanding body of work, to celebrate the accomplishments of a successful undergraduate career, and to showcase one's best work for the broader community. As such, this requires significant teamwork and collaboration with student colleagues and faculty, along with substantial preparation of the work for presentation during the semester of graduation. Marketing majors complete the capstone course MKTG 410 Strategic Marketing Management.

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

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

Students who do not pass the portfolio review will need to drop the major. They may continue to take VACA classes but will not have priority for course enrollment. Only VACA majors may enroll in "Senior Thesis/Senior Exhibit," internships, and independent studies.

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

Photography Minor (18 SH)

The minor in photography consists of 18 SH.

- VACA 141 Foundations of Design - 4 [Details\(see page 120\)](#)
- VACA 151 Photography I - 2 [Details\(see page 120\)](#)
- VACA 252 Photography II - 4 [Details\(see page 120\)](#)
- VACA 455 Portfolio and Vocation - 4 [Details\(see page 120\)](#)

Choose one of the following courses:

- VACA 345 Advanced Photoshop - 4 [Details\(see page 120\)](#)
- VACA 353 Alternative Photo Processes - 4 [Details\(see page 120\)](#)
- VACA 354 Conservation Photography - 4 [Details\(see page 120\)](#)

Physics Minor (20-23 SH)

The physics minor consists of the following 20-23 SH program:

- PHYS 252 [Details\(see page 120\)](#) and PHYS 253 University Physics I, lecture and laboratory [Details\(see page 120\)](#) - 4
- PHYS 262 [Details\(see page 120\)](#) and PHYS 263 University Physics II, lecture and laboratory [Details\(see page 120\)](#) - 4
- *PHYS 406 Quantum Mechanics - 3 [Details\(see page 120\)](#)

Choose three from the following courses:

- *ENGR 270 Engineering Statics - 3 [Details\(see page 120\)](#)
- *ENGR 280 Engineering Dynamics - 3 [Details\(see page 120\)](#)
- *ENGR 265 Analog Circuits - 4 [Details\(see page 120\)](#)
- *ENGR 350 Fluid Mechanics - 4 [Details\(see page 120\)](#)
- *ENGR 370 Strength of Materials - 4 [Details\(see page 120\)](#)
- *PHYS 405 Thermodynamics - 3 [Details\(see page 120\)](#)

+ In earning a minor in the mathematical sciences department, at most three courses may be included that are also counted toward the student's major in the department.

Political Science Major (47 SH)

This major requires 47 semester hours including a required WCSC term which also fulfills the EMU Core requirement for cross-cultural learning, thus requiring only 37 SH beyond the WCSC term.

Requirement (16 SH)

- PHIL 201 Introduction to Philosophy - 3 [Details\(see page 121\)](#)
- POL 111 Comparative Politics - 2 [Details\(see page 121\)](#)
- POL 112 American Politics - 2 [Details\(see page 121\)](#)
- POL 113 International Relations - 2 [Details\(see page 121\)](#)
- SOC 336 Methods of Social Research - 3 [Details\(see page 121\)](#)
- SSC 490 Social Sciences Capstone - 2 [Details\(see page 121\)](#)
- STAT 120 Descriptive Statistics - 2 [Details\(see page 121\)](#)

Choose among the following courses to equal at least 10 SH (with a semester WCSC term) or 12 SH (with a summer WCSC term). Two courses must be 300 or 400 level:

- *POL 220 US Foreign Policy - 3 [Details\(see page 121\)](#)
- *POL 230 International Norms and Institutions - 3 [Details\(see page 121\)](#)
- *POL 250 Law, Justice and the Local Context - 3 [Details\(see page 121\)](#)
- *PPX 371 Peace and Security in East Asia - 3 [Details\(see page 121\)](#)
- *PPX 401 Human Rights and Dignity - 4 [Details\(see page 121\)](#)
- *PPX 405-409 Topics in Politics and Peace Studies - 3-4 [Details\(see page 121\)](#)
- *PPX 421 Genocide of the 20th Century - 4 [Details\(see page 121\)](#)
- *PPX 431 Political Reconciliation - 4 [Details\(see page 121\)](#)
- *PXD 365 Social and Political Economy - 3 [Details\(see page 121\)](#)

Choose two of the following courses (in conjunction with a semester WCSC term) or three (in conjunction with a summer WCSC term). One course must be upper level:

- ECON 201 Survey of Economics - 3 [Details\(see page 121\)](#)
- *ECON 311 Contemporary Economic Issues - 3 [Details\(see page 121\)](#)
- *HIST 251 History of Africa - 3 [Details\(see page 121\)](#)
- *HIST 391 The Birth of Modernity in Europe: The Seventeenth and Eighteenth Centuries - 3 [Details\(see page 121\)](#)
- *HIST 411 The History of Recent America, 1941-Present - 4 [Details\(see page 121\)](#)
- *HIST 432 History of the Middle East - 3 [Details\(see page 121\)](#)
- LEAD 300 Leadership Theory and Practice - 3 [Details\(see page 121\)](#)
- *PHIL 412 Philosophy of Religion - 3 [Details\(see page 121\)](#)

- *PXD 335 Understanding Violent Conflict - 3 [Details\(see page 121\)](#)
- PXD 485 Global Development - 3 [Details\(see page 121\)](#)
- *REL 201 Introduction to Religious Studies - 3 [Details\(see page 121\)](#) OR REL 223 World Religions - 3 [Details\(see page 121\)](#)
- SOC 255 Social Movements - 3 [Details\(see page 121\)](#)
- SOWK 330 Social Policy Analysis - 3 [Details\(see page 121\)](#)
- SOWK 360 Race and Gender - 3 [Details\(see page 121\)](#)
- *THEO 412 Liberation Theologies [Details\(see page 121\)](#) OR THEO 323 Biblical Theology of Peace and Justice - 3 [Details\(see page 121\)](#)

Washington Community Scholars' Center (10-15 SH)

Political science majors must complete a semester (15 SH) or summer (10 SH) in the WCSC program.

Students choosing a summer WCSC term will take two additional courses from the above lists to fulfill the 47 SH requirement.

Students are highly encouraged to complete an international cross-cultural experience as well, especially if they are interested in transnational or international political issues.

Political Science Minor (18 SH)

A minor in political science is designed to introduce students to the basics of the discipline and is highly recommended as a complement to any major hoping to work toward advocacy in their field. Although not required, political science minors are strongly encouraged to do an appropriate internship through the Washington Community Scholars' Center (WCSC).

- POL 111 Comparative Politics - 2 [Details\(see page 122\)](#)
- POL 112 American Politics - 2 [Details\(see page 122\)](#)
- POL 113 International Relations - 2 [Details\(see page 122\)](#)

Choose three of the following courses to equal at least 9 SH. At least two courses must be upper level:

- CCPOL from semester cross-cultural experience - 3
- PHIL 201 Introduction to Philosophy - 3 [Details\(see page 122\)](#)
- *POL 220 U.S. Foreign Policy - 3 [Details\(see page 122\)](#)
- *POL 230 International Norms and Institutions - 3 [Details\(see page 122\)](#)
- *POL 250 Law, Justice and the Local Context - 3 [Details\(see page 122\)](#)
- *PPX 371 Peace and Security in East Asia - 3 [Details\(see page 122\)](#)
- *PPX 405-409 Topics in Politics and Peace Studies - 3-4 [Details\(see page 122\)](#)
- *PPX 401 Human Rights and Dignity - 4 [Details\(see page 122\)](#)
- *PPX 421 Genocide of the 20th Century - 4 [Details\(see page 122\)](#)
- *PPX 431 Political Reconciliation - 4 [Details\(see page 122\)](#)
- PXD 365 Social and Political Economy - 3 [Details\(see page 122\)](#)
- Choose one 200-level or higher 3 SH course from HIST, ECON or PXD.

Pre-Law Minor (18 SH)

The pre-law minor is an interdisciplinary and interdepartmental minor designed to complement a variety of majors. It prepares students for a range of careers including the traditional practices of law, but it also builds upon EMU's historic

emphases on peace-building, justice and global awareness, thus providing a strong background for careers in mediation, environmental law, international development, politics, human rights work, victim offender reconciliation, and juvenile justice. Pre-law minors are also expected to be actively involved in our pre-law society, Res Judicata, that organizes events to help students encounter a wide variety of legal professions, and provides resources to help students prepare for the LSAT exam that is required for admission into law school. The minor consists of 18 semester hours including an internship.

- HUM 200 Foundations of Humanities - 2 [Details\(see page 122\)](#)
- POL 111 Comparative Politics - 2 [Details\(see page 122\)](#)
- POL 112 American Politics - 2 [Details\(see page 122\)](#)
- POL 113 International Relations - 2 [Details\(see page 122\)](#)
- POL 481 Pre-law Internship (Internships done for other related disciplines may fulfill this requirement.) - 1-3 [Details\(see page 122\)](#)

Choose at least one of the following:

- BUAD 411 Business Law - 3 [Details\(see page 122\)](#)
- *POL 250 Law, Justice and the Local Context - 3 [Details\(see page 122\)](#)
- PXD 341 Mediation and Facilitation - 3 [Details\(see page 122\)](#)

Choose two or more of the following to complete the required 18 SH for the minor:

- ECON 201 Survey of Economics - 3 [Details\(see page 122\)](#)
- *HIST 340-345 Topics in History (when appropriate) - 3 [Details\(see page 122\)](#)
- *HIST 411 History of Recent America - 4 [Details\(see page 122\)](#)
- *HUM 330-335 Topics in Humanities (when appropriate) - 3-4 [Details\(see page 122\)](#)
- *HUM 420-425 Tutorial in Humanities (when appropriate) - 3-4 [Details\(see page 122\)](#)
- LING 260 Grammars of English - 3 [Details\(see page 122\)](#)
- *POL 220 U.S. Foreign Policy - 3 [Details\(see page 122\)](#)
- *POL 230 International Norms and Institutions - 3 [Details\(see page 122\)](#)
- *PPX 431 Political Reconciliation - 4 [Details\(see page 122\)](#)
- PXD 225 Theories of Social Change - 3 [Details\(see page 122\)](#)
- *PXD 261 Community and Conflict Analysis Techniques - 3 [Details\(see page 122\)](#)
- *PXD 331 Restorative Justice and Trauma Awareness - 3 [Details\(see page 122\)](#)
- PXD 375 Globalization and Justice - 3 [Details\(see page 122\)](#)
- *SOC 360 Criminology - 3 [Details\(see page 122\)](#)
- *SOC 362 Criminal Justice - 2 [Details\(see page 122\)](#)
- STAT 120 Descriptive Statistics - 2 [Details\(see page 122\)](#)

Pre-Professional Health Sciences Career Concentration (PPHS)

Stephen Cessna, Jeff Copeland, and Kris Schmidt, advisors

Students who are interested in biomedical practice enroll in the Pre-Professional Health Sciences (PPHS) career concentration, which is designed for students anticipating entrance into a professional health science school such as medicine, physician assistant, dentistry, physical therapy, veterinary medicine, pharmacy, surgical assistant, radiological technician, occupational therapy, optometry, podiatry, osteopathy, radiology, or graduate education and research in any area of biomedicine. (For occupational therapy, see psychology section.) Students who are interested in physical therapy should major in biology with the Pre-PT track. Students who are interested in other PPHS areas will generally be biology majors, either in the general or neuroscience tracks, or will be biochemistry majors. However, it is possible to complete a non-science major in another area in the university and succeed in the program if the required courses are completed. Since course requirements for the various pre-health programs vary, students should reference

the advising guides on the [Pre-Professional Health Sciences page](#)²³ for specific courses required for each program. Additional courses are required beyond those for the biology major. Because graduate schools value a broad education, a minor in a non-science area of interest is suggested.

Associate in Science Degree in Health Science

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

Students need to reach a total of 60 SH to earn the AS degree.

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

- BIOL 112 Human Anatomy and Physiology I - 3 [Details\(see page 124\)](#)
- BIOL 122 Human Anatomy and Physiology II - 3 [Details\(see page 124\)](#)
- BIOL 145 Nutrition Fundamentals - 2 [Details\(see page 124\)](#)
- BIOL 205 Introduction to Microbiology - 3 [Details\(see page 124\)](#)
- *BIOL 209 Medical Terminology - 2 [Details\(see page 124\)](#)
- BIOL 485 Faith, Science, and Ethics - 2 [Details\(see page 124\)](#)
- CHEM 155 Matter and Energy - 3 [Details\(see page 124\)](#) OR CHEM 223 General Chemistry I - 4 [Details\(see page 124\)](#)
- MATH 114 College Algebra [Details\(see page 124\)](#) OR MATH 144 Precalculus - 2 [Details\(see page 124\)](#)
- STAT 120 Descriptive Statistics [Details\(see page 124\)](#) OR STAT 220 Inferential Statistics - 2 [Details\(see page 124\)](#)
- CS 105 Introduction to Computer Science - 2 [Details\(see page 124\)](#)

Additionally, 11-12 credits from the following are required: BIOCH 152 , BIOL 173, BIOL 215, BIOL 240, CHEM 105, ENV5 235, PSYC 101 or PSYC 202, SOC 201.

Psychology Major (45 SH)

Psychology majors must complete the [admissions requirements for the major\(see page 142\)](#).

A major in psychology consists of 45 SH. All courses required for the psychology major must be passed with a C- or better.

- PSYC 101 General Psychology - 3 [Details\(see page 124\)](#)
- PSYC 202 Developmental Psychology - 3 [Details\(see page 124\)](#)
- PSYC 203 Developmental Case Study - 1 [Details\(see page 124\)](#)
- PSYC 221 Social Psychology - 3 [Details\(see page 124\)](#)
- PSYC 231 Applied Behavior Analysis - 3 [Details\(see page 124\)](#)
- PSYC 311 Psychological Design and Analysis - 3 [Details\(see page 124\)](#)
- PSYC 331 Abnormal Psychology - 3 [Details\(see page 124\)](#)
- PSYC 341 Cognitive Psychology - 3 [Details\(see page 124\)](#)
- PSYC 361 Theories of Personality - 3 [Details\(see page 124\)](#)
- PSYC 441 Teaching of Psychology - 1 [Details\(see page 124\)](#)
- PSYC 472 Research in Psychology - 2 [Details\(see page 124\)](#)
- PSYC 473 Research in Psychology: Applied - 2 [Details\(see page 124\)](#)
- PSYC 482 Psychology Internship I - 2 [Details\(see page 124\)](#)
- PSYC 483 Psychology Internship II - 2 [Details\(see page 124\)](#)

²³ <https://emu.edu/pphs/>

- STAT 120 Descriptive Statistics - 2 [Details\(see page 124\)](#)

Choose three of the following courses:

- PSYC 301 Psychology of Interpersonal Relationships - 3 [Details\(see page 124\)](#)
- *PSYC 351 Positive Psychology: Theory Applications - 3 [Details\(see page 124\)](#)
- *PSYC 380-385 Topics in Psychology - 3 [Details\(see page 124\)](#)
- PSYC 391 Introduction to Counseling - 3 [Details\(see page 124\)](#)
- *PSYC 431 Psychological Testing and Assessment - 3 [Details\(see page 124\)](#)
- *PSYC 451 Neuropsychology - 3 [Details\(see page 124\)](#)

Other

- PSYC 499 Independent Study - 1-3 [Details\(see page 124\)](#)

Psychology Minor (18 SH)

A minor in psychology consists of 18 SH:

- PSYC 101 General Psychology - 3 [Details\(see page 125\)](#)
- PSYC 202 Developmental Psychology - 3 [Details\(see page 125\)](#)
- PSYC 221 Social Psychology - 3 [Details\(see page 125\)](#)
- PSYC 231 Applied Behavior Analysis - 3 [Details\(see page 125\)](#)
- PSYC 331 Abnormal Psychology - 3 [Details\(see page 125\)](#)
- PSYC elective - 3

Recreation and Sport Management Major (42 SH)

Joohyun Lee, advisor

This program prepares students for entry-level positions in a variety of fitness related careers, including commercial, municipal, corporate, or campus recreation, strength and conditioning coach or trainer, sports club management, athletic administration, sports promotion and marketing, and arena/stadium management.

To graduate with a recreation and sport management major, students must first earn admission to the business and leadership department by fulfilling the [department admission requirements\(see page 140\)](#).

The recreation and sport management major consists of the following courses for a total of 42 SH:

- BUAD 101 Business at EMU - 3 [Details\(see page 125\)](#)
- BUAD 221 Principles of Management - 3 [Details\(see page 125\)](#)
- CIS 211 Spreadsheet and Data Management - 1 [Details\(see page 125\)](#)
- LEAD 300 Leadership Theory and Practice - 3 [Details\(see page 125\)](#)
- PE 301 Adapted Physical Education - 3 [Details\(see page 125\)](#)
- PE 302 Motor Learning - 2 [Details\(see page 125\)](#)
- PXD 341 Mediation and Facilitation - 3 [Details\(see page 125\)](#)
- RSM 101 Introduction to Health, Physical Education and Recreation - 3 [Details\(see page 125\)](#)
- RSM 211 Sophomore Practicum - 1 [Details\(see page 125\)](#)
- RSM 305 Risk Management in Recreation and Sport - 3 [Details\(see page 125\)](#)
- *RSM 309 Recreation and Sport Program and Event Planning - 3 [Details\(see page 125\)](#)
- *RSM 402 Facility Design and Supervision - 2 [Details\(see page 125\)](#)
- RSM 405 Recreation and Sport Administration - 3 [Details\(see page 125\)](#)
- +RSM 411 Senior Internship - 4 [Details\(see page 125\)](#)

- PEG 118 Lifeguarding (or satisfied by outside certification) [Details\(see page 125\)](#) OR HE 201 First Aid (or satisfied by outside certification) - 1 [Details\(see page 125\)](#)

+ RSM Senior Internship may be served with WCSC internship; requires senior standing

Choose two of the following courses:

- *PEM 141 Teaching Individual Sports - 2 [Details\(see page 125\)](#)
- *PEM 142 Teaching Team Sports - 2 [Details\(see page 125\)](#)
- PEM 143 Fitness, Conditioning and Strength Training - 2 [Details\(see page 125\)](#)
- *PEM 144 Experiential Education and Recreational Games - 2 [Details\(see page 125\)](#)

Coaching Minor (17-19 SH)

This program is designed to give the candidate the necessary background knowledge and skills to coach youth and scholastic sports. This minor consists of 17-19 SH:

Core Requirements (11 SH)

- HE 201 First Aid - 1 [Details\(see page 126\)](#)
- *PE 201 Principles of Coaching - 2 [Details\(see page 126\)](#)
- PE 203 Coaching Practicum - 1 [Details\(see page 126\)](#)
- PE 302 Motor Learning - 2 [Details\(see page 126\)](#)
- RSM 405 Recreation and Sport Administration - 3 [Details\(see page 126\)](#)
- PEM 143 Fitness, Conditioning and Strength Training - 2 [Details\(see page 126\)](#)

Choose one of the following (1-2 SH)

- *PEM 141 Teaching Individual Sports - 2 [Details\(see page 126\)](#)
- *PEM 142 Teaching Team Sports - 2 [Details\(see page 126\)](#)
- PEV 151 Baseball - 1 [Details\(see page 126\)](#)
- PEV 152 Men's Basketball - 1 [Details\(see page 126\)](#)
- PEV 153 Women's Basketball - 1 [Details\(see page 126\)](#)
- PEV 154 Cross Country - 1 [Details\(see page 126\)](#)
- PEV 155 Field Hockey - 1 [Details\(see page 126\)](#)
- PEV 156 Men's Soccer - 1 [Details\(see page 126\)](#)
- PEV 157 Women's Soccer - 1 [Details\(see page 126\)](#)
- PEV 158 Softball - 1 [Details\(see page 126\)](#)
- PEV 159 Track and Field - 1 [Details\(see page 126\)](#)
- PEV 160 Women's Volleyball - 1 [Details\(see page 126\)](#)
- PEV 161 Men's Volleyball - 1 [Details\(see page 126\)](#)
- PEV 162 Men's Golf - 1 [Details\(see page 126\)](#)
- PEV 163 Women's Golf - 1 [Details\(see page 126\)](#)

Choose two of the following:

- BIOL 145 Nutrition Fundamentals - 2 [Details\(see page 126\)](#)
- HE 301 Athletic Training - 2 [Details\(see page 126\)](#)
- *PE 414 Biomechanics of Sport - 2 [Details\(see page 126\)](#)
- *PE 415 Exercise Physiology of Sport - 3 [Details\(see page 126\)](#)
- RSM 305 Risk Management in Recreation and Sport - 3 [Details\(see page 126\)](#)
- *RSM 309 Recreation and Sport Program and Event Planning - 3 [Details\(see page 126\)](#)

Kinesiology and Exercise Science Minor (17 SH)

This program is designed to be taken in conjunction with a biology major. Graduates of this program will be prepared to enter graduate school or immediately begin to apply their knowledge in a fitness-related occupation. This minor consists of 17 SH:

- BIOL 145 Nutrition Fundamentals - 2 [Details\(see page 127\)](#)
- HE 201 First Aid - 1 [Details\(see page 127\)](#)
- HE 301 Athletic Training - 2 [Details\(see page 127\)](#)
- PE 210 Sophomore Practicum: KES -1 [Details\(see page 127\)](#)
- PE 302 Motor Learning - 2 [Details\(see page 127\)](#)
- *PE 414 Biomechanics of Sport - 2 [Details\(see page 127\)](#)
- *PE 415 Exercise Physiology of Sport - 3 [Details\(see page 127\)](#)
- PEM 143 Fitness, Conditioning and Strength Training - 2 [Details\(see page 127\)](#)
- PE 416 Fitness Administration and Assessment - 2 [Details\(see page 127\)](#)

Recreation and Sport Management Minor (18 SH)

This minor is designed for students who would like to work in sport or recreation fields but do not have time or schedule to achieve the RSM major.

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

- RSM 101 Introduction to Health, Physical Education and Recreation - 3 [Details\(see page 127\)](#)
- RSM 211 Sophomore Practicum - 1 [Details\(see page 127\)](#)
- RSM 405 Recreation and Sport Administration - 3 [Details\(see page 127\)](#)
- BUAD 221 Principles of Management - 3 [Details\(see page 127\)](#)

Choose at least 8 SH of courses from list:

- HE 201 First Aid - 1 [Details\(see page 127\)](#)
- PE 301 Adapted Physical Education - 3 [Details\(see page 127\)](#)
- PE 302 Motor Learning - 2 [Details\(see page 127\)](#)
- One course from PEM 141-145 - 1
- RSM 305 Risk Management in Recreation and Sport - 3 [Details\(see page 127\)](#)
- *RSM 309 Recreation and Sport Program and Event Planning - 3 [Details\(see page 127\)](#)
- *RSM 402 Facility Design and Supervision - 2 [Details\(see page 127\)](#)

Religious and Intercultural Studies Minor (18 SH)

The minor in religious and intercultural studies consists of 18 SH which will complement other Bible and religion majors and serve students interested in intercultural ministry in fields such as business, education, nursing, peacebuilding and development, and social work. It offers two tracks: religion, which focuses on deepening understanding of religion and how Christian witness is carried out in a variety of religious settings, and theology, which strengthens understanding of the biblical and theological foundations for Christian witness. Both tracks emphasize Anabaptist understandings of peace as central to intercultural ministry.

Religion Track

- CHST 312 Missiology - 3 [Details\(see page 127\)](#)

- REL 223 World Religions - 3 [Details\(see page 127\)](#)

Choose two of the following courses:

- CHST 462 Mission Practicum - 3 [Details\(see page 127\)](#)
- PXD 341 Mediation and Facilitation - 3 [Details\(see page 127\)](#)
- *REL 201 Introduction to Religious Studies - 3 [Details\(see page 127\)](#)

Choose two of the following courses:

- PSYC 221 Social Psychology - 3 [Details\(see page 127\)](#)
- PXD 375 Globalization and Justice - 3 [Details\(see page 127\)](#)
- *REL 310-315 Topics in Religion - 3 [Details\(see page 127\)](#)
- *REL 423 Judaism, Christianity, Islam: Comparative Monotheisms - 3 [Details\(see page 127\)](#)
- THEO 323 Biblical Theology of Peace and Justice - 3 [Details\(see page 127\)](#)

Theology Track

- CHST 312 Missiology - 3 [Details\(see page 127\)](#)
- PXD 375 Globalization and Justice - 3 [Details\(see page 127\)](#)
- THEO 323 Biblical Theology of Peace and Justice - 3 [Details\(see page 127\)](#)

Choose one of the following courses:

- CHST 462 Mission Practicum - 3 [Details\(see page 127\)](#)
- THEO 201 Introduction to Theology - 3 [Details\(see page 127\)](#)

Choose two of the following courses:

- *BIST 223 Four Portraits of Jesus: Reading the Gospels [Details\(see page 127\)](#) OR *BIST 323 Life and Letters of the Apostle Paul - 3 [Details\(see page 127\)](#)
- *BIST 341 Old Testament Studies - 3 [Details\(see page 127\)](#)
- *PHIL 412 Philosophy of Religion - 3 [Details\(see page 127\)](#)
- PXD 485 Global Development - 3 [Details\(see page 127\)](#)
- REL 223 World Religions - 3 [Details\(see page 127\)](#)
- *REL 423 Judaism, Christianity, Islam: Comparative Monotheisms - 3 [Details\(see page 127\)](#)
- *THEO 310-315 Topics in Theology - 3
- *THEO 412 Liberation Theologies - 3 [Details\(see page 127\)](#)

Social Work Major (61 SH)

Carol Hurst and Deanna Durham, advisors

The social work major is a professional degree program accredited by the Council on Social Work Education (CSWE), the standard-setting commission for social work degree programs in the United States. Graduates qualify for Baccalaureate in Social Work (BSW) licensure exams and for opportunities in master of social work advanced standing programs. The EMU social work program's emphasis on social justice and cross-cultural learning in domestic and international venues is distinctive. Graduates are prepared for generalist social work practice with individuals, families, groups, and communities within the context of various human service organizations. Graduates may also pursue graduate degrees in social work including advanced standing admission to CSWE accredited masters' in social work programs to finish an MSW degree on an accelerated basis.

Professional social work practice requires grounding in the core values of the social work profession: service, social justice, dignity and worth of the person, the importance of human relationships, integrity, and competence. Throughout the curriculum students grow in self-awareness of their own family backgrounds and their own cognitive and affective responses to trauma, injustice, and marginalization of persons. Ethical boundaries and self-care are emphasized as students learn to provide compassionate presence and healing care to others. Practical service learning, community engagement, language study, and cross-cultural experience build capacity to care competently for diverse populations.

The curriculum includes course sequences in the discipline's focus areas including Human Behavior and Social Environment (HBSE), policy, and practice. HBSE courses provide social scientific perspectives of patterns of human behavior. Policy courses focus on understanding organizations and government and legislative advocacy on behalf of vulnerable populations and social programs. Practice courses provide structured skills practice at the **micro** or direct one-to-one interpersonal level, at the **mezzo** or group and family interpersonal level, and at the **macro** or large system level requiring community and organizational leadership skills. Students can develop knowledge in particular interest areas through class projects, choice of their elective social work topics course, and through selection of field practicum setting.

Students must apply for formal admission into the social work program after the initial social work courses. Transfer students apply to the program after their first semester in the social work major at EMU. The social work program does not grant credit for life experience or previous work experience. Admission to and continuation in the social work program is contingent upon academic performance (a minimum of C in all social work/sociology courses required in the major and a minimum overall GPA of 2.5) as well as personal qualities essential for working with people such as a value orientation consistent with the profession, compassionate sensitivity towards others, self-awareness, and a sense of personal and global responsibility. Students must demonstrate capacity to meet professional standards through conscientious timely attendance and follow-through in all coursework, as well as maintenance of a minimum 2.5 overall GPA, to be accepted into a practicum placement.

Career opportunities for social workers abound in diverse community settings and organizations. Types of social work include: early intervention, adoption and foster care services; school-based social work; youth/child mentoring and after-school programs; juvenile justice and corrections; judicial/court programs; mediation programs; domestic violence prevention and intervention services; public sector social services; disaster relief; immigrant and refugee programs; mental health and counseling services; substance and alcohol addiction recovery; emergency family shelters and homelessness services; day programs for children and the elderly; residential geriatric communities and nursing homes; developmental disabilities support programs; sexual assault crisis intervention and child advocacy services; hospital social work; and hospice care organizations.

The major consists of the following 61 SH:

Foundation Requirements:

- PSYC 101 General Psychology - 3 [Details\(see page 128\)](#)
- PSYC 202 Developmental Psychology - 3 [Details\(see page 128\)](#)
- SOC 101 Introduction to Sociology - 3 [Details\(see page 128\)](#)
- Choice of either ECON 201 Survey of Economics [Details\(see page 128\)](#) or ECON 212 Principles of Macroeconomics [Details\(see page 128\)](#) or PXD 365 Social and Political Economy - 3 [Details\(see page 128\)](#)
- SOWK 101 Exploring Social Work - 3 [Details\(see page 128\)](#)

Human Behavior & Social Environment (HBSE) courses:

- SOWK 200 Social Behavior and Diversity - 3 [Details\(see page 128\)](#)
- SOWK 210 Social Stratification - 3 [Details\(see page 128\)](#)
- SOWK 360 Race and Gender - 3 [Details\(see page 128\)](#)
- STAT 120 Descriptive Statistics - 2 [Details\(see page 128\)](#)

- SOC 336 Methods of Social Research - 3 [Details\(see page 128\)](#)

Policy Courses:

- POL 111 Comparative Politics [Details\(see page 128\)](#) or POL 112 American Politics - 2 [Details\(see page 128\)](#)
- SOWK 220 History and Philosophy of Social Welfare - 3 [Details\(see page 128\)](#)
- SOWK 330 Social Policy Analysis - 3 [Details\(see page 128\)](#)

Practice Courses:

- SOWK 310 Social Work Practice I - 3 [Details\(see page 128\)](#)
- SOWK 400 Social Work Practice II - 3 [Details\(see page 128\)](#)
- SOWK 410 Social Work Practice III - 3 [Details\(see page 128\)](#)
- SOWK 420 Topics in Social Work - 3 [Details\(see page 128\)](#)
- SOWK 430 Senior Practicum in Social Work - 12 [Details\(see page 128\)](#)

Sociology Major (39 SH)

Jenni Holsinger, advisor

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

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

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

The major consists of the following 39 SH:

Required Core Courses (21 SH)

- STAT 120 Descriptive Statistics - 2 [Details\(see page 130\)](#)
- SOC 101 Introduction to Sociology - 3 [Details\(see page 130\)](#)
- SOC 210 Social Stratification [Details\(see page 130\)](#) OR SOWK 360 Race and Gender - 3 [Details\(see page 130\)](#)
- SOC 225 Theories of Social Change - 3 [Details\(see page 130\)](#)
- SOC 336 Methods of Social Research - 3 [Details\(see page 130\)](#)
- SOC 392 Junior Seminar in Social Research (shared online with the collaborative) - 3 [Details\(see page 130\)](#)
- SOC 409 Field Experience - 3 [Details\(see page 130\)](#)
- SOC 410 Senior Capstone - 1 [Details\(see page 130\)](#) OR SSC 490 Social Sciences Capstone - 2 [Details\(see page 130\)](#)

Sociology Electives

Choose 12 SH from the following courses:

- PXD 365 Social and Political Economy - 3 [Details\(see page 130\)](#)
- SOC 201 Sociology of Health - 3 [Details\(see page 130\)](#)

- SOC 210 Social Stratification [Details\(see page 130\)](#) OR SOWK 360 Race and Gender - 3 [Details\(see page 130\)](#)
- SOC 245 Environment and Society - 3 [Details\(see page 130\)](#)
- *SOC 255 Social Movements - 3 [Details\(see page 130\)](#)
- SOC 330 Family in the Social Context - 3 [Details\(see page 130\)](#)
- *SOC 350 Urban Sociology - 3 [Details\(see page 130\)](#)
- *SOC 360 Criminology - 3 [Details\(see page 130\)](#)
- *SOC 430 Environmental Justice - 3 [Details\(see page 130\)](#)
- SOC 442 Teaching of Sociology - 1-3 [Details\(see page 130\)](#)

Micro-Level Processes

Choose 3 SH from the following courses:

- BUAD 221 Principles of Management - 3 [Details\(see page 130\)](#)
- BUAD 331 Organizational Behavior - 3 [Details\(see page 130\)](#)
- BUAD 465 Project Management and Grantwriting - 3 [Details\(see page 130\)](#)
- ECON 211 Principles of Microeconomics - 3 [Details\(see page 130\)](#)
- *PXD 261 Community and Conflict Analysis Techniques - 3 [Details\(see page 130\)](#)
- PXD 341 Mediation and Facilitation - 3 [Details\(see page 130\)](#)
- PXD 331 Restorative Justice and Trauma Awareness - 3 [Details\(see page 130\)](#)
- *PXD 451 Program Evaluation - 3 [Details\(see page 130\)](#)
- PSYC 221 Social Psychology - 3 [Details\(see page 130\)](#)
- PSYC 301 Psychology of Interpersonal Relationships - 3 [Details\(see page 130\)](#)
- SOWK 200 Social Behavior and Diversity - 3 [Details\(see page 130\)](#)

Macro-Level Processes and Social Institutions

Choose 3-4 SH from the following courses:

- ECON 201 Survey of Economics - 3 [Details\(see page 130\)](#)
- ECON 212 Principles of Macroeconomics - 3 [Details\(see page 130\)](#)
- *ENVS 235 Sustainable Food Systems - 2 [Details\(see page 130\)](#)
- POL 112 American Politics - 2 [Details\(see page 130\)](#)
- *POL 230 International Norms and Institutions - 3 [Details\(see page 130\)](#)
- *POL 250 Law, Justice and the Local Context - 3 [Details\(see page 130\)](#)
- PXD 375 Globalization and Justice - 3 [Details\(see page 130\)](#)
- PXD 485 Global Development - 3 [Details\(see page 130\)](#)
- SOWK 220 History and Philosophy of Social Welfare - 3 [Details\(see page 130\)](#)
- SOWK 330 Social Policy Analysis - 3 [Details\(see page 130\)](#)
- SPAN 330 Immigration Issues - 3 [Details\(see page 130\)](#)

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

Sociology Minor (18 SH)

Jenni Holsinger, advisor

- SOC 101 Introduction to Sociology - 3 [Details\(see page 131\)](#)
- SOC 225 Theories of Social Change - 3 [Details\(see page 131\)](#)

- SOC 336 Methods of Social Research [Details\(see page 131\)](#) OR *PXD 451 Program Evaluation - 3 [Details\(see page 131\)](#)

Electives (9 SH)

- Any SOC courses - 9

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

Spanish Language and Hispanic Studies Major (33 SH)

Maria Esther Showalter and Wendell Shank, advisors

A student majoring in Spanish language and Hispanic studies will complete 33 SH of coursework at the 300- and 400-levels, including at minimum one conversation course on a cross-cultural experience.

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

All Spanish majors are required to spend one semester abroad in a Spanish-speaking country in order to immerse themselves in another culture and improve their oral fluency through family homestays and conversation courses at the intermediate and advanced levels.

This requirement can be waived only in very special circumstances for native speakers through a rigorous application process.

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

Requirements consist of 33 SH, chosen from the following:

Hispanic Culture and Society (6-9 SH)

Choose at least two of the following:

- *SPAN 301 The Art of Storytelling - 3 [Details\(see page 132\)](#)
- *SPAN 302 Flavors of Hispanic Culture - 3 [Details\(see page 132\)](#)
- *SPAN 303 Dictatorships and Social Movements - 3 [Details\(see page 132\)](#)

Cross-Cultural Conversation (3-6 SH)

All Spanish majors must complete at minimum one conversation course or its equivalent during the cross-cultural experience. In special circumstances and only with prior notification and written approval by Spanish faculty, an internship, practicum, or another course may satisfy the requirement.

Choose at least one of the following:

- SPAN 310 Advanced Conversation and Readings (offered only on request) - 3
- CCSPA 312 Advanced Conversational Spanish I - 3 [Details\(see page 132\)](#)

- CCSPA 322 Advanced Conversational Spanish II - 3 [Details\(see page 132\)](#)

Critical Thinking and Composition (3-6 SH)

Choose at least one of the following:

- *SPAN 320 Constructing Identities: Critical Thinking and Identities A - 3 [Details\(see page 132\)](#)
- *SPAN 325 The Latino Experience: Critical Thinking and Composition B - 3 [Details\(see page 132\)](#)

Hispanic Studies (6-9 SH)

Choose at least two of the following:

- *SPAN 411 Globalization in Latin American Cinema - 3 [Details\(see page 132\)](#)
- *SPAN 420 Narratives of Trauma and Resilience - 3 [Details\(see page 132\)](#)
- *SPAN 425 Indigenous People and Conquest - 3 [Details\(see page 132\)](#)
- *SPAN 430 Marginalized Voices in Hispanic America - 3 [Details\(see page 132\)](#)

Spanish for the Professions (6-9 SH)

Choose at least two of the following (Spanish licensure candidates must complete at least one from SPAN 330, SPAN 335, and SPAN 360):

- *SPAN 330 Immigration Issues - 3 [Details\(see page 132\)](#)
- *SPAN 335 Spanish of the United States - 3 [Details\(see page 132\)](#)
- *SPAN 340 Introduction to Spanish Translation and Interpretation - 3 [Details\(see page 132\)](#)
- *SPAN 360 Spanish for Healthcare Professionals - 3 [Details\(see page 132\)](#)
- SPAN 470 Internship - 3 [Details\(see page 132\)](#)

Students may also fulfill the requirement through an internship in which they make use of their oral and written Spanish. For example, a course taken in the context of an EMU-led cross-cultural program, summer volunteer work in a Spanish-speaking community, or a summer internship in Spain or Hispanic America could qualify with permission of the department.

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

All students seeking licensure to teach must follow the [procedures for admission to teacher education and to student teaching\(see page 141\)](#).

