



# UNDERGRADUATE CATALOG



# 2025-26 Undergraduate Catalog

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## Welcome to Eastern Mennonite University

Greetings and welcome to Eastern Mennonite University in 2025! I am glad you are here and excited about the learning community we make together. Your time as an EMU student will be filled with meaningful academic, spiritual, and social growth.

At EMU we “Lead Together” in this formative season for you. 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 academic excellence, peace and justice, and active faith. 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.

Thank you for contributing to and growing from EMU. May we all know blessing in the discovery of this journey in the years ahead.

Blessings to you,

A handwritten signature in black ink that reads "Shannon W. Dycus". The signature is fluid and cursive, with a stylized flourish at the end.

Shannon W. Dycus, D.Min.

Interim President, Eastern Mennonite University

## EMU Mission, Vision, and Values

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

### EMU's Mission, Vision, Values

#### 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.

#### Values

We the community of learners—students, faculty, and staff—of Eastern Mennonite University value:

#### Academic Excellence

As a teaching university, we prioritize student learning. Our approach to teaching and learning is equitable and engaged as we seek to inspire curiosity, creativity and academic achievement.

#### Peace and Justice

As a leader in peacebuilding, conflict transformation, and restorative justice, we pursue peace by teaching and practicing justice and equity, intercultural understanding, and environmental sustainability. We value diversity and seek to form unifying, inclusive leaders.

#### Active Faith

As a community, we seek to embody faith in action and serve and learn together to repair harm and restore hope. Shaped by Anabaptist-Mennonite beliefs and practices and the life and teachings of Jesus, we practice compassion, mutual love, and appreciation for the diversity of religious and cultural expressions represented in our community.

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

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

*Values approved by EMU Board of Trustees, June 14, 2024*

## 2025-26 Academic Calendar

### **Fall 2025 Semester**

August 26 - Fall semester begins

October 10-12 - Homecoming

October 16-17 - Mid-Semester Recess (no classes)

November 26-28 - Thanksgiving Recess (no classes)

December 8 - Last day of classes

December 9-12 - Finals week

### **Spring 2026 Semester**

January 7 - Spring semester begins

January 19 - MLK, Jr. Day of Service and Learning

March 2-6 - Mid-Semester Recess (no classes)

April 3 - Easter Recess (no classes)

April 16 - Academic and Creative Excellence Festival

April 24 - Last day of classes

April 27 - April 30 - Finals week

May 2 - Baccalaureate

May 3 - University Commencement

May 8 - Lancaster Commencement

### **Summer 2026 Term**

May 4 - August 14

## Introduction

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Harrisonburg, VA 22802-2462  
Phone: (540) 432-4000  
Fax: (540) 432-4444  
Email: [info@emu.edu](mailto:info@emu.edu)  
Website: <http://www.emu.edu>

The information in this undergraduate catalog applies to the 2025-26 academic year. 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 intercultural 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 MS in Biomedicine in 2012 and the first Doctor of Nursing Practice (DNP) was offered in 2018. Related programs at the graduate level continue to evolve.

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

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

## EMU Policies

The following are some of EMU's key policies related to the conduct of the university and its individual members. These, and additional policies and procedures, are detailed in [student and employee handbooks](#) and the [undergraduate catalog](#), [graduate catalog](#), and [seminary catalog](#). 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/policies](http://www.emu.edu/policies).

### 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 is the university provost.

*Updated by Board of Trustees July 16, 2015*

### Title IX

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

For more information regarding Title IX policies and procedures, go to <https://http://emu.edu/titleix/>. If you have questions contact our Campus Response Coordinator, Venissa White, at (540)432-4133 or [titleixcoordinator@emu.edu](mailto:titleixcoordinator@emu.edu).

### 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  
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:

1. a student's name
2. enrollment status (full-time or part-time)
3. date of birth
4. programs of study
5. participation in officially recognized activities and sports
6. weight and height of members of athletic teams
7. dates of attendance
8. degrees, awards, and honors (including Dean's List and graduation honors) received
9. the most recent previous educational institution attended by the student
10. student level (first-year, sophomore, etc.)
11. degree sought and anticipated graduation date
12. 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**

- Sexual Harassment

- Gender-Based Harassment
- Sexual Assault
- Sexual Exploitation

The complete version of this policy and its procedures is available at [Relationship Violence and Sexual Misconduct Policy](#).

### **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' 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.

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

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 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.edu](mailto:helpdesk@emu.edu).

### **Intellectual Property Policy**

The purpose of the [Intellectual Property 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.)

### **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 advisor 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 advisor to the president.

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 [Conflict and Grievance Policy and Procedure](#) for resolution, available in student handbooks. The university 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 Conflict and Grievance Policy and 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 <https://www.schev.edu/students/resources/student-complaints>.

*Approved by President's Cabinet May 21, 2003*

*Revised March 12, 2007*

*Revised February 11, 2009*

*Updated March 2021*

### **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](#).

## Accreditation

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- State Council of Higher Education for Virginia (SCHEV)
- ABET Engineering Accreditation
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Council for the Accreditation of Educator Preparation (CAEP)
- Commission on Collegiate Nursing Education (CCNE)
- Council on Social Work Education (CSWE)
- Association of Clinical Pastoral Education (ACPE)
- Association of Theological Schools in the United States and Canada (ATS)
- UMC Pastor Ordination

Student achievement goals, measures, and performance data is available at <https://emu.edu/about/accreditation/student-achievement>. More information on the individual accreditations and certifications is available below.

### **Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)**

Eastern Mennonite University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, master's, and doctorate degrees. Eastern Mennonite University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Eastern Mennonite University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

### **State Council of Higher Education for Virginia (SCHEV)**

**The university is authorized by name to operate by the State Council of Higher Education for Virginia (SCHEV).** Students and prospective students may find the information resources of the SCHEV of use in planning for college and careers, including SCHEV's institutional profile for each Virginia public college and university, and for each independent college or university participating in the Virginia Tuition Assistance Grant Program. Here is EMU's [SCHEV profile](#).

### **ABET Engineering Accreditation**

EMU's Bachelor of Science in Engineering program is accredited by the Engineering Accreditation Commission of ABET, <https://www.abet.org>, under the General Criteria.

### **CACREP Counseling Accreditation**

EMU's graduate counseling program is accredited in the specialty area of clinical mental health counseling by the [Council for Accreditation of Counseling and Related Educational Programs](#) (CACREP).

### **CAEP Teacher Education Accreditation**

Our teacher education program has carried the highest national accreditation standards in the nation for more than 50 years. EMU's undergraduate teacher education programs, graduate initial licensure TESL program, and graduate Reading Specialist program in Virginia are accredited through the [Council for the Accreditation of Educator Preparation](#) (CAEP).

### **CCNE Nursing Accreditation**

The baccalaureate and master's degree programs in nursing at Eastern Mennonite University are accredited by the [Commission on Collegiate Nursing Education](#), 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

The Doctor of Nursing Practice Program Goshen College-EMU DNP Consortium is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington DC 20001, 202-887-6791.

Eastern Mennonite University's school nurse certification program is approved by the Pennsylvania Department of Education, and the pre-licensure program is approved by the Virginia Board of Nursing.

### **CSWE Social Work Accreditation**

EMU is accredited by the [Council on Social Work Education](#) (CSWE), which serves as the national accrediting and standard-setting agency for both graduate and undergraduate social work programs. The EMU social work program also draws on the National Association of Social Workers' Code of Ethics to inform its goals, objectives, and ethical principles.

### **Seminary Accreditations**

#### **Association of Theological Schools (ATS)**

Eastern Mennonite Seminary is accredited by SACSCOC as part of Eastern Mennonite University, and is also accredited by the [Commission on Accrediting of the Association of Theological Schools in the United States and Canada](#).

#### **UMC Pastor Ordination**

The seminary is approved by the [United Methodist Church](#) for the training of candidates for ordination.

#### **Association for Clinical Pastoral Education (ACPE)**

The seminary's clinical pastoral education program is accredited by the [Association for Clinical Pastoral Education, Inc.](#), an accrediting agency in the field of clinical pastoral education recognized nationally by the U.S. Secretary of Education through the U.S. Department of Education.