This program will prepare students to teach Spanish by instructing them in the standards of the American Council of Teachers of Foreign Language (ACTFL). Teacher candidates must comply with all teacher education requirements listed in the education section. 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 [Details\(see page 133\)](#)
- ED 245 Learning and Classroom Environments - 3 [Details\(see page 133\)](#)
- ED 252 Learning and Classroom Environments Professional Field Experience - 1 [Details\(see page 133\)](#)
- ED 275 Instructional Tech and Assessment - 3 [Details\(see page 133\)](#)
- ED 301 Needs of Diverse Learners - 3 [Details\(see page 133\)](#)

- ED 351 General Curriculum and Methods for Middle and Secondary Teaching - 1 [Details\(see page 133\)](#)
- ED 385 Content Area Methods, Middle/Secondary Teaching - 2 [Details\(see page 133\)](#)
- ED 395 Reading and Writing in the Content Area (6-12) - 3 [Details\(see page 133\)](#)
- ED 401 Examining Foundations of Education - 2 [Details\(see page 133\)](#)
- ED 411 Reflective Teaching Seminar and Portfolio - 1 [Details\(see page 133\)](#)
- ED 461 Elementary Student Teaching (PreK-6) - 7 [Details\(see page 133\)](#)
- ED 462 Middle/High School Student Teaching (6-12) - 7 [Details\(see page 133\)](#)
- LING 460 Practicum in TESOL - 3 [Details\(see page 133\)](#)

Additional licensure requirement:

- PSYC 202 Developmental Psychology - 3 [Details\(see page 133\)](#)

Spanish Minor (18 SH)

Requirements consist of 18 SH of courses in areas of Hispanic culture and society, conversation, critical thinking and composition, Hispanic studies, or Spanish for the professions.

Students who place above the intermediate level may not take intermediate level courses. Other students may count SPAN 210 and 220 Intermediate I and II toward the minor. Minors should begin with courses listed under Hispanic culture and society (SPAN 301, 302, 303) or Spanish for the professions (SPAN 330, 335, 340, 360) and then take at least one of the prerequisites in critical thinking and composition (SPAN 320, 325) before enrolling in 400-level courses. At minimum, students must complete a one-semester cross-cultural experience, a six week summer cross-cultural term, or a study abroad or other experience in the host culture as approved by the Spanish faculty.

Theater Minor (18 SH)

The theater minor allows students from all majors to gain experience in many areas of theater. Engaging in these courses provides opportunities for students to enhance their creative expression as they foster community and contribute to the intellectual life of EMU through public performances.

The minor consists of 18 SH.

- THR 100 Acting for Stage and Screen - 2 [Details\(see page 134\)](#)
- THR 200 Survey of World Theater History - 2 [Details\(see page 134\)](#)

Choose 8 SH from the following courses:

- THR 210 Technical Theater - 2 [Details\(see page 134\)](#)
- THR 230-235 Topics in Theater - 2 [Details\(see page 134\)](#)
- THR 300 Directing for the Theater - 2 [Details\(see page 134\)](#)
- THR 360 Playwriting - 2 [Details\(see page 134\)](#)
- *THR 361 Screenwriting - 2 [Details\(see page 134\)](#)

Practica (6 SH)

Choose from two or more of the following areas of practical learning through participation in theater productions.

- THR 281 Acting Practicum - 1-3 [Details\(see page 134\)](#)
- THR 350 Technical Theater - 1-3 [Details\(see page 134\)](#)
- THR 351 Stage Management - 1-3 [Details\(see page 134\)](#)

- THR 352 Assistant Directing - 1-3 [Details\(see page 134\)](#)
- THR 353 Dramaturgy - 1-3 [Details\(see page 134\)](#)

Writing Studies Major (36 SH)

Violet Dutcher and Chad Gusler, advisors

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

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

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

Majors are expected to attend all Writers Read events and participate in year-end readings.

Requirements consist of 36 SH.

Core Writing Courses (12 SH)

- WRIT 200 Introduction to Creative Writing - 3 [Details\(see page 135\)](#)
- LING 250 Introduction to Linguistics [Details\(see page 135\)](#) OR LING 260 Grammars of English - 3 [Details\(see page 135\)](#)
- WRIT 210 News and Feature Writing - 3 [Details\(see page 135\)](#) OR *WRIT 380 [Details\(see page 135\)](#) , 381 [Details\(see page 135\)](#) , 383 [Details\(see page 135\)](#) Professional Writing Series (1 each) - 3 total
- WRIT 400 Senior Thesis - 3 [Details\(see page 135\)](#)

Creative Workshops (12 SH)

Choose four of the following courses:

- *WRIT 351 Fiction Writing Workshop - 3 [Details\(see page 135\)](#)
- *WRIT 352 Creative Nonfiction Workshop - 3 [Details\(see page 135\)](#)
- *WRIT 370 Poetry Workshop - 3 [Details\(see page 135\)](#)
- *WRIT 421 Advanced Fiction Workshop - 3 [Details\(see page 135\)](#)
- *WRIT 422 Advanced Creative Nonfiction Workshop - 3 [Details\(see page 135\)](#)
- *WRIT 423 Advanced Poetry Workshop - 3 [Details\(see page 135\)](#)

Literature Course (3 SH)

- Choose from 300-level ENGL courses and SPAN 301, 420, and 430.

Writing Practicum (3 SH)

Choose 3 SH from the following courses:

- WRIT 391 Editing and Publishing: Weather Vane - 1-3 [Details\(see page 135\)](#)
- LARTS 390-391 Peer Tutoring - 1-3 [Details\(see page 135\)](#)
- WRIT 390 Phoenix - 1-3 [Details\(see page 135\)](#)
- WRIT 470 Internship - 1-3 [Details\(see page 135\)](#)

Electives (6 SH)

Choose 6 SH from the following courses (Note that some courses have prerequisites):

- Additional WRIT or LING courses not taken above
- ENGL courses 300-level or above
- HUM 200 Foundations of Humanities - 2 [Details\(see page 135\)](#)
- LARTS 390-391 Peer Tutoring - 1-3 [Details\(see page 135\)](#)
- *SPAN 301 The Art of Storytelling - 3 [Details\(see page 135\)](#)
- *SPAN 320 Constructing Identities - 3 [Details\(see page 135\)](#)
- *SPAN 325 The Latino Experience - 3 [Details\(see page 135\)](#)
- *SPAN 340 Intro to Translation and Interpretation - 3 [Details\(see page 135\)](#)
- *SPAN 420 Narratives of Trauma and Resilience - 3 [Details\(see page 135\)](#)
- *SPAN 430 Marginalized Voices - 3 [Details\(see page 135\)](#)
- THR 360 Playwriting - 2 [Details\(see page 135\)](#)
- *THR 361 Screenwriting - 2 [Details\(see page 135\)](#)
- VACA 367 Hybrid Storytelling - 4 [Details\(see page 135\)](#)
- *VACA 465 Visual Storytelling: Nonfiction - 4 [Details\(see page 135\)](#)
- *VACA 466 Visual Storytelling: Fiction - 4 [Details\(see page 135\)](#)

Writing Studies Minor (18 SH)

Students are expected to attend Writers Read events.

Requirements consist of 18 SH.

Choose 9 SH from WRIT courses 200- level or above.

Choose 9 SH from the following:

- Additional WRIT courses
- Any ENGL courses or SPAN literature (SPAN 340, 420, 430) courses up to 6 SH
- LARTS 390-391 Peer Tutoring - 1-3 [Details\(see page 136\)](#)
- LARTS 391 Peer Tutoring Practicum II - 1-2 [Details\(see page 136\)](#)
- LING 260 Grammars of English - 3 [Details\(see page 136\)](#)
- HUM 200 Foundations of Humanities - 2 [Details\(see page 136\)](#)
- *SPAN 320 Constructing Identities - 3 [Details\(see page 136\)](#)
- *SPAN 325 The Latino Experience - 3 [Details\(see page 136\)](#)
- THR 360 Playwriting - 2 [Details\(see page 136\)](#)
- *THR 361 Screenwriting - 2 [Details\(see page 136\)](#)
- VACA 367 Hybrid Storytelling - 4 [Details\(see page 136\)](#)
- WRIT 390 Phoenix - 1-3 [Details\(see page 136\)](#)

- WRIT 391 Editing and Publishing: Weather Vane - 1-3 [Details\(see page 136\)](#)

Youth Ministry Minor (18 SH)

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

Required Courses

- CHST 212 Introduction to Youth Ministry - 3 [Details\(see page 137\)](#)
- CHST 223 Spiritual Formation, Sacred Pauses - 3 [Details\(see page 137\)](#)
- CHST 334 Almost Christian: Youth Ministry in the Congregation - 3 [Details\(see page 137\)](#)
- *CHST 372 Church Leadership for Transformation - 3 [Details\(see page 137\)](#)
- CHST 473 Youth Ministry Practicum - 3 [Details\(see page 137\)](#)
- PSYC 391 Introduction to Counseling [Details\(see page 137\)](#) OR PXD 341 Mediation and Facilitation - 3 [Details\(see page 137\)](#)

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

Timothy Seidel and Gloria Rhodes, advisors

The accelerated program is a collaboration between EMU's undergraduate department of applied social sciences and the graduate program of the Center for Justice and Peacebuilding. The program is designed to award exceptional and/or non-traditional students a BA in peacebuilding and development, BA in peacebuilding, or BA in global development, and an MA in conflict transformation or MA in restorative justice through an accelerated curriculum (typically completed in five years). Students should express interest in the program during their first year as an undergraduate or as soon as possible so they can be assigned an advisor, plan their course of study, and determine financial assistance.

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

Curriculum

The undergraduate curriculum for the BA/MA accelerated program requires completion of the EMU Core curriculum and the peacebuilding and development major, the individual peacebuilding major or the global development major. Upon successful application to the graduate program and completion of a minimum of 105 undergraduate semester hours, students will then take an additional 45 SH to complete the graduate degree.

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

complete a cross-cultural semester or equivalent (e.g. satisfied by international student status or evidence of 3 months in a cross-cultural context).

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

Accelerated Program: BS in Psychology to MA in Counseling

The accelerated program is a collaboration between EMU's undergraduate department of psychology and the graduate program in counseling. The program is designed to award exceptional students the opportunity to apply to the [MA in Counseling](#)²⁴ program during their junior year. If accepted into the MA in Counseling program, such students can be awarded a BS in Psychology and an MA in Counseling through a five-year curriculum.

Students should express interest in the program during their first year as an undergraduate in order to be assigned an advisor to help plan their course of study. Because the program requires careful course scheduling from year one, it will not typically be an option for transfer students. In order for students to take undergraduate psychology courses in the accelerated undergraduate sequence, they must:

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

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

Finance Concentration (14 SH)

The finance career concentration prepares students for entry level finance roles such as banking, investment planning, and financial analyst. The concentration will give you basic understandings of financial concepts to increase your preparation for financial careers.

- ACTG 221 Financial Accounting - 3 [Details\(see page 138\)](#)
- ECON 201 Survey of Economics [Details\(see page 138\)](#) OR ECON 212 Principles of Macroeconomics - 3 [Details\(see page 138\)](#)
- FIN 289 Investment Club (taken twice for credit) - 2 [Details\(see page 138\)](#)
- FIN 440 Financial Management - 3 [Details\(see page 138\)](#)
- FIN 481 Finance Internship - 3 [Details\(see page 138\)](#)

While not required, other recommended courses for finance:

- CIS 211 Spreadsheet and Data Management - 1 [Details\(see page 138\)](#)
- CIS 321 Advanced Spreadsheets - 1 [Details\(see page 138\)](#)
- STAT 120 Descriptive Statistics - 2 [Details\(see page 138\)](#)

²⁴ <https://resources.emu.edu/confluence/display/gradcatalog/About+MA+in+Counseling>

Industrial and Organizational Psychology Concentration (12 SH)

The industrial and organizational psychology career concentration will prepare you for further study and application of the principles of psychology in business. Industrial and organizational psychologists work in business environments and apply theory and practice to human resources, sales, marketing, and management. This concentration will also enhance your application to graduate programs in industrial and organizational psychology.

- BUAD 221 Principles of Management [Details\(see page 139\)](#) OR BUAD 331 Organizational Behavior - 3 [Details\(see page 139\)](#)
- BUAD 321 Human Resource Management - 3 [Details\(see page 139\)](#)
- PSYC 311 Psychological Design and Analysis - 3 [Details\(see page 139\)](#)
- PSYC 221 Social Psychology - 3 [Details\(see page 139\)](#)

Pre-Art Therapy Concentration

The pre-art therapy concentration will prepare you for graduate studies in art therapy helping people express themselves using the creativity of painting, drawing or other artistic means. You will take a combination of art and psychology courses that are pre-requisites for graduate school programs in art therapy.

Education majors with a licensure in art will also benefit from this concentration. You will be able to apply the concepts learned in this concentration in your classrooms and teaching practice.

Concentration for Psychology major: 18 VACA credits

- (Any of the courses listed below can be used as a core class except the Intermediate and Advanced Studio courses)
- VACA 121 Drawing - 4 [Details\(see page 139\)](#)
- VACA 131 Three-Dimensional Design - 4 [Details\(see page 139\)](#)
- VACA 222 Painting - 4 [Details\(see page 139\)](#)
- VACA 232 Ceramics - 4 [Details\(see page 139\)](#)

Choose one of the following courses:

- VACA 332 Intermediate Ceramics - 2 [Details\(see page 139\)](#)
- VACA 434 Advanced Drawing - 2 [Details\(see page 139\)](#)
- VACA 435 Advanced Painting - 2 [Details\(see page 139\)](#)

Concentration for VACA major in Studio Art: 15 Psychology credits

- PSYC 202 Developmental Psychology - 3 [Details\(see page 139\)](#)
- PSYC 311 Psychological Research Design & Analysis - 3 [Details\(see page 139\)](#)
- PSYC 331 Abnormal Psychology - 3 [Details\(see page 139\)](#)
- PSYC 361 Theories of Personality - 3 [Details\(see page 139\)](#)
- PSYC 391 Introduction to Counseling - 3 [Details\(see page 139\)](#)

Concentration for Art Education major: 9 Psychology credits

- PSYC 331 Abnormal Psychology - 3 [Details\(see page 139\)](#)
- PSYC 361 Theories of Personality - 3 [Details\(see page 139\)](#)
- PSYC 391 Introduction to Counseling - 3 [Details\(see page 139\)](#)

Students majoring in disciplines outside of Psychology, Studio Art, or Art Education need to complete the VACA courses listed in section 1 and the Psychology courses listed in section 2 to receive a concentration in Pre-Art Therapy.

Pre-Music Therapy Concentration (17 SH)

Psychology, music, and music education majors may consider a concentration in pre-music therapy, which will prepare them for music therapy graduate programs or music therapy equivalency programs. This interdisciplinary concentration will prepare you for careers in music therapy for diverse populations including those with physical or mental disabilities, disorders and impairments.

- PSYC 202 Developmental Psychology - 3 [Details\(see page 140\)](#)
- CMUS 120 Fundamentals of Music - 3 [Details\(see page 140\)](#)
- CMUS Topics: Intro to Music Therapy - 2
- MUED 121 Voice Proficiency Class [Details\(see page 140\)](#) or MUED 131 Class Piano I - 1 [Details\(see page 140\)](#)
- MUED 341 Elementary School Music - 2 [Details\(see page 140\)](#)
- PSYC 331 Abnormal Psychology - 3 [Details\(see page 140\)](#)
- ED 301 Needs of Diverse Learners - 3 [Details\(see page 140\)](#)

Sports Psychology Concentration (15-16 SH)

The sports psychology concentration will give you the background in psychology and sports management that is necessary to pursue a career in sports psychology. This concentration includes courses that will prepare you for graduate programs in sports psychology and will prepare you for coaching, athletic training and directing, or team consultant.

- PSYC 202 Developmental Psychology - 3 [Details\(see page 140\)](#)
- PSYC 231 Applied Behavior Analysis [Details\(see page 140\)](#) OR PSYC 342 Cognitive Psychology for the Health Sciences - 3 [Details\(see page 140\)](#)
- LEAD 300 Leadership Theory & Practice - 3 [Details\(see page 140\)](#)
- PE 302 Motor Learning - 2 [Details\(see page 140\)](#)
- PE 201 Principles of Coaching - 2 [Details\(see page 140\)](#)

Elective: *Choose 1*

- PSYC 391 Intro to Counseling - 3 [Details\(see page 140\)](#)
- PE 414 Biomechanics of Sport - 2 [Details\(see page 140\)](#)
3 prerequisites: BIOL 112 or BIOL 437; BIOL 122 or BIOL 447; PEM 143

Major Admissions Requirements

Business & Leadership

To graduate with a departmental major, students must first earn admission to the department. This typically occurs during the spring semester of the second year, and late-entry transfer students apply for admission after their first semester at EMU. Students must have department admission to apply for an internship and several senior-level courses. Students seek admission to the department by completing an application and an interview with their advisor;

they must meet the GPA requirement of 2.00 overall and 2.50 for major courses taken at EMU. Students must maintain these GPA standards to retain admission and to graduate from the department.

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

Education

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

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/education²⁵ or www.emu.edu/education/test-scores.²⁶

An entry assessment in reading, writing, and mathematics is required for admission to the teacher education program. Students with qualifying SAT/ACT scores or a Praxis Core Academic Skills for Educators: Mathematics score of 155 and the Virginia Communication and Literacy Assessment (VCLA) meet the requirement. The Virginia Communication and Literacy Assessment (VCLA) is required for teacher licensure.

The Reading for Virginia Educators (RVE) is required for early/primary education (PreK-3), elementary education (PreK-6), and special education (K-12). Admission to teacher education requires a 2.5 cumulative GPA, submission of an admissions portfolio and a teacher education interview. Admission to student teaching requires a 2.7 cumulative GPA. In addition, students must have a C or better in all education courses (courses with ED or EDS prefix and content area methods courses) to be admitted to student teaching. Exit requirements include meeting the Virginia cut off score requirements for the Praxis Subject Assessment (consisting of specialty area components); submission of a student teaching portfolio as part of ED 411; and an earned GPA of 2.7. Students may obtain an additional endorsement without completing an approved licensure program by passing the Praxis Subject Assessment in the content area (Biology, Chemistry, English, History and Social Science, Mathematics, Visual Arts, Health and Physical Education, Foreign Language, and Music) with the exception of PreK-3, PreK-6, and Special Education.

Music

Students must audition for the department in order to be formally admitted as a music major, except for the interdisciplinary studies and musical theater concentrations, where no audition is required.

Nursing

Any student admitted to the university may declare a nursing major. Nursing requires a strong background in the natural sciences, mathematics, and the social sciences. Nurses work with complex concepts and ever-changing technologies.

Admission to the clinical sequence (Level 1) of the program for all traditional tracks is contingent upon the following:

- being at least 18 years of age.

²⁵ <http://www.emu.edu/education>

²⁶ <http://www.emu.edu/education/test-scores>

- having completed 58 semester hours prior to beginning Level 1 unless completing a semester cross-cultural while in the clinical level.
- obtaining a C or above in all prerequisite courses.
- not repeating more than two prerequisite courses.
- maintaining a minimum cumulative GPA of 2.8 or above at the time of application to the clinical level.
- Kaplan nursing entrance exam prior to application to the clinical level with overall score >50th percentile and Science subscore >50th percentile. The test may be repeated once during a subsequent application cycle.

Students entering EMU directly after high school graduation with significant college credit must complete a minimum of one full-time semester at EMU prior to entering the clinical level (Level 1). These students may apply for Level 1 prior to entering EMU if they have met all admission criteria.

Admission to Level 1 is subject to approval by the nursing department's admissions committee. A separate application for Level 1 is required. Applications for fall semester are due by February 15. Applications for spring semester are due by June 15.

Psychology

All students seeking to graduate with a major in psychology must achieve candidacy with a cumulative GPA of 2.5 or higher in order to be accepted into their senior year. Psychology students must maintain that GPA through the senior year. Students are also expected to submit a resume, complete a practice GRE, and participate in an interview conducted by department faculty at the start of their senior year.

VACA

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

Students who do not pass the portfolio review will need to drop the major. They may continue to take VACA classes but will not have priority for course enrollment. Only VACA majors may enroll in "Senior Thesis/Senior Exhibit," internships, and independent studies.

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

Formal admission to the marketing major typically occurs at the end of the student's second year. Students must have minimally a 2.50 GPA in major courses. Students complete an application form that includes a CV, essay and two design projects. Students present the essay and design projects in a short pitch before a group of departmental faculty. Admitted students remain in good standing if their major GPA remains above 2.50. Students do not graduate with a major within which their GPA fails to reach 2.50.

Special Programs

Washington Community Scholars' Center

Faculty: Kimberly D. Schmidt, Ryan M. Good

Students explore career-building internships, city life, cultural diversity, and the connections between faith and work at the Washington Community Scholars' Center (WCSC). Begun in 1976, WCSC brings students to Washington, D.C. to learn hands-on about their vocations, urban social change, race and ethnicity, faith, and personal growth. WCSC programs combine professional internships, group living, and seminar courses. WCSC faculty design internships in partnership with students and their academic advisors.

WCSC Student Life

Students share a house in a working/middle class, largely African-American neighborhood. The house, located in the historic Brookland neighborhood, is a ten-minute walk from the Brookland-CUA Metro station, the Catholic University of America, shops, restaurants and recreational areas. It is an excellent location from which to explore the city. WCSC student life is a community experience, including shared meals, cooking, and cleaning. Through living together, students gain new perspectives about themselves and others, as well as build stronger interpersonal and conflict resolution skills.

Information on internships and applications can be found at www.emu.edu/wcsc²⁷. Inquiries are also welcome at wcsc@emu.edu²⁹ or call 202-529-5378. WCSC brochures and applications are available from the cross-cultural programs office.

Programs and Academic Credit

The Washington Community Scholars' Center provides strong academic programs grounded in field experiences in Washington D.C.'s diverse neighborhoods. WCSC programs meet EMU cross-cultural and EMU Core requirements.

The following programs are offered:

Summer 2020

- CCSSC 387 The Urban Landscape: Race, Space, and Inequality - 3
- WCSC 325 Career and Vocation: Strategies and Values - 2
- WCSC 380 Internship - 5

Fall 2020

- CCSSC 386 A Multicultural History of Washington, D.C. - 3
- HIST 385 From Monuments to Murals: Exploring Social Issues Through D.C.'s Public Art - 3
- WCSC 285 Internship Theory and Practice - 1
- WCSC 385 Internship - 6
- WCSC 485 Servant Leadership - 2

Spring 2021 & Fall 2021

²⁷ <https://www.emu.edu/wcsc>

²⁸ <http://www.emu.edu/wcsc>

²⁹ <mailto:wcsc@emu.edu>

- CCSSC 387 The Urban Landscape: Race, Space, and Inequality - 3
- SOC 375 People, Place, and Community: The Politics and Practice of Community Development - 3
- WCSC 285 Internship Theory & Practice - 1
- WCSC 385 Internship - 6
- WCSC 485 Servant Leadership - 2

Summer 2021

- CCSSC 386 A Multicultural History of Washington, D.C. - 3
- WCSC 325 Career and Vocation: Strategies and Values - 2
- WCSC 380 Internship - 5

Cooperative Programs

Information on cooperative programs can be obtained from the deans' offices. 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.

BCA Study Abroad

Contact: Intercultural Programs

[bcastudyabroad.org](https://www.k15t.com/software/scroll-pdf-exporter)³⁰

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 intercultural programs for general information and work with their advisors in choosing appropriate coursework for a semester or year. Application materials and information are available online. Completed applications must receive approval from EMU intercultural programs, as financial assistance and credit for the programs are received through EMU. BCA offers programs in multiple countries, including Austria, Belgium, Ecuador, England, Northern Ireland, Italy, Morocco, New Zealand, Spain, and Trinidad and Tobago.

Central America Study and Service (CASAS)

Contact: Intercultural Programs

semilla.org.gt/casas%20en.html³¹

CASAS, a 12-week summer program based in Guatemala City, offers students an independent summer immersion experience similar to our spring semester cross-cultural program. Coursework includes Spanish language studies, "Introduction to Central America," and elective courses chosen from history, peace and justice, anthropology, and religion. Students participate in orientation activities, homestays, internships, and numerous field excursions. Application materials and information are available online. Students register through EMU with approval from intercultural programs.

³⁰ <https://bcastudyabroad.org/>

³¹ <http://semilla.org.gt/casas%20en.html>

The Oregon Extension

Contact: Provost's Office

www.oregonextension.org³²

Students seeking a unique semester of study may choose to participate in the Oregon Extension program in Ashland, Oregon. This 17-credit 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, lecturers, and individual study and writing projects.

Oregon Extension credit is granted by Eastern Mennonite University. Visit the website above for specific course options and to learn more about this unique learning experience.

Lark Leadership Scholarship Program

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

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

Students attending non-Mennonite institutions will be required to fulfill some form of course work in Anabaptist history and theology. Therefore, those students attending non-Mennonite schools are required to complete Unit III of the Pastoral Studies Distance Education Course entitled "Leading God's People." Lark is administered jointly by the African-American Association, Mennonite Education Agency, and EMU.

Ministry Inquiry Program

www.emu.edu/bible/ministry-inquiry³³

The Ministry Inquiry Program (MIP) is an opportunity for students who have completed two or three years of university studies and who are considering pastoral ministry and/or seminary study to have a first-hand experience in ministry. This 11-week summer program is a full-time position as intern within a congregation that involves the student in all aspects of pastoral service under the mentoring of the congregation's leadership.

Through a cooperative arrangement with the Mennonite denomination, the sending and receiving conferences and congregations, and EMU, the student receives a scholarship of approximately \$2,000 applied to a Mennonite university or seminary during the following academic year. In addition, the congregation in which the student serves provides housing and \$500 cash. (For students from non-Mennonite background alternate funding sources are sought.) Academic credit can also be earned for MIP. Registration and payment at the summer school tuition rate are required prior to beginning the MIP experience to earn academic credit.

To be considered for the Ministry Inquiry Program, a student must have completed at least 2 years of undergraduate study with a GPA of 3.0 or higher. An online application form, which includes references, is required for acceptance.

³² <http://www.oregonextension.org/>

³³ <http://www.emu.edu/bible/ministry-inquiry>

Orie Miller Center

Co-Directors: Jenni Holsinger and Timothy Seidel

As a well-known Mennonite leader, Orie O. Miller modeled the integration of business, mission, development, education and peace in his generation. Today through the center in his honor, EMU provides a forum for the integration of programs related to development, mission, peace and justice. The center promotes increased awareness and interest in these areas by organizing special conferences, providing off-campus resource persons and experiences, convening faculty and students from the respective programs to engage in discussions to stimulate creativity and mutual understanding, supporting students to attend related conferences for personal and professional development and offering mini-grants for collaborative projects focused on improving EMU in areas related to development, mission, peace and justice.

Global development studies, located in a number of departments at Eastern Mennonite University, go beyond the concept of Western progress and focus on the biblical invitation to the fullness of life. This commitment calls for a lifestyle that values human life, diverse cultures, and a sustainable relationship to the environment. It envisions a world that provides for the basic survival needs of all, dignity derived from respect and justice free from exploitation and disempowerment. However, commitment to a more peaceful, just and sustainable world also requires specific perspectives, knowledge and skills that equip people to join with others to create ways to meet basic survival needs and open possibilities for meeting needs beyond survival.

A number of 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 community health focus in nursing, the peacebuilding and development majors, the global studies major, the Bible, religion and theology major, minors in peacebuilding and global development, or the graduate programs in conflict transformation and restorative justice. 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 Center co-directors or the respective programs cited above.

Center for Interfaith Engagement (CIE)

Contacts: Timothy Seidel, Director and Trina Trotter Nussbaum, Associate Director

<https://emu.edu/interfaith/>

CIE promotes collaboration among scholars and practitioners and partners with community and national organizations to build a more just and peaceful world through interreligious and intercultural understanding.

The center enriches the university with interfaith education, hosting visiting scholars who expose students, faculty and staff to diverse religious traditions. The center serves as a practicum site for undergraduate and graduate students and partners with the Bible, religion, and theology department on an undergraduate interfaith studies minor.

On a local level, CIE resources the larger Harrisonburg area with speakers, a film series, and learning tours to houses of worship. Nationally, it networks with a broad base of peacebuilders to host events such as interreligious trauma healing workshops, as well as resource Mennonite Church USA in interfaith efforts. The center seeks to reduce prejudice by supporting an annual children's Interfaith Peace Camp that takes place at EMU and serve as consultants to other communities who wish to replicate this model. Locally and nationally CIE builds interfaith relationships and networks built on equity and trust, in an effort to challenge white supremacy, Islamophobia, anti-Semitism, racism, and xenophobia.

In the global context, CIE has cultivated a rich partnership between EMU and educational institutions in Iran. Scholars teach courses at Iranian universities and CIE personnel regularly lead learning tours to the region.

Intensive English Program

Director: Karen Suderman

The IEP is a pre-collegiate program of study in English as a second language designed to prepare students for admission to college or career advancement. Serving groups of learners with diverse goals and needs, the program provides opportunities for life-changing cross-cultural encounters leading to sustained intercultural learning. The program consists of 20 hours per week of classroom instruction in the core academic language skills: listening, speaking, reading, research-writing, and grammar. The IEP offers language enrichment activities that may include tutoring, field trips, cultural experiences, and other activities to strengthen academic language skills.

The IEP integrated courses and weekly meetings with conversation partners give students additional hours of English practice. IEP's program of lively intercultural learning across the curriculum (LILAC) creates partnerships between IEP classes and EMU undergraduate classes to give international students opportunities to work with American peers in completing authentic academic projects with an intercultural dimension.

There are six proficiency levels (I –VI) in the IEP. The Step-Up program is available, upon recommendation by the IEP, to qualifying students who have successfully completed a semester in level V of the IEP. These students may enroll in one course in the EMU undergraduate program with simultaneous enrollment in the IEP. Students take placement tests to determine their level. Assessments are administered at the end of the semester to evaluate students' progress. Students who complete the level V and VI and subsequently enroll at EMU for an undergraduate degree may receive up to 15 SH of credit. Before entering a full-time unrestricted undergraduate program, IEP students enter the [Bridge Program](#)(see page 148).

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.³⁴

IEP courses in levels I through IV do not earn academic credit. For work successfully completed in levels V and VI, up to 15 undergraduate semester credit hours may be counted towards fulfilling students' language and cross-cultural requirement in the general education curriculum. Please note that an IEP "hour" equals a period of 50 minutes. Throughout the university, credit hours are based on the number of 50-minute class periods per week. Courses in the fall and spring semesters 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 - reading, writing, research, listening, grammar, and speaking.

Multimedia equipment helps students improve pronunciation and listening comprehension. An IEP computer lab is available on campus for student use. In general the levels are combined; levels I and II, levels III and IV, and levels V and VI meet together. When enrollment for a particular level is high enough, the level will meet individually.

IEP 100/105/200/205/300/305 Listening, Speaking, and Vocabulary

In this class the students develop skills for oral communication in a variety of English language contexts. The levels I and II focus on conversational skills, developing students' ability to understand the experiences of others and share their own. Students listen to lectures, learn to take notes, participate in group discussions, and plan and deliver oral presentations. All levels include an emphasis on learning vocabulary and improving pronunciation for effective oral communication.

³⁴ <https://www.emu.edu/iep>

IEP 110/115/210/215/310/315 Grammar

This class focuses on increasing students' understanding and accurate usage of the grammatical forms and structures necessary for successful oral and written communication in English. Students in levels I and II focus on parts of speech and their usage, simple verb tenses, basic word order, and simple sentence structure. Levels III through VI review the concepts of parts of speech, verb tenses, and sentence structure and build on them with complex verb tenses, modals and conditionals, gerunds and infinitives, passive voice, adjective and noun clauses, reported speech, and complex sentence structures.

IEP 120/125/220/225/320/325 Reading, Writing, and Research

The focus of this class is the development of skills for written communication in the academic English environment. Levels I and 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 and 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, meeting twice a week at IEP to reflect on their experiences, and expanding their knowledge of academic culture and vocabulary. Students keep journals, write reports and essays, and give oral presentations about their learning experiences.

IEP 395 Graduate Program Language Support

This class provides academic language skill input and support for students enrolled in graduate courses at EMU. Class content focuses on the topics from each student's graduate courses, while adding intensive attention to academic language skills in reading, writing, editing, researching, academic discussion, and giving presentations at the graduate level. Class tasks include working with assignments that have been given at the graduate level to bring them to a polished final product which will meet and surpass minimal expectations for graduate level performance. Additional tasks may also be assigned to support the learning. The goal of the class is to focus on improving graduate language skills so that students can more freely focus on content and conceptual learning in their graduate classes.

The Bridge Program

Bridge is a program of full-time study that helps students from various language backgrounds adjust to American university settings and expectations so that they may become responsible and successful students.

There are two ways of entering the Bridge Program. International students who have earned a paper-based TOEFL score of 500-550, a computer-based TOEFL score of 173-213, an Internet-based TOEFL score of 61-79, or an IELTS score of 5-6 may apply directly for admission to the university. IEP students may also apply to the Bridge program upon the recommendation of IEP without taking the TOEFL. All applicants to the Bridge program must submit a completed admission application and provide official transcripts verifying completion of high school or equivalent, and post-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 admission to the undergraduate program with enrollment in the Bridge program for one or two semesters. All students regardless of admission status must meet the academic review criteria for continued enrollment at EMU. When enrolled in the Bridge program, students will work with an assigned advisor to develop a manageable course load. During their first semester of enrollment, students will take WRIT 110 Preparation for College Writing.

Course Descriptions

ABP 101 Covenant and Community: An Introduction to Bible (3 SH)

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.

Core: ABP

ABP 201 Ethics in the Way of Jesus (3 SH)

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

Core: ABP

ACTG 221 Financial Accounting (3 SH)

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.

ACTG 222 Managerial Accounting (3 SH)

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.

ACTG 321 Intermediate Accounting I (3 SH)

A comprehensive study of the methods of financial accounting. Special emphasis is given to the theoretical basis for accounting. Topics include: time value of money, financial statements, accounting cycle, and accounting for current assets. Prerequisite: ACTG 222 and competency in Excel. (Fall 2021)

alyear

ACTG 322 Intermediate Accounting II (3 SH)

Continuation of ACTG 321. Continued study of theory covering such topics as fixed assets, current and long-term liabilities, investments, error analysis, revenue recognition, and statement of cash flow. Prerequisite: ACTG 321. (Spring 2022)

alyear

ACTG 341 Cost Accounting (3 SH)

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 2022)

alyear

ACTG 421 Federal Income Tax (3 SH)

Emphasis on income tax provisions as they relate to individuals. There is some emphasis on tax provisions affecting businesses. Prerequisite: ACTG 222. (Fall 2020)

alyear

ACTG 422 Intermediate Accounting III (3 SH)

Continuation of ACTG 322. Topics covered are issues related to intangible assets, income tax accounting, accounting for leases, shareholder equity, dilutive securities and an introduction to some advanced accounting topics. Prerequisite: ACTG 322. (Fall 2020)

Core: WI, alyear

ACTG 432 Advanced Accounting (2 SH)

A study of advanced accounting procedures as they apply to business combinations. Other topics include partnership accounting and foreign currency transactions including hedging and foreign currency financial statement translation. Prerequisite: ACTG 422 (Spring 2021)

alyear

ACTG 433 Nonprofit and Government Reporting (2 SH)

Emphasizes accounting issues unique to nonprofit organizations, including non-exchange transactions and lack of ownership interest. Content coverage also includes accounting and reporting for state and local governments and other nongovernmental organizations (NGOs). (Spring 2021)

alyear

ACTG 445 Seminar in Accounting (2 SH)

This course is the culmination of theory, designed to synchronize concepts learned in the accounting curriculum while incorporating practical application. Taken during the senior year, this course will focus on current issues in accounting and best practices in industry through cases, simulations, research, and community engagement. (Spring 2022)

alyear

ACTG 451 Auditing (3 SH)

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 2021)

altyear

ACTG 481 Accounting Internship (1-3 SH)

Work experience designed to integrate practice and theory and to give accounting majors insight into current policies, procedures and problems in all types of organizations. Frequent consultation with and written reports to the faculty advisor guide the student's experience. Travel and personal expenses are the student's responsibility. Can be done during the summer. Grading is on a Pass/Fail basis. This is highly recommended for accounting majors. Prerequisite: admission to the department and junior or senior standing; application at least one semester in advance; and a department GPA of at least 2.7.

Core: CL

ACTG 499 Independent Study (1-3 SH)

ART 141 Drawing (3 SH)

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.

Lancaster

AVFO 120 Private Pilot Ground (3 SH)

This ground training course provides the student with the aeronautical knowledge needed to pass the FAA Private Pilot Knowledge Test, correctly answer subject matter questions during the oral portion of the Private Pilot Practical Test, and operate safely as a Private Pilot in the National Airspace System.

Lancaster

AVFO 121 Private Pilot Flight (3 SH)

This flight training course provides the student with the experience and proficiency necessary to meet the certification requirements of an FAA Private Pilot Certificate with Airplane Single-Engine Land Category and Class ratings (ASEL). To complete this course, students will pass the Final Progress Check and the FAA Private Pilot Oral/Practical Test.

Lancaster

AVFO 220 Instrument Rating Ground School (3 SH)

This ground training course provides the student with the aeronautical knowledge needed to pass the FAA Instrument Rating Knowledge Test, correctly answer subject matter questions during the oral portion of the Instrument Rating Practical Test, and operate safely as Instrument Rated Pilot in the National Airspace System.

Lancaster

AVFO 221 Instrument Flight Training (3 SH)

This flight training course provides the student with the experience and proficiency necessary to meet the certification requirements for adding an FAA Instrument Rating-Airplane to an existing Private Pilot Certificate. To complete this course, students will pass the Final Progress Check and the FAA Instrument Rating Oral/Practical Test.

Lancaster

AVFO 320 Commercial Pilot Ground (3 SH)

This ground training course provides advanced aeronautical knowledge in aerodynamics, regulations, meteorology, aircraft systems, and airspace operations. This course provides the student with the aeronautical knowledge needed to pass the FAA Commercial Pilot Knowledge Test, correctly answer subject matter questions during the oral portion of the Commercial Pilot Practical Test, and operate safely as a Commercial Pilot in the National Airspace System.

Lancaster

AVFO 321 Commercial Flight I (3 SH)

This flight training course is the first of three consecutive courses that provide the student with the experience and proficiency necessary to meet the certification requirements of an FAA Commercial Pilot Certificate with Airplane Single-Engine Land Category and Class ratings (ASEL). Commercial Pilot flight maneuvers and complex and technically advanced airplane (TAA) systems and operations will be introduced. To complete this course, students will pass the Stage One Check.

Lancaster

AVFO 322 Commercial Flight II (3 SH)

This flight training course is the second of three consecutive courses that provide the student with the experience and proficiency necessary to meet the certification requirements of an FAA Commercial Pilot Certificate with Airplane Single-Engine Land Category and Class ratings (ASEL). Commercial Pilot flight maneuvers and complex and technically advanced airplane (TAA) systems and operations are reviewed, and cross-country navigation is emphasized. To complete this course, students will pass the Stage Two Check.

Lancaster

AVFO 323 Commercial Flight III (3 SH)

This flight training course is the third of three consecutive courses that provide the student with the experience and proficiency necessary to meet the certification requirements of an FAA Commercial Pilot Certificate with Airplane

Single-Engine Land Category and Class ratings (ASEL). Commercial Pilot flight maneuvers, complex and technically advanced airplane (TAA) systems and operations, and cross-country navigation are reviewed. To complete this course, students will pass the Stage Three Check, the End-of-Course Check, and the FAA Commercial Pilot Oral/Practical Test.

Lancaster

AVFO 420 Flight Instructor (3 SH)

This ground training course provides the student with the aeronautical knowledge needed to pass the FAA Fundamentals of Instruction and Flight Instructor Knowledge Tests and correctly answer subject matter questions during the oral portion of the Flight Instructor Practical Test.

Lancaster

AVFO 421 Flight Instructor Flight (3 SH)

This flight training course provides the student with the experience and proficiency necessary to meet the certification requirements of the FAA Flight Instructor Certificate - Airplane Single-Engine. To complete this course, students will pass the End-of-Course Check and the FAA Flight Instructor Oral/Practical Test.

Lancaster

AVIA 110 Becoming Aviators: Introduction to Aeronautics (4 SH)

This course provides an introduction to, and survey of, the field of aeronautics. It includes a study of the history and trends of aerospace activity, including airline operations, military operations, and general aviation. Each student authors a paper and oral presentation based on their research of a particular piloting vocation.

Lancaster

AVIA 120 Aircraft Systems (3 SH)

The objective of this course is to provide students with sufficient background knowledge in aircraft systems and their operation, as required by various aviation occupations. This course involves a comprehensive study of aircraft systems and components at the technical level. Areas of study include: aircraft electrical systems; piston engine ignition systems; turbine aircraft ignition systems and operations; aircraft hydraulic and pneumatic systems; aircraft fuel systems; aircraft propellers and systems; aircraft pressurization and environmental systems; ice and rain control systems; fire protection systems.

Lancaster

AVIA 130 Meteorology (3 SH)

This course provides students with an understanding of aviation weather theory as it applies to flight operations. As future aviation professionals, students will learn how pilots, dispatchers, air traffic controllers and others access and utilize aviation weather information. In addition, the available aviation products will be discussed as applies to flight planning, en route weather decisions, and avoidance of weather hazards. This course fulfills an EMU Core LOM-Aviation requirement.

Lancaster

AVIA 220 Aerodynamics and Performance (3 SH)

This course provides a study of applied fluid mechanics and aircraft aerodynamic behavior. It also reviews the mechanics and performance of turbine and reciprocating aircraft engines. Exercises in aircraft performance problems are conducted, and a group research project on environmental sustainability in aviation is accomplished.

Lancaster

AVIA 320 Flight Safety (3 SH)

This course examines aspects of aviation safety through a presentation of factors, procedures, and aircraft accident investigation case studies relating to aviation safety, including risk management assessment, hazard identification analysis, safety program development, called Safety Management Systems (SMS) by Federal Aviation Administration, and evaluation of outcomes.

Lancaster

AVIA 330 Aviation Law and Regulatory Compliance (3 SH)

This course examines the evolution of federal civil aviation regulations in the United States. Students will examine the past and present problems prompting regulation of the industry, the resultant safety, legislation, airport development, funding legislation and international aviation legislation. Students will study Title 14 of the Code of Federal Regulations (14 CFR), previously called the Federal Aviation Regulations (FAR); the application of 14 CFR Parts 1, 61, 91, 141, NTSB Part 830 and various other 14 CFR Parts. A discussion of the history of aviation regulations, the rulemaking process, letters of interpretation and enforcement will be included.

Lancaster

AVIA 410 Air Traffic Control (3 SH)

This course provides a study of the national air traffic control system with emphasis on basic air traffic control procedures; the role of centers, approach control, towers, and flight service centers; communications; navigation procedures, radar operations, and facilities.

Lancaster

AVIA 420 Human Factors in Aviation (3 SH)

This course studies the complexities of human factors in aviation research as it draws on diverse areas of human physiology, basic learning theory, aviation safety, and pilot training. In addition to surveying the study of human behavior as it relates to the aviator's adaptation to the flight environment, the course will examine human factors in the aviation industry, such as decision-making, situational awareness, crew resource management, fatigue, workload management, human performance and human/machine interaction. Safety management systems (SMS) in the aviation industry with a focus on proactive safety management will be reviewed, as well as the NTSB investigation process and the Aviation Safety Reporting System. Cases in these respective databases will be reviewed, with a focus on identification and mitigation of risk.

Lancaster

AVIA 430 Aviation Internship (6 SH)

Students in the aviation concentration will complete a supervised internship with an established aviation company or firm. Standard internships run during a full 15 week semester and may be completed in fall, spring, or summer. An internship position should be secured prior to the end of the spring semester of the junior year. Each internship must be approved by the program director. For successful completion of this course, the student will: compile a resume and cover letter prior to seeking an internship; seek and acquire an internship position with the approval of the program director; submit the EMU at Lancaster Internship Proposal Form; be under the supervision of a professional in the aviation or space industry; work a minimum of 250 hours in an approved operation; complete all assignments and routinely communicate with the program director during the internship experience.

Lancaster

BIOCH 152 Human Biochemistry (2 SH)

Study of organic and inorganic compounds, especially those important in cellular intermediary metabolism and other biological processes. Prerequisite: CHEM 105 OR 2 years of high school chemistry (or AP Chemistry). This course meets for 7 weeks.

BIOCH 318 Biochemistry Molecular Biology Lab (2 SH)

A hands-on overview of several major biochemistry and molecular biology laboratory techniques, including protein and nucleic acid purification, expression, and characterization; enzyme kinetics; gene amplification, cloning, and manipulation; and protein and gene bioinformatics. Each student will undertake a short research project. Prerequisites: an annual safety training outside of class, BIOL 240, and CHEM 315.

BIOCH 376 Foundational Biochemistry (3 SH)

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

BIOCH 398 Advanced Cell Biology (3 SH)

A study of cellular architecture, communication, transport, motility, division, growth and death. Particular emphasis is placed on the study of cancer at the cellular level, and on a quantitative (mathematical) understanding of cellular movements. Students read and report on research articles. Prerequisite: BIOL 240. (Fall 2022)

Core: WI, altyear

BIOCH 438 Molecular Genetics (3 SH)

A study of the mechanisms of gene structure, stability, replication, transmission, and expression in eukaryotes. Themes include molecular evolution, viruses (including HIV), and heritable diseases. Students read and report on research articles. Prerequisite: BIOL 240. (Spring 2022)

altyear

BIOCH 479 Biochemistry/Chemistry Research (1-3 SH)

Research under the direction of a faculty member. Permission required since enrollment is limited. Prerequisite: an annual safety training outside of class.

BIOCH 499 Independent Study (3 SH)

BIOL 105 Science and Society (2 SH)

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

Core: NS

BIOL 112 Human Anatomy and Physiology I (3 SH)

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

BIOL 122 Human Anatomy and Physiology II (3 SH)

A continuation of BIOL 112. Courses may be taken out of sequence only with instructor permission. Prerequisite: an annual safety training outside of class.

BIOL 145 Nutrition Fundamentals (2 SH)

Basic principles of normal human nutrition with emphasis on energy and the nutrients— their properties, sources, functions and dietary requirements. Current and controversial issues in nutrition are included. This course meets for 7 weeks

Core: NS

BIOL 155 Biological Explorations (3 SH)

Introductory course to biological science, with an emphasis on organism adaptations and life cycles (plant and animal, including human). The course also covers the philosophical and methodological foundations of biology, the scientific method, and an introduction to evolutionary biology. The course consists of lectures, interactive workshops, laboratory experiences, and discussions of current science news and issues. If students are taking BIOL 155 as preparation for BIOL 173 they must achieve a B or greater in this course. Prerequisite: an annual safety training outside of class.

Core: NS

BIOL 161 Food and Population (3 SH)

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.

Core: NS, Lancaster

BIOL 173 Concepts in Biology: Unity and Diversity of Life (4 SH)

Introductory course for biology majors or those interested in the biology major, emphasizing science as a method of learning about life. This course focuses on two biological issues of current interest to society—the impact of invasive species on ecosystems, and the challenge of infectious diseases. Lecture and laboratory experiences use these two issues as a springboard for learning fundamental concepts and methods in biology. In addition, the study of evolutionary biology is interwoven throughout the course, including issues related to the intersection of science and faith. Emphasis is placed on applying the scientific method, using instrumentation and basic laboratory skills for experimentation, writing scientific reports, and using computers for data analysis and presentation. This course is required for students continuing in the biology major. Prerequisite: an annual safety training outside of class.

Core: NS

BIOL 174 Concepts in Biology Seminar (1 SH)

This recitation seminar is required for all first-year students enrolled in BIOL173 and recommended for second-year and transfer students. Small group work will include career exploration, examination of the primary literature, and tutorials and problem-based approaches to reinforce and refine concepts and skills developed in the BIOL173 lecture and lab.

BIOL 205 Introduction to Microbiology (3 SH)

An introduction to the biology and the medical impact and of viruses, bacteria, algae, fungi and protozoa, with laboratory emphasis on bacteria. Prerequisite: an annual safety training outside of class and BIOCH 152 or BIOL 173.

BIOL 209 Medical Terminology (2 SH)

This course is designed to provide the medical language and nomenclature background for students who plan to enter health care professions. Study of the uses of prefixes, suffixes, and word roots to formulate words describing meaningful medical conditions is emphasized as well as learning their definitions, correct pronunciation, and spelling. Using major body systems as a guide, students will learn the basic anatomic and medical terms related to the muscular, skeletal, respiratory, circulatory, digestive, reproductive, and urinary systems. No prerequisite. (Fall 2021)

altyear

BIOL 215 Organismal Biology (4 SH)

A survey of the diversity of life, introducing microbiology, botany and zoology through a focus on evolutionary history and comparative physiology and bioenergetics. Prerequisite: BIOL 173 and an annual safety training outside of class.

BIOL 219 Life Science Practicum (1 SH)

Experiential community learning in areas related to future vocation is coordinated with classroom instruction and reflection. Assigned shadowing or interactive experiences require 25-30 hours/semester outside of class. Typical experiences may involve hospitals, biomedical organizations, clinics, health departments, or life science education. Prerequisite: satisfactory completion of at least two biology courses and instructor permission.

Core: CL

BIOL 235 Ecology: Adaptation and Environment (4 SH)

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 and an annual safety training outside of class.

Core: WI

BIOL 240 Molecular and Cellular Biology (4 SH)

An examination of various aspects of cell biology, introducing basic understandings of biochemistry and cell biology. 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 and an annual safety training outside of class.

BIOL 255 Biology Research Seminar (1 SH)

This course is intended for sophomores but may be taken during the second semester of the first year. It is designed to provide an overview of the fundamental and theoretical aspects of research as well as the nature of science. Students will learn to evaluate primary literature, how to assess and interpret data and how to develop hypotheses from that data. Students will learn how to design a research project to fill the gaps in the existing work and write a research proposal. Students will be evaluated on their interpretative skills as well as their scientific reading, writing, and oral presentations. This course meets for 7 weeks.

BIOL 305 Biology Professions Seminar (1 SH)

Experiential community learning related to future biology vocations is coordinated with classroom instruction and reflective writing based on readings and experiences. Typical experiences include formal conversations with biology and other STEM alumni, tours of regional biology-related business or laboratories, and presentations by STEM professionals. Students will develop potential career plans and expand their understanding of possible vocations within STEM, including various health professions. Recommended for juniors and above. Prerequisite: BIOL 173 or equivalent

BIOL 317 Developmental and Stem Cell Biology (4 SH)

This course provides students with an introduction to development and stem cell biology that emphasizes the molecular influences and cellular interactions involved in specification, differentiation and regeneration. Topics include: descriptive and experimental approaches in development, methodologies in stem cell research, embryonic and

adult stem cells, stem cell cloning, cell reprogramming and cancer stem cells. Laboratory sessions will explore topics at the intersection of developmental biology and stem cells, and will use a variety of model organisms. A mini-research project is required. Prerequisite: an annual safety training outside of class and BIOL 112 or 173 or equivalent.

BIOL 327 Advanced Microbiology (3 SH)

A comprehensive study of the field of microbiology, emphasizing the principles of medical microbiology and human symbioses. Included in the discussion will be additional focus on disease, treatment, emerging infectious diseases, biotechnology and global public health. Topics will be discussed using lectures, short lab periods, case studies and problem-based learning. Prerequisite: BIOL 225 and an annual safety training outside of class. (Spring 2021)

altyear

BIOL 337 Immunology (3 SH)

Survey of immunology including the nature of antigens and antibodies, the reactions between them, applications of these reactions to clinical diagnosis and the cellular events which occur during the immune response. Beneficial and pathological aspects of immunity are included. Prerequisite: BIOL 225.

BIOL 358 Natural History of the Shenandoah Valley (4 SH)

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: an annual safety training outside of class and BIOL 173 or permission of instructor. (Spring 2022)

altyear

BIOL 368 Blue Ridge Botany (2 SH)

This course involves the study and appreciation of plants in their natural environments. Emphasis is placed on species found in the mountains in and around Rockingham County. Topics include plant development, reproduction, identification, taxonomy, and community ecology. We also discuss how environmental factors affect plant growth, distribution, and assemblage into communities. The course will include several field trips. Prerequisites: BIOL 155, BIOL 173, or instructor approval. This course meets for 7 weeks. (Fall 2021)

altyear

BIOL 369 Teaching of Biology (1-2 SH)

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.

BIOL 388 Entomology (3 SH)

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: an annual safety training outside of class and BIOL 173 or permission of the instructor. (Fall 2021)

alyear

BIOL 395 Bioinformatics (2 SH)

This course teaches the bioinformatics skills used in academic and biotech laboratories for analyzing individual DNA and protein sequences. The focus is extensive hands-on experience using mainstream web-based bioinformatics tools. Laboratory based course that addresses biological questions by analyzing sequences, searching databases, using sophisticated software, and interpreting results. Prerequisites: BIOL240. (Fall 2020)

alyear

BIOL 429 Biology Internship (1-3 SH)

BIOL 437 Advanced Human Anatomy (4 SH)

Anatomical study of body systems using human cadaver materials. Histological studies are correlated with the above anatomical studies. Laboratory work includes dissection, osteology and microscopy. Prerequisite: an annual safety training outside of class and BIOL 245 or instructor permission.

BIOL 447 Advanced Human Physiology (4 SH)

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: an annual safety training outside of class and BIOL 112 or 173.

BIOL 451 Neuropsychology (3 SH)

Survey of the anatomy and physiology of the nervous system, including loss of function studies. Emphasis is placed on the role of general physiological principles that affect human behavior. (PSYC 451) (Spring 2022)

Core: NS, alyear

BIOL 461-465 Topics in Advanced Ecology (2 SH)

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 and an annual safety training outside of class. This course meets for 7 weeks.

BIOL 478 Advanced Neurobiology (3 SH)

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: an annual safety training outside of class and BIOL 112 or BIOL 173. (Spring 2021)

alyear

BIOL 479 Biology Research (1-3 SH)

Multi-semester research under the direction of a faculty member. Pre- or co-requisite: BIOL 255 and an annual safety training outside of class. Instructor permission required and dependent on student application.

BIOL 485 Faith, Science and Ethics (2 SH)

Explores the relationship between science and Christian faith by investigating the philosophical foundations of science and their interactions with theology. Issues such as the evolutionary basis for morality, chance and complexity, human nature, environmental ethics, and bioethics are examined. A "worldview" reflective paper is required. Restricted to students majoring in the biology/chemistry programs or by instructor permission.

Core: WI

BIOL 499 Independent Study (3 SH)

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.

BIST 212 And the Word Became Book: History of the Bible (3 SH)

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

Core: ABP

BIST 223 Four Portraits of Jesus: Reading the Gospels (3 SH)

Students explore the texts of the four canonical gospels, using narrative, inductive, and comparative approaches to deepen their knowledge of and insight about four ways that early believers told the stories of the life, teachings, death, and resurrection of Jesus. Through participation in contemporary community settings, students will reflect on ways that the gospel/good news can be visible in our own contexts. (Fall 2021)

Core: ABP, CL, alyear

BIST 323 Life and Letters of Apostle Paul (3 SH)

This course surveys Paul's writings, the deutero-Pauline writings, and the account of Paul's life in Acts. It considers central themes in Paul's missiological and theological efforts, and introduces students to methods of biblical exegesis, including learning by peer reviews of each other's interpretational work. Students reflect on Paul's proclamation of the faithfulness of God in Jesus Christ and the faith response of humans to God's work. (Fall 2020)

Core: ABP, WI, altyear

BIST 341 Old Testament Studies (3 SH)

This course invites students to explore a portion of the Hebrew Bible (e.g., Genesis- Exodus, Jeremiah, Job, Psalms) and provides an introduction to biblical interpretation and exegesis. Drawing on historical study, literary analysis, and dialogue with Jewish and other perspectives, students will develop their understanding of how these Old Testament texts continue to shape Christian faith and practice. (Fall 2021)

Core: ABP, altyear

BIST 390 Biblical Perspectives (3 SH)

This course reflects the commitment of Eastern Mennonite University as a Christian liberal arts university. This is a commitment to nurture an appreciation for the rich resources of the scriptures for creative personal faith and human life in the modern world. It is designed to foster knowledge and understanding of the literature and history of the Bible and the integration of faith, learning, and living.

LOM

BIST 412 Elementary Hebrew (3 SH)

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

BIST 423 Elementary Greek (3 SH)

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.

BIST 499 Independent Study (1-3 SH)

BISTL 380 Biblical Perspectives (3 SH)

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.

Lancaster

BISTL 390 Biblical Perspectives (3 SH)

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.

Lancaster

BUAD 101 Business at EMU (3 SH)

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

BUAD 111 Exploring Business (3 SH)

An introductory course in business administration. Provides students with a basic understanding of business and leadership and the role they play in American society. Provides a brief overview of all major functional areas of business. This course is recommended for non-majors or students considering a major in the department. Pre or corequisite WRIT 130.

Core: SB

BUAD 221 Principles of Management (3 SH)

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.

Core: SB

BUAD 301 Quantitative Decision Making (3 SH)

An examination of quantitative techniques used in managerial decision making. Topics include use of probability distributions, forecasting, inventory planning, decision tables, decision trees, linear programming and networks. The course will emphasize applications using computer spreadsheets and software. Prerequisites: STAT 120, CIS 211, and admission to the department.

BUAD 321 Human Resource Management (3 SH)

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 2022)

altyear

BUAD 331 Organizational Behavior (3 SH)

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

Core: WI

BUAD 411 Business Law (3 SH)

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.

BUAD 431 Seminar in Human Resource Management (3 SH)

This course helps students to acquire basic knowledge about the legal relationships between employer and employee and understand the potential impact of each. Students will learn parameters for selecting, testing, disciplining and discharging employees; understand and apply federal and state laws against discrimination and harassment; and be prepared to follow government regulation of the workplace, including minimum and maximum wage hours, safety, health, compensation for injuries, and pension and health benefits. Prerequisite: BUAD 221 or consent of the instructor (Fall 2020)

altyear

BUAD 441 International Business (3 SH)

This course explores international business from the perspective of economic markets, trade, finance, and the influences of differences in macro-cultures on business decisions. The course begins with an overview of economic institutions that provide the context for international business and current economic theory on trade and finance. Students then consider and learn how culture influences organizational decisions related to strategy and operations. Throughout the course, students will analyze how decisions may differentially impact stakeholders and how they fit within these systems. Prerequisites: ECON 201 Survey of Economics or ECON 211 Principles of Microeconomics or ECON 212 Principles of Macroeconomics. (ECON 411) (Spring 2021)

Core: CC, altyear

BUAD 461 Strategic Leadership in Organizations (3 SH)

Strategic Leadership in Organizations is a capstone course, intended to draw upon content learned in previous courses, such as management, accounting and finance, and marketing. It is primarily a course in business values and strategy and is designed to teach analytical thinking while understanding concepts of business strategy and competition. Important themes include effective and ethical leadership, sustainable business strategy and the role of organizational values. Prerequisite: Senior standing and departmental admission.

Core: CL

BUAD 465 Project Management and Grantwriting (3 SH)

Most organizations accomplish their mission and manage much of their work through projects. This requires specific skills to manage not only individual projects but often a complex web of multiple and interrelated programs, working skillfully with diverse stakeholders, against demanding deadlines, and with limited resources. Students will improve their capacity to balance the art and science of managing projects by building technical competencies and adopting best practices of leadership and management, all through an integrated lens of leadership for the common good. (OLS 665)

BUAD 470-475 Topics in Business (3 SH)

Special topics courses are offered based on student and/or faculty interest, or to address significant contemporary issues in the field. Topics that have in the past been offered or considered include: entrepreneurship, microfinance, money and banking, and social media marketing.

BUAD 481 Business Internship (1-3 SH)

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

Core: CL

BUAD 499 Independent Study (1-3 SH)

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

CCSCL 440 Cross-Cultural Perspectives (3 SH)

This course focuses on the development of global awareness, faith, and management as it relates to cross-cultural understanding. Students will be challenged to look beyond their own culture and understand social systems and institutions from the perspective of people in another culture. Experiential learning will take place as students participate in an off-campus, cross-cultural experience in a culture that is different from the students' majority orientation.

Lancaster

CCSCL 450 Cross-Cultural Perspectives (3 SH)

This course focuses on the development of global awareness, faith, and management as it relates to cross-cultural understanding. Students will be challenged to look beyond their own culture and understand social systems and institutions from the perspective of people in another culture. Experiential learning will take place as students participate in an off-campus, cross-cultural experience in a culture that is different from the students' majority orientation.

Lancaster

CCSPA 312 Advanced Conversational Spanish I (3 SH)

These courses are designed to help students gain oral competency and a solid grammatical base in Spanish through small group, intensive classes. They are offered in the setting of a cross-cultural study experience offered by EMU. When offered through the Central America Study and Service program in Guatemala City, Guatemala, classes meet for four hours, five days a week for seven weeks. Students live with Guatemalan families to enhance linguistic immersion. Each student is assessed at the beginning for placement and at the end for oral and written competency. The courses will be designed to meet the individual student's needs. (Spring 2021)

alyear

CCSPA 322 Advanced Conversational Spanish II (3 SH)

These courses are designed to help students gain oral competency and a solid grammatical base in Spanish through small group, intensive classes. They are offered in the setting of a cross-cultural study experience offered by EMU. When offered through the Central America Study and Service program in Guatemala City, Guatemala, classes meet for four hours, five days a week for seven weeks. Students live with Guatemalan families to enhance linguistic immersion. Each student is assessed at the beginning for placement and at the end for oral and written competency. The courses will be designed to meet the individual student's needs. (Spring 2021)

alyear

CCSSC 201 Cross-Cultural Social Science (3 SH)

This course provides the foundation for intercultural learning and is offered in conjunction with the off-campus programs including semester programs (Option 1), summer 3 or 6 week programs (Option 2) or WCSC semester or summer programs (Option 3).

Core: CC

CCSSC 202 Cross-Cultural Learning Integration (0-1 SH)

International students, multicultural students and students with previous qualifying cross-cultural experiences reflect on their learnings to fulfill the experiential component of the cross-cultural requirements. Permission must be granted by the cross-cultural director to take this course once the 7-8 SH of cross-cultural designates (including foreign language) are complete.

Core: CC

CCSSC 211 Cross-Cultural Community Immersion (3 SH)

This course is offered on campus during the semester and includes a significant experience (at least 40 hours) in the home of a local family from a different language and culture than that of the student. Requirements also include at least 20 hours in partnership with an Intensive English Program student. For additional information on any cross-cultural offerings, students are encouraged to contact the Cross-Cultural Programs office.

Core: CC

CCSSC 386 Cross-Cultural Social Science: Multicultural History of DC (3 SH)

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.

Core: CC, WI, WCSC

CCSSC 387 The Urban Landscape (3 SH)

This course is an introduction to urban studies, focused in particular on questions of space and place. Through fieldwork, readings, and discussion, we explore the urban landscape of Washington, DC, seeking to understand the spatial organization of the city, the inequalities it reflects, and the implications for people and communities. What drives racial and economic segregation? How do we make sense of cycles of neighborhood development and disinvestment? This course asks students to consider the breadth of actors and forces that shape the city, and to reflect on what it means to seek justice within this context.

Core: CC, WI, WCSC

CCSSC 440 Cross-Cultural Perspectives (3 SH)

This course focuses on the development of global awareness, faith, and management as it relates to cross-cultural understanding. Students will be challenged to look beyond their own culture and understand social systems and

institutions from the perspective of people in another culture. Experiential learning will take place as students participate in an off-campus cross-cultural experience.

CCUSL 310 Global Trends in Health Care (3 SH)

This course will discuss health and health care that transcend geographic boundaries. The overall goal is for students to develop a worldview that comprehends the interrelationship between health and social systems, institutions, culture, politics, environmental factors, education, and economics. Some topics of discussion will include health disparities among nations, global environmental issues, poverty, human trafficking, and pharmaceuticals as it affects cultures.

Lancaster

CE 165 Networking and Data Communication (2 SH)

An introduction to networking and the Internet. Topics include TCP/IP and other network protocols, standard data formats including web standards such as HTML and CSS, client/ server applications, network infrastructure, and security.

CE 175 Architecture and Operating Systems (4 SH)

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.

CE 330-335 Topics in Computer Engineering (2-4 SH)

The department will offer at least one Topics course each year with the content based on the areas of interest of current students and faculty. The course may be taken for credit repeatedly since the content will vary from year to year. Topics may include: theory of computation, numerical analysis, modeling and simulation, graphics, computer animation, computer vision, advanced algorithmic analysis, cryptography, parallel algorithms, artificial intelligence, robotics, smart phone technology, hypermedia development, language translation systems, and functional programming.

CE 365 Digital Circuits (3 SH)

This course will introduce students to the tools and techniques behind modern digital logic circuits. We will begin with how basic logic gates are built from transistors, how basic logic gates are used to implement combinational and sequential circuits and such as flip-flops, adders, multiplexers, etc. culminating with circuit design using a microcontroller.

CE 375 Software Engineering (2 SH)

Software engineering is the set of interrelated disciplines that are utilized in the development, deployment, maintenance, and usage of enterprise-wide software solutions. This course focuses on the lifecycle of information systems and how that relates to strategic planning and information usage. Several software development lifecycle models will be explored as students participate in generating logical programming designs. Prerequisites: CS 220 and CS 275. (Fall 2021)

altyear

CHEM 105 Chemistry for the Life Sciences (2 SH)

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

Core: NS

CHEM 155 Matter and Energy (3 SH)

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

Core: NS

CHEM 223 General Chemistry I (4 SH)

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: an annual safety training outside of class and high school chemistry or equivalent; minimum SAT score of 530 math and 1080 composite or ACT score of 22 math and 21 total. Students without the minimum SAT or ACT score must first pass MATH 114 College Algebra with a grade of B or higher.

Core: NS

CHEM 224 General Chemistry II (4 SH)

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 and an annual safety training outside of class.

CHEM 285 Environmental Chemistry (4 SH)

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 and an annual safety training outside of class. (Spring 2022)

Core: CL, altyear

CHEM 305 Alternative Energy (2 SH)

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 and an annual safety training outside of class. (Spring 2021)

alyear

CHEM 315 Organic Chemistry I (4 SH)

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- and an annual safety training outside of class.

CHEM 316 Organic Chemistry II (4 SH)

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 and an annual safety training outside of class.

CHEM 325 Analytical Chemistry I (2 SH)

An overview of the various aspects of analytical chemistry such as sampling, statistical analysis of data sets, quantitative and qualitative analysis, spectroscopy and chromatography, and trouble-shooting/ instrument design and maintenance. Emphasis will be given to Gravimetric and Titrimetric analysis, Ultraviolet and visible spectroscopy, Advanced GCMS and ion-selective electrodes. One lecture, four hours of laboratory. Prerequisite: CHEM 224 with a C or higher and an annual safety training outside of class. (Fall 2020)

alyear

CHEM 345 Analytical Chemistry II (2 SH)

An overview of the various aspects of analytical chemistry such as sampling, statistical analysis of data sets, quantitative and qualitative analysis, spectroscopy and chromatography, and trouble-shooting/ instrument design and maintenance. Emphasis will be given to Atomic spectroscopy, NMR spectroscopy including multi-dimensional analysis and nuclei beyond C and H, HPLC. One lecture, four hours of laboratory. Prerequisite: CHEM 224 with a C or higher and an annual safety training outside of class. (Fall 2019)

alyear

CHEM 405 Thermodynamics (3 SH)

A computationally intensive foundational study of chemical thermodynamics and kinetics. Topics include gases, enthalpy, entropy, Gibbs free energy, chemical and phase equilibria, statistical thermodynamics, electrochemistry and chemical kinetics. Prerequisite: two semesters of math, recommended completion of MATH 195. (PHYS 405) (Fall 2020)

alyear

CHEM 406 Quantum Mechanics (3 SH)

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 2019)

alyear

CHEM 479 Chemistry/Biochemistry Research (1-3 SH)

Research under the direction of a faculty member. Permission required since enrollment is limited. Prerequisite: an annual safety training outside of class.

CHEM 499 Independent Study (1-3 SH)

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.

CHMUS 211 Music for the Congregation (3 SH)

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.

Core: CA

CHMUS 490 Church Music Internship (1-2 SH)

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.

CHST 101 Small Group Ministry Practicum I (1 SH)

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

CHST 212 Introduction to Youth Ministry (3 SH)

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

Core: CW

CHST 223 Spiritual Formation, Sacred Pauses (3 SH)

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

Core: CW

CHST 234 Mission in a Changing World (3 SH)

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.

Core: CW

CHST 260 Teaching, Ministry, and Healthy Sexuality (3 SH)

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)

CHST 312 Missiology (3 SH)

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.

Core: CL

CHST 334 Almost Christian: Youth Ministry In Congregations (3 SH)

What does the faith of North American teens tell the North American church? Kenda Creasy Dean's textbook, *Almost Christian*, shows that the faith of the average American teen is not theologically sound, but is "Almost Christian." How does youth ministry address this challenge? This course will focus on congregationally based youth ministry that moves beyond an emphasis on programming, to ministry that is relational, innovative and community and congregationally based. Learning to involve the entire congregation in youth ministry and mentoring programs, as well as becoming familiar with baptismal and church membership materials for youth will also be a part of this course.

CHST 365 Mennonite History and Thought (3 SH)

A survey of the Anabaptist movement and Mennonites throughout the world from the sixteenth to twenty-first centuries. Issues include pacifism, wealth, political participation, community and tensions between faith and the dominant culture. Particular attention is given to the Anabaptist vision and its relevance for 21st century American life. (HIST 365) (Spring 2021)

Core: CW, altyear

CHST 372 Church Leadership for Transformation (3 SH)

What is the role of a faithful church and its leaders in today's conflicted world? Learn how God is using prophetic voices to provide congregational leadership in these days of church decline. Practice practical skills as you design a worship service, preach a sermon, learn about rituals of congregational life, interact with local church leaders and visit area churches. (Fall 2020)

Core: CW, altyear

CHST 435 Martyrs, Merchants, and Mendicants: 1500 Years of the Christian Movement (3 SH)

This course surveys stories of Christianity, from the first century of the Common Era up to the dawn of the Protestant Reformation. It describes successes and failures, traditions and innovations, as Christians spread west into Europe, east toward China, and south into Africa. Students will consider questions Christians have struggled with and evaluate choices Christians have made. Thinking about poverty and wealth, enculturation in mission, peace and war, church and state, women and men throughout these stories will allow intersections with 21st-century Christian realities. (HIST 435)

Core: CW, WI

CHST 451 Church Work Practicum (3 SH)

Would you like to experience the inner workings of a congregation, and test your gifts for ministry? A program of study and supervised field experience in a congregation, church agency or related ministry. Special emphasis is placed on personal development for ministry, developing leadership skills and experiencing the many facets of ministry in the congregation.

Core: CL

CHST 462 Mission Practicum (3 SH)

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

CHST 473 Youth Ministry Practicum (3 SH)

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

Core: CL

CHST 499 Independent Study (1-3 SH)

CIS 211 Spreadsheet and Data Management (1 SH)

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

CIS 251 Management Information Systems (3 SH)

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

Prerequisites or corequisites: BUAD 221 and CIS 211.

CIS 321 Advanced Spreadsheets (1 SH)

This course focuses on automation of complex tasks and analyses in the spreadsheet environment. The course builds proficiency in tools for managing data sets and solving complex problems using the data. The course also builds introductory programming skills through the use of macros and Visual Basic. Course learning is project-based.

Prerequisites: CIS 211 and any STAT course. (Spring 2021)

alyear

CMUS 114 Appreciating Music Making (3 SH)

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.

Core: CA, Lancaster

CMUS 116 Appreciating Music Making (2 SH)

Music is one of the most fundamental and powerful forms of human creativity and expression. Through an exploration of classical music, pop music, jazz, rock, rap, world music and more, we will learn to understand the colorful tapestry of musical language across various styles, genres, and eras. In this course we will feature live performances, watch video, listen to audio, and participate in interactive activities in order to enrich our classroom experience and gain a greater understanding and deeper love for the art of music. (Offered through EMU Lancaster as a 3 SH course, CMUS 114)

Core: CA

CMUS 120 Music Fundamentals (3 SH)

A music fundamentals course open to students of all disciplines. Musical literacy is not required as the course will introduce students to the skills needed to read and write Western music notation, as well as to understand, analyze, and listen. Topics include pitches and scales, intervals, clefs, rhythm, form, meter, phrases and cadences, and basic harmony. Majors and minors may be excused from this course or sections of it by examination.

CMUS 181 Music Theory I (3 SH)

Centering on experiential learning, this course will examine the theory of major Western musical styles from the Middle Ages to 1800 noting the variety of genres, compositional practices, and ideas that ultimately inform music making today. The course starts with series counterpoint and moves to part writing, harmonic analysis, and musical form. The ability to read music is required. Prerequisite: CMUS 120.

CMUS 200 Landscape of Music (0 SH)

A required course for all music majors to be registered each on-campus semester, with the following objectives: to prepare students to be successful music majors, to model the unity of the various aspects of musicianship, and to develop a style of learning that will lead to successful end-of-the-year performance assessments.

CMUS 201 Topic: World Music (2 SH)

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'.

Core: CA, CC, altyear

CMUS 202 Topic: Folk-Rock to Hip-Hop (2 SH)

From its earliest beginnings in the blues and Tin Pan Alley, all the way up to today's most current artists, American popular music has played a vital role in shaping the cultural landscape of the United States and the world. This course will survey the rich history of American popular music from a cultural, technological, and sociological perspective and explore its various influences. Students will learn elementary music concepts and skills through interactive engagement and will examine the characteristics of various musical styles including country, folk, rock, pop, R&B, rap and more. Through a hands-on exploration of music by artists such as The Beatles, Bon Jovi, Jimi Hendrix, Beyonce, Tupac Shakur, Billie Eilish, Chris Stapleton, and many more, this course provides a foundation for understanding the full and dynamic tapestry of music that continues to impact and shape generations.

Core: CA, altyear

CMUS 203 Topic: Listening to Film (2 SH)

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.

Core: CA, altyear

CMUS 204 Topic: Introduction to Music Technology (2 SH)

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.

Core: CA, altyear

CMUS 205 Topic: Musical Theater (2 SH)

Integrating practice with history and theory, this course examines the use of music in theater from the advent of opera in Renaissance Italy to the American Broadway Musical. Students will perform songs and engage with dance/movement as they learn to become better performers and more informed audience members. Students with all levels of experience from absolute beginner to seasoned performer are welcome! (THR 231)

altyear

CMUS 250 Music History I (3 SH)

Music is the product of people, their lives, and communities throughout time. In academia it is often separated and taught in distinct divisions such as theory and history; however, these two areas should be understood in context with each other and as part of an integrated whole. Centering on experiential learning, this course will examine the history and theory of major Western musical styles from the Middle Ages to the Classical Era, noting the variety of genres,

compositional practices, and ideas that ultimately inform music making today. Counterpoint, musical form, and writing about music are emphasized. The ability to read music is required.

Core: WI

CMUS 260 Music History II (3 SH)

Music is the product of people, their lives, and communities throughout time. In academia it is often separated and taught in distinct divisions such as theory and history; however, these two areas should be understood in context with each other and as part of an integrated whole. Centering on experiential learning, this course will examine the history and theory of major Western musical styles from the Classical Era to the present, noting the variety of genres, compositional practices, and ideas that ultimately inform music making today. Counterpoint, musical form, and writing about music are emphasized. The ability to read music is required.

Core: WI

CMUS 281 Music Theory II (3 SH)

Centering on experiential learning, this course will examine the theory of major Western musical styles from 1800 to present noting the variety of genres, compositional practices, and ideas that ultimately inform music making today. The course covers part writing, harmonic analysis, musical form, and 20th-21st century compositional techniques. The ability to read music is required. Prerequisite: CMUS 181 Music Theory I.

CMUS 411 Conducting I (4 SH)

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.

CMUS 412 The Compleat Musician (4 SH)

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.