## 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 are offered in the following majors. Unless otherwise noted, the degree is a bachelor of arts:

- Accounting\*
- Applied Mathematics\*
- Art
- Biochemistry\*
- Biology\*
- Business Administration\*
- Business Analytics\*
- Computer Science\*
- Criminology
- Digital Media, Photography and Design
- Engineering\*
- Environmental Science\*
- Global Development
- Global Studies
- History and Social Science
- International Business
- Leadership and Organizational Management (degree completion program)\*
- Leadership and Organizational Management with Aviation concentration\*

#### Minors

In addition to majors, the following minors are offered:

- Accounting
- Actuarial Science
- Applied Economics
- Art
- Biology
- Business Administration
- Chemistry
- Coaching
- Community Organizing and Development
- Computer Science
- Criminology and Restorative Justice
- Data Analytics
- Digital Design
- Digital Media
- Digital Photography
- Education Studies
- English
- Environmental Justice
- Environmental Science
- Environmental Studies
- Finance
- Gender Studies
- Global Development
- Global Studies
- History and Social Science
- History
- Journalism
- Kinesiology and Exercise Science
- Leadership
- Marketing
- Mathematics
- Music
- Musical Theater
- Peacebuilding
- Political Science
- Popular Music

### Majors continued

- Liberal Arts
- Marketing\*
- Medical Laboratory Science\*
- Music
- Nursing\*\*
- Organizational Leadership\*
- Peacebuilding and Development
- Peacebuilding
- Political Science
- Psychology\*
- Public Health\*
- Recreation and Sport Management
- Social Work
- Sociology
- Spanish Language and Hispanic Studies
- Theology and Religion

*\* Results in a bachelor of science degree.*

*\*\*Results in a bachelor of science in nursing (BSN) degree*

### **Pre-Professional and Professional Programs**

The following pre-professional and professional programs are available:

- All Grades Pre-K-12 Licensure (Art, ESL, Foreign Language, Music)
- Elementary Education Licensure
- Secondary Education Licensure
- Pre-Professional Health Sciences

### Minors continued

- Pre-Law
- Psychology
- Public Health
- Recreation and Sport Management
- Sociology
- Spanish
- Theater
- Theology and Religion
- Writing Studies

### **Associate Degrees**

The associate of arts degree may be earned in:

- Bible, Religion, and Theology
- Business Administration
- General Studies
- Education: Para-Professional

The associate of science degree may be earned in:

- Health Science

### **Accelerated Programs**

The following accelerated programs are available to students who qualify:

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

## **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 focused on intercultural learning and understanding power, systems, and justice. (May be satisfied by previous courses related to intercultural learning, equity, or language acquisition.)
  - CORE 300 Power, Systems, and Justice (3 SH)
  - Language Learning (3 SH)
  - NURS 426 Nursing and Family in Community (3 SH) (for students in second degree Nursing programs)
- ABP 260: Questions of Faith and Ethics (3 SH) OR NURS 310 A Conceptual Framework of Nursing (2 SH) (for students in second degree Nursing programs)
- CORE 402 Senior Portfolio (1 SH) OR NURS 440 Transition to Practice (3SH) (for students in second degree Nursing programs)

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 135 College Writing II and/or a Communication Skills course.

The student does not need to earn EMU Engage credits.

## Requirements for Associate of Arts and Associate of Science Degrees

**Degree:** Associate of Arts

**Semester Hours:** 60

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

Each student satisfies EMU Core requirements as listed below.

#### Core Foundations

ABP 260 Questions of Faith and Ethics (3 SH)

CORE 103 Big Questions, Deep Connections (3 SH)

CORE 300 Power, Systems, and Justice (3 SH)

WRIT 135 College Writing II\* (3 SH)

#### Core Inquiry

Creative Arts (1 course)

Humanities (2+ Courses from history, literature, theology & religion, 5SH)

Language Learning (3 SH)

Natural Sciences (1 course)

Quantitative Reasoning (1 course)

Social and Behavioral Sciences (1 course)

Total: minimum of 27 semester hours

*\*Pending placement. Students may self-place in College Writing I for additional writing support; Students bringing transferable dual enrollment credit may be placed in University Research, a 1 credit course, to complete their preparation for writing at EMU.*

## 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 and graded prior to the student's intended degree date.

Students expecting to graduate must complete an application for graduation provided by the university registrar's office. To be included in commencement planning, students must submit the application for graduation by January 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.