CMUS 440 Seminar (1-3 SH)

Offerings dependent on faculty and student interest. Requires instructor's permission; may be repeated.

CMUS 490 Internship (1-2 SH)

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.

Core: CL

CMUS 499 Independent Study (1-3 SH)

Independent research, reading or work under the supervision of a faculty member. For advanced students only.

CORE 101 Transitions (1 SH)

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

Core: College Writing

CORE 120 University Research (1 SH)

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

Core: College Writing

CORE 201 Life Wellness (2 SH)

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. This course is not available for first-year students and is ideally taken in the second year at EMU. (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.)

CORE 401 Senior Seminar (2 SH)

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

Core: SrSem

CS 105 Intro to Computer Science (2 SH)

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.

CS 145 Introduction to Programming (2 SH)

An introduction to the basic concepts of programming, problem-solving, and design techniques using the object-oriented language Python.

CS 155 Programming in Python (2 SH)

Applies basic programming concepts with more extensive programs, including a final project of the student's choice in Python. Prerequisite: CS 145 or other programming experience.

CS 245 Programming in Java (2 SH)

Applies basic programming concepts, while introducing the Java language. Prerequisite: CS 145 or other programming experience.

CS 255 Intermediate Programming (2 SH)

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.

CS 265 Databases (2 SH)

A course in the design and querying of database systems. Topics include design principles, normalization, entity-relationship models, and use of SQL for database access and management. Previous programming experience recommended.

CS 275 Web Applications (2 SH)

A project-based course exploring the design of database-backed interactive web sites and applications. Students will use HTML, CSS, JavaScript, and libraries to build the client side along with SQL, PHP, and various back-end technologies to build the corresponding server side of a web site or application. Prerequisites: CS 165 and CS 265.

CS 330-335 Topics in Computing (2-4 SH)

The department will offer at least one Topics course each year with the content based on the areas of interest of current students and faculty. The course may be taken for credit repeatedly since the content will vary from year to year. Topics may include: theory of computation, numerical analysis, modeling and simulation, graphics, computer animation, computer vision, advanced algorithmic analysis, cryptography, parallel algorithms, artificial intelligence, robotics, smart phone technology, hypermedia development, language translation systems, and functional programming.

CS 345 Data Structures (2 SH)

Basic data structures are introduced in this course, including arrays, linked lists, stacks, queues, etc. Students are required to implement various data structures. Prerequisite: CS 220. (Fall 2020)

altyear

CS 355 Advanced Data Structures (2 SH)

This course continues the topics covered in CS 345 with data structures such as trees and other graphs. An introduction to basic algorithm analysis and design techniques, including divide-and-conquer and greedy algorithms. Prerequisite: CS 345 and MATH 170 (Spring 2021)

alyear

CS 365 System Administration (2 SH)

An overview of the management and maintenance of organizational computing infrastructure including hardware, operating system, network, database and application software. Topics include installation, configuration, routine maintenance tasks, client/server application management, automation, and user support. Prerequisite: CS 165 and CS 265. (Spring 2022)

Core: WI, alyear

CS 445 Analysis of Algorithms (2 SH)

A more in-depth look at algorithms including dynamic programming, network flow, and an exploration of NP completeness. Prerequisites: CS 355. (Spring 2021)

Core: WI, alyear

CS 455 Programming Languages (2 SH)

The formal study of programming language design and specification. Design principles are emphasized and evaluated in the context of the historical development of computing languages. Topics include design principles, study of actual languages, the run-time environment, translation, and programming in various programming languages and paradigms. Prerequisite: CS 320. (Fall 2021)

alyear

CS 475 Capstone Project (2 SH)

This course provides a platform for senior students to work on a semester-long, team project under the guidance of CS or engineering faculty mentors. Prerequisite: CS 370.

CS 488 Computer Science Internship (0-6 SH)

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 and organizations in the Harrisonburg area. Grading is on a pass/fail basis. Prerequisite: junior or senior status.

Core: CL

CS 499 Independent Study/Research (1-3 SH)

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.

delete BIOL 225 Molecules, Genes & Cells (4 SH)

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 and an annual safety training outside of class.

delete BIOL 465 Topics in Advanced Ecology (2 SH)

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 and an annual safety training outside of class. This course meets for 7 weeks. (Fall 2020)

delete CS 175 Architecture and OS (4 SH)

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.

delete CS 375 Software Engineering (2 SH)

Software engineering is the set of interrelated disciplines that are utilized in the development, deployment, maintenance, and usage of enterprise-wide software solutions. This course focuses on the lifecycle of information systems and how that relates to strategic planning and information usage. Several software development lifecycle models will be explored as students participate in generating logical programming designs. Prerequisites: CS 220 and CS 275. (Fall 2021)

alyear

delete EDS 455 Foundations of Education and Special Education (3 SH)

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 2021)

alyear

delete ENGR 360 Digital Circuits (3 SH)

This course will introduce students to the tools and techniques behind modern digital logic circuits. We will begin with how basic logic gates are built from transistors, how basic logic gates are used to implement combinational and

sequential circuits and such as flip-flops, adders, multiplexers, etc. culminating with circuit design using a microcontroller. (Spring 2021)

alteryar

delete HE 401 Health Methods (2 SH)

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, 245, 275, HE 202, 260, and STAT 120. Admission prerequisites: First semester of block courses: Admission to Teacher Education recommended, 2.7 cumulative GPA and the entry assessment math score required. Second semester of block courses: Admission to Teacher Education required. (Fall 2019)

delete HIST 124 Global Past III_ Comparative Themes (2 SH)

delete HIST 125 Global Past III_ Comparative Themes (2 SH)

delete HIST 126 Global Past III_ Comparative Themes (2 SH)

delete HUM 421 Tutorial_ Becoming America_n (3 SH)

This course will be largely self-directed and will require a great deal of independent student work, often in project-focused groups. It may be repeated as topics shift from year to year.

delete HUM 422 Tutorial (3 SH)

This course will be largely self-directed and will require a great deal of independent student work, often in project-focused groups. It may be repeated as topics shift from year to year.

delete HUM 423 Tutorial (3 SH)

This course will be largely self-directed and will require a great deal of independent student work, often in project-focused groups. It may be repeated as topics shift from year to year.

delete HUM 424 Tutorial (3 SH)

This course will be largely self-directed and will require a great deal of independent student work, often in project-focused groups. It may be repeated as topics shift from year to year.

delete HUM 425 Tutorial (3 SH)

This course will be largely self-directed and will require a great deal of independent student work, often in project-focused groups. It may be repeated as topics shift from year to year.

delete LANG 115 Elementary Swahili (3 SH)

The fundamentals of Swahili through listening, speaking, reading and writing, including practice in pronunciation and development of comprehension. (Spring 2020)

alyear

delete LANG 125 Elementary Pennsylvania Dutch (3 SH)

The fundamentals of Pennsylvania Dutch through listening, speaking, reading and writing, including practice in pronunciation and development of comprehension. (Spring 2020)

alyear

delete per MC NURS 321 Nursing Care of the Adult I (4 SH)

Addresses the needs of clients with problems involving endocrine, regulation, gastrointestinal, fluid balance and immune systems. Clinical experience in hemodialysis. Prerequisite: Completion of Level 1

delete per MC NURS 421 Nursing Care of the Adult II (4 SH)

Addresses the needs of clients with problems involving the cardiovascular, respiratory, neurological and sensory systems. Prerequisite: Completion of Level 1

delete PHYS 162 College Physics II (3 SH)

delete PSYC 381 Topic: Judgment and Decisionmaking (3 SH)

Courses on a variety of topics in psychology are offered on a rotating basis depending on student and faculty interest. Topics include: cross-cultural psychology, marriage and family, introduction to clinical psychology, psychology of pop culture and theology, forensics, psychology and spirituality, creativity, and narrative psychology. Open to psychology majors only. Prerequisite: junior/senior level status.

alyear

delete STEM 219 Science and Engineering Practicum (1 SH)

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

ECON 201 Survey of Economics (3 SH)

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

Core: SB

ECON 211 Principles of Microeconomics (3 SH)

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.

Core: SB

ECON 212 Principles of Macroeconomics (3 SH)

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.

Core: SB

ECON 300 Environmental and Ecological Economics (3 SH)

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

Prerequisite: ECON 201 or ECON 211 or ECON 212, or consent of the instructor. (Spring 2021)

alyear

ECON 311 Contemporary Economic Issues (3 SH)

This course examines the economic aspects of contemporary and controversial issues with social, political, and/or environmental implications. Topics may include deficits and debt, social security, the environment and energy policy, and healthcare, among others. Students will use economic theory, tools, and empirical analysis to identify, compare, and debate policy options that address the many dimensions of these issues while they also refine their own positions and arguments. Prerequisite: ECON 201 or ECON 211 or ECON 212, or consent of the instructor. (Spring 2022)

Core: WI, alyear

ECON 331 History of Economic Thought (3 SH)

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.

Core: HI

ECON 341 Intermediate Microeconomics (3 SH)

Intermediate level analysis of supply and demand and the role of the price mechanism in organizing economic activity. Includes an evaluation of efficiency and equity issues. Prerequisite: ECON 201 or ECON 211. (Fall 2020)

alyear

ECON 342 Intermediate Macroeconomics (3 SH)

Intermediate level analysis of the determinants of national income, output, employment, interest rates and the price level. Examines problems and policies related to unemployment, inflation, growth, and debt within the global economy. Prerequisite: ECON 201 or ECON 212. (Spring 2021)

alyear

ECON 401 Development Economics (3 SH)

An investigation into the choices of low-income countries that seek development and growth. Explores theories of development and underdevelopment. Tools of economic analysis are applied to development issues. Prerequisite: ECON 201 or ECON 211 or ECON 212. (Fall 2021)

Core: WI, alyear

ECON 411 International Economics (3 SH)

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 2021)

Core: CC, alyear

ECON 481 Economics Internship (1-3 SH)

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

Core: CL

ECON 499 Independent Study (1-3 SH)

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

ED 101 Exploring Teaching (2 SH)

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 constructivist theory, growth mindset, reflective teaching, and current issues in education. A 20-hour practicum is included. (1 SH content; 1 SH practicum)

Core: CL

ED 221 Professional Field Experience (Early Childhood) (2 SH)

A participatory experience in nursery or preschools. Required reading and seminars. Travel expenses are the student's responsibility. Prerequisite: Permission from chair.

ED 235 Curriculum and Organization in Early Education (4 SH)

Surveys elementary school curriculum with an emphasis on the priorities and developmentally appropriate instructional practices of early childhood educators. Introduces the critical skills of daily, weekly, and long-term lesson planning, the integration of the arts into the core curricula, and the importance of school/home/community relationships. Includes a 20-hour practicum in a pre-school setting. Prerequisite or corequisite: ED 101. (3 SH content; 1 SH practicum)

Core: WI

ED 245 Learning and Classroom Environments (3 SH)

Focuses on the development of classroom environments that facilitate effective learning for learners. Topics include theories about learning, motivation, creating safe learning environments, positive behavior supports, interventions, and the physical, cognitive, and socio-emotional development of learners.

ED 252 Learning and Classroom Environments Professional Field Experience (6-12) (1 SH)

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 245.

Core: CL

ED 275 Instructional Technology and Assessment (3 SH)

Addresses the design and implementation of technology-enhanced instruction, and the application of technology to assess and monitor learner performance. Topics include principles and practices of effective assessment, the

relationship between instruction and assessment, grading systems and practices, and using assessment data to improve instruction and learner performance.

ED 301 Needs of Diverse Learners (3 SH)

Addresses teaching learners with diverse and special needs. Explores student diversity, including, but not limited to, cultural, racial, linguistic, socio-economic, and dis/ability characteristics. Focuses on integrated settings, universal design for learning, differentiation, and collaboration. Pre or corequisite: ED 331, 332, 333 or ED 351.

ED 331 Math in Elementary School (2 SH)

Curriculum Block is comprised of ED 331, 332, 333 (4 SH content; 2 SH practicum) which provide foundations of curriculum development and implementation. Coursework is integrated with a 60-hour practicum experience in K-6 classrooms with a focus on local, state, and national curriculum standards. 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. National Council of Teachers of Mathematics (NCTM) standards and Virginia Standards of Learning (SOLs) provide the content framework. Participants 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. Prerequisites: ED 235, ED 245 and a cumulative GPA of 2.5.

ED 332 Science in the Elementary School (2 SH)

Curriculum Block is comprised of ED 331, 332, 333 (4 SH content; 2 SH practicum) which provide foundations of curriculum development and implementation. Coursework is integrated with a 60-hour practicum experience in K-6 classrooms with a focus on local, state, and national curriculum standards. 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. Prerequisites: ED 235, ED 245 and a cumulative GPA of 2.5.

ED 333 Social Studies in the Elementary School (2 SH)

Curriculum Block is comprised of ED 331, 332, 333 (4 SH content; 2 SH practicum) which provide foundations of curriculum development and implementation. Coursework is integrated with a 60-hour practicum experience in K-6 classrooms with a focus on local, state, and national curriculum standards. 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. Prerequisites: ED 235, ED 245 and a cumulative GPA of 2.5.

ED 341 Language Arts (2 SH)

Literacy Block is comprised of ED 341, 342, 343 (5 SH content; 2 SH practicum) which is designed for students who plan to teach in PreK-6. The 7-hour block of courses with a 60-hour practicum explores the development of spoken and written language and traces the development of reading from birth through pre-adolescence. Understanding the social and cultural contexts for language learning both at home and at school and knowing the cognitive and

psychological factors that exist at various stages of development form the basis for planning the curriculum at school. The practicum provides opportunities to integrate and apply an integrated language arts perspective in a classroom setting. 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.

This course examines appropriate strategies to assist diverse readers in constructing meaning from text and ways to use technology to improve literacy skills. Strategies are developed for organizing and using space, time and materials to promote the development of a literate environment. Prerequisite: Admission to teacher education.

ED 342 Reading/ Diagnostic Reading (3 SH)

Literacy Block is comprised of ED 341, 342, 343 (5 SH content; 2 SH practicum) which is designed for students who plan to teach in PreK-6. The 7-hour block of courses with a 60-hour practicum explores the development of spoken and written language and traces the development of reading from birth through pre-adolescence. Understanding the social and cultural contexts for language learning both at home and at school and knowing the cognitive and psychological factors that exist at various stages of development form the basis for planning the curriculum at school. The practicum provides opportunities to integrate and apply an integrated language arts perspective in a classroom setting. 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.

The course examines language acquisition through the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics. Students utilize various diagnostic tools to: construct and use affective measures of literacy behavior, administer running records of leveled text, administer a reading inventory to assess developmental word knowledge, phonemic awareness, phonics and vocabulary, rate, fluency, oral reading accuracy, and oral and silent comprehension. Results from diagnostic assessments are used to design appropriate reading instruction for diverse learners. Identification of the developmental stages of written word knowledge is emphasized. Prerequisite: Admission to teacher education.

Core: CL

ED 343 Content Area Reading and Writing (2 SH)

Literacy Block is comprised of ED 341, 342, 343 (5 SH content; 2 SH practicum) which is designed for students who plan to teach in PreK-6. The 7-hour block of courses with a 60-hour practicum explores the development of spoken and written language and traces the development of reading from birth through pre-adolescence. Understanding the social and cultural contexts for language learning both at home and at school and knowing the cognitive and psychological factors that exist at various stages of development form the basis for planning the curriculum at school. The practicum provides opportunities to integrate and apply an integrated language arts perspective in a classroom setting. 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.

This course focuses on processes of reading and writing with the Virginia English Standards of Learning as the framework for instruction. Strategies involving reading and writing across all content areas are demonstrated, explored, and practiced to meet diverse learner needs. Vocabulary development, writing skills and assessment strategies for socially just teaching are emphasized. Prerequisite: Admission to teacher education.

ED 351 General Curriculum and Methods for Middle and Secondary Teaching (1 SH)

Middle and Secondary Curriculum Block is comprised of ED 351, 361, 385. Focuses on general curriculum and instructional methods, pedagogy, and procedures related to teaching in the 6-12 grade levels. Prerequisites: ED 245 and admission to teacher education.

ED 361 Secondary Methods Professional Field Experience (1 SH)

Middle and Secondary Curriculum Block is comprised of ED 351, 361, and 385. A 60-hour professional field experience in an area high school. Consists of assignments arranged to provide for breadth of experience within the scope of the candidate's content area. Grading is on a pass/fail basis. Prerequisites: ED 245 and admission to teacher education.

ED 385 Content Area Methods for Middle and Secondary Teaching (2 SH)

Middle and Secondary Curriculum Block is comprised of ED 351, 361, and 385. Focuses on curriculum and instructional methods for middle/secondary endorsements specific to the content areas of biology, chemistry, computer science, English, history and social science, mathematics, English as a second language, and health. Prerequisites: ED 245 and admission to teacher education.

ED 395 Reading and Writing in the Content Area (3 SH)

Focuses on processes of language acquisition and reading and writing within the secondary content area. Explores reading and writing within the Virginia English Standards of Learning and a variety of fiction and nonfiction texts that promote literacy in the content areas. Emphasis is placed on understanding reading development, phonemic and phonological awareness, vocabulary development, comprehension strategies, spelling development, and the writing process. Includes a 20-hour practicum in a middle school setting. (2 SH content; 1 SH practicum) Prerequisite: Admission to teacher education.

ED 401 Examining Foundations of Education (2 SH)

Examines issues facing American education today. Utilizing a framework that reflects on the historical, philosophical, and sociological foundations, students analyze, synthesize and evaluate issues underlying the role, development, and organization of public education in the United States. Topics include the legal status of teachers and students, professionalism and ethical standards, governance of schools, state assessment and accountability systems, including legal and ethical aspects of assessment. Prerequisite: Admission to teacher education.

Core: WI

ED 411 Reflective Teaching Seminar and Portfolio (1 SH)

Promotes reflective practice on pertinent aspects of the student teaching experience, with particular attention given to the impact on student learning. Addresses professional standards of the teaching profession, including the Virginia child abuse and neglect recognition and intervention training. An capstone electronic portfolio is required. Taken concurrently with student teaching.

ED 421 Student Teaching I: PreK-3 (7 SH)

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.

ED 422 Student Teaching II: PreK-3 (7 SH)

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.

ED 423 Student Teaching II: 4-6 (7 SH)

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.

ED 451 Middle School Student Teaching (7 SH)

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.

ED 452 High School Student Teaching (7 SH)

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.

ED 461 Elementary School Student Teaching (PreK-6) (7 SH)

A full semester program for art, English as a second language, health and physical education, foreign language, and music majors consisting of integrated components: (1) Orientation and participatory experiences during the opening week of school, to be fulfilled in the setting where the student will later complete the student teaching assignment; (2) Two seven- week blocks of classroom experience at both elementary and middle or high school levels under the supervision of a cooperating teacher, including observation, reflection, planning, implementation, evaluation, and conferencing; (3) ED 411 Reflective Teaching Seminar. Spring semester student teachers are required to take orientation and participational experiences during the opening week of school in the fall. Prerequisite: Admission to student teaching.

ED 462 Middle/High School Student Teaching (6-12) (7 SH)

A full semester program for art, English as a second language, health and physical education, foreign language, and music majors consisting of integrated components: (1) Orientation and participatory experiences during the opening week of school, to be fulfilled in the setting where the student will later complete the student teaching assignment; (2) Two seven- week blocks of classroom experience at both elementary and middle or high school levels under the supervision of a cooperating teacher, including observation, reflection, planning, implementation, evaluation, and conferencing; (3) ED 411 Reflective Teaching Seminar. Spring semester student teachers are required to take orientation and participational experiences during the opening week of school in the fall. Prerequisite: Admission to student teaching.

ED 499 Independent Study (1-3 SH)

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

EDS 351 Intervention Strategies for Middle and High School Learners with Exceptionalities (3 SH)

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 2020)

altyear

EDS 371 Assessment, Evaluation and Planning in Special Education (3 SH)

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 2021)

alyear

EDS 375 IEP Development and Implementation (3 SH)

This course provides a working knowledge of the requirements, step-by-step instruction on writing IEPs, skills in data collection and use in decision-making, and strategies for successful meetings to support P-12 students with disabilities in accessing the general curriculum. Prerequisite: EDS 301. (Spring 2021)

alyear

EDS 381 Special Education Professional Field Experience (2 SH)

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)

EDS 401 Supporting Positive Classroom Behavior (2 SH)

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 2020)

alyear

EDS 461 Student Teaching: Elementary Exceptionalities (7 SH)

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.

EDS 462 Student Teaching: Middle School and High School Exceptionalities (7 SH)

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.

EDS 499 Independent Study (1-3 SH)

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

ENGL 201 Global Literatures I: Beginnings (2 SH)

This course introduces students to select works foundational to literary traditions from around the world. It gives students a chance to explore what ancient cultures felt about the gods, gender roles, nature, and war, inviting students to listen for ways these works, as Homer prayed, "sing for our time, too."

Core: CC, LI

ENGL 202 Global Literatures II: 1300-1650 (2 SH)

Global Literatures II exposes the student to major trends in literature through the early modern period, an era of aggressive European expansionism. Although it foregrounds developments in Anglophone literature this course will also consider innovations in other literary traditions, both Western and non-Western.

Core: CC, LI

ENGL 203 Global Literatures III: 1650-1800 (2 SH)

This course explores a selection of poetry, drama, fiction, and prose non-fiction from the eighteenth and nineteenth centuries. Although the course focuses in particular on the Anglophone tradition, readings take into account the increasing frequency of cross-cultural encounter in the modern era and celebrate the contributions of writers from around the globe. A thematic link among texts in Fall 2020 will be journeys to enlightenment.

Core: CC, LI

ENGL 204 Global Literatures IV: 1800-Present (2 SH)

This course grapples with realist, modernist, post-modernist and post-independence poetry, drama, fiction, and non-fiction. While the course focuses on the Anglophone tradition, readings will show the emergence of a global literary marketplace in the twentieth century and celebrate the contributions of various ethnic and minority writers.

Core: CC, LI

ENGL 210 Introduction to the Novel (2 SH)

Taught in conjunction with ENGL 310 History of the Novel during the first session of the semester, this course will equip students with the skills they need to appreciate and learn from fiction.

Core: LI

ENGL 250 Introduction to Poetry (2 SH)

Taught in conjunction with ENGL 331 Major Poets during the first session of the semester, this course will equip students with the skills they need to enjoy, be surprised by, and learn from poetry.

Core: LI

ENGL 310 History of the Novel (4 SH)

In this class, students will read work by old and new novelists from the eighteenth-century to the present to gain a sense of how novels have changed over time.

ENGL 312 Ecology and Science Fiction (3 SH)

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?

ENGL 315 Global Conflicts, Global Novels (3 SH)

In this class, students will read five novels about five different regional conflicts happening in the world today, roughly one from each continent. The goal of the course will be to explore how far the arts of novel-writing and novel-reading overlap with the arts of conflict transformation.

ENGL 322 Shakespeare (3 SH)

This course considers the achievement of one of the most influential writers in the English literary tradition, William Shakespeare. We will conduct close readings of selected texts, paying attention to language, characterization, and important themes. Screenings and stagings will supplement this reading. We will also consider theoretical, critical, and cultural issues relevant to each play.

ENGL 324 Comedy and Tragedy: Page and Stage (3 SH)

In this course, we will consider the ways in which selected plays from the Western tradition elicit our laughter and our tears, sometimes simultaneously. Since much of our texts' magic lies in their performance, we will assume the roles of viewer and actor as well as reader this semester. Authors include Sophocles, Aristophanes, William Shakespeare, Henrik Ibsen, Oscar Wilde, Tennessee Williams, Samuel Beckett, August Wilson, and Margaret Edson. This course is offered on demand.

Core: CL

ENGL 331 Major Poets (4 SH)

This class will give students an opportunity for extensive reading of the work of five or six major poets, some who were writing long ago, some still writing today. Attention will be given to each author's biography and historical context, but most of our attention will be given to the poems themselves, their formal features, how they compare to other poems, how newer poets take inspiration from older ones, and how poetry speaks to us today. An extensive reading of the work

of five major poets, from around the world, writing between 1900 and the present. Authors will vary from year to year, so students may take this course more than once.

ENGL 344 Ways of War and Peace (3 SH)

This course examines the tensions conflicting allegiances to faith and country may pose by focusing on literature from World War I, World War II, and the Vietnam conflict. A survey of Catholic, Protestant, and Anabaptist theological approaches to peacemaking will provide a framework for the course. In addition to keeping reading response journals and delivering oral presentations, each student will prepare transcribed oral histories with a military veteran or conscientious objector.

Core: CL

ENGL 346 Rooms of Their Own (3 SH)

This course considers a selection of British literary works through the lens of Virginia Woolf's cultural critique in *A Room of One's Own* and *Three Guineas*. As we apply that critique to her own fiction as well as texts by her foremothers Jane Austen and Charlotte Bronte and contemporaries H.D. and Dorothy L. Sayers, we will consider the degree to which her diagnosis remains relevant today, particularly within an Anabaptist Christian perspective. The course also 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.

ENGL 348 American Manhood (3 SH)

This course explores conceptions of manhood in US literature since the nation's establishment, featuring texts by writers of diverse ethnic backgrounds, including Thomas Jefferson, Samson Occom, Frederick Douglass, Langston Hughes, Lorraine Hansberry, Khaled Hosseini, Gene Luen Yang, and Martin Espada. It also 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. A community-learning (CL) designate course, "American Manhood" challenges students to be involved in community settings that relate to course subject matter. Expectations include engagement in critical analysis of community issues and synthesis of classroom-based knowledge and personal experience.

Core: CL

ENGL 350 Literature for Children (3 SH)

This course explores all types of literature for children. The characteristics and history of various types of literature are studied, along with strategies for involving children in every genre. Special attention is given to the study of multi-ethnic literature. Open to sophomores and above.

ENGL 355 Literature for Adolescents (3 SH)

This course concentrates on literature written for and by adolescent/young adult readers. While relying on works typically classified as young adult literature, the course will also look at literary "classics" found within the curriculum for middle, junior, and senior high classrooms. Models of literary criticism employed within the study of these works will

center on reader-response theory. Separate tracks are offered for those students who are English majors and for those who are pursuing English with a Teaching Endorsement. (Spring 2021)

altyear

ENGL 390-395 Topics in Literature (2-4 SH)

This course will focus sometimes on a particularly long or difficult work of literature, sometimes on work by a particular author or set of authors, and sometimes on a new, emerging trend in literature or literary studies.

ENGL 470 English Internship (1-3 SH)

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. This course is graded on a P/F basis.

Core: CL

ENGL 499 Independent Study (1-3 SH)

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.

ENGR 110 Introduction to Engineering and Design (4 SH)

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.

ENGR 156 Math for Engineering Lab (2 SH)

The goal of this lab course is to examine mathematical applications in engineering. Matlab will be introduced and used in solving these problems. The labs cover linear, quadratic, and systems of equations with circuits; trigonometry and vectors with robot arms; sinusoids with circuits and function generators; derivatives with free-fall motion; integrals with work of springs; and differential equations with dynamic mechanical systems.

ENGR 245 Experimental Methods (2 SH)

This course will cover methods for engineering measurements including design of experiments, data analysis including error and uncertainty, introduction to signal analysis, data acquisition and sampling, and general measurement system behavior. Prerequisite: MATH 154 or MATH 185, ENGR 110. (Fall 2021)

altyear

ENGR 265 Analog Circuits (4 SH)

An introduction to the design of analog circuits, with an emphasis on hands-on implementation in laboratory exercises in addition to mathematical analysis. The course covers essential circuit components such as resistors, capacitors, inductors, transistors, and op-amps. A variety of passive and active circuits are studied, including filters, integrators, comparators, and amplifiers. Projects include building an AM radio, a homemade op-amp, and PID motor control. Prerequisite: MATH 154 or MATH 185. (Fall 2020)

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ENGR 270 Engineering Statics (3 SH)

A problem-solving based approach to the study of the theory and applications of engineering statics. Students will gain expertise in the areas of free-body diagrams, vector mechanics, and equilibrium, and will apply the principles of equilibrium to structural analysis and the analyses of internal and frictional forces. Prerequisites: MATH 185, PHYS 252.

ENGR 280 Engineering Dynamics (3 SH)

Dynamics is the study of accelerated motion of a body through two perspectives, kinematics (geometric aspects of the motion) and kinetics (forces causing the motion). Kinematics and kinetics of particles and rigid bodies will be examined using methods of force and acceleration, work and energy, and impulse and momentum. Prerequisite: ENGR 270. (Fall 2020)

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ENGR 291 Engineering Design II (2 SH)

This project-based course will continue using engineering design methods first introduced in ENGR 110. Topics include reverse engineering, tolerances and optimization, design within constraints, and robust design. Prerequisite: ENGR 110 or ENGR 156

ENGR 325 Engineering Ethics (2 SH)

This course focuses on the concepts and practice of ethics in engineering, computer science, and technological contexts, often through the lens of real-world case studies. Topics include professional codes of ethics, broader ethical theories, impact analysis, the environment, privacy, risk, and other current issues. The interplay among faith, career, and engineering will also be explored in detail. Modes of writing will include both personal reflection and technical analysis. (Spring 2022)

Core: WI, alteryar

ENGR 330-335 Topics in Engineering (2-4 SH)

The content of this course is determined by the special interest of the faculty and students. Prerequisite: permission of the instructor.

ENGR 350 Fluid Mechanics (4 SH)

An introduction to the concepts of fluid mechanics, including a laboratory component. Topics include hydrostatics; fluid kinematics; conservation laws of mass, momentum, and energy; the Bernoulli equation; potential flows, and similitude. Prerequisites: MATH 310, PHYS 252. (Spring 2022)

altyear

ENGR 370 Strength of Materials (4 SH)

The behavior of materials and solid structures under a variety of load conditions will be studied in this course. Students will learn equilibrium, stress – strain response, and strain – displacement relations and apply them to solids analysis. Topics such as materials stretch, bend, twist, etc., the stress – strain response of different materials, the stress within externally loaded bodies, and beam theory with applications to beam deflections and design will be covered. Prerequisites: ENGR 270, MATH 195. (Fall 2021)

ENGR 380 Systems (4 SH)

This course introduces modeling and analysis of dynamical systems that include mechanical, electrical, fluid, and thermal systems. Both input-output and state-space models will be introduced. System analyses in the time domain, as well as the frequency domain, will be presented. This course presents fundamental materials in engineering practice across many disciplines. Prerequisites: ENGR 270, MATH 310

ENGR 390 Engineering Design III (2 SH)

In this design course, students follow the engineering design process with emphasis on thinking through the challenges that arise when moving from problem definition to product delivery, on interdisciplinary collaboration, and on team dynamics negotiation. Teams work closely with clients as they move through conceptual, preliminary, and final designs. The project results in useful products. When the final product is delivered, the teams will also produce a technical report detailing design alternatives, optimization methodology, problems encountered, and solution summary. Prerequisite: ENGR 291.

ENGR 480 Control Systems (3 SH)

This course introduces analysis and design of control systems. Differential equations and transfer functions will be used for modeling of dynamical systems. Stability, tracking, regulation, and sensitivity will be discussed for both open-loop and close-loop structures. The proportional, integral, and derivative (PID) control will be introduced. Root locus, frequency response, and state-variable feedback methods will be presented for feedback control design. Prerequisites: ENGR 380 (Fall 2021)

altyear

ENGR 490 Senior Design (2 SH)

This course provides a platform for senior students to work on extensive, year-long, team projects under the guidance of engineering faculty mentors. Prerequisite: ENGR 390.

ENGR 491 Capstone Project (2 SH)

This course provides a platform for senior students to work on extensive, year-long, team projects under the guidance of engineering faculty mentors. Prerequisite: ENGR 390.

Core: WI

ENGR 499 Independent Study/Research (1-3 SH)

Individual study in an advanced topic in engineering. Requirements normally include the preparation of a research paper to be presented at a departmental seminar. Open to juniors and seniors. Prerequisite: faculty approval.

ENVS 135 Earth Science (2 SH)

An introduction to the study of the planet earth, including the processes by which we have synthesized the data and theories describing our planet. A major portion of the course is devoted to topics normally included in a geology course, but the course also includes an introduction to meteorology, climatology and oceanography. This course meets for 7 weeks.

ENVS 145 Environmental Science (2 SH)

Survey of the human impact on natural and cultural ecosystems, including the processes by which the scientific data are collected and analyzed and theories describing our environmental impact formed. Focuses on problems associated with human population growth; the use of energy and other natural resources; and water, air and solid-waste pollution. Also presents interdisciplinary techniques for investigating and solving some of these problems. This course meets for 7 weeks.

ENVS 205 Environmental Application of GIS (3 SH)

This course introduces Geographic Information Systems (GIS) with an emphasis on their role in environmental and conservation practices. Students first learn basic GIS skills in ESRI's ArcGIS 10.3 software and then conduct an independent research project using GIS techniques. Projects may include but are not limited to local natural resource or landscape issues. Independent projects require an oral and poster presentation. Required for students in the environmental science track of the environmental sustainability major. (Spring 2022)

alyear

ENVS 235 Sustainable Food Systems (2 SH)

This course explores questions of sustainability in global food systems. Agricultural, food transportation, food storage, and food processing and production systems are compared with regard to energy-use relative to nutrient-production efficiency, as well as social, cultural and economic sustainability aspects of food systems including international food commodity trade and food trade policy, food islands, farm-to-table restaurants, and small local organic production. This course meets for 7 weeks. Core Natural Science designate. Prerequisite: BIOL 173, SOC 245 or instructor approval. (Fall 2021)

Core: NS, alyear

ENVS 325 Environmental Ethics (2 SH)

Different ethical theories concerning the environment will be articulated, with a focus on Anabaptist theological perspectives, and the role of ethics in civic society. Ethical perspectives are examined through their application to contemporary issues in sustainability. This course meets for 7 weeks. Prerequisite: BIOL 173. (Spring 2021)

alyear

ENVS 335 Soil Science (2 SH)

This course is an introduction to the fundamental concepts of soil science, including soil genesis, classification and morphology, physics, chemistry, and hydrology. Particular emphasis is placed on soil maintenance and improvement for sustainable food production and mitigation of environmental problems. The course involves several short hands-on lab and field activities. This course meets for 7 weeks. Prerequisite: CHEM 223 and an annual safety training outside of class. (Fall 2021)

alyear

ENVS 365 Environmental Risk and Policy (2 SH)

This course addresses principles of risk assessment, perception and management, using issues in environmental contaminants as a frame. Examines how people individually and as a society perceive risk, and how risk is dealt with through policy options. This course meets for 7 weeks. Prerequisite: BIOL 173. (Spring 2021)

alyear

ENVS 379 Techniques in Environmental Monitoring (1 SH)

This lab and field based course provides training in techniques related to an environmental monitoring effort, equipping students with specific skills to prepare them for a career in environmental, chemical or ecology monitoring. Specific techniques vary depending on instructor and may focus on water, air, or soil quality. Past and potential topics include stream macroinvertebrate collection and identification as a biomonitoring technique to measure water quality and . . . This course does not satisfy any EMU Core requirements. Prerequisite: an annual safety training outside of class. (Fall 2021)

alyear

ENVS 385 Conservation Biology (4 SH)

A study of global biodiversity, its importance, and the environmental, social and economic factors that affect it. Current threats to biodiversity, including species extinction, habitat degradation, invasive species, and over exploitation of natural environments are examined. The class also focuses on efforts to manage and maintain biodiversity, including how human development, culture and social systems impact conservation efforts. Laboratory work will emphasize population ecology and animal and plant survey techniques as well ecological and economic modeling used to make management decisions. Prerequisite: an annual safety training outside of class and BIOL 235 or instructor permission. (Fall 2021)

alyear

ENVS 429 Environmental Sustainability Internship (3 SH)

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

Core: CL

ENVS 430 Environmental Sustainability Capstone (2 SH)

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.

Core: WI

ENVS 465 Topics in Advanced Ecology (2 SH)

An advanced ecology course emphasizing a distinct branch of ecology and/or an investigative field technique. Specific foci vary from year to year depending on instructor. Past courses have focused on forestry, restoration ecology, and animal population survey techniques. The course includes significant field work as well as an introduction to ecological research design and data analysis. Prerequisite: BIOL 235 and an annual safety training outside of class. This course meets for 7 weeks. (Fall 2021)

altyear

ENVS 499 Independent Study (1-3 SH)

FIN 289 Investment Club (1 SH)

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.

FIN 440 Financial Management (3 SH)

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 221, EMU core MATH requirement completed, and admission to the department. (except non-department students pursuing Finance Career Concentration). (MBA 640)

FIN 481 Finance Internship (1-3 SH)

Work experience designed to integrate theory and practice and expose students to the work and purpose of finance. Frequent consultation with - and assignments to - the faculty advisor guide the student's experience. Travel and personal expenses are the student's responsibility. Can be taken any term, including summer. Grading is pass/fail. Prerequisites: junior or senior standing, admission to the department (except non-department students pursuing the Finance Career Concentration), and a department GPA of at least 2.70. The Internship Coordinator must approve internships before they commence.

Core: CL

GEOG 231 Cultural Geography (3 SH)

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.

Core: CC

GS 101 Introduction to Global Studies (2 SH)

This course prepares students to think critically and reflectively about issues of globalization, take a global view of contemporary issues across states, societies, and cultures, and consider their own place in a global context. Significant attention is given to peacebuilding and to social, political, economic, and ecological justice explored within the larger context of globalization.

Core: CC

HAL 350 Crisis, Humanitarian Aid and Disaster Recovery (3 SH)

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

HAL 370 Leadership Skills and Traits for Common Good (3 SH)

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

HAL 410 Disaster Response Internship (3 SH)

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

Core: CL

HE 201 First Aid (1 SH)

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.

HE 202 Health and Safety (2 SH)

This survey course examines general health and safety issues. As a state requirement for education licensure, the course content includes not only general information but also signs and symptoms of various disease states and possible means of intervention. Students are encouraged to evaluate their lifestyles to determine where modification would be beneficial. Fulfills Life Wellness credit for selected education students. Registration priority is given to students whose programs require this course. Prerequisite or corequisite: WRIT 130 or WRIT 140.

HE 260 Teaching, Ministry, and Healthy Sexuality (3 SH)

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

HE 301 Athletic Training (2 SH)

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.

HIST 101 US History I: Race and Reason (to 1860) (2 SH)

A lecture-based survey of U.S. history that highlights major events in Virginia history and politics, the American Revolution, the development of the U.S. and Virginia Constitutions, and the role of religion and culture, while providing a general overview of how the U.S. became a nation-state. Topics include: the creation and tragedy of race-based slavery, the emergence of a capitalist economy, the battle for women's rights, and the impact of immigration and urbanization. This course is highly recommended for first-year students as it helps develop study and success skills.

Core: HI

HIST 102 US History II: Mechanization and Modernization (1860-1918) (2 SH)

A lecture-based survey of U.S. history that focuses on the change and tension created by the rapid expansion of industrial innovation and capitalism that drove the mechanization and modernization of America from the Civil War through the Great Depression. Topics include: the Civil War, Reconstruction, Western expansion, Imperialism, Progressivism, race and gender reforms, mass immigration and urbanization, fundamentalism, WWI, and the boom and collapse of the U.S. economy. This course is highly recommended for first-year students as it helps develop study and success skills.

Core: HI

HIST 103 US History III: Power and Paradox (1918-present) (2 SH)

A lecture-based survey of U.S. history that addresses the contradictions and complications of America's rise to global superpower following WWII. Topics include: WWII, consumer culture, suburbanization, the Cold War, Civil Rights, Vietnam, the New World Order, 9/11 and the embrace of and backlash against the expansion of rights, expectations, and what it means to be American. This course is recommended to all students wanting a better general understanding of contemporary American culture, politics, and society.

Core: HI

HIST 121 Global Past I: Civilization (to 1400) (2 SH)

This course will provide a broad overview of world societies and civilizations and the increasing connection among them from the beginning of human experience to the fifteenth-century. With a "Big History" approach as our background, the course will cover the political, philosophical, and cultural legacies of ancient American, Asian, African, and European civilizations, including the rise of major world religions.

Core: CC, HI

HIST 122 Global Past II: Modernization (post-1400) (2 SH)

This course takes a global history approach that seeks, as much as possible, to avoid a Eurocentric view, even as we explore the effects Western modernization has had on the world. A major focus will be attempting to explain why, how and when the imbalance of wealth and power among regions of the world developed.

Core: CC, HI

HIST 123 Global Past III: Comparative Themes (2 SH)

This course will use a comparative, in-depth approach to explore one theme in world history. The learning style will be careful reading of primary and secondary sources, memoirs and/or fiction, processed by class discussion and writing. Occasional lectures and films will provide context. The course schedule will list the specific theme for the semester, such as Epics or Revolutions. Previous background in world history strongly encouraged (such as HIST 121 and/or 122).

Core: CC, HI

HIST 182 Global Past II: 1500 to the Present (3 SH)

This course will cover a broad overview of the history of the world from circa 1450 to the present by looking at major developments and points of contact between Asia, Latin America, Africa, the Middle East and Europe. The main themes will revolve around revolutions and their influence on the fall and rise of empires within a globalizing world. We will examine the appeal and shortcoming of Liberalism, Communism, Fascism, and Islamism, and contemplate the tensions between liberty and order; liberty and equality, individualism and common welfare; and idealism and reality.

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HIST 222 African-American History (3 SH)

A narrative history of the African-American experience, driven by the study of African-American literature and culture. Beginning with the development of race-based slavery and ending with current issues of blackness and whiteness, this course will trace the changing history of what it has meant to be "black" in the context of "white" America. (Spring 2022)

Core: CL, altyear

HIST 231 Medieval Europe (3 SH)

A history of Europe from the late Roman Empire to the fifteenth century, with emphasis on the political, social, cultural and economic developments. Events and themes include feudalism, the rise and development of Christendom, art and architecture, church/state tensions, the Crusades, courtly love, monasticism and women. Personalities include kings and queens, popes, knights and women mystics. (Spring 2021)

Core: HI, altyear

HIST 251 History of Africa (3 SH)

A general survey of African history from the pre-colonial to contemporary era, addressing religious and cultural shifts across various regions, the impact of Islamic and European colonization, the quest for independence, post-colonialism, and the complications of nationalism and globalization. (Fall 2021)

Core: CC, altyear

HIST 312 19th Century America, A Novel History (3 SH)

This course explores the years of national development from Jacksonian America to the end of the 19th century through the popular literature of the era, examining American self-idealization and reform, commercial and early industrial development, continental expansion, regionalism, slavery, and the growing issues of race, gender, and class. Special attention is given to the Civil War and to the experiences of women, immigrants, Native Americans and African Americans. Taking HIST 101 before this course is highly recommended. (Spring 2021)

altyear

HIST 321 Modernizing America, 1870-1940 (3 SH)

This course is a study of the United States during the "Modern" period, a time when the country moved from a booming but tattered nation reeling from a civil war to an international giant with immense military and industrial power. Major

themes include industrialization, economic vitality, immigration, urbanization, the Social Gospel and Progressive movements, normalization, World War I, the rise of the "New Negro," and the New Deal. Taking HIST 102 before this course is highly recommended. (Fall 2020)

alyear

HIST 340-345 Topics in History and Gender (3 SH)

This course is offered as instructors with special expertise in an area are available to offer unique or trial content.

HIST 352 History of Women (3 SH)

A comparative study of how women around the world (organized around themes such as family, economics, politics, and sexuality) have experienced history. Emphasis will be on understanding changing gender roles in light of different historical events and cultures. The course will also provide an opportunity to examine current gender issues and become familiar with gender theory. (Spring 2022)

Core: CC, HI, alyear

HIST 362 Renaissance and Reformation (3 SH)

A study of the Italian and Northern Renaissance movements and a careful examination of the 16th-century reformations, both Protestant and Catholic. Besides cultural, intellectual, religious and political aspects of the period, social history and gender themes will be considered. Students will get to know diverse personalities such as Michelangelo, Machiavelli, Bloody Mary, and Martin Luther and be able to understand them in their historical contexts. (Spring 2022)

alyear

HIST 365 Mennonite History and Thought (3 SH)

A survey of the Anabaptist movement and Mennonites throughout the world from the sixteenth to twenty-first centuries. Issues include pacifism, wealth, political participation, community and tensions between faith and the dominant culture. Particular attention is given to the Anabaptist vision and its relevance for 21st-century American life. (CHST 365) (Spring 2021)

Core: CW, alyear

HIST 385 Monuments to Murals: Exploring Social Issues Through DC's Public Art (3 SH)

Students attend and review museum exhibits, plays and concerts and participate in guided tours of public art in the city. Reading and writing assignments focus on the relationship between art, Washington, D.C.'s social history, and contemporary issues.

Core: CC, HI, WSCS

HIST 391 Birth of Modernity in Europe: The Seventeenth and Eighteenth Centuries (3 SH)

The origins of many modern realities are found in this period of European history: imperialism, liberalism, conservatism, representative government, skepticism, religious tolerance, standing armies, laissez-faire capitalism, and a faith in science, reason and technology to bring about progress. This course uncovers these origins through a survey of political, social, economic, gender and cultural history from 1550 to 1815. Major themes include religious warfare, the witchcraft craze, overseas expansion, Rembrandt's Amsterdam, the Scientific Revolution, absolutism and constitutionalism, the Enlightenment, and the French Revolution, culminating in Napoleon's empire. Students will try to grasp the mentality of the era through philosophy and literature from the times and through historical film. (Fall 2020)

alyear

HIST 411 The History of Recent America (4 SH)

This writing intensive course begins with World War II and then marches through the Cold War, suburbanization, the civil rights movements, and the ever-expanding U.S. presence in global issues via the study of multiple cultural texts (novels, films, music, memoirs, etc.). Major themes include radical political movements, Vietnam, Watergate, TV-culture, the Religious Right, and current political and social issues. Special attention is paid to U.S. involvement in global activities from the end of the Cold War to the present, with a strong emphasis on what "makes America American." Taking HIST 103 before this course is highly recommended. (Fall 2021)

Core: WI, alyear

HIST 432 History of the Middle East (3 SH)

A historical survey of the Middle East. The particular focus may vary based on the instructor's expertise. The role of past and present U.S. foreign policies in these countries will be highlighted. (Fall 2020)

Core: CC, alyear

HIST 435 Martyrs, Merchants and Mendicants: 1500 Years of the Christian Movement (3 SH)

This course provides an overview of the stories of Christianity, beginning with the New Testament period up to the sixteenth century of the Common Era. It describes the successes and failures in the life and witness of Christians as they spread west into Europe, east toward China, and south into Africa. It evaluates diverse Christian approaches shaped by these themes: women/men, mission/enculturation, church/state, war/peace, and wealth/poverty. (CHST 435)

Core: WI

HIST 441 History Internship (1-3 SH)

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.

Core: CL

HIST 461 Modern Europe (3 SH)

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, the emergences of the European Union, and current issues such as immigration, terrorism and neo-nationalism, and the splintering of the E.U. (Fall 2021)

alyear

HIST 499 Independent Study (1-3 SH)

HONRS 111 Ruling Ideas Seminar (3 SH)

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.

HONRS 312 Honors Colloquium (3 SH)

Colloquium courses explore a specific topic chosen by the professor and are designed to be provocative and challenging but accessible to students of any major—no prerequisites are required. These courses run every semester and course topics vary. All EMU students are invited to take these courses, but Honors students in the Honors Program have priority for enrollment. Upcoming courses are **Fall 2020:** "Acts of Resistance: Walking, Pilgrimage & Rock'n'Roll" (Chad Gusler); **Spring 2021:** "You are Here: Creative Engagement with Big History & Deep Time" (Daniel King); **Fall 2021:** "Toward a Decolonial Reading of Marx' Capital" (Tim Seidel); and **Spring 2022:** "We are the Fish and Trauma is the Water" (Paul Yoder).

HONRS 401 Worldview Seminar (2 SH)

This course is required for the Honors Program and should be taken during the senior year. Students will be expected to explore and articulate their worldview through interactive projects and practices. This course satisfies the EMU Core requirement for CORE 401 Senior Seminar. It may be taken by other Honors students if room permits.

SrSem

HONRS 431 Honors Teaching and Leadership (0-2 SH)

This course is designed for juniors and seniors in the Honors Program. Students work closely with a professor to help form, shape, and guide a class. It is a way for students to provide service to the university and their fellow students, and to develop valuable organizational and leadership skills. These course hours may be applied toward the distributive

portion of the Honors Program curriculum and the course may be repeated multiple times. Interested students and professors should contact the Honors director for a syllabus template for the course; they will then jointly modify it to fit their particular needs. The completed syllabus should be submitted to the Honors director and the registrar.

Core: CL

HONRS 451 Honors Capstone (1 SH)

This course is required for the Honors Program and should be taken during the senior year. The Capstone will be directed by a professor or professional from within the student's primary area of study. It will include an extensive project and a public presentation of the results.

HONRS 499 Independent Study (1-3 SH)

HUM 200 Foundations of Humanities (2 SH)

This team-taught, interdisciplinary course serves as an introduction for several humanities disciplines including history. It is designed to teach students critical, close reading skills for historical and modern media, research and documentation skills, and to expose students to a wide variety of academic methods of scholarly inquiry.

Core: WI

HUM 213 Bach Festival (3 SH)

HUM 330-335 Topics in Humanities (3 SH)

This course will provide innovative, topical approaches to varying humanities topics. It may be repeated as topics shift from year to year.

HUM 420-425 Tutorial (3-4 SH)

This course will be largely self-directed and will require a great deal of independent student work, often in project-focused groups. It may be repeated as topics shift from year to year.

HUM 490 Humanities Seminar (4 SH)

A team-taught interdisciplinary seminar that serves as a capstone for many humanities programs, including history. It provides students an opportunity to complete a long, research-based scholarly project while also exposing history students to historiography and various careers in history.

Core: CC, WI

LANG 110 Elementary Arabic I (3 SH)

The fundamentals of Arabic through listening, speaking, reading and writing, including practice in pronunciation and development of comprehension. (Fall 2020)

Core: CC, altyear

LANG 140 Elementary Mandarin I (3 SH)

The fundamentals of Mandarin Chinese through listening, speaking, reading and writing, including practice in pronunciation and development of comprehension. (Spring 2021)

Core: CC, altyear

LARTS 101 College Success Strategies I: Beginning the Course (2 SH)

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.

LARTS 110 College Success Strategies II: Back on Course (2 SH)

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.

LARTS 181 Global Connections (1 SH)

This course invites students of diverse cultural backgrounds and experiences to engage in thoughtful analysis of cross-cultural communication and the accompanying emotions, challenges and opportunities. International, third-culture individuals (TCKs), and American students participate in a common seminar encouraging critical thinking, dialogue and reflection. First-year international students are strongly encouraged to take this course to help facilitate their transition to an understanding of North American culture and EMU's academic culture

LARTS 201 Major and Vocational Exploration (1 SH)

The course will provide an introductory framework for the vocational decision making process. It stresses the connection between student career objectives and potential EMU major choices. Students will examine previous experiences and future possibilities, develop potential career plans and expand the network of possibilities. Students will learn valuable skills in self-assessment, reflective work, scenario planning, job search strategies, and networking to develop future plans.

LARTS 256 Commuter Cycling (1 SH)

Students will learn the arguments for cycling as sustainable transportation, study commuter cycling activism in the US, learn basic bicycle maintenance and promote cycling on campus.

Core: CL

LARTS 281 Student Life and Student Leadership (1 SH)

This seminar style course provides students in campus leadership positions with training in the areas of effective leadership and teamwork, social comprehension, restorative justice/ restorative practices, and basic helping skills. The course provides opportunities for discussion and interaction among student leaders focusing on contemporary issues in college.

LARTS 390 Peer Tutoring Practicum I (1-3 SH)

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 the Director of the Writing Program or the Director of the Academic Success Center 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).

LARTS 391 Peer Tutoring Practicum II (1-3 SH)

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.

Core: CL

LARTS 410 Liberal Arts Internship (1-3 SH)

This course supports experiential learning in which students apply their academic foundation in supervised work settings. Students who have completed an internship or have an internship in progress are eligible to enroll in this course. The internship is intended to enhance students' professional growth, competencies and professional exploration. Students will identify and develop skills and experiences directly relevant to achieving intended career goals, reflect on their experiences and find meaning in them, and develop a better understanding of their chosen career field and evaluate that field as a long-term career path. Students may earn 1 credit per 40 hours of direct service in a company/organization (up to 3 credits).

LARTS 499 Independent Study (1-3 SH)

LEAD 281 Leadership Practicum (1 SH)

This is an opportunity for students to explore leadership and gain limited practical experience in an organizational or team setting. Students will log at least 40 contact hours and complete some reflective written reports. Travel and personal expenses are the student's responsibility. Can be taken during the summer. Graded on a Pass/Fail basis. Prerequisites: Sophomore+ status and EMU Cum. GPA 2.0 or better. (must apply one month in advance to secure placement)

Core: CL

LEAD 300 Leadership Theory and Practice (3 SH)

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

Core: SB

LEAD 481 Leadership Internship (1-3 SH)

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

Core: CL

LEAD 499 Independent Study (1-3 SH)

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

LING 250 Introduction to Linguistics (0-3 SH)

This course is dedicated to the study of the essential nature of languages with English as the primary, but not only, example. Students learn to use some of the tools of linguistic analysis to learn about phonetics, phonology, morphology, and syntax, and examine broader concepts of language typology, discourse, language variation, and the history of English.

Core: CC

LING 260 Grammars of English (3 SH)

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.

LING 360 Language Learning, Literacy, and Culture (3 SH)

This course considers how humans acquire their first language and other languages. How do power, personal identity, social inequalities and other socio-cultural factors influence acquisition of language and literacy skills? Of special interest are the challenges facing learners outside the mainstream culture who acquire skills in English as an academic

language. Practical implications for teaching are considered. Prerequisite: Sophomore standing or permission of the instructor. (Spring 2021)

altyear

LING 460 Practicum in TESOL (3 SH)

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: Admission to teacher education, ED 351, and ED 385.

LING 470 Internship (1-3 SH)

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.

LIT 230 Global Literatures III: 1800-present (3 SH)

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.

Core: CC, LI, Lancaster

LOM 320 Leadership Development (3 SH)

The emphasis in course one is on the experiential nature of nontraditional education and adult development theory. Students will be familiar with various theories and instruments that will provide a cognitive basis for personal analysis and understanding. The objective of this interdisciplinary course is personal discovery through examination of issues in adulthood as studied in the fields of literature, wellness, and gender studies.

LOM 350 Organizational Behavior (3 SH)

Students study the foundational theories and approaches to organization structure, design, and culture. Primary emphasis is placed on understanding the organization as an open system. Students will learn to utilize a systems approach in basic organizational diagnosis. Contingency theory provides a theoretical framework for understanding the impact of the business environment on organizational effectiveness, design, and change.

LOM 360 Groups and Individuals in Organization (3 SH)

This course is a study of group and individual behavior in organizations and how these impact organizational effectiveness. Emphasis is placed on decision making, group dynamics, emotional intelligence, and resolving conflict. Students develop strategies for efficient and productive group management and determine which tasks are best handled by groups or individuals

LOM 380 Team Dynamics (3 SH)

This is a practical course on the skills and practice of team building and leadership. Students will become familiar with team types, roles, composition and processes, and assess personal team and leadership skills. Classes are structured around weekly simulations that provide experience with teams and team leadership. A secondary emphasis is a focus on communications and effective interpersonal relationships. Students will also develop understanding of theories of motivation and conflict management and their applications in team building.

LOM 405 Organizational Research (3 SH)

This course guides the student in understanding the research process and becoming a critical consumer of research. Organizational research concepts are examined in both qualitative and quantitative methodologies. Students critically read and critique organizational research.

LOM 410 Human Resources Management (3 SH)

This course demonstrates the effective merging of the practice and perspectives of management and the Human Resources professional. Students will understand that human resources management recognizes the value of the employee as a key contributor. In so doing it provides a management challenge necessitating the personal as well as professional development of the employee. It goes far beyond the quest for increased productivity resultant from capital improvements by including in management techniques designed to obtain maximal contributions from the members of the organization.

LOM 420 Leadership Theory (3 SH)

During this course, students will examine the principles of management and leadership which underlie the behavior of organizations. As in earlier courses, a systems approach will be emphasized wherein the organization is viewed as a dynamic and changing system. Working predominantly in groups, students examine motivational theory and its application to individual and group functioning in work and home situations. Leadership styles related to particular circumstances are analyzed.

LOM 430 Leadership Practice (3 SH)

Expanding upon the previous course, students will put their leadership theories to practice as their knowledge, skills, and abilities are tested against real-world scenarios. This course gives the student space to be introspective as they look back over the months of education and determine how their beliefs and styles may have changed. Experiential and application-based learning are utilized throughout this course to develop the student's individual leadership style.

LOM 440 Global Trends in Economic Justice (3 SH)

This course examines global economic trends, theories of justice, and issues in economic justice. A variety of written materials, historical literature, and contemporary culture are examined for their perspectives on economic justice and fairness. Local, national, and international perspectives on economic development and justice are studied. Students will develop a deepened and more nuanced perspective on issues of poverty and justice.

LOM 460 Application of Research (2 SH)

Students combine their research and practical implementation of theories and concepts in this capstone project. The project examines an area of the student's occupation or avocation. The student's project will be written and presented orally to the instructor and cohort learning group. LOM 461 Application of Research Project in Aviation (for Aviation concentrators only) will be offered for 3 credits and as a traditional semester length course.

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Lancaster

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Lancaster

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Lancaster

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Lancaster

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Lancaster

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Lancaster

MATH 114 College Algebra (2 SH)

Equations and inequalities, polynomials, rational functions, exponential functions, triangle geometry.

Core: MATH

MATH 120 Math for Social Decision Making (2 SH)

Game theory, fair division, apportionment, voting methods, consumer finance.

Core: MATH

MATH 134 Finite Math: Logic and Problem Solving (2 SH)

Logic, geometric constructions and transformations, set theory, graph theory, programming.

Core: MATH

MATH 136 Finite Math: Number Theory and Probability (2 SH)

Number theory (including number systems, modular arithmetic, divisibility, prime numbers), counting, probability.

Core: MATH

MATH 144 Precalculus (2 SH)

Trigonometric functions and identities, periodic functions, logarithms, summation notation, advanced algebraic manipulations, introduction to limits. Offered every fall. Prerequisite: Math 114 or equivalent.

Core: MATH

MATH 150 Elements of Calculus (3 SH)

A survey of the concepts of differential and integral calculus. This course emphasizes the applications of calculus to problems in business, economics and the sciences. A graphing calculator is required. Credit will not be given for both this course and MATH 185. Prerequisite: a grade of C or better in MATH 144 or MATH 154 or high school equivalent. (Spring 2022)

Core: MATH, altyear

MATH 154 Math for Engineering (2 SH)

This course is intended to prepare engineering students to take beginning courses in engineering and calculus. Students will gain a working knowledge of the mathematics used in the study of measurement, circuits, statics, and dynamics. Offered in conjunction with ENGR 156.

Core: MATH

MATH 170 Discrete Mathematics (4 SH)

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. Prerequisite: Four years of high school mathematics, or permission of instructor.

Core: MATH

MATH 185 Calculus I (4 SH)

A study of the fundamental concepts of the derivative of single-variable functions, including limits, continuity, differentiation techniques, and applications. The course also includes an introduction to integration. A graphing calculator is required. Credit will not be given for both this course and MATH 150. Prerequisite: a grade of B or higher in MATH 144 or MATH 154 (or high school equivalent).

Core: MATH

MATH 195 Calculus II (4 SH)

Topics include techniques and applications of integration of single-variable functions, infinite sequences and series, conics, parametric equations, and an introduction to vectors. A graphing calculator is required. Prerequisite: Grade of C- or higher in MATH 185, or permission of instructor.

Core: MATH

MATH 284 Multivariate Calculus (2 SH)

Differentiation and integration of multivariate functions. Prerequisite: Grade of C- or better in MATH 195, or permission of instructor. (Fall 2020)

Core: MATH, altyear

MATH 286 Vector Calculus (2 SH)

Vector-valued functions, line integrals, Green's Theorem, surface integrals, Divergence Theorem, Stokes Theorem. Offered every other fall. Prerequisite: Grade of C- or better in MATH 284, or permission of instructor. (Fall 2020)

Core: MATH, altyear

MATH 310 Differential Equations (3 SH)

A study of the use of differential equations - that is, equations involving both functions and their derivatives - in the construction of mathematical models to address real-world problems. Students will be taught analytical, numerical, and graphical techniques for formulating, solving, and interpreting ordinary differential equations of first and higher-order. The emphasis will be on applications to engineering and the physical sciences. Prerequisite: MATH 195. (Fall 2020)

Core: MATH, altyear

MATH 330-335 Topics in Mathematics (2 SH)

The content of this course is determined by the special interest of the faculty and students. Courses taught in the past include Number Theory, Coding Theory, Math Research, Math Modeling, Advanced Geometry, History of Mathematics, and Computability. Prerequisite: Math 170 and permission of the instructor.

Core: MATH

MATH 350 Linear Algebra (3 SH)

Systems of linear equations, linear transformations and matrices, vectors and vector spaces, linear independence, determinants, eigenvalues and eigenvectors, discrete dynamical systems, and inner products. Pre- or corequisites: MATH 170 and MATH 195 or permission of instructor. (Fall 2021)

Core: MATH, altyear

MATH 364 Geometry (2 SH)

Essentials of Euclidean geometry, geometric transformations, and non-Euclidean geometry. (Fall 2020)

Core: MATH, WI, altyear

MATH 400 Statistical Methods (3 SH)

MATH 450 Introduction to Analysis (3 SH)

A critical study of the calculus. Topics include real numbers, sequences, limits, continuity, and differentiation and integration. Prerequisites: MATH 170 and MATH 195. (Spring 2021)

Core: MATH, altyear

MATH 460 Abstract Algebra (3 SH)

A proof-based study of the properties of groups, rings (including polynomial theory), and fields. The course also builds on number theory encountered in MATH 170. Prerequisite: MATH 350. (Spring 2022)

Core: MATH, altyear

MATH 470 Mathematical Probability (3 SH)

A study of probability, random variables, distribution and density functions, and the theory behind the statistical techniques used in STAT 220. Prerequisites: MATH 170, STAT 220, and MATH 284. (Spring 2021)

Core: MATH, altyear

MATH 499 Independent Study (1-3 SH)

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.

MKTG 301 Principles of Marketing (3 SH)

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.

MKTG 311 Marketing Research (3 SH)

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: grade of C (not C-) or better in STAT 120 and CIS 211.

MKTG 321 Consumer Behavior (3 SH)

A comprehensive study of behavioral models and concepts designed to help understand, evaluate, and predict consumer behavior. Deepens a student's knowledge about consumer psychology and applies the knowledge from the perspective of a marketing manager. Stresses analytical thinking about consumer psychology and prediction of how marketing tactics may influence demand for products and services. Prerequisite MKTG 301. (Fall 2021)

alyear

MKTG 330 Sales/E-Commerce (3 SH)

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

alyear

MKTG 410 Strategic Marketing Management (3 SH)

This course takes a broad leadership view of the principles and practices of marketing. Topics include marketing structure, channels of distribution, consumer behavior, pricing, advertising, industrial marketing, telemarketing and marketing research. Aspects of international marketing and service marketing are included. Consumer behavior topics include psychological, sociological and anthropological variables that influence consumer motivation and actions. Prerequisite: MKTG 301. (OLS 610)

Core: WI

MKTG 481 Marketing Internship (1-3 SH)

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

Core: CL

MUED 121 Voice Proficiency Class (1 SH)

An overview of the singing process and instruction in the basic vocal skills necessary to meet the proficiency requirement for music education students. Please see MUPS 121 Class Voice for non-music majors.

MUED 131 Class Piano I (1 SH)

This is a beginner level course designed to give students a foundation in learning to play the piano and basic musicianship. During this course, students will learn to play pieces at the piano, learn basic elements of music theory and keyboard skills, and begin to develop a critical ear for nuance through listening to piano performances. This course is the first semester of a two-course sequence and is open to both music majors and non-music majors. For music majors, this course provides instruction necessary to meet piano proficiency requirements.

Core: CA

MUED 132 Class Piano II (1 SH)

This course builds upon skills developed in Class Piano I. Students will learn more advanced pieces, continue to refine keyboard skills, and further develop listening ability. This course is open to music majors and non-music majors. For music majors, the final exam of this course will also serve as the piano proficiency exam. Permission of instructor is required for students who have not previously taken Class Piano I.

Core: CA

MUED 212 The Child and Adolescent Voice (2 SH)

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.

MUED 223 Instrumental Methods: Brasses (2 SH)

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.

MUED 224 Instrumental Methods: Percussion (1 SH)

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.

MUED 225 Instrumental Methods: Strings (2 SH)

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.

MUED 226 Instrumental Methods: Woodwinds (2 SH)

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.

MUED 341 Elementary School Music (2-3 SH)

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.

Core: CA, CL

MUED 342 Secondary School Music (3 SH)

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.

Core: CA, CL

MUED 353 Instructional Module (1-2 SH)

In consultation with the music education advisor, each student will select an area for concentrated study.

MUED 412 Vocal Pedagogy (2 SH)

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.

Core: CL

MUED 413 Piano Pedagogy (2 SH)

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.

Core: CL

MUED 415 String Pedagogy (2 SH)

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.

MUES 310 The University Choir (0-1 SH)

A large choral ensemble representing a wide variety of academic majors. The choir will sing primarily sacred repertoire from all periods of music history. Membership is open to any Eastern Mennonite University student by audition. Alumni, faculty, staff, and community members are invited to join the choir during the fall semester to participate in the annual Fall Gala Concert or Christmas service.

Core: CA

MUES 321 Chamber Singers (0-1 SH)

A select choir that studies and performs choral literature of various periods, styles and cultures. Performances occur both on and off campus; some touring is done each year. Members of Chamber Singers are also members of The University Choir.

Core: CA

MUES 331 Chamber Orchestra (0-1 SH)

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.

Core: CA

MUES 332 Wind Ensemble (0-1 SH)

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.

Core: CA

MUES 333 Chamber Ensemble (1 SH)

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.

Core: CA, CL

MUES 341 EMU Jazz (0-1 SH)

The EMU Jazz Ensemble provides opportunities for students interested in jazz to learn musical skills and techniques associated with jazz music performance including different styles and improvising. Emphasis is placed on performance of jazz in the big band style. The Jazz Ensemble is open by audition. Preferences will be given to students of saxophone, trumpet, trombone, keyboard, drum set, bass, and guitar, but all students are welcome. The ensemble performs on campus and at local venues.

Core: CA

MUES 351 EMU Pep Band (0-1 SH)

Want to play fun instrumental arrangements of popular music, feel the excitement of bringing school spirit to athletic events, and earn general elective credit all at the same time? Join the EMU Pep Band! The pep band will play 4-8 games and events over the course of the EMU Royals basketball season (November-February). The band's rehearsal schedule will consist of a limited run of 5-6 rehearsals before the basketball season. Rehearsal times will be arranged by the director in accordance with registered students' schedules. Students participating in pep band will receive 1SH of general credit for the academic year. In order to participate in pep band for the season, students must also participate in 1 semester (fall or spring) of either Wind Ensemble, EMU Jazz, or Chamber Orchestra during the academic year.

MUPS 121 Class Voice (1 SH)

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 the student has had no previous private voice study. Additional fee.

Core: CA

MUPS 201 Percussion (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 211 Composition (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 221 Voice (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 231 Piano (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 241 Organ (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 251 Violin (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 252 Viola (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 253 Cello (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 254 String Bass (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 255 Banjo (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 256 Guitar (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 261 Flute (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 262 Clarinet (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 263 Oboe (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 264 Saxophone (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 265 Bassoon (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 271 Trumpet (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 272 Horn (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 273 Trombone (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 274 Tuba (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 290 Sophomore Recital (0 SH)

Sophomore recitals are arranged with the approval of the instructor.

MUPS 301 Percussion (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department

chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 321 Voice (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 331 Piano (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 341 Organ (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 351 Violin (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department

chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 352 Viola (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 353 Cello (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 354 String Bass (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 355 Banjo (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department

chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 356 Guitar (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 361 Flute (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 362 Clarinet (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 363 Oboe (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department

chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 364 Saxophone (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 365 Bassoon (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 371 Trumpet (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 372 Horn (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department

chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 373 Trombone (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 374 Tuba (1-2 SH)

Credit is available for private study in the areas listed below. A semester of private study includes 13 weeks of lessons. Registration for 1 SH offers 40 minute lessons; registration for 2 SH offers 60 minutes of instruction per week. Instructor's permission to enroll is required. The 200 or 300 level is determined by the instructor and is based on level of advancement. Lessons for 2 SH are available only to, and required of, music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music department chair for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

MUPS 390 Junior Recital (1 SH)

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.

MUPS 490 Senior Recital: Project (1-3 SH)

A solo performance containing a minimum of one half hour of music for the music education teaching endorsement or one hour of music for the music performance concentration to be presented during the final year of the student's study. Preparation includes research, analysis, related public performance and presentation, and critique. All details are to be worked out under the supervision of the instructor. Permission for recital performance is subject to the approval of the music faculty.

MUPS 491 Senior Project (3 SH)

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.

MUPS 499 Independent Study (1 SH)

NRSL 320 Transitions in Professional Nursing Practice (3 SH)

This course is designed to support a smooth transition for new to practice registered nurses who are employed in their initial professional positions. Successful transition into the role of a professional nurse will be fostered through faculty and peer coaching and support. An overarching aim of this Nurse Residency is professional socialization while fostering stress management, problem-solving, creative thinking, and durability in the new professional position.

Lancaster

NRSL 325 Art and Science of Effective Communication (3 SH)

This course is designed to enhance the written, oral and interpersonal communication ability of students. With an emphasis on academic integrity, the course will foster writing skills using American Psychological Association formatting. Other content will address information and media literacy, content creation, and the ethics inherent in their use. Communication skills will be enhanced through discussion of social media, crucial conversations, mediation, and therapeutic communication.

Lancaster

NRSL 341 Professional Nurse (4 SH)

This course presents the knowledge, skills, and abilities required for current professional nursing practice. Classroom activities focus on library usage skills, an introduction to nursing research, concepts of professional nursing, communication skills, nursing and crisis theories, the history of nursing, and spirituality. A paper is written in which professional nursing concepts are integrated into an individual philosophy of nursing.

Lancaster

NRSL 345 Health Assessment (3 SH)

This course provides students with knowledge and skills in history taking and physical examination of healthy individuals. At the end of the course, each student will be required to do a mastery demonstration of a head-to-toe assessment on a person of choice. The information and skills learned are required of a baccalaureate curriculum.

Lancaster

NRSL 350 Health Care Policy (4 SH)

This course focuses on contemporary health care issues and their impact on current policy. An open systems model and change theory is used to explore the US healthcare system, health care organizations, health care policy, payment systems and the role of nurses within this system. Possibilities for health care reform and alternate systems are discussed. The effect of behaviors, attitudes, values and perceptions of participants in the system is examined.

Lancaster

NRSL 405 Evidence-Based Practice for Nursing (4 SH)

This course guides the student through the research process and teaches the art of becoming a critical consumer of research. Both qualitative and quantitative methods are examined. Students critically read and critique nursing research.

Lancaster

NRSL 410 Community Health (4 SH)

This course focuses on nursing with the community as the client. Theories of community nursing are examined and applied in community agencies. Epidemiology, communicable diseases, and crisis theory are considered. Students do a community assessment and project with a community organization.

Lancaster

NRSL 420 Principles of Nursing Management and Leadership (3 SH)

This course presents motivational theory and its application to individual and group functioning. Leadership styles and governance models are examined. Legal issues are discussed. The effect of organizational change on nursing delivery systems is evaluated. The concepts of power, oppression, advocacy, delegation, stress, and change are addressed.

Lancaster

NRSL 430 Evidence-Based Practice Capstone (2 SH)

In this course the nurse explores nursing research and applies it to a clinical problem. The course consists of writing, implementing, and orally presenting it as a capstone presentation to the instructor and learning group.

Lancaster

NRSL 461 Family Health (4 SH)

This course focuses on nursing with the family as the client. Theories of family nursing are examined and applied with the family experience. Family development and crisis theory are considered. Students home visits with a family and do a family health assessment.

Lancaster

NURS 301 Holistic Health Inquiry (3 SH)

Includes interviewing, documenting, understanding normal findings on physical examination and geriatric considerations, and assessment of psychosocial and spiritual needs. Introduces beginning professional and therapeutic communication skills with clients and professional teams, including managing conflict. Laboratory and community settings are used for practice and mastery experiences.

NURS 302 Pathophysiology and Pharmacology for Nursing (4 SH)

Addresses the pathophysiology and pharmacological treatment of the most common diseases encountered in the adult population. The course begins with basic principles of pharmacology, and then is organized by body system or major disease group classification: fluid and electrolyte balance, neurological, heart and vascular, endocrine, immune/infection, musculoskeletal, respiratory, gastrointestinal, and cellular/cancer.

NURS 303 Foundations of Professional Nursing (4 SH)

Introduces the fundamental concepts of nursing including actions basic to nursing care, promoting healthy physiologic and psychosocial responses, and aging. Processes key to functioning effectively as a professional nurse are included: the nursing process, clinical decision making, and teaching and learning. Covers professional roles and issues such as the nurse as team member, legal and ethical concerns, documentation, priority setting, and safety.

NURS 304 Fundamentals Practicum (3 SH)

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, acute care setting, schools, and other community settings. Corequisites: NURS 301 Holistic Health Inquiry and NURS 303 Foundations of Professional Nursing

NURS 310 Conceptual Framework of Nursing (2 SH)

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.

Core: WI

NURS 311 Conceptual Framework Bridge Course (3 SH)

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.

Core: WI

NURS 320 Adult Health Practicum I (3 SH)

Clinical experiences are in medical surgical settings where the student applies the nursing process in caring for 1-2 clients. (Clinical experience: 11 days)

NURS 322 Nursing Care of the Adult I (3 SH)

Addresses the needs of clients with problems involving endocrine, regulation, gastrointestinal, fluid balance and immune systems. Clinical experience in hemodialysis. Prerequisite: Completion of Level 1

NURS 323 Psychosocial Nursing (3 SH)

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).

NURS 325 Nursing Care of Children (3 SH)

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)

NURS 326 Nursing and the Beginning Family (3 SH)

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)

NURS 391 Faith Community Nursing (3 SH)

Faith Community Nurses assist the members of their faith community to maintain and/or regain wholeness in body, mind, and spirit. The course explores the personal and professional dimensions of spirituality and the process of developing a health and wellness ministry within a community of faith.

NURS 420 Adult Health Practicum II (3 SH)

Clinical experiences are in medical surgical settings where the student masters complete care for 2-3 clients. (Clinical experience: 10 days). Prerequisite: NURS 320.

NURS 422 Nursing Care of the Adult II (3 SH)

Addresses the needs of clients with problems involving the cardiovascular, respiratory, neurological and sensory systems. Prerequisite: Completion of Level 1

NURS 426 Nursing and Family in Community (3 SH)

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.

Core: CL

NURS 427 Professional Issues in Nursing (1 SH)

This seminar course addresses current issues in nursing from the standpoint of ethics, economics, policy, research, and legal considerations. Students identify an area of health concern and use research and evidence-based resources to develop and deliver an oral presentation.

NURS 429 Leadership Practicum (3 SH)

This course includes practical clinical experiences at the leadership level in acute care, medical-surgical settings. Concepts of delegation, time-management, and prioritization are emphasized. Prerequisite: NURS 322 & 422

NURS 432 Community Health (3 SH)

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.

Core: CL

NURS 433 Evidence Based Practice for Nursing (2 SH)

Guides the student in understanding the research process and becoming a critical consumer of research. Students apply research findings to their capstone presentation.

NURS 436 Population Health Colloquium (2 SH)

This course draws together principles of community health and leadership in order to prepare students to be active participants within the communities and agencies in which they will work. Application of course content occurs through a semester-long population-focused group project and a professional presentation that utilizes evidence-based literature.