Students will only be listed in the commencement booklet and walk in the ceremony for the year that they originally applied to graduate. If the degree requirements are not completed as intended, they will not be eligible to be listed in the commencement booklet or walk again.

## 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 which lead to two different degrees may specify which degree they will receive. Both majors will be recognized as having been completed under the single degree.

Alternatively, a student may receive two baccalaureate degrees from Eastern Mennonite University by completing a total of at least 150 semester hours including the requirements for two majors which lead to different degrees.

### Residence Requirements

At least 25% of the credits required for the degree (usually 30 SH) 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 EMU Core for details of EMU Core curriculum requirements.

### EMU Engage Credit Requirement

Students engage with EMU values and integrative learning as they participate in co-curricular events. Students earn 1 EMU Engage credit each semester that they collect 10 EMU Engage points through attending designated campus events. A total of six credits is required for graduation.

Significant semester-long experiences that keep students off campus on Wednesday mornings may fulfill an EMU Engage credit.

- Student teaching
- Social work practicum
- Intercultural
- EMU Washington Semester
- Medical Lab Science Practicum

Transfer students will receive Engage credits based on prior academic credits as follows:

- 30 SH = 2 EMU Engage credit
- 45 SH = 3 EMU Engage credits
- 60 SH = 4 EMU Engage credits
- 75 SH = 5 EMU Engage credits
- 90 SH = fulfilled

See the EMU Engage website or contact the office of Student Life for further details, schedule, and FAQ.

### **Major and Minor Requirements**

Each student shall complete course requirements for one major. 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 the curriculum changes occur during their time of enrollment.

Any former student who returns to EMU after an absence of two or more consecutive semesters, not including the summer term, regardless of the timing of the original enrollment, may be subject to the current requirements at the time of readmission.

### **Student Assessment**

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

## **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

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**"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 spring 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.

**"Q" Quality** - Awarded in Honors courses to indicate a high level of achievement. Does not apply toward the student's GPA.

**"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" Withdrew\*** - Indicates the student withdrew from the course after the drop period. 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.*

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### **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 attempted.

### **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 Review**

At the end of each semester, the academic record of all students enrolled in six or more semester

hours is reviewed 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 15-week 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, a student must have completed at least 48 graded (A-F) semester hours at EMU.

### **Grade Reporting**

Grades will be available to students through myEMU(my.emu.edu) following the close of each semester. An up-to-date payment arrangement may be required for any past due account balances prior to the release of 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. 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 program director 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 program director does not result in a satisfactory resolution of the appeal. The student is responsible to ask the program director 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 must be made to the university registrar's office ([emu.edu/registrar/transcript-ordering](http://emu.edu/registrar/transcript-ordering)) and should allow one week for processing. An up-to-date payment arrangement is required for any past due account balances prior to the release of transcripts.

### **Credit through CIC consortium (Acadeum)**

Students are permitted to take up to four (4) semester credit hours in the fall or spring semester, or full-time status in the summer term with the approval of the student's academic advisor.

Consortial courses should be reserved for cases where students do not otherwise have available EMU courses needed to graduate on time. Grades will be counted in the EMU GPA and the credit hours will also be counted in the "attempted" and "earned" categories for Satisfactory Academic Progress calculations. Students must request Acadeum enrollment actions (add, drop, withdraw) through the EMU Acadeum platform administrator or through their academic program director. Visit the EMU Student Handbook to see the full policy and procedure.

### **Credit Taken by EMU Students at Other Institutions**

A student must secure written approval from the university registrar's office before enrolling 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 accepted 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 cumulative 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.

Students in the traditional undergraduate program may apply CLEP/ DSST credit toward EMU Core requirements only in the area of language learning. 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 programs may use approved testing options to meet EMU Core requirements where appropriate equivalents have been identified.