NURS 438 Critical Care Nursing (2 SH)

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 319, NURS 321, NURS 420, NURS 421.

NURS 439 Transition to Practice (3 SH)

This senior seminar course covers 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. (ASD program only)

NURS 440 Transition to Practice (3 SH)

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.

Core: WI

NURS 480 Adult Health Practicum III (2 SH)

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)

PE 101 Introduction to Health, Physical Education and Recreation (3 SH)

The significance and meaning of health, physical education, recreation, leisure, play, and sport in modern society are examined. Includes the theories of play, models of sport, and the recreational and sport movement in the United States. Role and scope of health, physical education, recreation and sport programs in the community, schools, commercial, and industrial settings are examined along with an introduction to professional and career issues in the field. (RSM 101)

PE 201 Principles of Coaching (2 SH)

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 2021)

alyear

PE 203 Coaching Practicum (1 SH)

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.

PE 210 Sophomore Practicum: KES (1 SH)

This individualized course provides exposure for kinesiology and exercise science minors in professional adult fitness or sports medicine settings. A volunteer position is secured in a related agency for fifty clock-hours of involvement.

Core: CL

PE 301 Adapted Physical Education (3 SH)

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.

Core: CL

PE 302 Motor Learning (2 SH)

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.

PE 401 Elementary Physical Education (3 SH)

This course exposes students to elementary physical education history, theory, and practice and encourages them to develop appropriate teaching and management skills. This course must be taken as part of the elementary physical education professional block and includes a 60-hour practicum (also includes PEM 231 and PE 403). Course prerequisites: ED 101, 245, PE 301, and 302. Admission prerequisites: First semester of block courses: Admission to Teacher Education recommended, 2.7 cumulative GPA and the entry assessment math score required. Second semester of block courses: Admission to Teacher Education required. (Fall 2020)

alyear

PE 402 Middle and Secondary Physical Education (3 SH)

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 ED 385). Course prerequisites: ED 101, 245, 275, HE 202, and 260. Admission prerequisites: First semester of block courses: Admission to Teacher Education recommended, 2.7 cumulative GPA and the entry assessment math score required. Second semester of block courses: Admission to Teacher Education required. (Fall 2021)

alyear

PE 403 Assessment Physical Activity (1 SH)

This course is designed to prepare students to effectively assess student learning in physical activity settings. Course content includes: basic theoretical and practical knowledge in measurement and evaluation techniques, developmentally appropriate assessment strategies and providing feedback in physical activity programs. Corequisites or prerequisites: PE 401 and PEM 231 (Fall 2020)

alyear

PE 414 Biomechanics of Sport (2 SH)

Biomechanics examines quantitative and qualitative descriptions of movement through task and video analysis of human movement. This segment of the course applies fundamental kinesiology and biomechanical principles to the human musculoskeletal system. Applications for physical educators and coaches are a primary focus. Prerequisites: BIOL 112 or BIOL 437, BIOL 122 or BIOL 447, PEM 143. Non-majors and minors by instructor permission only. (Fall 2019)

alyear

PE 415 Exercise Physiology of Sport (3 SH)

This course focuses on the discipline of exercise physiology and explores the effects of physical activity on physiological processes and the effects of various physiological states on performance. This segment of the course explores the acute responses and chronic adaptations of the body to the stresses of exercise. Applications for physical educators and coaches are a primary focus. Prerequisites: BIOL 112 or BIOL 437, BIOL 122 or BIOL 447, PEM 143. Non-majors and minors by instructor permission only. (Spring 2021)

Core: WI, alyear

PE 416 Fitness Administration and Assessment (2 SH)

This class promotes familiarity and proficiency with methods and instrumentation in administering and assessing individual fitness and establishing a base for developing exercise prescriptions and other lifestyle alternatives to improve health and fitness. This class includes advanced study in administration of prescribing and assessing of the acute and chronic adaptations of the body to the stresses and health benefits of exercise students encounter. An application of theories and practices that will prepare them for an accredited health and fitness certification.

Prerequisites: BIOL 112 or BIOL 437, BIOL 122 or BIOL 447, PEM 143, PE 414, PE 415.

PEG 110 Aerobic Cross-Training (1 SH)

This course is designed to provide opportunities to improve cardiovascular endurance through a planned program of various aerobic activities, knowledge of benefits of cross training, and the enjoyment of participation. An additional fee will be charged.

PEG 111 Backcountry Travel (1 SH)

The activity of backpacking will provide for knowledge acquisition, skill development, fitness improvement, and the enjoyment of participation. Students will also master specific campcraft and outdoor living skills for recreational camping, camp counseling, and school outdoor education situations. An additional fee will be charged.

PEG 112 Bowling (1 SH)

This course is designed to provide opportunities for skills improvement, knowledge of bowling, fitness improvement, and enjoyment of participation. An additional fee will be charged.

PEG 113 Canoeing (1 SH)

The activity of canoeing will provide for knowledge acquisition, skill development, fitness improvement, and the enjoyment of participation. An additional fee will be charged.

PEG 114 Cycling (1 SH)

This course is designed to provide opportunities for cycling skills improvement, knowledge of the commuter cycling movement, to learn and practice basic bike maintenance skills, fitness improvement, and enjoyment of participation.

PEG 115 Fitness, Conditioning, and Weight Training (1 SH)

This course is designed to provide opportunities for skills improvement, knowledge of the activity, fitness improvement and the enjoyment of participation. The course experience is divided between cardiorespiratory endurance and strength training aspects of physical fitness. Registration priority is given to students whose programs require this course.

PEG 116 Golf (1 SH)

This course is designed to provide beginning golf instruction and skill improvement, knowledge of golf rules and etiquette, fitness improvement, and enjoyment of participation. Varsity golfers by permission of instructor only. An additional fee will be charged.

PEG 117 Jogging/Walking (1 SH)

This course is designed to provide an introduction to the understanding of the benefits of engaging in regular physical activity. Students will participate in activities that foster the development of cardiovascular endurance, cardiovascular fitness and flexibility through a planned jogging/walking program. Varsity athletes by permission of instructor only.

PEG 118 Lifeguarding (1 SH)

Upon successful completion of the requirements of the course, students will obtain an American Red Cross Lifeguarding, CPR for the Professional Rescuer, and AED Essentials certification. Prerequisites: Students should be comfortable and competent in their swimming ability. A skill pre-assessment is required. An additional fee will be charged.

PEG 119 Cave Exploration (1 SH)

The activity of cave exploration will provide for knowledge acquisition, skill development, fitness improvement, and the enjoyment of participation. Students will be exposed to caving as a personal recreational pursuit, particularly indigenous to Virginia's Shenandoah Valley and nearby West Virginia. An additional fee will be charged.

PEG 120 Table Tennis/Net Games (1 SH)

This course is designed to provide opportunities for personal skill development, development of net games strategies, and improvement personal fitness through your participation in the following net games: pickleball, badminton, volleyball, table tennis, spikeball and tennis.

PEG 121 Skiing (1 SH)

This course is designed to provide opportunities for skills improvement, knowledge of skiing, fitness improvement, and enjoyment of participation. An additional fee will be charged.

PEG 122 Snowboarding (1 SH)

This course is designed to provide opportunities for skills improvement, knowledge of snowboarding, fitness improvement, and enjoyment of participation. An additional fee will be charged.

PEG 123 Soccer (1 SH)

This course is designed to provide opportunities for skills improvement, knowledge of soccer, fitness improvement, and enjoyment of participation.

PEG 124 Strength Training (1 SH)

The course focuses on these various approaches for developing muscular strength and muscular endurance (isotonics, isometrics, isokinetics, plyometrics, circuit training) and the physiological responses and safety considerations of each.

PEG 125 Beginning Swimming (1 SH)

This course is designed to provide opportunity for skills improvement of basic stroke mechanics, breath control, increasing knowledge of swimming safety, developing individual comfortability in the water, fitness improvement, and the enjoyment of participation in swimming as a lifetime activity. Prerequisites: Little experience in swimming is required for this course, though the student should not fear the water. An additional fee will be charged.

PEG 126 Intermediate Swimming (1 SH)

This course is designed to provide opportunity for skills improvement of stroke mechanics, increasing knowledge of swimming, developing individual workouts for fitness improvement, and the enjoyment of participation in swimming as a lifetime sport. Prerequisites: Some prior knowledge of freestyle, backstroke, and breaststroke is helpful for the student. A skill pre-assessment is required. An additional fee will be charged.

PEG 127 Technical Rock Climbing (1 SH)

Students successfully completing the course will be competent to purchase equipment intelligently, top-rope climb and rappel independently, and second lead climbers. An additional fee will be charged.

PEG 128 Beginning Tennis/Badminton (1 SH)

This course is designed to provide opportunities for skills improvement, knowledge of tennis and badminton, fitness improvement, and enjoyment of participation.

PEG 129 Intermediate Tennis (1 SH)

This course is designed to provide opportunities for advanced skills development, knowledge of the activity, fitness improvement and enjoyment of playing intermediate tennis, while also gaining an understanding of higher level of play. Prerequisite: PEG 128 or PEG 120 or permission of instructor. A skill pre-assessment is required.

PEG 130 Beginning Volleyball (1 SH)

This course is designed to provide opportunities for skills development, knowledge of the activity, fitness improvement and enjoyment of playing volleyball, while also gaining an understanding of higher level of play.

PEG 132 Introduction to Scuba (1 SH)

This course is designed to provide opportunity for exploration of the underwater world, by increasing knowledge of the underwater world as well as the comfort level that is required and the enjoyment of participation. The students will

also, upon successful completion of the requirements of the course and the four Open Water training dives, obtain a PADI Open Water Diver Certification. A skill pre-assessment is required. An additional fee will be charged.

PEM 141 Teaching Individual Sports (2 SH)

Students will learn basic movement skills, learn to analyze skills and plan developmentally- appropriate learning and assessment. The course is based upon on the Teaching Games for Understanding (TGFU) approach. Students will develop tactical awareness and skill acquisition of the following individual sports: pickleball, badminton, tennis, yard games, bowling, golf, and archery. (Fall 2021)

altyear

PEM 142 Teaching Team Sports (2 SH)

Students will learn the basic movement skills, learn to analyze skills and plan developmentally- appropriate learning and assessment. The course is based upon on the Teaching Based on the Teaching Games for Understanding (TGFU) approach. Students will develop tactical awareness and skill acquisition of the following team sports: soccer, team handball, basketball, lacrosse, field hockey, flag football, speedball, cricket, softball and ultimate Frisbee.

PEM 143 Fitness, Conditioning and Strength Training (2 SH)

This course is designed for department majors and minors to learn how to apply scientifically sound concepts of exercise and fitness to activity, fitness improvement and strength training. The course will focus on all aspects of physical fitness and assessment including strength training, speed development, cardio, flexibility and program development. Registration priority is given to students whose programs require this course.

PEM 144 Experiential Education and Recreational Games (2 SH)

The outdoor setting provides unique educational opportunities as the learner interacts with the natural environment. This course prepares prospective educators and recreation leaders to design, implement and evaluate various outdoor curriculum models and teaching strategies (including recreational pursuits, teambuilding, ropes courses and other outdoor activities). It provides students the opportunity to develop expertise in the use of developmentally- appropriate recreational, cooperative, and competitive games to enhance skill development and fitness and strategies for quickly and fairly placing students/people into groups. (Fall 2020)

altyear

PEM 145 Rhythmic Activities (1 SH)

A course designed to provide the pre-service teacher (health and physical education, early childhood and elementary education) an aesthetic and kinesthetic movement experience in a variety of basic fundamental movement situations. The course includes: creative rhythmic movement, fundamental movement patterns, folk and line dance, square dance. The course also focuses on the development of the students' artistic and creative ability through the creation of an original movement routine.

Core: CA

PEM 231 Movement Education (1 SH)

Teacher candidates will focus on skill themes and movement concepts as well as qualitative assessment skills needed to successfully teach pre-school through fifth grade physical education. The process will enable physical educators to successfully structure the development of physically literate students. This course must be taken as part of the elementary physical education professional block and includes a 60 hour practicum (also includes PE 401). Course prerequisites: ED 101, 251, PE 301, and 302. Admission prerequisites: First semester of block courses: Admission to Teacher Education recommended, 2.7 cumulative GPA and the entry assessment math score required. Second semester of block courses: Admission to Teacher Education required. (Fall 2020)

altyear

PEV 151 Varsity Baseball (1 SH)

Students may earn one semester hour of elective credit per season for participation on a varsity athletics team or for serving as an athletic trainer. These credits receive pass-fail grading. Requirements include starting and finishing the season on the team, being an active team member in good standing, and completing an acceptable reflection paper on the selected topic. Students whose course load already includes 18 SH will be required to pay an overload fee to receive PEV credit.

PEV 152 Varsity Basketball (Men) (1 SH)

Students may earn one semester hour of elective credit per season for participation on a varsity athletics team or for serving as an athletic trainer. These credits receive pass-fail grading. Requirements include starting and finishing the season on the team, being an active team member in good standing, and completing an acceptable reflection paper on the selected topic. Students whose course load already includes 18 SH will be required to pay an overload fee to receive PEV credit.

PEV 153 Varsity Basketball (Women) (1 SH)

Students may earn one semester hour of elective credit per season for participation on a varsity athletics team or for serving as an athletic trainer. These credits receive pass-fail grading. Requirements include starting and finishing the season on the team, being an active team member in good standing, and completing an acceptable reflection paper on the selected topic. Students whose course load already includes 18 SH will be required to pay an overload fee to receive PEV credit.

PEV 154 Varsity Cross Country (1 SH)

Students may earn one semester hour of elective credit per season for participation on a varsity athletics team or for serving as an athletic trainer. These credits receive pass-fail grading. Requirements include starting and finishing the season on the team, being an active team member in good standing, and completing an acceptable reflection paper on the selected topic. Students whose course load already includes 18 SH will be required to pay an overload fee to receive PEV credit.

PEV 155 Varsity Field Hockey (1 SH)

Students may earn one semester hour of elective credit per season for participation on a varsity athletics team or for serving as an athletic trainer. These credits receive pass-fail grading. Requirements include starting and finishing the season on the team, being an active team member in good standing, and completing an acceptable reflection paper on the selected topic. Students whose course load already includes 18 SH will be required to pay an overload fee to receive PEV credit.

PEV 156 Varsity Soccer (Men) (1 SH)

Students may earn one semester hour of elective credit per season for participation on a varsity athletics team or for serving as an athletic trainer. These credits receive pass-fail grading. Requirements include starting and finishing the season on the team, being an active team member in good standing, and completing an acceptable reflection paper on the selected topic. Students whose course load already includes 18 SH will be required to pay an overload fee to receive PEV credit.

PEV 157 Varsity Soccer (Women) (1 SH)

Students may earn one semester hour of elective credit per season for participation on a varsity athletics team or for serving as an athletic trainer. These credits receive pass-fail grading. Requirements include starting and finishing the season on the team, being an active team member in good standing, and completing an acceptable reflection paper on the selected topic. Students whose course load already includes 18 SH will be required to pay an overload fee to receive PEV credit.

PEV 158 Varsity Softball (1 SH)

Students may earn one semester hour of elective credit per season for participation on a varsity athletics team or for serving as an athletic trainer. These credits receive pass-fail grading. Requirements include starting and finishing the season on the team, being an active team member in good standing, and completing an acceptable reflection paper on the selected topic. Students whose course load already includes 18 SH will be required to pay an overload fee to receive PEV credit.

PEV 159 Varsity Track and Field (1 SH)

Students may earn one semester hour of elective credit per season for participation on a varsity athletics team or for serving as an athletic trainer. These credits receive pass-fail grading. Requirements include starting and finishing the season on the team, being an active team member in good standing, and completing an acceptable reflection paper on the selected topic. Students whose course load already includes 18 SH will be required to pay an overload fee to receive PEV credit.

PEV 160 Varsity Volleyball (Women) (1 SH)

Students may earn one semester hour of elective credit per season for participation on a varsity athletics team or for serving as an athletic trainer. These credits receive pass-fail grading. Requirements include starting and finishing the season on the team, being an active team member in good standing, and completing an acceptable reflection paper on

the selected topic. Students whose course load already includes 18 SH will be required to pay an overload fee to receive PEV credit.

PEV 161 Varsity Volleyball (Men) (1 SH)

Students may earn one semester hour of elective credit per season for participation on a varsity athletics team or for serving as an athletic trainer. These credits receive pass-fail grading. Requirements include starting and finishing the season on the team, being an active team member in good standing, and completing an acceptable reflection paper on the selected topic. Students whose course load already includes 18 SH will be required to pay an overload fee to receive PEV credit.

PEV 162 Varsity Golf (Men) (1 SH)

Students may earn one semester hour of elective credit per season for participation on a varsity athletics team or for serving as an athletic trainer. These credits receive pass-fail grading. Requirements include starting and finishing the season on the team, being an active team member in good standing, and completing an acceptable reflection paper on the selected topic. Students whose course load already includes 18 SH will be required to pay an overload fee to receive PEV credit.

PEV 163 Varsity Golf (Women) (1 SH)

Students may earn one semester hour of elective credit per season for participation on a varsity athletics team or for serving as an athletic trainer. These credits receive pass-fail grading. Requirements include starting and finishing the season on the team, being an active team member in good standing, and completing an acceptable reflection paper on the selected topic. Students whose course load already includes 18 SH will be required to pay an overload fee to receive PEV credit.

PEV 164 Triathlon (1 SH)

PHIL 201 Introduction to Philosophy (3 SH)

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

Core: CW

PHIL 212 Ways of Knowing (3 SH)

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.

Core: CW

PHIL 334 Ethics: Conceptions of Personal Good (3 SH)

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.

Core: CW, altyear

PHIL 412 Philosophy of Religion (3 SH)

This course examines issues that arise from a tradition of philosophical reflection on the language and truth claims of religion. Specific readings vary from year to year but will most often include theological and postcolonial responses to the phenomenon of the secular.

Core: CW

PHYS 252 University Physics I Lecture (3 SH)

The first semester of a calculus-based introductory physics sequence that aims to develop understanding of basic physical principles, problem-solving ability, and fluency with mathematical formulas. Topics include conservation laws, Newtonian mechanics, oscillatory motion, and relativity. Must be taken concurrently with PHYS 253. Prerequisite: MATH 154 or MATH 185.

Core: NS

PHYS 253 University Physics I Lab (1 SH)

Must be taken concurrently with PHYS 252.

Core: NS

PHYS 262 University Physics II Lecture (3 SH)

The second semester of a calculus-based introductory physics sequence. Topics include electromagnetism, optics, quantum mechanics, and thermodynamics. Must be taken concurrently with PHYS 263. Prerequisite: PHYS 252.

PHYS 263 University Physics II Lab (1 SH)

Must be taken concurrently with PHYS 262.

PHYS 405 Thermodynamics (3 SH)

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 2020)

altyear

PHYS 406 Quantum Mechanics (3 SH)

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. (CHEM 406) (Fall 2021)

alyear

PMBA 431 Financial Accounting (2 SH)

Introduces accounting principles and practices and interpretation of financial statements. 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. The course also covers corporation accounting and examines the use of accounting information in the planning and controlling of the firm's operations. (Online prerequisite)

PMBA 441 Introduction to Finance (3 SH)

Provides an introduction to the theory and practice of business finance. The course emphasizes the problems faced by financial managers. Topics include the role of financial markets, interest rates, time value of money, valuation of securities, capital budgeting and working capital management. (Online prerequisite)

POL 111 Comparative Politics (2 SH)

This course provides a review of the basic framework and foundational concepts of politics, exploring key questions in contemporary comparative politics. The course will focus on several questions that have long been central to the study of comparative governments: (1) why democracy emerges and survives in some countries but not in others; (2) how political stability affects economic development; (3) how political institutions (constitutional, electoral, administrative, and party systems) vary across countries and why these variations matter; and (4) how contentious politics often turn violent and take the forms of civil war.

Core: SB

POL 112 American Politics (2 SH)

This course provides an introduction to the study of American politics, covering a range of substantive topics related to the American political system. Topics covered in this course are as follows: the cultural and constitutional foundations of American politics; its institutional structures, including the Congress and the presidency; the political behavior of elites as well as ordinary American citizens; and contemporary political debates over issues of racism, immigration, economic inequality, and partisan polarization.

Core: SB

POL 113 International Relations (2 SH)

This course provides an introduction to the study of international relations. It covers the key approaches to and issues in the field, including the causes of war and peace, nuclear proliferation, trade, finance, globalization, international law, human rights, and the environment.

Core: CC, SB

POL 220 U.S. Foreign Policy (3 SH)

This course examines the history and contemporary issues of American foreign policy. As the most powerful country in the international system, the United States has been uniquely positioned to shape and influence international politics since the end of World War II. Has it been a peacemaker or a warmonger? The course asks what constraints, dilemmas, risks, and opportunities affected major foreign policy decisions in U.S. history and evaluates the efficacy of America's foreign policy instruments such as international institutions, alliances, and military power in crises and conflicts. This course also aims to expose students to contemporary foreign policy issues. (Spring 2022)

alyear

POL 230 International Norms and Institutions (3 SH)

This course provides an overview of the history, objectives, impacts, and effectiveness of norms and institutions in international politics. It examines (1) how international norms and institutions evolve; (2) why and how governments and civil society actors promote international norms and institutions; (3) why states join institutions and comply with international rules and regulations; (4) how international norms affect state behavior; and (5) what determines the effectiveness of international norms and laws. Along with theoretical and historical reviews, students will also study empirical topics such as the United Nations, international humanitarian law, transnational advocacy groups and human rights regimes, international trade and finance organizations, and environmental institutions. (Spring 2021)

alyear

POL 250 Law, Justice, and the Local Context (3 SH)

This course seeks to give context to the rule of law and the pursuit of justice in Harrisonburg, Rockingham County and the Commonwealth of Virginia. Taking a survey approach focused on juvenile justice, students will encounter theories and philosophies of law, justice, youth development child advocacy and family systems relating to 'dual status youth' in child welfare (protective justice) and criminal justice. The course highlights dynamics of immigration status, race, identity, class and power, across a range of issues related to juveniles and the community at large in police work, the court system, detention and practices of restorative justice. The class format will engage diverse speakers, on-site visits to state agencies and non- governmental groups, dynamic readings and other resources. (Spring 2021)

Core: CL, alyear

POL 340-345 Topics in Political Studies (3 SH)

This course is offered as instructors with special expertise in an area are available to offer unique or trial content.

POL 441 Political Science Internship (1-3 SH)

Designed for upper-level political studies minors who want to explore career options and gain practical experience in local, state or federal government work. Approval from the history department is required one semester in advance. Students take initiative in arranging their own placement. Internship can be completed in the summer. Grading is on a pass/fail basis. Students may be able to meet the requirement (but not earn credit) through documentation of a non-credit experience, upon departmental approval.

POL 481 Pre-Law Internship (1-3 SH)

Minors enter a semester or summer-session internship through their major. Some options would be in the immediate area, while others would tap into EMU and MCC programs in Washington, New York, and abroad. These might include paralegal work, mediation work, VORP, WCSC, SALT, or the MCC U.N. Liaison. Note: Students completing an internship/practicum for their major (e.g. Business, PXD) can use this to satisfy the pre-law internship with approval from the history department. Grading is on a pass/fail basis. Students may be able to meet the requirement (but not earn credit) through documentation of a non-credit experience, upon departmental approval.

PPX 371 Peace and Security in East Asia (3 SH)

This course aims to introduce and analyze the history and international relations of East Asia, which is one of the most dynamic and consequential regions in world politics today. The first part of the course will explore historical backgrounds of the region with a focus on political, economic, and security development from the late 19th century to the post-Cold War era. The second part will examine various regional security challenges and foreign/ security policies of the key countries (China, Japan, the two Koreas, and ASEAN countries), encouraging students to think whether the region is heading towards peace or conflict. The ultimate goal of this course is to enable students to produce an academic research paper on a topic of their interests, by immersing themselves in important peace and security issues in East Asia. (Spring 2022)

Core: CC, WI, altyear

PPX 401 Human Rights and Dignity (4 SH)

This course introduces students to the study of human rights from a political perspective. By taking this course, students should be able to (1) think critically and analytically about human rights and dignity; (2) demonstrate knowledge of key conceptual debates, the history and evolution of the international human rights regime, and relevant cases of human rights violations; (3) develop informed positions on key issues of human rights and identify ways to prevent human rights violations at home and abroad; and (4) attain critical writing and oral skills through active class participation, weekly response essays, and a final paper. (Spring 2022)

Core: WI, altyear

PPX 405-409 Topics in Politics and Peace Studies (3-4 SH)

This course is offered as instructors with special expertise in an area are available to offer unique or trial content.

PPX 405 Topics: International Security (3-4 SH)

PPX 421 Genocide of the 20th Century (4 SH)

This course examines genocides and mass atrocities in the modern world from an interdisciplinary perspective. We will look at historical and contemporary genocides— Armenia, the Holocaust, Nanjing, Cambodia, Rwanda, former Yugoslavia, Darfur, and Syria—and analyze their causes and patterns of development. Engaging various disciplines such as political science, history, peace studies, psychology, and sociology, students will explore theoretical and policy issues as the following: the conceptualization of genocide, the causes and prevention of genocide, the responsibility to protect and international intervention, genocide denial, gender and genocide, and collective memory. (Fall 2021)

Core: WI, altyear

PPX 431 Political Reconciliation (4 SH)

How should a society address the legacies of mass atrocities and human rights violations of the past? This course examines the issue of political reconciliation after armed conflicts and violent political transitions. Students will explore key issues and debates related to transitional justice such as criminal prosecutions and trials, truth commissions, reparations, official apologies, amnesty, guilt and denial, and forgiveness. Such frameworks of political reconciliation will be critically examined, asking how well these policies fulfill an ethic of peacebuilding as well as justice and help societies address their pasts marred by conflict, violence, and oppression. (Fall 2020)

Core: WI, altyear

PSYC 101 General Psychology (3 SH)

An introduction to the principles, language, methods and major topics of the science of behavior and mental life. Emphasizes exploration and application in the following areas of psychology: neuroscience, human consciousness, learning, memory, motivation, development, and abnormal behavior among others.

Core: SB

PSYC 202 Developmental Psychology (3 SH)

Designed to introduce the principles, theory, and methods of developmental psychology. Examines the factors affecting the development of behavior, cognition, and emotions throughout the entire lifespan. Current research relevant to the entire lifespan is reviewed and analyzed. Social and emotional issues affecting the individual, family, and community are analyzed.

Core: SB

PSYC 203 Developmental Case Study (1 SH)

Designed to introduce the skills of behavioral observation based on developmental principles. A one-to-one experience with a young child using suggested activities. To be taken during or after PSYC 202. Prerequisite: minimum of two semesters previous enrollment at EMU. Registration preference given to psychology majors.

Core: CL

PSYC 221 Social Psychology (3 SH)

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.

Core: SB

PSYC 231 Applied Behavior Analysis (3 SH)

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.

PSYC 301 Psychology of Interpersonal Relationships (3 SH)

Provides a basic framework for conceiving of human communication as a unique combination of theoretical and practical skills. Students learn firsthand the dynamics of intrapersonal and small-group communication through a variety of activities designed to foster an increased awareness of how transactional communication works. The importance of interpersonal relationship skills in the helping professions is emphasized and an Anabaptist framework for working restoratively in community is explored in this course. Preference given to junior and senior level psychology majors.

PSYC 311 Psychological Design and Analysis (3 SH)

This course is a laboratory course designed to examine contemporary experimental work in psychology. Students will discuss experimental research and begin to develop computational expertise using JASP and Excel. This course provides exposure to psychological experimental methodologies, data analysis and application of skills learned in STAT 120 Descriptive Statistics. Prerequisite or corequisite: STAT 120.

PSYC 331 Abnormal Psychology (3 SH)

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 will also learn to identify and evaluate the accuracy of psychological disorders as depicted in popular media. Prerequisite: PSYC 101 or PSYC 202.

PSYC 341 Cognitive Psychology (3 SH)

The field of cognitive psychology involves studying and thinking about thinking. Questions are asked about how we acquire, store, retrieve, and use knowledge. Students will actively study and apply various theories about human thinking. Topics such as models of memory, mental imagery, language comprehension, problem solving, decision-making, and cognitive development will be covered. Enrollment priority is given to sophomore and junior level psychology majors. Prerequisite: PSYC 101, or permission of the instructor.

Core: WI

PSYC 342 Cognitive Psychology for Health Sciences (3 SH)

An alternate offering of Cognitive Psychology. In addition to covering critical content that will appear on the MCAT, students will read current research with an emphasis on applying it to health professions. This course does not fulfill the EMU Core Writing Intensive requirement, and does not fulfill the Cognitive Psychology requirement for the Psychology major. (BMC 572)

PSYC 351 Positive Psychology: Theory Application (3 SH)

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. (Fall 2020)

alyear

PSYC 361 Theories of Personality (3 SH)

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.

PSYC 380-385 Topics in Psychology (3 SH)

Courses on a variety of topics in psychology are offered on a rotating basis depending on student and faculty interest. Topics include: cross-cultural psychology, marriage and family, introduction to clinical psychology, psychology of pop culture and theology, forensics, psychology and spirituality, creativity, and narrative psychology. Open to psychology majors only. Prerequisite: junior/senior level status.

PSYC 391 Introduction to Counseling (3 SH)

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.

PSYC 431 Psychological Testing and Assessment (3 SH)

An introduction to the field of psychological testing and assessment. Emphasis is placed on briefly covering a wide range of specific types of test and testing situations. Special emphasis is given to test use requirements, test taker rights, and matching tests with specific needs or questions. Theoretical and applied material will be integrated so as to provide students with the rationale for and a hands-on feel of the assessment process. As appropriate, students will have the opportunity to observe and/or informally administer psychological testing instruments. Prerequisites: STAT 120 and PSYC 331. (Fall 2020)

alyear

PSYC 441 Teaching of Psychology (1 SH)

Students serve as teaching assistants for PSYC 101 or PSYC 202. Enrollment limited to psychology majors. Prerequisite: junior/senior level status.

PSYC 451 Neuropsychology (3 SH)

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 2022)

Core: NS, altyear

PSYC 472 Research in Psychology (2 SH)

Introduces the essentials of designing, conducting, and evaluating research in psychology. Topics include: formulating research questions, understanding variables, research designs, control, conducting a literature review, sampling, measurement, collecting data, validity, reliability, and ethics. Both qualitative and quantitative methods are considered. Prerequisites: two semesters of successful coursework in psychology at EMU, STAT 120, PSYC 311 and PSYC 341.

Core: WI

PSYC 473 Research in Psychology: Applied (2 SH)

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.

PSYC 482 Psychology Internship I (2 SH)

Students gain field experience in a psychology related agency. The practicum is designed to begin developing students' psychological skills and abilities as professionals by utilizing previous coursework. A written plan must be approved and a contract made with the agency where the practicum work will occur. The agency and the practicum instructor provide supervision. Open to senior psychology majors only. Prerequisites: two semesters of successful coursework in psychology at EMU and PSYC 331.

Core: CL

PSYC 483 Psychology Internship II (2 SH)

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.

Core: CL

PSYC 499 Independent Study (1 SH)

PXD 151 Exploring Conflict and Peace (3 SH)

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.

Core: SB

PXD 225 Theories of Social Change (3 SH)

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

Core: WI

PXD 261 Community and Conflict Analysis Techniques (3 SH)

In order to promote sustainable change, it is important to understand the context in which we work. This course provides an introduction to social situation assessment strategies and conflict analysis. Students will complete a personal and community conflict assessment and consider how such analysis supports and contributes to change efforts including development and peacebuilding practice. Registration priority is given to students whose programs require this course. (Spring 2021)

alyear

PXD 331 Restorative Justice and Trauma Awareness (3 SH)

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

PXD 335 Understanding Violent Conflict (3 SH)

This course provides an overview of explanations of violence at the personal, group, societal and national levels. Causes of violence are context-specific, multi-causal, multi-dimensional and may result from a variety of political and social, socioeconomic, and resource and environmental factors. The relationship between violence and social change will be explored. There will be special focus on explanations of war, terrorism, gun violence, and identity-based violence (gender-based, hate crimes, etc.). (Fall 2021)

altyear

PXD 341 Mediation and Facilitation (3 SH)

This course is an introduction to the theory and practice of mediation and facilitation, two processes for conflict transformation. Students will learn about conflict, group dynamics theory, teambuilding, and leadership for transforming conflict. Students demonstrate learning through role plays and facilitation on campus of conversation on issues that cause tension. With its emphasis on practical applications, the course is useful for those planning to work in church ministry, business, education, social work, and many other areas. First- and second-year students by permission of instructor only.

PXD 345 Peacebuilding Theory and Action (3 SH)

The course will explore the theoretical bases for peacebuilding analysis and action. Given the interdisciplinary nature of the field, this course will draw on a number of theoretical streams to understand the assumptions that guide peace practitioners in action and reflection on their peacebuilding efforts. Prerequisite: PXD 225 or permission of instructor.

PXD 365 Social and Political Economy (3 SH)

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, exploitation, and protracted social conflict.

Core: WI

PXD 375 Globalization and Justice (3 SH)

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

Core: CC

PXD 431 Peacebuilding and Development Practicum (1-3 SH)

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.

Core: CL

PXD 441 Leadership Practicum (1 SH)

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.

PXD 451 Program Evaluation Through Qualitative Methods (3 SH)

This course is designed to help students explore the theory and practice of program evaluation, especially if interested in working in social service, business development, mission-related programs or projects, and local or international NGOs. The course will review the current range of thinking on the philosophies, purpose, and structure of program evaluation, with an emphasis on how to use qualitative methods in evaluations. Students will gain hands-on experience in how to design an evaluation, how to determine the appropriate methods and collect data, and an analysis of on-going program evaluation and evaluation reports. Sociological and anthropological approaches will provide the theoretical and philosophical background for our work, but the focus will be on practical applications of qualitative methodology in evaluation. Prerequisite: SOC 336 (PAX 516) (Fall 2021)

altyear

PXD 485 Global Development (3 SH)

This course introduces students to the field of global development through examining both the history of the field and the current debates and challenges faced by development practitioners. The purpose is to explore and critically evaluate the basic assumptions underlying the major competing theories and current approaches towards alleviating poverty and global inequality. This course approaches the phenomenon of development in its broadest sense as the study of change, with attention to global justice, equity, and the historical links between development, colonialism, and global capitalism. (PAX 585)

PXD 494 Foundations for Justice and Peacebuilding I (6 SH)

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

PXD 495 Foundations for Justice and Peacebuilding II (6 SH)

In this course a team of faculty members coaches students as they further develop their knowledge and skills for dealing with conflict and situations of injustice. Students work individually and in teams to apply new ideas and skills to cases that progress in complexity from the community to the national and to the global level. Students continue to

develop their self-awareness as well as their capacity for professional judgment and reflective practice. Accelerated program students only. (PAX 634)

PXD 499 Independent Study (1-4 SH)

REL 201 Introduction to Religious Studies (3 SH)

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.

Core: CW

REL 223 World Religions (3 SH)

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.

Core: CC

REL 310-315 Topics in Religion (3 SH)

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

REL 423 Judaism, Christianity, Islam: Comparative Monotheisms (3 SH)

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. (Spring 2022)

Core: CW, altyear

RSM 101 Introduction to Health, Physical Education and Recreation (3 SH)

The significance and meaning of health, physical education, recreation, leisure, play, and sport in modern society are examined. Includes the theories of play, models of sport, and the recreational and sport movement in the U.S. Role and scope of health, physical education, recreation and sport programs in the community, schools, commercial, and industrial settings are examined along with an introduction to professional and career issues in the field. (PE 101)

RSM 211 Sophomore Practicum (1 SH)

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

Core: CL

RSM 305 Risk Management in Recreation Sport (3 SH)

Proactive approach to managing risks associated with conducting recreation and sport related programs. This course will emphasize safety as a foundation of quality program planning. The topics include legal concepts related to specific managerial functions, impacts on functions in recreation and sport environments that result in more efficient and successful operation and protection for the organization.

RSM 309 Recreation and Sport Program and Event Planning (3 SH)

The course focuses on the principles and approaches to planning and implementing recreation and sport programs and events. A philosophical and practical basis for preparing a variety of recreation programs will be covered. Non-majors by instructor permission only. (Spring 2022)

Core: WI, altyear

RSM 402 Facility Design and Supervision in Sports and Recreation (2 SH)

This class follows the facility planning and design process, from establishing and defining the need, to programmatic prioritization, to blueprint and specification development. Issues of supervision, management, and cost are considered. Applications will be for commercial and non-profit organizations; planning for both outdoor and indoor areas are addressed. (Fall 2020)

altyear

RSM 405 Recreation and Sport Administration (3 SH)

The course focuses on organization and administration practices such as budgeting and purchasing, office management, annual reports, supervision of personnel, working with boards and volunteer leaders.

RSM 411 Senior Internship (4 SH)

This course is the culminating professional development experience for recreation leadership and sport studies majors. The involvement consists of a pre-professional or entry-level position in a related organization or agency, preferably emphasizing the student's specialty or concentration. The time commitment is a minimum of 10 weeks and 200 hours. Assignments include a personal journal, a time log, and various reflective pieces asking the student to apply theory to practice, and evaluate personal suitability to the field. An on-site supervisor conducts monitoring and evaluation, with

an EMU faculty assigned as institutional liaison. Prerequisites: Senior status and departmental approval. WCSC 385 may satisfy for students who have earned 90 SHs prior to enrolment in WCSC.

Core: CL

RSM 499 Independent Study (1-3 SH)

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

SOC 101 Introduction to Sociology (3 SH)

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.

Core: SB

SOC 201 Sociology of Health (3 SH)

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.

SOC 210 Social Stratification (3 SH)

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

Core: SB

SOC 225 Theories of Social Change (3 SH)

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

Core: WI

SOC 245 Environment and Society (3 SH)

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

SOC 255 Social Movements (3 SH)

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.

alyears

SOC 330 Family in Social Context (3 SH)

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.

Core: SB

SOC 334 Cultural Anthropology (3 SH)

This course offers an overview of the study of culture in a globalized world. It introduces students to the field of cultural anthropology, a field that offers concepts and tools to study culture and navigate the complex, multicultural, and changing realities of the world around them. Students will learn to appreciate cultural diversity and cross-cultural engagement, gaining a deeper understanding of their role as agents of social change.

Core: CC

SOC 336 Methods of Social Research (3 SH)

The course provides an introduction to social research methods and prepares students to analyze, interpret, and critique quantitative social science research. Over the course of the semester students design and develop a research proposal. At various times during the semester the class will meet in a computer laboratory in order to access research tools and statistical software. Enrollment priority given to majors in the department. Prerequisite: STAT 120 and one of the following: SOC 101, Soc 201, POL 111, POL 113, PXD 151, GS 101.

SOC 350-355 Topics in Sociology (3 SH)

Courses on a variety of topics in sociology are offered on a rotating basis depending on student and faculty interest

SOC 350 Urban Sociology (3 SH)

In this course students explore their connection to an increasingly urban world by examining patterns of urban settlement, theories of urbanism, the "community question," and the problems and possibilities of urban life through the perspectives of urban planning. The course includes a focus on the roles of race and class as factors influencing social interaction and use of space in urban environments. Prerequisite: SOC 101 or SOC 201.

alyear

SOC 360 Criminology (3 SH)

This course is an introduction to crime and society centered on criminological theories and methods and the ways such theories are integrated within public policy and the criminal justice system. Content also includes an examination of alternative forms of justice and restorative approaches. Prerequisite: SOC 101 or SOC 201.

alyear

SOC 362 Criminal Justice (2 SH)

This course is designed to provide a basic foundation for understanding the different components of our criminal justice system, including Law Enforcement (roles, techniques, constitutional implications, and contemporary controversies including use of force, racial profiling, and implementation of technology); Courts (organization, process, specialization, judiciary, attorneys, trial procedures, and contemporary controversies including fines, bail, and indigent defense); and Corrections (historical development, purposes, prison subcultures, prisoners' rights, recidivism, and contemporary controversies including privatization, solitary confinement, death penalty, mass incarceration, and the "tough on crime" movement). Additionally, this course will cover Victimology (Crime Victims' Rights Movement, patterning of victimization, costs and consequences of victimization, victims' role within the criminal justice system, Victim Impact Statements, and victim advocacy), as well as Crime Prevention (primary/secondary/tertiary techniques, local programs, and role of Restorative Justice).

SOC 375 People, Place and Community (3 SH)

In this course we consider how communities differ from place to place and learn about community-based organizations working in and around DC to improve local neighborhoods. Community development focuses on meeting the needs of places that have been marginalized from political and economic power: communities with limited access to good schools, jobs, adequate housing, quality food, and other resources that make life easier and more fulfilling. We learn about the ways people work together to improve neighborhoods, to access external resources, and to more fully meet the needs of their neighbors.

Core: SB, WCSC

SOC 392 Junior Seminar in Social Research (3 SH)

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.

Core: WI

SOC 409 Field Experience in Sociology (3 SH)

Experience in the practice of sociological analysis or social research outside the classroom. Corequisite or prerequisite: SOC 392.

Core: CL

SOC 410 Senior Capstone (1 SH)

This course is designed as a summative experience for sociology majors. Questions related to academic conferences, resume writing, graduate school application, and sociology as a vocation will be addressed. Students may complete their research and writing, culminating in a formal presentation of their work. Prerequisite: SOC 392.

SOC 430 Environmental Justice (3 SH)

The course is designed to provide a basic foundation for understanding the different components of our criminal justice system, including law enforcement, courts, corrections, victimology, and crime prevention.

altyear

SOC 442 Teaching of Sociology (1-3 SH)

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

SOC 499 Independent Study (1-3 SH)

Individual study arrangement. Open to juniors or seniors with faculty approval.

SOWK 101 Exploring Social Work (3 SH)

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

Core: CL

SOWK 200 Social Behavior and Diversity (3 SH)

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

dimensions of environment including physical, cultural, social structural, family, small group, organizational, community, and social movement.

Core: SB

SOWK 210 Social Stratification (3 SH)

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

Core: SB

SOWK 220 History and Philosophy of Social Welfare (3 SH)

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

SOWK 310 Social Work Practice I (3 SH)

This course focuses on common models and theoretical frameworks that guide direct social work practice, client assessment and intervention. The course provides structured practice of the fundamental interpersonal skills required for effective social work practice teaching interviewing skills, critical thinking about interview processes, and the stages of the social work helping process (from intake through termination). Students will learn strength-based client assessment, apply social work ethical principles to learning exercises and real or simulated case situations that evolve their understanding of professional social work roles and responsibilities. Course is restricted to students who have formally declared their social work major with the registrar's office. Prerequisites: SOWK 101, SOWK 200 or PSYC 202

SOWK 330 Social Policy Analysis (3 SH)

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

Core: WI

SOWK 360 Race and Gender (3 SH)

This course focuses on the systemic nature of racism and sexism in the United States. Students will explore the social patterns and history that shaped these realities. And they will look at how class, poverty, age, education, power, and other elements contribute to social inequality related to race and gender. Students will develop conceptual tools that

lead to informed, reflective and transformative interpersonal and institutional practices and policies. Prerequisite: SOC 101, SOC 201 or PSYC 101.

Core: CC

SOWK 400 Social Work Practice II (3 SH)

Social Work Practice II highlights Strengths-Based and Trauma Informed Approaches to generalist practice at the Mezzo level. Students learn a working model for knowing and doing in social work practice oriented around common challenges of living including: poverty, violence, child maltreatment, trauma, substance abuse, and depression. Activities and assignments provide opportunities for students to use direct interaction skills with groups, and to enhance writing and research skills in a collaborative task group. Skill development includes effective communication, professional boundary setting, collecting and assessing information, documentation, crisis intervention strategies, and maintaining professional values and ethical standards. This course is a Writing Intensive (WI) designate and restricted to social work majors accepted into the social work program. Prerequisite: SOWK 310

Core: WI

SOWK 410 Social Work Practice III (3 SH)

Social Work Practice III focuses on social work macro practice at the group, community, and organizational levels. Practice III builds on generalist social work practice introduced in Practice I (Micro), Practice II (Mezzo), and policy practice introduced Social Policy Analysis. Course texts present holistic approaches to practice encompassing mind, body, spirit, and environment. Sustainability at the macro level as well as the personal-professional level is a thematic emphasis of the course. Students observe and evaluate ideas regarding communities, leadership of agencies and organizations, advocacy and interagency collaboration, and enhance self-understanding for practice in preparation for professional BSW macro roles and responsibilities. This course is restricted to social work majors accepted into the social work program. Prerequisite: SOWK 310.

SOWK 420 Topics in Social Work (3 SH)

A Topics in Social Work course is an upper level elective course from any department chosen to deepen understanding of a topic relevant to social work practice or a special population of interest. Students are encouraged to work with their advisor to choose a course that furthers the student's unique interests and professional use of self for practice. The following courses are pre-approved social work topics courses: PSYC 331 Abnormal Psychology; PSYC 391 Introduction to Counseling; PXD 341 Mediation and Facilitation; PXD 331 Restorative Justice and Trauma Awareness; PXD 451 Program Evaluation through qualitative methods; PXD 335 Understanding Violent Conflict; PXD 375 Globalization and Justice; SOC 330 Family in the Social Context, SOC 360 Criminology; SOC 334 Cultural Anthropology; HUM 421 Tutorial: Becoming American.

SOWK 430 Senior Practicum in Social Work (1 SH)

The senior practicum is a semester-long, capstone experience for the social work major. Students complete a 430-hour placement in an approved organizational setting. The practicum is designed to provide students with opportunities to integrate and apply social work knowledge, values, and skills in real practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. The student performs social work roles and responsibilities similar to those of a new staff member logging between 30-35 hours a week. Students are expected to engage in beginning generalist social work practice with attention to implementation of the nine CSWE core

competencies for social work practice. The practicum seminar class, taken concurrently with practicum, assists students with further application and integration of social work knowledge, values, skills, and integration of cognitive and affective responses to practicum experiences as identified by the nine CSWE core competencies.

Core: CL

SOWK 441 Leadership Practicum (1 SH)

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.

SOWK 499 Independent Study (3 SH)

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

SPAN 110 Elementary Spanish I (3 SH)

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.

Core: CC

SPAN 120 Elementary Spanish II (3 SH)

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

Core: CC

SPAN 130 Elementary Spanish in Review (3 SH)

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

SPAN 210 Intermediate Spanish I (3 SH)

This courses focuses on conversational themes. Students will increase oral and written fluency, cultural understanding, and compare Hispanic culture to their own native culture. The course engages learners in speaking, listening, and writing activities based on communicative and task-based approaches to reinforce and review core functional-linguistic structures (narrating in the present and past tenses; expressing beliefs, opinions and other discourse tasks; distinguishing between verbs "ser" and "estar"; expressing likes and dislikes; giving commands and/or guidelines; talking about real, imagined, and future events). Students discuss short films and cultural readings and regularly attend

conversation sessions with a native-speaker language assistant. This course is typically appropriate for students who have had three or four years of high school Spanish. Prerequisite: SPAN 120, SPAN 130 or equivalent.

Core: CC

SPAN 220 Intermediate Spanish II (3 SH)

This course is a continuation of SPAN 210 and focuses on conversational themes. Students will increase oral and written fluency, cultural understanding, and compare Hispanic culture to their own native culture. The course engages learners in speaking, listening, and writing activities based on communicative and task-based approaches to reinforce and review core functional-linguistic structures (narrating in the present and past tenses; expressing more complex opinions and feelings about recent and past events; discuss hypothetical situations; use grammar structures specific to oral and written language; articulate specific preferences; and express agreement or disagreement). Students discuss short films and cultural readings and regularly attend conversation sessions with a native-speaker language assistant. This course is typically appropriate for students who have had four or five years of high school Spanish. Prerequisite: SPAN 210 or equivalent.

SPAN 231 Intermediate Spanish for Healthcare Professionals I (3 SH)

SPAN 231-232 is an online, eight-week summer course for healthcare workers that seeks to increase their effectiveness in communicating with Spanish speaking clients and co-workers. This course emphasizes the development of reading, writing, listening, and speaking skills within a medical context. Topics include how to greet patients, brief conversations, preliminary patient information, checking into the hospital, at the pediatrician's office, at the gynecologist's office, and other general health subjects. Students will acquire and use medical vocabulary and forms and structures; explore healthcare issues affecting the Hispanic world; and read about and discuss Hispanic culture. With a conversation assistant and/or classmates, students will record and role-play typical doctor/patient interactions, as well as other medical situations. Prerequisite: SPAN 110, SPAN 120, SPAN 130, or equivalent level of study in high school. This course is not designed for heritage or native speakers. (Summer 2021)

Core: CC, altyear

SPAN 232 Intermediate Spanish for Healthcare Professionals II (3 SH)

SPAN 231-232 is an online, eight-week summer course for healthcare workers that seeks to increase their effectiveness in communicating with Spanish speaking clients and co-workers. This course emphasizes the development of reading, writing, listening, and speaking skills within a medical context. Topics include how to greet patients, brief conversations, preliminary patient information, checking into the hospital, at the pediatrician's office, at the gynecologist's office, and other general health subjects. Students will acquire and use medical vocabulary and forms and structures; explore healthcare issues affecting the Hispanic world; and read about and discuss Hispanic culture. With a conversation assistant and/or classmates, students will record and role-play typical doctor/patient interactions, as well as other medical situations. Prerequisite: SPAN 110, SPAN 120, SPAN 130, or equivalent level of study in high school. This course is not designed for heritage or native speakers. (Summer 2021)

Core: CC, altyear

SPAN 301 The Art of Storytelling (3 SH)

This conversational course is an exploration of the art of storytelling. Students will tell, read, and write short stories. We will focus on important decisions authors make regarding how to write a story: the nature of narrative voice, plot details, character development, symbols, and metaphors. Students will examine the structure and themes of short stories authored by Esteban Echeverría, Jorge Luis Borges, Juan Rulfo, Julio Cortázar, Elena Poniatowska, Isabel Allende, and Rosario Ferré (Fall 2021)

Core: CC, LI, altyear

SPAN 302 Flavors of Hispanic Culture (3 SH)

This conversational course offers a close understanding of Hispanic culture through a variety of food that mirrors diversity, history, traditions, beliefs, national and cultural identity, collective memories and taboos. The course covers from ancestral food practices prior to the encounter with the European colonists to contemporary culinary expressions of Hispanic dishes existent in many homes, poetry, novels, movies and songs of the diverse and multifaceted Hispanic kitchen. Prerequisite: SPAN 220 or consent of instructor.

Core: CC

SPAN 303 Dictatorships and Social Movements (3 SH)

This conversational course explores the dictatorships and social movements surrounding the Mexican Revolution, Cuban Revolution, The Spanish Civil War, and the dictatorships of the Southern Cone, and others. Students will examine the sociohistorical circumstances that lead to dictatorship, characteristics of dictatorships, and the various methods activists took up to denounce them and free their countries from oppression. Through a deep understanding of these histories, students will question the nature of democracy and evaluate the post-dictatorship societies. Prerequisite: SPAN 220 or consent of instructor. (Fall 2020)

Core: CC, HI, altyear

SPAN 320 Constructing Identities: Critical Thinking and Identities A (3 SH)

SPAN 320 is one of two critical thinking and composition courses at the 300 level with emphasis on analytical reading and writing skills necessary for upper level coursework. The topic of Critical Thinking and Composition A is Constructing Identities. Students will practice journalistic and analytical writing while reading and discussing topics related to love, globalization, and gender. The successful SPAN 320 student will be able to discuss the interaction between the self and environment both in the spoken and written modalities. (Fall 2020)

Core: CC, WI, altyear

SPAN 325 The Latino Experience: Critical Thinking and Composition B (3 SH)

SPAN 325 is one of two critical thinking and composition courses at the 300 level with emphasis on analytical reading and writing skills necessary for upper level coursework. The topic of Critical Thinking and Composition B is The Latino Experience. Students will practice argumentative writing while reading and discussing topics related to Spanish-speaking populations in the United States and the world. The successful SPAN 325 student will be able to discuss the role of voice in identity both in the spoken and written modalities.

Core: CC, WI

SPAN 330 Immigration Issues (3 SH)

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 2022)

Core: CC, CL, altyears

SPAN 335 Spanish of the United States (3 SH)

This course provides a critical overview of the linguistic practices of Spanish-speaking communities in the United States. The class focuses on the historical migration paths of Honduran, Salvadoran, Guatemalan, and Mexican communities. The main goal is to develop critical and linguistic awareness about the dynamic encounter between Spanish and English in the United States: the shaping of Spanish and English, practices of language use, attitudes, and stereotypes. Prerequisite: SPAN 220 or consent of instructor. (Spring 2021)

Core: CC, altyears

SPAN 340 Introduction to Spanish Translation and Interpretation (3 SH)

This course provides an introduction to two different professions and skill sets: translation (written translation from Spanish to English and English to Spanish) and interpretation (oral translation from Spanish to English and English to Spanish). Emphasis is on the practice of translating from Spanish to English in a variety of prose styles and working as translation teams. Additionally, students will be introduced to and practice consecutive and simultaneous oral interpretation. Upon completion, students should be able to demonstrate an understanding of the processes involved in and skills necessary and professional and ethical standards for translation and interpretation. Prerequisite: SPAN 320/325 or consent of instructor.

Core: CC

SPAN 360 Spanish for Health Care Professionals (3 SH)

This course enables students to develop their proficiency in medical Spanish and inter- cultural competence so that they are able to communicate effectively with Spanish-speaking patients or to be a competent patient in a variety of health care situations. Key global health issues and the role of new health technologies are explored in the context of global health challenges and medical ethics as well as the role of national health care systems, international organizations, NGOs, and social movements in promoting health. Prerequisite: SPAN 220 or consent of instructor. (Spring 2021)

Core: CC, CL, altyear

SPAN 411 Globalization in Latin American Cinema (3 SH)

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.

Core: CC

SPAN 420 Narratives of Trauma and Resilience (3 SH)

How does cultural trauma shape the identities of peoples in Hispanic America? What does resilience look like in postconflict societies? Students will examine a selection of contemporary texts produced in Guatemala, Perú, Colombia, and Chile in response to armed struggles and truth processes. This course will enhance students' critical and analytical reading and writing skills through a study of cultural production about violent histories, truth and reconciliation, restorative justice, and moving forward after trauma. Specific topics that may be covered include cultural trauma and resilience studies, discourses and idioms of trauma, and efforts at transitional justice. Prerequisite: SPAN 320/325 or consent of instructor.

Core: CC, LI

SPAN 425 Indigenous People and Conquest (3 SH)

This course first explores the rich history, culture, and sociopolitical structure of the Aztec, Maya, and Inca civilizations prior to the conquest of the Americas. Additionally, this course prepares students to engage in the study of myths surrounding the conquest of the Americas and the role indigenous allies, Africans, and traitors to the Spanish crown played in the conquest and exploration of the New World. This course will also provide students with contemporary cultural knowledge of present-day indigenous culture, transculturation, struggles, and survival in the modern nation-state. Prerequisite: SPAN 320/325 or consent of instructor.

Core: CC, HI

SPAN 430 Marginalized Voices in Hispanic America (3 SH)

This course will enhance students' critical and analytical reading and writing skills through an interdisciplinary study of the indigenista and feminist discourses. The emphasis will be on strategies for articulating the experience of racial and ethnic minorities and women in patriarchal societies and the role of literature as a reflection of and a catalyst for political and social change. Specific topics that may be covered include, but are not limited to: resistance to and (de)construction of racialized, gendered, and ethnic categories/social roles, creation of a narrative space for the alternative worldviews, problematic of speaking for the subaltern, the experiences of indigenous peoples, and problems of representation. Prerequisite: SPAN 320/325 or consent of instructor. (Fall 2022)

SPAN 470 Spanish Internship (1-3 SH)

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. This course is graded on a P/F basis. Prerequisite: SPAN 320/325 and consent of instructor.

Core: CC, CL

SPAN 499 Independent Study (4 SH)

Advanced work in literature, conversation or composition. Prerequisite: SPAN 320/325 and consent of instructor.

SRSEM 460 Business Ethics (3 SH)

In this course, the student formulates a philosophy of life, providing the base for such concerns as ethics in business, accountability in government, respect for human rights, and a responsible lifestyle in our contemporary world. With a focus on three basic ethical perspectives - virtue theory, deontological theory, and utilitarianism, ethical theories and personal values are examined through readings, analysis of the workplace, and classroom discussion.

SRSML 450 Issues and Values (3 SH)

In this course the student formulates a philosophy of life that provides the basis for professional ethics and accountability, respect for human rights, and a responsible lifestyle in our contemporary world. Ethical theories and personal values are examined through readings, analysis of the workplace, and classroom discussion.

Lancaster

SRSML 460 Business Ethics (3 SH)

In this course, the student formulates a philosophy of life, providing the base for such concerns as ethics in business, accountability in government, respect for human rights, and a responsible lifestyle in our contemporary world. With a focus on three basic ethical perspectives - virtue theory, deontological theory, and utilitarianism, ethical theories and personal values are examined through readings, analysis of the workplace, and classroom discussion.

Lancaster

SSC 490 Social Sciences Capstone (2 SH)

This course provides a cumulative and integrative experience that ties together key learning objectives with reflections on vocation and career for majors in the School of Social Sciences and Professions. These conversations will be carried on through class presentations, readings, discussions, interactions with professors and the preparation of a major project.

STAT 120 Descriptive Statistics (2 SH)

Displays of data, measures of center and spread, correlation, normal distributions, and interpretation of statistical tests. Spreadsheets will be used throughout the course.

Core: MATH

STAT 130 Nonparametric Statistics (2 SH)

Nonparametric statistics, Chi-squared tests, and use of statistical software. Prerequisite: STAT 120 or instructor approval. Offered every other fall. (Spring 2022).

STAT 140 Elementary Statistics (3 SH)

This general education course provides an introduction to descriptive and inferential statistics. Topics include correlation, normal distributions, confidence intervals, and hypothesis testing. Spreadsheets will be introduced and used throughout the course. Credit will not be given for both this course and STAT 120 or STAT 220. This course is offered only through EMU Lancaster.

Core: MATH, Lancaster

STAT 220 Inferential Statistics (2 SH)

Normal and binomial distributions, confidence intervals, P-values, correlation, and one- and two-sample hypothesis tests, using statistical software. Prerequisite: STAT 120 or instructor approval. (Students wishing to take STAT 220 who have not taken STAT 120 (or an equivalent course) should work through an EMU-provided module that will acquaint them with means, standard deviation, and the standard normal distribution.)

Core: MATH

STAT 230 Regression and ANOVA (2 SH)

Linear and multiple regression, logistic regression, one-way and two-way Analysis of Variance, statistical software. Prerequisite: STAT 220.

Core: MATH

THEO 201 Introduction to Theology (3 SH)

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.

Core: CW

THEO 312 Topics in Christian Theology (3 SH)

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

Core: CW

THEO 323 Biblical Theology of Peace and Justice (3 SH)

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.

Core: ABP

THEO 412 Liberation Theologies (3 SH)

Liberation theology names the effort to understand and interpret the gospel through conscious and reflective deliberation within experiences of injustice, inequality, violence, and oppression. This course will explore some of the various expressions that have arisen under the banner of liberation, such as Black theology, feminist theology, queer theology, and theology in the face of empire. (Fall 2021)

Core: CW, altyear

THEO 499 Independent Study (1-3 SH)

THR 100 Acting for the Stage and Screen (2 SH)

This course helps students of all disciplines unleash their creativity as they explore the fundamentals of acting for theater and cinema. Students will gain skills in speaking and textual analysis as they learn to connect with their bodies. This class will also make students more informed audience members of plays and films.

Core: CA

THR 200 Survey of World Theater History (2 SH)

This course covers major movements in world theatre history, beginning with the Greeks and ending with contemporary experimental performance. Students will read plays and theoretical texts and watch films so that they gain a full understanding of the intersection of text, theory, and performance spectacle in world theatre styles. Much emphasis will be placed on non-Western performance styles.

Core: HI, LI

THR 210 Technical Theater (2 SH)

This course covers basic stagecraft and design. It includes hands on experience in rendering, model-building, and drafting that will allow students to realize their own creative design. Students may also contribute to the design and construction of public performances at EMU.

Core: CA

THR 230-235 Topics in Theater (2 SH)

Various theater topics are offered depending upon student interest and faculty availability. Recurring topics courses are in technical theater and other areas of specialization that provide students with a broad understanding of the discipline.

Core: CA

THR 231 Topic: Musical Theater (2 SH)

Integrating practice with history and theory, this course examines the use of music in theater from the advent of opera in Renaissance Italy to the American Broadway musical. Students will perform songs and engage with dance/movement as they learn to become better performers and more informed audience members. Students with all levels of experience from absolute beginner to seasoned performer are welcome! (CMUS 205) (Fall 2020)

Core: CA, altyear

THR 232 Topic: Yoga and Movement (2 SH)

Students will learn basic to advanced yoga poses as they become more physically fit and aware of their bodies. Students from all academic disciplines are welcome!

Core: CA, altyear

THR 281 Acting Practicum (1-3 SH)

THR 300 Directing for the Theater (2 SH)

Students learn basic principles of stage direction and apply them in production-oriented settings. This course may culminate in the direction of original student work, including short plays developed in the Playwriting course or devised/movement pieces. These may be performed publicly.

Core: CA

THR 350 Technical Theater Practicum (1-3 SH)

Students may earn 1 credit per 40 hours of work on an EMU theater production. A total of 3 credit hours may be earned in one semester. Practicum credits may be earned.

THR 351 Stage Management Practicum (1-3 SH)

Students may earn 1 credit per 40 hours of work on an EMU theater production. A total of 3 credit hours may be earned in one semester. Practicum credits may be earned.

THR 352 Assistant Directing (1-3 SH)

Students may earn 1 credit per 40 hours of work on an EMU theater production. A total of 3 credit hours may be earned in one semester. Practicum credits may be earned.

THR 353 Dramaturgy (1-3 SH)

Students may earn 1 credit per 40 hours of work on an EMU theater production. A total of 3 credit hours may be earned in one semester. Practicum credits may be earned.

THR 360 Playwriting (2 SH)

Through various writing exercises and play readings students work towards crafting original short plays. Much emphasis is placed on helping students collaborate with actors as they workshop their plays/screenplays. Some plays may be selected for a showcase of new student plays during the academic year.

Core: CA, WI

THR 361 Screenwriting (2 SH)

Through various writing exercises and film viewings, students work towards crafting original short screenplays. Much emphasis is placed on helping students collaborate with actors as they workshop their screenplays. Students may also collaborate with VACA students on the development of narrative films or choose to create films based on their own screenplays through the VACA course entitled Visual Storytelling: Fiction. (Fall 2019) Students may earn 1 credit per 40 hours of work on an EMU theater production. A total of 3 credit hours may be earned in one semester. Practicum credits may be earned in Acting (THR 281), Stage Management (THR 351), Assistant Directing (THR 352), Dramaturgy (THR 353), Technical Theater (THR 350).

Core: WI

THR 499 Independent Study (1-3 SH)

VACA 112 Digital Photography (3 SH)

VACA 112 is an introduction to photography using the digital format. The emphasis will be on composition, artistic personal expression and the use of new media technology. Aesthetics and the creative process begin the class. Understanding fundamental photography issues, light, composition, camera operation, and digital editing are covered. Photographing people, communicating an idea, and design assignments are explored.

Core: CA, LOM, online

VACA 121 Drawing (4 SH)

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.

Core: CA

VACA 131 Three Dimensional Design (4 SH)

Three-Dimensional Design develops a fundamental understanding of a variety of techniques, processes, and styles in three-dimensional media. Students will be challenged to become thoughtful of formal and conceptual concerns in art, while investigating the technical aspects of three-dimensional design. Students will gain practical experience by using various materials as well as by employing compositional and conceptual theories to create sculptures. (Spring 2021)

Core: CA, altyear

VACA 141 Foundations of Design (4 SH)

This foundational class for Visual and Communication Arts emphasizes visual skills and creative problem-solving related to principles of design in two-dimensional art. Students explore the elements of composition and color theory through hands-on studio work and digital design tools.

Core: CA

VACA 142 Graphic Design I (2 SH)

Using a process approach, students will learn to utilize Adobe Photoshop, Illustrator and InDesign as they pertain to contemporary graphic design. The class will explore the relationship between image, typography and other visual elements in order to learn the basics of good design.

VACA 151 Photography I (2 SH)

This hands-on course introduces students to digital imaging processes that include camera acquisition, digital image correction, and output. Students gain foundational skills in photographic composition and digital image manipulation as well as a basic understanding of how digital images may be employed in digital media and art production.

Core: CA

VACA 221 Watercolor Painting (3 SH)

This course provides an introduction to watercolor for beginning painters and those interested in adding color drawings and sketches. This course covers a variety of techniques including washes, wet-in-wet, wet-on-dry, monotypes, 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 plein air painting. Offered summers only.

Core: CA

VACA 222 Painting (4 SH)

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.

Core: CA

VACA 232 Ceramics (4 SH)

Ceramics is a comprehensive course designed to explore a variety of techniques and processes in clay. Sculptural and functional pieces will be created using both hand building and wheel techniques. Students will be challenged to become proficient in creating work, glazing, and will learn about firing processes.

Core: CA

VACA 242 Graphic Design II: Digital Layout (2 SH)

Using the creative process approach, students will work with typography and imagery in order to create effective layout solutions for print and digital media. Focus will be on Adobe InDesign and how it works in conjunction with Illustrator and Photoshop. Prerequisite: VACA 142

VACA 243 Graphic Design III: Illustration and Drawing (2 SH)

The focus will be on Adobe Illustrator and the use of its tools to create digital illustrations and logo design. The emphasis will be on technical and creative process in order to provide a final visual solution. Prerequisite: VACA 142

VACA 252 Photography II (4 SH)

Explore digital darkroom work and the technical, historical, and philosophical foundations of photography. Topics include image capture, color theory, image correction and interpretation, color management, digital output methods, archival printing, and contemporary practices and theory related to color and monochrome photography. Students learn how to create professional lighting setups in relation to multiple photographic genres. Prerequisite: VACA 151.

VACA 262 Video Production (4 SH)

This course is a practical hands-on introduction to the video camera and to non-linear editing. It covers operation of the camera, basic lighting and sound, camera movement and support. Issues of composition, content, aesthetics, continuity and creativity will be explored with exercises, labs and real-life shooting. The non-linear video editing will cover both technical and philosophical issues of editing. Productions will introduce both fiction and non-fiction forms. Prerequisite: VACA 151 or equivalent.

Core: CL

VACA 263 Audio Production (2 SH)

In this course students produce a variety of short and long form audio productions, from promotional spots to news features as well as music performances and audio portraits. Students will work with digital software editing programs to produce works utilizing a variety of recording and processing techniques. Course sections include psychoacoustics (sound and how we hear it), the production process (from idea to finished product), microphones (types and uses), live recording, audio processing and effects, editing, and numerous projects with a variety of applications. Students should consider taking this course while enrolled in VACA 262. (Fall 2021)

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VACA 283 Art History: Western (4 SH)

An overview of important factual and conceptual elements of visual art and history spanning over thirty thousand years. The course covers aesthetic objects separately as works of art and examines religious, social, political, and philosophical concepts in historical and cultural contexts.

Core: WI

VACA 323 Printmaking and Watercolor (4 SH)

Relief printmaking is an ancient form favored by contemporary artists in which images are printed on paper from wood and other materials. Screen printing is a newer process in which ink is forced through fabric onto paper and other materials. These processes are used to develop rich, colorful prints with an emphasis on visual ideas and technique. An introduction to watercolor covers a variety of techniques including washes, wet-in-wet, wet-on-dry, mono-types, pen-and-ink with color tinting. Students will also have opportunity for skill development following demonstrations with guided and independent practice. When the weather is especially lovely, we'll move the classroom outside and enjoy painting en plein air. (Fall 2020)

Core: CA, altyear

VACA 332 Intermediate Ceramics (2 SH)

Building on the foundation of ceramics, students are challenged to expand their vocabulary of ceramic form and function. Hand building and wheel throwing techniques will be explored for both vessel and sculptural work. Technical understanding of surface treatments, firing techniques, glaze formulation, and ceramic processes are emphasized as tools used toward formal and conceptual success. Students have the opportunity to pursue more individual concerns in tandem with class directed assignments. In conjunction with increased technical proficiency, students will expand critical awareness through the investigation of conceptual, historical and contemporary art issues, ultimately increasing professionalism and the development of a personal aesthetic.

VACA 335 Installation and Experimental Media (4 SH)

In this course students will explore how installation and experimental art immerses the viewer in a multi-sensory experience. Through both traditional and nontraditional media such as photography, video, painting, ceramics, sculpture, etc., students will explore the impact of materials and techniques on form, content and the expressive possibilities of various materials on a space. Through experimentation, boundaries of traditional art practices will be challenged to transform the perception of space. (Spring 2022)

altyear

VACA 344 Web Design and Social Media (4 SH)

This class explores Web design and social media applications as they relate to expression and organizational communication. Students will construct web sites using both HTML coding and contemporary Web design software. Social media applications will be integrated in a holistic way as part of an overall communications strategy.

Prerequisite: VACA 141 or equivalent.

VACA 345 Advanced Photoshop (4 SH)

Students will study advanced Photoshop techniques with special emphasis on masking and compositing photographs. Students will practice layering, digital effects, and photo repair as well as investigating imaging in a theoretical and philosophical context. Prerequisite: VACA 151 and VACA 252.

VACA 353 Alternative Photo Processes (4 SH)

Students will experiment with alternative acquisition and printing processes. Acquisition methods will cover pinhole, panoramic, HDR, legacy lens, and infrared processes. The history of photographic methods will be studied. The genre of landscape will be explored with several of the techniques. Students will print on alternative forms such as art and Japanese papers, metal surfaces, canvas and other media forms. Prerequisite: VACA 151 and VACA 252.

VACA 354 Conservation Photography (4 SH)

Explores the intersection of photography and environmental conservation. Topics include aesthetic responses to the natural world, visual documentation of ecosystems, conservation advocacy and the relationship between human communities and the natural world. Students work in small groups on a semester-long documentation/storytelling project in conjunction with a partner organization. Prerequisite: VACA 151 (Fall 2020)

Core: CA, altyear

VACA 364 Motion Graphics/After Effects (2 SH)

Explores the art and communication of merging video, the graphic arts and text into messages with multiple layers of meaning and artistic interest. Students will become adept at compositing; moving video, still images, text and line art. Layered Photoshop files will be animated into finished video. The primary forms studied for this class will be opening and closing logos, advertising, visual music and short form 2-D animated storytelling. Students should schedule this class in the same semester at taking one of the Visual Storytelling classes. Prerequisite: VACA 151 or equivalent and VACA 262 or faculty approval.

VACA 367 Hybrid Storytelling (4 SH)

Using photography, audio creation and video production as building blocks, students will construct narrative presentations. These narratives will be constructed for multiple distribution methods including: print, ebooks, online magazines, and mixed-media forms. Students will also consider possible feedback and interaction methods like blogging and other social media. Students will study storytelling, narrative construction, research and interview techniques, the history of photographic journalism, technical skills and the expanding uses of the image. Students will practice this form while paying attention to the technical, aesthetic, philosophic and ethical issues involved. Prerequisite: VACA 151.

Core: CL

VACA 381 Cinema and Visual Theory (2 SH)

Movies will be the foundation for exploring how these texts, with their narrative and visual formulas, influence culture. Special emphasis will be given to critiques in the areas of gender, race and violence. Select theorists of visual communication will give students a broad theoretical base to continue the exploration of other digital media with their mixture of photograph, kinetic text, sound and time-based media. Students will also explore how these theories and the formal properties of digital media function in their own artistic works.

VACA 382 Contemporary Art (2 SH)

Contemporary Art emphasizes the interpretation of artistic production within its historical, political, social, cultural, and theoretical contexts from recent history to the present. Issues may include: the meaning of originality in art, the relationship of art and mass culture, how the institutional framework for viewing art can influence or determine meaning, the rejection of studio-based art, and art as it confronts the issues of the day.

VACA 384 Art History: World (2 SH)

This course uses a thematic approach to the history and appreciation of art outside the Western mainstream. Art is presented as illustrative, laying the foundation for understanding the context and aesthetics of art from non-Western perspectives. (Fall 2020)

alyear

VACA 397 Elementary School Art Methods (2-3 SH)

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 2021)

Core: CA, CL, alyear

VACA 398 Secondary School Art Methods (3 SH)

A study of the aims and philosophy of art education at the secondary school level. Secondary School Art Methods will include advanced studies of curriculum and lesson design and integration; classroom organization and management techniques; delivery of art courses as electives; teaching art history, aesthetics, and evaluation; teaching art production appropriate to the adolescent; and the function of art in the schools and community. Students will understand contemporary issues in art education by examining research history and philosophy of art education. The relationships between developments in education as a whole and art education will be explored as well as adolescent creative learning styles and development. A 20-hour practicum in a secondary art setting is a component of the course. Admission to teacher education may be a prerequisite. (Fall 2020)

Core: CL, alyear

VACA 432 Advanced Ceramics I (2 SH)

In Advanced Ceramics 1, students will balance assignments designed to develop technical skills, while developing projects that explore personal style. Research and experimentation from an array of materials and processes such as wheel and hand building methods, unique firing processes, glaze chemistry, and clay body foundation will be used toward formal and conceptual success. In conjunction with increased technical proficiency, students will investigate

conceptual, historical, and contemporary art issues to increase professionalism, develop a personal aesthetic, and create artwork that is suitable for exhibition.

VACA 434 Advanced Drawing (2 SH)

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. Prerequisite: VACA 121 Drawing

VACA 435 Advanced Painting (2 SH)

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 the 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. Prerequisite: VACA 222

VACA 442 Advanced Ceramics II (2 SH)

In Advanced Ceramics 2, students will develop a body of work suitable for exhibition. Research and experimentation from an array of materials and processes such as wheel and hand building methods, unique firing processes, glaze chemistry, and clay body foundation will be used toward formal and conceptual success. In conjunction with increased technical proficiency, students will investigate conceptual, historical, and contemporary art issues to increase professionalism and develop a personal aesthetic.

VACA 455 Portfolio and Vocation (4 SH)

This photography class offers the opportunity for students to develop an artistic and vocational vision. Using advanced color and black & white techniques, they will develop a coherent body of work for gallery, book and web display. Students will investigate vocational options related to photography and will create career-based documents such as résumés and cover letters. Prerequisites: VACA 151 and VACA 252. (Fall 2020)

alyear

VACA 465 Visual Storytelling: Nonfiction (4 SH)

Students will study how video documentaries are constructed and used to communicate. They will research, design and produce a documentary video on a selected subject. Students will take HUM 200 the semester before this class to do background research for the project. Prerequisite: VACA 262. (Spring 2022)

Core: CL, alyear

VACA 466 Visual Storytelling: Fiction (4 SH)

Students will study the narrative structure of video story-telling and the process of narrative video production. They will work at creating a variety of short form narratives and will complete independent projects from pre-production to post-production. Scripts for this class will be created in THR 361 which should be taken the semester prior to this class.

Prerequisite: VACA 262. (Spring 2022)

alyear

VACA 481 Senior Thesis (2 SH)

This course explore professional practices related to preparation and installation of the major senior exhibit as well as development of a thesis paper. Students take this class in conjunction with a capstone course in their major.

VACA 491 Internship (1-6 SH)

Provides students with an opportunity to integrate theory and practice by working in a professional art/media/design-related environment. Consultation with and reporting to the faculty advisor guide the student's experience. Travel and other expenses are the student's responsibility. Can be done during the summer. Grading is on a Pass/Fail basis.

Prerequisite: consent of instructor.

Core: CL

VACA 499 Independent Study (1-4 SH)

WCSC 285 Internship Theory and Practice (1 SH)

Through readings, analytical reflection, journals, and guest speakers, students will explore multiple dimensions of service internships in Washington, DC.