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

- **Advanced Placement (AP) Credit**

High school students taking the AP examinations may receive university credit if they achieve a satisfactory score. Information on scores required and credit awarded may be obtained from 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 occurs through the CLEP/OPI 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 language learning 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 (OPI). Credit will not be awarded for testing in English language. Contact the career services office for details.

### **Community Experience**

Persons who enter a term of voluntary service under mission and service agencies may have their community experience marked as satisfied. Students are not considered to be enrolled at EMU while earning community experience credit. For information on community experience credit, contact the Core Director.

### **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. An independent study must be directly related to the objectives of the course/program, be measurable for grading purposes, have the direct oversight or supervision of the faculty member teaching the course, and be equivalent in some form to an activity conducted in the classroom. Forty hours of engagement time is required for each credit hour granted. It does not normally substitute for required courses and does not duplicate an EMU course offering.

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

Before registering for an independent study, the student must submit a detailed proposal of the project in writing to the supervising faculty member. The proposal must receive the approval of the faculty member, the program director, 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 toward graduation, it is ultimately the student's responsibility to meet all academic requirements for their academic program. Furthermore, students are expected to familiarize themselves with the academic policies provided in the undergraduate catalog and the student handbook.

### **Registration**

Course registration information is available through myEMU (my.emu.edu) and 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 aid 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 after the drop period will be recorded with a W (Withdrawn) 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 with no grade.

### **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 a lab or other activity components, or who would like access to course materials through the learning management system must register and pay fees 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 contacting the Student Life office and plan to complete the *Leaving*

*EMU* form. 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 during the semester shall schedule a meeting with the Vice President for Student Affairs/Dean of Students who determines the official withdrawal date. It shall be no later than the date the student meets with the Vice President for Student Affairs/Dean of Students 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.

### **Medically-Excused Status**

Medically-excused (including what was previously known as Medical Leave) status is available for undergraduate students who, due to a documented concern that is affecting their personal health, are unable to complete all or some of their coursework during a semester. Medically-excused status is usually only requested during the final 40% of the semester, after the traditional withdrawal period is over.

A student requesting medically-excused status should meet with or contact the Vice President for Student Affairs/Dean of Students and complete the medically excused application form. The application requires documentation from a health care provider or verification from an appropriate university official (Health or Counseling Services, CARE Team Title IX coordinator, etc.). Students requesting medically-excused status may need to apply for readmission through the Admissions Office, which will contact the Dean of Students for approval of fitness to return to campus through the process described below. The Vice President of Student Affairs and Dean of Students may consult other university officials during this readmission process. The re-admit application is free and does not require a student to re-send any admissions documentation, unless they attend another institution during time away from EMU.

A request for medically-excused status for the current semester should be made prior to the last week of class in the fall or spring semester or prior to the last day of class in summer term. Requests made after the last week of classes may only be made if extraordinary circumstances prevented the student from requesting medical leave/excused status at an earlier time.

Students may request a retroactive medically-excused status if they experienced extraordinary medical or personal problems during a semester. Within two years of having completed such a semester, a student may petition the Vice President for Student Affairs and Dean of Students to receive a retroactive medically-excused W in some or all classes taken during the term. The petition must include clear and documented evidence. The Vice President for Student Affairs and Dean of Students will consult with the CARE team to determine if the retroactive withdrawal will be granted. If it is granted, all grade changes requested during the term in question will be changed to a W.

### **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 (PDSO) will be consulted regarding the potential withdrawal of an international student.

Any decision to withdraw a student will be referenced with the Vice President for Student Affairs/Dean of Students 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 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, their ID card 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.

### **Leave of Absence**

An undergraduate student in good standing with Eastern Mennonite University, may request a temporary leave of absence from the institution. Leaves of absence are granted to full-time students who need to interrupt their studies by meeting with the Vice President of Student Affairs/Dean of Students. Using the *Leave of Absence* form, the student may request to leave for one full semester with the mutual understanding that they will return to EMU the following semester.

### **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 with an excused absence (varsity athletic contest, class field trip, etc.) will not be penalized for missing class and will be given an opportunity to make up any work that was missed during class time. Students should always notify the professor ahead of time when missing class for an excused absence. Alternative assignments can be provided for activities that are difficult to replicate, such as labs or daily quizzes. Students are responsible for all work missed during absences.

Students who need to miss class for multiple days due to personal health-related (or other personal or family-related) reasons should notify their professors as soon as possible. Professors will work individually with students on accommodations that will best serve the student in their respective classes. Students are also encouraged to contact the Academic Advisor for additional academic support if necessary.

## Academic Accountability

### Policy

In accordance with EMU mission, vision, and life together statements, we expect academic integrity of all members of the community. Responses to violations of academic integrity are detailed below.

### Context

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 communicate concepts, construct new knowledge, and think critically about their own and others' ideas. 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 work intentionally with students during the learning process, creating assignments that promote interpretative thinking. Honesty, integrity, 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 accountability means that community members are accountable to themselves, their colleagues (fellow students or fellow instructors), the university, and the fields of study in which they engage. To be academically accountable means to be able to give a transparent account of the academic work that we do. It means that we “leave tracks” and create trails so that others may learn where we started and how we ended up where we are.

A transparent account for academic work involves producing and submitting one's own work in papers, essays, projects, quizzes and tests; correctly and consistently acknowledging sources used; factually representing research results, one's credentials, and facts or opinions; and appropriately documenting use of technology.

Informed use: as much as possible, students, faculty and staff should be generative AI (gAI) “literate”

- know how gAI systems work
- gAI is ubiquitous and increasing in options
- gAI systems are associated with common applications and tools
- gAI can be good for tasks such as outlines, brainstorming, checking grammar, spelling, and/or style

Ethical and Responsible use: as much as possible, students, faculty and staff should understand limitations, benefits, and risks of gAI

- Consider privacy and unequal access to gAI tools
- Information should not be submitted to an AI system unless you expect it to be publicly available and you own it
- gAI systems may be poorly referenced and/or the content may be unattributed to the original copyright owner
- Bias exists in the data and output
- gAI can “hallucinate” and may provide untrue information (fact checks are required)

- gAI searches have climate impacts (electricity and water usage)

**Examples of violations of EMU's Academic Accountability Policy are below.** [Additional examples of violations are available in this document.](#)

1. Not providing appropriate documentation to all information, ideas, and quotations taken from any source, including anything online;
2. Using resources such as notes, textbooks, online resources when not authorized by the instructor;
3. Giving or receiving unauthorized assistance to or from another person, face to face or electronically on or during or after a quiz or test;
4. Falsifying research results, withholding data, misrepresenting facts;
5. Presenting material as one's own from a site that sells essays [or generates them for you \(generative AI\)](#);
6. Frequently committing violations within a single document or repeatedly over time;
7. Using Google Translator, [generative AI \(gAI\)](#) 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; or
8. Recycling one's own previous work without proper citation and securing the instructor's approval.

Faculty should clearly describe allowances for generative AI usage on specific assignments on the spectrum of

- Free usage (no acknowledgment, documentation, or citation needed to use generative AI on this assignment)
- Fully prohibited (The assignment must be completed without assistance from others, including generative AI tools)
- Middle positions
  - describe which sections of a multi-layer assignment can incorporate use of AI
  - describe what types of actions might be allowed (eg. outlines, brainstorming, checking grammar)
  - describe how to use source citations for AI use.

## Academic Accountability Procedures

The following procedure is appropriate for use in undergraduate and graduate settings.

When an instructor observes or suspects that an episode of academic misconduct has occurred, the process below should be followed. NOTE: The Academic Accountability Representative (AAR) is the director of the Academic Success Center and acts as a process facilitator. Instructors are mandated to contact the AAR about possible academic misconduct to the AAR.

1. The instructor contacts the AAR to discuss their observations and to share further details of the episode and any documentation of alleged violation. They decide whether or not to initiate a formal process.
2. Together, they (AAR & Instructor) explore possible reasons for the incident, plan for the instructor to converse with the student to understand each others' perspectives, and explore possible avenues for accountability. If the AAR and instructor conclude that no violation has occurred, the instructor will inform the student and copy the AAR;