Core: CC, CL, WCSC

WCSC 325 Career and Vocation (2 SH)

This course supports and builds on the WCSC internship experience. Together, students discuss goals and orienting values for their careers and vocational identities, engage with guest speakers who share about their own career trajectories, and build nuts-and-bolts professional development skills, including conducting an informational interview and developing a cover letter and resume. This course is required for all students enrolled in the WCSC summer program.

Core: CC, CL, WCSC

WCSC 380 WCSC Internship (5 SH)

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.³⁵

Core: CC, WCSC

WCSC 385 WCSC Internship (6 SH)

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.³⁶

Core: CC, WCSC

WCSC 485 Servant Leadership (2 SH)

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)

Core: CC, WCSC, SrSem

WPLP 466 Leadership for Peacebuilding (3 SH)

WPLP

WPLP 491 Strategic Peacebuilding (3 SH)

WPLP

WRIT 110 Preparation for College Writing (3 SH)

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.

³⁵ <http://www.emu.edu/wcsc/internships>.

³⁶ <http://www.emu.edu/wcsc/internships>.

WRIT 120 Introductory College Writing (3 SH)

An introductory writing course focusing on reading and writing assignments in the various discourse communities required in college. Course does not satisfy the writing requirement. A grade of C- or better must be achieved in the course as a prerequisite for enrollment in WRIT 130. Upon successful completion of the course, students will enroll in WRIT 130 College Writing.

collegewriting

WRIT 130 College Writing (3 SH)

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.

collegewriting

WRIT 140 Advanced College Writing (3 SH)

Extensive practice in interdisciplinary argument and rhetorical analysis for students who already demonstrate strong reading and writing skills. This workshop-based class helps students develop sophisticated research strategies, evaluate popular and scholarly sources and their arguments, synthesize material to advance knowledge, and communicate effectively in essays, discussions, and an oral presentation. Satisfies EMU Core college writing requirement.

collegewriting

WRIT 150 Speech: Exploring Voice in Vocation (2 SH)

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.

WRIT 200 Introduction to Creative Writing (3 SH)

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.

Core: CA, WI

WRIT 210 News and Feature Writing (3 SH)

Workshop for magazine and newspaper writing: generating story ideas; interviewing; observing; fact-checking; researching and drafting news stories, features, book reviews, editorials; and writing for public relations. Prerequisite: WRIT 130 or WRIT 140

Core: WI

WRIT 340 Student Kairos Place (1 SH)

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.

WRIT 351 Fiction Writing Workshop (3 SH)

A workshop on the craft of fiction-writing in the short story form. The course focuses in writing process and revision; explores varieties of characterization, setting, plot and structure, point of view, voice, theme, and figurative language. Reading assignments, writing exercises, and extensive short story workshops culminate in polished prose that may be appropriate for publication or graduate school application. Prerequisite: WRIT 130 or WRIT 140. Open to sophomores and above. (Spring 2020)

Core: CA, WI, altyear

WRIT 352 Creative Nonfiction Workshop (3 SH)

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 2021)

Core: CA, WI, altyear

WRIT 370 Poetry Workshop (3 SH)

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 2020)

Core: CA, altyear

WRIT 380 Expository Writing (1 SH)

This five-week course will focus on expository elements in the academic discourse produced by writers in the students' major fields. Students will develop an independent, critical, problem-solving attitude with respect to reading the work of others to assist in the revision of their own writing. Prerequisite: WRIT 130 or WRIT 140. (Spring 2022)

Core: WI, altyear

WRIT 381 Argumentative Writing (1 SH)

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 2022)

Core: WI, altyear

WRIT 383 Professional Writing (1 SH)

This five-week course has a practical focus on writing in professional settings. Students will create a portfolio with a cover letter defining their expertise, a resume, and a writing sample specific to the niche in which they want membership. Students will analyze an audience in order to write, edit, and proofread documents that show they understand the audience of a particular profession and can write to a standard required in that profession. Students will become familiar with the ethical issues in professional writing, how to present themselves in writing by creating a positive impression to particular clients, and how to make connections by creating a network via various media. Prerequisite: WRIT 130 or WRIT 140. (Spring 2022)

Core: WI, altyear

WRIT 390 Literary Arts Journal: Phoenix (1 SH)

Credit received for serving on the editorial team for the student literary arts journal. Detailed timesheet and reflective paper required. Students may receive 1 SH per semester and may take the course multiple times.

WRIT 391 Editing and Publishing: Weather Vane (1-3 SH)

Credit given for writing, editing, photography, and other production work for the student-run university newspaper. Student are encouraged to have prior school newspaper experience or have taken news writing or photography courses at EMU. Students should enroll for one credit per semester, except in the case of editors serving on the Weather Vane.

WRIT 400 Senior Thesis (3 SH)

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.

WRIT 421 Advanced Fiction Workshop (3 SH)

Students will write new material to be workshopped, fully participating in peer critique, and working with the professor to read and respond to new material focused on a specialized area of their choice in fiction writing. Workshop pieces should be written within the scope of, or as a response to, this specialized area. In addition, students will write a critical essay about this specialized area, 1200 words, MLA documentation style, placing their own work in the context of their chosen readings and noting how their work responds to the published work in both craft and content. Prerequisite: WRIT 351 Fiction Writing Workshop. Meets with WRIT 351. By permission of instructor only. (Spring 2022)

altyear

WRIT 422 Advanced Creative Nonfiction Workshop (3 SH)

Students will write new material to be workshopped, fully participating in peer critique, and working with the professor to read and respond to new material focused on a specialized area of their choice in creative nonfiction writing. Workshop pieces should be written within the scope of, or as a response to, this specialized area. In addition, students will write a critical essay about this specialized area, 1200 words, MLA documentation style, placing their own work in

the context of their chosen readings and noting how their work responds to the published work in both craft and content. Prerequisite WRIT 352 Creative Nonfiction Workshop. Meets with WRIT 352. By permission of instructor only. (Spring 2021)

alyear

WRIT 423 Advanced Poetry Workshop (3 SH)

Students will write new material to be workshopped, fully participating in peer critique, and working with the professor to read and respond to new material focused on a specialized area of their choice in poetry writing. Workshop pieces should be written within the scope of, or as a response to, this specialized area. In addition, students will write a critical essay about this specialized area, 1200 words, MLA documentation style, placing their own work in the context of their chosen readings and noting how their work responds to the published work in both craft and content. Prerequisite WRIT 370 Poetry Writing. Meets with WRIT 370. By permission of instructor only. (Fall 2020)

alyear

WRIT 470 Writing Internship (1-3 SH)

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. This course is graded on a P/F basis.

Core: CL

WRIT 499 Independent Study (1-3 SH)

Academic Support

Hartzler Library

Director: G. Marcille Frederick

The Sadie A. Hartzler Library makes published research available and assists students, faculty and staff in finding and evaluating that research. Whether one is sifting through the results of an online search, using library-provided academic and professional databases, or finding a print resource, the library staff is dedicated to strengthening the educational process and improving research results. Library use (whether on- or off-site) is highly correlated with academic success, whether measured in grade point average or graduation rates.

The library's website (www.emu.edu/library) is the portal to most resources and services. Subject-specific guides created by librarians provide concise help in finding article, video, book and other resources. Users may get research help via chat, e-mail, phone or social media. Almost all of our 80,000 academic journals and research databases can be accessed online. Newspapers, magazines and over 230,000 books are also available online.

Academic Success Center

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 support is offered daily. Evening tutoring is available on the main floor of the library; areas of support are advertised each semester. In addition, course-specific tutor-led group study sessions are offered as needed.

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

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

Academic Advocacy Program

Each year EMU grants conditional admission to a limited number of students who fall below the requirements for unconditional admission but who otherwise demonstrate the ability and motivation to adequately perform university-level work. These "premajor" students participate in the Academic Advocacy Program. They work with a premajor advisor to develop a manageable course load for their first two semesters on campus.

The advisors help premajors choose appropriate courses to develop study skills and reading and writing proficiency. They also provide a link to a student's future major advisor and encourage a connection to that academic department's campus activities and organizations.

Students in the Advocacy Program officially declare a major in March and meet with a new advisor to plan their second year course schedule.

The advisors stay in touch with students, professors, and coaches when appropriate; communicate EMU's academic and specific course expectations; and track student performance. Premajors are expected to meet their advisor once each week at the beginning of the year and less frequently later as needs dictate.

³⁷ <http://www.emu.edu/>

At the end of the first year, the admission status of each premajor is reviewed 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 with reasonable accommodations in the classroom according to documented recommendations. The faculty and staff also assist students to develop and use strategies that promote independence and personal success.

Accessing Services

Upon acceptance to EMU, students with documented disabilities should contact the office of Academic Access (540-432- 4233) in the Academic Success Center to begin the process of receiving accommodations. Documentation can be submitted to the office Academic Access any time after acceptance to EMU. The office of Academic Access is located in Sadie Hartzler Library, third floor. Students with physical disabilities related to housing should also contact the director of Housing and Residence Life located in the Student Life office, University Commons (540-432-4128).

Disclosure of a disability is voluntary, and all documentation is kept confidential in the office of Academic Access. Students may disclose and provide documentation of their disabilities at any time they wish to request accommodations.

Accommodations are not retroactive. Upon request, information will be provided to help students obtain documentation and understand their rights and responsibilities in the university setting.

Students who wish to appeal a decision on their accommodations may use the university grievance procedures located in the president's office or the Student Life office.

Career Services

Career Services offers coaching and resources at all points of career development. Services are offered through individual appointments, workshops, classroom presentations, and online resources. Career counseling, testing services, interest inventories, graduate school information, cover letter and résumé assistance, job/internship searching, and interview preparation are among the most requested services. For more information, visit www.emu.edu/careers.³⁸

Testing Services

The career services office administers CLEP, DSST, OPI and OPIC tests that offer students the opportunity to obtain college credit by examination. The MAT graduate school entrance exam is also offered through Career Services.

Information concerning other national testing programs (GRE, GMAT, LSAT, etc.) may be obtained from Career Services. For more information, visit www.emu.edu/careers/testing.³⁹

³⁸ <http://www.emu.edu/careers>

³⁹ <http://www.emu.edu/careers/testing>

CoachLink

CoachLink is a program that pairs undergraduate students needing an extra layer of support with professional mentors that help students succeed academically, physically, emotionally, and spiritually at EMU. CoachLink mentors have years of experience working with college students and understand the difficulties of balancing all of the demands required of students in order to persist and graduate with a degree. CoachLink provides personalized, 1-on-1 coaching and mentoring to support students in their college life and will help students think about and overcome their own personal barriers to success. Email coachlink@emu.edu ⁴⁰for more information.

⁴⁰ <mailto:coachlink@emu.edu>

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 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.⁴¹

High School Preparation for College

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

Early Admission

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

Applying for Admission

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

1. **Application for Admission:** A completed admission application must be submitted to the admissions office by anyone wishing to enroll for 6 or more semester hours for the first time. Applying for admission to EMU constitutes an indication of a student's desire to be a part of a university community made up of students, faculty, administrators and staff members.
2. **Transcripts:** Applicants need to request a current transcript be sent from their high school to the admissions office. A supplementary (final) transcript will be required at the end of the applicant's senior year. Home schooled applicants must submit a transcript for course work from grades 9-12. Transfer applicants should also request that official transcripts of all college courses completed be sent to the admissions office. The transfer transcript(s) must include all college-level credit earned.
3. **Entrance Tests:** Scores from either the Scholastic Assessment Test (SAT) of the College Entrance Examination Board or the American College Testing Program (ACT) are required of all first-year applicants. It is recommended that applicants take one of these tests no later than January of their senior

⁴¹ <http://www.emu.edu/admissions>

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, Kans., to assure the most beneficial transfer of credits for Hesston graduates continuing their education at EMU. EMU assures the acceptance of the Hesston College associate of arts, associate of science, and associate of general studies degrees. For details of the transfer agreement, contact the admissions counselor for Hesston transfers or the EMU registrar's office at registrar@emu.edu⁴².

Transfer students must take at least 32 SH in residence at EMU. At least 9 hours in the student's major, and 6 hours in any minor must be taken at EMU.

For a full statement of transfer credit policies and practices see the university registrar's website: <https://emu.edu/registrar>.

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 met the satisfactory academic progress criteria and has a positive recommendation from Student Life.

Any applicant who is denied readmission may appeal that decision by filing a written request for review to the provost within 10 days of being notified of the decision. The student should include with that request any additional supporting information not previously available, particularly information of an academic nature.

Students readmitted to EMU after an absence from enrollment at any college or university for at least four successive semesters may request that their entire EMU record be re-evaluated as a transfer record. To qualify, the student must earn a 2.0 GPA for the first 12 SH following re-enrollment and submit a written appeal to the Academic Review Committee.

The following regulations govern this option:

- The request must be made within 60 days after completing the first 12 SH of credit following readmission.

⁴² <http://emu.edu>

- The option will be granted only once to a student.
- Eligible students will receive degree credit for only those courses in which grades of C or better were earned prior to readmission.
- Quality points earned for all courses completed prior to readmission will not be included in calculating the new cumulative GPA.
- All grades will remain on the transcript.

Canadian Students

Canadian residents follow the steps listed under "Applying for Admission," except that SAT or ACT tests are not required. Canadians can apply for admission after grade 12. Academic scholarships and church matching grants are also available to Canadian students.

International Student Admission

As a university which emphasizes cross-cultural education, EMU welcomes international students who have the necessary preparation to enter a degree program.

International students should clearly indicate their nationality in all correspondence with the admissions office. If the student is currently in the United States, he or she must indicate U.S. immigration status.

Financial aid, in the form of partial tuition grants and on-campus employment, is available on a limited basis. Federal assistance is not available for international students.

Completion of the International Student Application Form constitutes the first step in the application process for the international student. Applicants whose native language is other than English must demonstrate English language proficiency with a paper-based Test of English as a Foreign Language (TOEFL) score of 550+, or a computer-based TOEFL score of 213+ or an internet-based TOEFL score of 79+, or an IELTS score of 6.5+. SAT and ACT scores are also accepted. International students with scores lower than what is listed above may be granted admission to the university with designated enrollment in the Bridge program. See the Special Programs section for information on the Bridge program.

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

Summer School

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

Requirements for Admission

Factors given consideration in the admission decision include previous academic performance in high school or college, ability as indicated by the SAT, ACT, GED, TOEFL or IELTS scores, personal maturity, and commitment to uphold the lifestyle expectations of EMU.

1. **Unconditional** admission may be granted to first-year applicants who have a high school grade point average of 2.6 or above (on a 4.00 scale), and submit an SAT combined math and evidence-based reading and writing score of at least 980 or an ACT composite score of at least 19. In addition to these combined scores, applicants must earn the following minimum section scores: SAT evidence-based reading and writing, 460; SAT math, 460; ACT English, 19; and ACT math, 19.

- a. Note: SAT scores prior to March 1, 2016 will be converted to the new SAT scale. Applicants whose first language is other than English and who do not meet the minimum SAT or ACT test scores may submit TOEFL or IELTS scores. An international applicant whose primary native language is other than English and who is not submitting SAT or ACT scores must demonstrate English language proficiency with a paper-based TOEFL score of 550+ or computer-based TOEFL score of 213+ or internet-based TOEFL score of 79+ or an IELTS score of 6.5+.
 - b. Unconditional admission may be granted to applicants submitting a General Educational Development (GED) score of 450 and SAT or ACT scores as noted above.
 - c. 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.
 - d. 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.
 - e. 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.
 - f. Admitted students whose final high school grade point average falls below 2.6 will be reviewed by the admissions committee. Admission status may be changed or revoked.
2. **Conditional** admission is granted to a limited number of students each semester who fall just below the requirements for unconditional admission but who otherwise demonstrate the ability and motivation to adequately perform university-level work.
 - a. Conditional admission means that students work with a "premajor" advisor to develop a manageable course load for their first two semesters on campus. Students participate in the Academic Advocacy Program of the Academic Success Center. The program will provide academic advising and academic support to strengthen the student's potential for academic success. See the Academic Support section for more information.
 - b. Transfer applicants with fewer than the minimum requirements for unconditional admission may be granted academic warning or academic probation based on a review of previous academic performance and credit hours earned.
 3. **Non-academic criteria** are considered in the admission process. Applicants must demonstrate positive character and good community standing. Applicants who do not meet these criteria will be reviewed by the Admissions Committee; admission may be denied or revoked.

The Admission Decision

The receipt of an application by the admissions office is acknowledged by letter or phone call. An admission decision is considered when the file is complete with all requested information. The applicant will be notified of delays in receiving necessary information. A letter of admission, outlining any conditions associated with the admission, or a letter of denial will be sent to the student within seven days after a decision has been made. Students qualifying for unconditional admission are granted admission by the admissions office. Admission decisions for applicants not meeting unconditional admission criteria are made by the Admissions Committee.

Appealing the Admission Decision

Any applicant who is denied admission, or who is granted conditional admission may appeal that decision by filing a written request for review to the director of Admissions within 10 days of being notified of the decision. The student should include with that request any additional supporting information not previously available, particularly information of an academic nature.

The Admissions Committee will consider the appeal and report its decision to the student in writing within 30 days of the receipt of the request.

Any student who chooses to go beyond the first appeal must direct a second appeal in writing to the vice president of Enrollment and a dean within ten days of receiving the committee's decision on the first appeal.

Continuance of Admission Status

Students that meet the required academic criteria are granted unconditional readmission each subsequent semester. Students failing to meet the criteria may be placed on an academic warning, academic probation, or denied readmission.

Academic review information can be found under the Academic Policies section of the academic catalog.

Credit by Examination and Experience

Options for advanced placement, credit by examination and service-learning credit are described in Credit by Examination and Service-Learning Credit in the Academic and Degree Information section.

Part-Time Enrollment

Part-time enrollment is defined as taking 11 SH or fewer in a semester. To enroll for 6 hours or more, a student must be admitted to the university (see Applying for Admission in the Admissions section).

Students may enroll for fewer than 6 hours by completing registration forms available from the university registrar's office.

High School Concurrent Enrollment

Students in their senior year of high school may enroll in one course per semester, with the written recommendation from their high school guidance counselor or principal. Registration for credit or audit by persons not yet at the high school senior level or by high school seniors who want to take more than one course per semester must have special approval from the vice president and a dean.

Preparation for Enrollment

The following steps are important in completing the admission process and preparing for enrollment.

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.

Medical Forms

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

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.

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.

Payment of First Semester Bill

Payment for each semester is due one week before classes begin. See the Tuition and Fees section for more details.

Fall Orientation and Registration

All new students are expected to participate in orientation sessions held immediately prior to the start of classes. Students are introduced to more specific details related to campus living and student life expectations. Details regarding these sessions are mailed several weeks in advance. All students (including those who participated in spring registration) participate in final fall registration at the start of the school year.

Tuition and Fees

Financial considerations are important and require careful planning. EMU attempts to meet a student's financial needs through a combination of the following: personal and family resources, public and private scholarships, the college work program, and a college grant or bank loan which should meet most, if not all, of any remaining need.

A student's annual budget should include tuition and fees, living expenses, books and supplies, personal expenses, travel, and miscellaneous expenses. The amount to be paid from earnings or personal or family resources depends on verified need and support received through the university or outside sources.

The annual tuition and fee charge of \$38,850 is less than the actual cost of a student's education. The difference is met through the university annual fund, endowment and other sources. The typical charge for living on campus for room and board is \$11,730. Books and supplies, travel, and miscellaneous expenses are budgeted at \$3,230.

An application for financial assistance should be submitted as early as possible. The financial assistance office will aid the student in preparing a budget, and the student accounts office can help the student and parents arrange a payment plan. (See the Financial Assistance pages for details.)

2020-21 Tuition and Fees*

Campus charges	Semester	Annual
Undergraduate Tuition (12-18 credit hours)	\$19,425	\$38,850
Room and board	\$5,865	\$11,730

Other charges

Part time tuition per credit hour (1-11 hours)	\$1,430
Tuition per credit hour, more than 18 hours	\$835
Auditing per credit hour	\$155
Applied Music, private instruction (1 SH)	\$275
Applied Music, private instruction (2 SH)	\$400
Proficiency examination & external exam fee	\$90
Credit by examination, per credit hour	\$90
Final examination out of schedule	\$35

Summer School (2020-21 Academic Year)

Tuition per credit hour	\$427
Audit per credit hour	\$105

**The university reserves the right to increase the published rates should economic conditions demand. The above fees apply to on-campus programs. Other fees may apply for off-campus programs, including cooperative and extension programs.*

Payment Policy

Tuition, fees, room and meal plan charges, less processed financial aid, are due one week before classes begin each semester. Unpaid accounts may be subject to the following:

- EMU network access for student-owned computers will be denied.
- Charging at the bookstore and coffee shop will be denied.
- Grades, transcripts, enrollment, class attendance and diploma will be denied.
- Monthly finance charges of 1.5% (18% annually) will be assessed.
- Delinquent accounts will be reported to all three major credit agencies.
- Collection and/or attorney fees necessary for collection of unpaid accounts will be paid by the debtor.

Refund Policy

A student who withdraws or drops below full-time enrollment prior to completing 60% of the current enrollment period may be entitled to an adjustment (refund) of institutional charges. Activity fees are non-refundable. The refund amount for each applicable charge is based on a percentage of the original charge determined by the remaining weeks in the enrollment period. A chart of the refund percentages for each term is available from the Student Accounts office and is also included in the student handbook.

Note: A student who withdraws prior to the first day of classes will receive a full refund of all payments made except for tuition deposits.

Adjustments (refunds) to student financial aid may also be required due to enrollment status changes. Detailed information (including an example) about the financial aid refund policy may be found in the financial assistance office or in the student handbook.

Financial Assistance

Purpose

Financial assistance is available to eligible students to help with 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: <https://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 for 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." EMU's Satisfactory Academic Progress Policy is available on the Financial Assistance policies web page at www.emu.edu/financial-aid/financial-assistance-policies. 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, application date, GPA, level of financial need, test scores, state of residence, receipt of other aid, and parental employment.

EMU uses the Free Application for Federal Student Aid (FAFSA) to determine financial need. Following receipt of appropriate applications, the financial assistance office will send each applicant a Financial Aid Notification 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 funding source. Student employees are issued biweekly paychecks based on hours worked.

⁴³ <http://www.emu.edu/>

Types of Assistance

Discounts

Students whose parents are employed by an approved Mennonite education institution may be eligible for tuition discounts. Special restrictions apply.

Grants

A grant is an award that does not need to be repaid. Federal need-based grants include the Federal Pell Grant and Federal Supplemental Educational Opportunity Grant.

State grants include the Virginia Tuition Assistance grant and several other state grants.

EMU grants include alumni grants, international student tuition grants, matching church grants, need-based EMU grants, and need-based AHANA (African, Hispanic, Asian and Native American) grants.

Scholarships

EMU offers renewable academic scholarships to new students based on standardized test scores and high school or previous college GPAs. Prospective students are invited to contact the admissions office for further details regarding these scholarships.

Outside scholarships may be obtained through community, civic, business, and church organizations.

Employment Opportunities

On-campus employment may be available to students who apply for financial assistance and are determined eligible. Terms and conditions of employment are outlined on the student employment contract which must be signed by each employee. Students must complete an I-9 form and annually complete federal and state tax withholding certificates.

Loans

Educational loans are available for college expenses and must be repaid. Federal loans include Direct Subsidized and Unsubsidized Loans and Parent Loans.

Private student loan programs are available from outside lenders. Loan application procedures are outlined in an insert provided with the Financial Assistance Award Letter.

Study Abroad Programs

Financial aid is available for some study abroad programs. Arrangements are made with the director of cross-cultural programs and must specify EMU as the home institution. 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 complete and accurate disclosure on aid application forms and to meet specific deadlines.

Students receiving loans must complete online entrance and exit counseling as prescribed by federal student aid regulations for the purpose of reviewing borrower rights and responsibilities, repayment options and interest rate information. Details about deferment options are reviewed during the exit interview.

Refund/Repayment Policy

A student who withdraws or drops below full-time enrollment prior to completing 60% of the current enrollment period may be entitled to an adjustment (refund) of institutional charges. Activity fees are non-refundable. The refund amount for each applicable charge is based on a percentage of the original charge determined by the remaining weeks in the enrollment period. A chart of the refund percentages for each term is available from the student accounts office and is also included in the student handbook.

If a student drops and/or adds a course(s) which changes enrollment status, his or her award letter will be reviewed to determine if and what financial aid awards must be adjusted. Some financial aid programs require full-time enrollment for receipt of an award, while others allow for pro-rated awards if enrollment is less than full-time. The effect of increasing or decreasing the tuition and fees amount in a student's cost of attendance (budget) may also impact eligibility for receipt of and/or the amount of an award. More information is available on the Financial Assistance Policies web page at www.emu.edu/44policies.

If a student withdraws from the university and has been awarded financial aid, he/she will have their aid reviewed to determine the amount (percentage) that has been earned using the formula required by the federal aid refund policy. If the student has received more aid than has been earned, the excess amount will be returned. The amount of excess aid that is returned is equal to the lesser of the student's institutional charges multiplied by the unearned percentage of funds, or the entire amount of the excess funds. An example of the tuition and aid refund calculations due to a withdrawal may be found in the student handbook.

Full details of the tuition and financial aid refund policies are available upon request from the student accounts and financial assistance offices. Students are encouraged to review the refund policies, the withdrawal example including refund calculations, and schedule of refundable/non-refundable charges and deposits found in the student handbook.

Drop/Add Policy

Adjustments to financial aid awards may occur if classes are dropped prior to the point in each term described generally as "the last day to drop and receive a 'W' grade."

Consumer Information and Financial Aid Policies

For financial assistance policies and other consumer information required by the federal government to be available to students, see <https://emu.edu/financial-aid/45policies>.

⁴⁴ <http://www.emu.edu/finan->

⁴⁵ <https://emu.edu/financial-aid/finan->

Administration and Faculty

President

Dr. Susan Schultz Huxman 2017
B.A., Bethel College;
M.A., Ph.D., University of Kansas.

Provost

Dr. Fred Kniss 2009
B.A., Eastern Mennonite University;
M.A., Ph.D., University of Chicago.

Academic Deans

David R. Brubaker 2004
Professor of Organizational Studies
B.S., Messiah College;
M.B.A., Eastern University;
Ph.D., University of Arizona.

Suzanne Cockley 1996
B.S., Juniata College;
M.A., Marshall University;
Ph.D., University of Virginia.

Tara L. S. Kishbaugh 2004
Professor of Chemistry
B.S., Wheaton College;
Ph.D., Dartmouth College.

Faculty

Kirsten E. Beachy 2007
Assistant Professor of English
Director of the EMU Core
B.A., Eastern Mennonite University;
M.F.A., West Virginia University.

Benjamin Bergey 2019
Assistant Professor of Music
B.A., Eastern Mennonite University;
M.M., D.M.A., James Madison University.

David Berry 2017
Assistant Professor of Music

B.M., Eastman School of Music;
M.M., DMA, The Juilliard School.

Lisa Burkholder 2015
Instructor of Nursing
B.S., M.S.N., Eastern Mennonite University.

Owen D. Byer 1991, 1999
Professor of Mathematics
B.A., Messiah College;
M.S., Ph.D., University of Delaware.

Wendy Carr 2011
Instructor of Nursing
B.S., Bridgewater College;
B.S.N., MS.N., Virginia Commonwealth University.

Melody Miller Cash 1995
Professor of Nursing
B.A., Eastern Mennonite University;
M.S.N., Ph.D., University of Virginia.

Stephen Cessna 2000
Daniel G. Suter Professor of Chemistry
B.A., University of Colorado at Boulder;
Ph.D., Purdue University.

Kate Clark 2011
Assistant Professor of Nursing
B.S.N., Eastern Mennonite University;
M.S.N., University of Virginia;
Ph.D., University of Virginia.

Stefano Colafranceschi 2017
Assistant Professor of Computer Science
B.S., M.S., Ph.D., University of Roman.

Charles D. Cooley 1999
Assistant Professor of Computer Science
B.S., Roanoke College;
M.S., James Madison University.

Jeffrey Copeland 2009
Associate Professor of Biology
B.A., University of Virginia;
Ph.D., California Institute of Technology.

Bethany Detamore 2019
Instructor of Nursing
B.S., West Virginia Wesleyan;
M.S.N., Western Governors University.

Peter Dula 2006
 (sabbatical leave 2020-21)
Professor of Religion and Culture
 B.S., Eastern Mennonite University;
 M.A.T.S., Associated Mennonite Biblical Seminary;
 Ph.D., Duke University.

Deanna Durham 2008
Assistant Professor of Social Work and Sociology
 B.A., Northwest Nazarene College;
 M.S.W., Howard University.

Violet A. Dutcher 2006
 (sabbatical leave spring 2021)
Professor of English
 B.A., Kent State University;
 M.A., The University of Akron;
 Ph.D., Kent State University.

Martha Greene Eads 2003
Professor of English
 B.A., M.A., Wake Forest University;
 M.A., Ph.D., The University of North Carolina at Chapel Hill.

Katherine Evans 2011
Associate Professor of Special Education
 B.S., Baylor University;
 M.A., Southwestern Baptist Theological Seminary;
 Ph.D., the University of Tennessee.

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.

Beth Good 2019
Assistant Professor of Intercultural Programs
 B.S., Eastern Mennonite University;
 M.S.N., Ph.D., Widener University.

Ryan Good 2017
Assistant Professor of Applied Social Sciences,
Assistant Director of WCSC
 B.A., Goshen College;
 M.A., Associated Mennonite Biblical Seminary;
 M.A., Temple University;
 Ph.D., The State University of New Jersey.

Douglas S. Graber Neufeld 1998
Professor of Biology

B.A., Tabor College;
Ph.D., University of Texas at Austin.

Chad Gusler 2008
Associate Professor of Language and Literature
B.S., Eastern Mennonite University;
M.F.A., Seattle Pacific University.

Cyndi D. Gusler 2001
Professor of Art
B.S., Eastern Mennonite University;
M.F.A., James Madison University.

Nancy R. Heisey 1999
*Professor of Biblical Studies and Church History,
Associate Dean of Eastern Mennonite Seminary*
B.A., Messiah College;
M.Div., Eastern Mennonite Seminary;
Ph.D., Temple University.

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
(sabbatical leave 2020-21)
Associate Professor of Sociology
B.A., Seattle Pacific University;
M.A., University of Washington;
Ph.D., University of Washington.

Jerry Holsopple 1998
Professor of Visual and Communication Arts
B.S., Eastern Mennonite University;
M.Div., Associated Mennonite Biblical Seminary;
Ph.D., European Graduate School.

Simone Horst 2014
Special Collections Librarian
B.A., Eastern Mennonite University;
M.L.I.S., University of South Carolina.

Carol Grace Hurst 2014
Associate Professor of Social Work
B.A., Eastern Mennonite University;
M.S.W., Ph.D., Virginia Commonwealth University.

Steven D. Johnson 2005
Professor of Visual and Communication Arts
B.A., Houghton College;
M.F.A., Savannah College of Art and Design.

Ji Eun Kim 2017

Assistant Professor of Political Studies

B.A., The Catholic University of Korea;

M.A., Seoul National University;

M.A., University of Notre Dame;

Ph.D., University of Notre Dame.

Daniel King 2013

Associate Professor of Physics

B.A., Goshen College;

M.S., Ph.D., University of Illinois at Urbana-Champaign.

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

B.S., Eastern Mennonite University;

M.P.A., James Madison University;

Ph.D., University of Pittsburgh.

Joohyun Lee 2017

Assistant Professor of Recreation Leadership

B.A., Catholic University of Korea;

M.A., Radford University;

Ph.D., Pennsylvania State University.

Roger E. Mast 1991

Associate Professor of Physical Education

B.S., Eastern Mennonite University;

M.S., West Chester University;

Ed.D., Argosy University.

Andrew Miller 2012

Instructor of Business

B.A., Eastern Mennonite University;

M.S., Iowa State University;

M.Div., Eastern Mennonite Seminary.

Audrey Myers 2015

Assistant Professor of the Practice of Nursing

B.S., Eastern Mennonite University;

B.S.N., M.A. University of Virginia;

Ph.D., James Madison University.

Justin Poole 2013

(sabbatical leave spring 2021)

Associate 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
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Associate Professor of Conflict Studies
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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.

Andrea Dalton Saner 2013
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Assistant Professor of Old Testament and Hebrew Language
B.A., Messiah College;
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Mark Metzler Sawin 2001
Professor of History
B.A., Goshen College;
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Professor of History,
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Kristopher Schmidt 2017
Associate Professor of Biology
B.S., Trinity Western University;
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Carmen Schrock-Hurst 2011
Instructor of Spiritual Formation and Ministry
B.A., Eastern Mennonite College;
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Kevin S. Seidel 2008
Associate Professor of English
B.A., University of California, Berkeley;
M.A., Regent College; Ph.D., University of Virginia.

Tim Seidel 2015
Assistant Professor of Community and International Development
 B.S., Messiah College;
 M.A., American University School of International Service;
 M.T.S., Wesley Theological Seminary;
 Ph.D., American University.

Wendell Shank 2019
Instructor of Spanish
 B.A., Eastern Mennonite University;
 M.Ed., James Madison University;
 M.A., Universidad De Salamanca.

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Systems Librarian
 B.A., Eastern Mennonite University;
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Associate Professor of Mathematics
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Instructor of Language and Literature
 B.A., Universidad Autonoma Gabriel Rene Moreno;
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Ronald Shultz 2011
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Professor of Chemistry
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Instructor of Health and Physical Education
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Professor of History

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Assistant Professor of Theology
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Assistant Professor of Education
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Affiliate Faculty

Kelton (Tad) Cobb
Affiliate Professor of Christian Thought and History, Oregon Extension
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Ph.D., University of Iowa.

Seaton Tarrant
Affiliate Assistant Professor of Political Science and Sustainability Studies, Oregon Extension
B.A., University of Florida;
M.A., University of Florida;
M.A., Appalachian State University;
Ph.D., University of Florida.

Clinical Laboratory Sciences Adjunct Faculty

Abigail Blosser MLS (ASCP)cm, B.S.

Sentara RMH Medical Center

B.S., James Madison University.

Cynthia Lowe MLS(ASCP)CM, B.S., M.A.

Program Director, Sentara RMH Medical Center

B.S., M.A., Eastern Mennonite University.

Ann Ridder, MBA, MLS(ASCP)CM, B.A.

Program Director, Augusta Health

B.A., Bridgewater College;

M.B.A., Eastern Mennonite University.

Misty Turner, MLS(ASCP)CM, B.S.

Education Coordinator, Augusta Health

B.S., James Madison University.

Coaches

Casey Steinbrecher 2020

Head Coach, Women's Volleyball

BA - Ball State University 2002

MA – University of Dallas 2003

Kyle Dickinson 2020

Associate Coach, Track and Field, and Cross Country

BS – Shippensburg University

MS – California University of Pennsylvania

Ted Erickson 2014

Head Coach, Women's Soccer

B.S., Eastern Mennonite University.

Melvin Felix 2018

Head Coach, Men's Basketball

B.S., Roanoke College

M.S., Eastern Mennonite University.

Bob Hepler 2018

Head Coach, Cross Country, Track and Field, Women's Triathlon

B.A., UCLA; MBA, Santa Clara

University; M.S., Loyola University.

Ashley Kishorn 2017

Head Coach, Field Hockey

B.S., Salisbury University;

M.Ed., Lynchburg College.

Danielle Lickey 2017

Head Coach, Men's Volleyball

B.S., University of Charleston;
M.S., University of Charleston.

Jenny Logan 2018
Head Coach, Women's Basketball
B.S., Bridgewater College;
M.Ed., Lynchburg College

Roger E. Mast 1991
Head Coach, Men's Soccer
B.S., Eastern Mennonite University;
M.S., West Chester University;
Ed.D., Argosy University.

John D. McCurdy 2005
Head Coach, Women's Softball
B.S., Bridgewater College.

Adam Posey 2019
Head Coach, Baseball
BS – EMU 2014

Katie Russo 2018
Head Coach, Women's Lacrosse
B.A., Randolph-Macon College;
M.Ed., Frostburg State University.

Andre Swartzentruber, 2020
Head Coach, Golf
BA - EMU 2013

Emeriti

Helen Benoit Anderson 1980-2007
Professor Emerita

James R. Bomberger 1961-1998
Professor Emeritus of English

Sandra Brownscombe 1978-2018
Professor Emerita of Physical Education

Lois Bowman 1962-2014
Faculty Emerita Library

Kenton K. Brubaker 1977-1996
Professor Emeritus of Biology

Gerald Brunk 1965-2001
Professor Emeritus of History

Donald C. Clymer 1984, 2001-2016
Faculty Emeritus of Spanish

Phyllis Y. Coulter 1989-2003
Professor Emerita of Education

Spencer Cowles 1988-2016
Professor Emeritus of Business

Omar Eby 1964-1966, 1972-1999
Professor Emeritus of English

Diana Enedy 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

Ervie L. Glick 1987-2004
Professor Emeritus of German

Linda Gnagey. 2000-2020
Faculty Emerita

Ann Hershberger 1980-85, 1990-2019
Professor Emerita of Nursing

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

Ray E. Horst 1991-2003
Faculty Emeritus of Spanish

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

Vernon E. Jantzi 1975-2008
Professor Emeritus of Sociology

Glenn M. Kauffman 1965-2003
Professor Emeritus of Chemistry

Naomi M. Krall 1977-1995
Professor Emerita of Education

Jay B. Landis 1956-2007
Professor Emeritus of English

Galen R. Lehman 1973-2014
Professor Emeritus of Psychology

Wilmer Lehman 1959-2000
Faculty Emeritus of Mathematics

Joseph W. Mast 1964-1965, 1968-2005
Professor Emeritus of Computer Science

Michael Medley 1999-2017
Professor Emeritus of English

Clair Mellinger 1970-2007
Professor Emeritus of Biology

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

Roman J. Miller 1985-2016
Professor Emeritus of Biology

Judy Mullet 1986-2019
Professor Emerita of Psychology

Kenneth J. Nafziger 1977-2017
Professor Emeritus of Music

Millard E. Showalter 1966-1998
Professor Emeritus of Mathematics

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

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

Arlene Wiens 1986-2012
Professor Emerita of Nursing

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

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