3. Otherwise, the instructor meets with the student. (Sometimes, when the instructor meets with the student, this is the moment when the student and instructor resolve the issue without further involvement with the AAR.)
  4. If the instructor and AAR have decided that a formal process is needed, the instructor informs the student about the concern (the paper submitted, the test taken) and that they will be consulting with the university AAR to initiate a formal process and will inform the student of the consultation results.
  5. The instructor completes a [form reporting their concerns](#), which goes automatically to the AAR.
  6. The AAR checks on any prior episodes for this student. (AAR has access to all previous reports.)
  7. The AAR arranges a meeting with the student to occur within 2 business days. During this meeting, the student is in a safe place where privacy is ensured. The student is encouraged to share what happened. The AAR listens, asking prompting questions as appropriate. Ultimately, the AAR is seeking moments of learning, of redemption for the student, of restoration of the relationship between student and instructor.
1. The AAR reports to the instructor the pertinent details of the meeting with the student. The AAR will record notes of the meetings with instructor and student(s);
  2. The AAR will set up a planning meeting with the AAR, instructor, and student within 7 business days and inform the parties. The student will be informed that they may invite a trusted support person to this meeting if they choose;
  3. In the case that an accountability process extends beyond the last day of the course, the instructor will record an “Incomplete” grade for the course.
- The AAR/Instructor/Student meeting will include the following:
    1. The AAR will briefly explain the purpose of the meeting and facilitate decisions about ground rules;
    2. The student will explain their actions and what led up to those actions (What happened? What were you thinking at the time?);
    3. The instructor will explain their observations and concerns (What happened? What were you thinking at the time?);
    4. The instructor and student will discuss possible actions to remedy the situation and prevent its recurrence (What have you thought about since? What could make it right? What could keep it from happening again in the same way?);
    5. As appropriate on a case-by-case basis, the instructor and student will write and sign a detailed action plan to include dates and responsibilities of all parties. The plan should include due dates and the responsibilities of both parties.
  - The AAR will record all meetings with student and instructor, including the Action Plan in the Maxient case file and arrange further instruction if necessary.
  - Shortly before the Action Plan is due, AAR will check in with the student and instructor to monitor progress.
  - Once the Action Plan has been carried out and/or the situation has been resolved, the AAR will update the case notes to reflect this completion, and close the case in Maxient.

- The instructor will replace any Incomplete grades with final grades.

## Complications

1. ***If the instructor and student cannot agree on an Action Plan***
  - a. The AAR will meet with the student and the instructor separately to evaluate points of disagreement and to develop potential solutions. The AAR will facilitate a meeting where both parties discuss the issues and proposed solutions.
  - b. If the student and instructor cannot agree on an Action Plan after these individual meetings, the dean of the instructor's school in collaboration with the Dean of Students will identify an Action Plan or grade consequence.
2. ***If the Action Plan is not satisfactorily completed by the student***
  1. The instructor may assign a failing grade to the assignment or test in question.
  2. Failure to complete the Action Plan will be recorded in the case notes in Maxient.
  - ***Repeated violations with accompanying failure to complete Action Plans***
    1. If the student fails to complete multiple action plans, a Letter of Probation, or Letter of Indefinite Suspension/Disciplinary Withdrawal may be issued. The AAR and school dean will determine these responses and the dean will carry out the response.
    2. If the instructor assigns 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.

## Student Appeal

The student will submit an appeal form to the Provost in writing within five (5) working days following notification of the Academic Accountability report. The student may wish to work with their academic advisor or a Student Life staff member to complete the Appeal form. The student will send the completed form to the Provost.

Reasons for the appeal must be clearly stated and based on at least 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 accountability violation
4. The Instructor, AAR, or other institutional representative did not follow through on the agreed upon plan.

On the basis of these factors, the provost will review the appeal and, in consultation with the AAR, make a decision to uphold or modify the academic accountability violation record. The Provost will communicate the decision to the student in writing within five (5) days after the receipt of the appeal. The decision is final.

## Documentation

- Students who receive any type of academic accountability violation will have it documented in an internal record keeping system at EMU. This system is confidential with limited access.
- Academic accountability violations/probation/suspensions are never part of a student's official EMU transcript.
- Academic accountability violations will not prevent admission into any academic major at EMU.
- Academic accountability violations are not part of any student life recommendation for students transferring to another university.
- A review of academic accountability violations - in particular, reports marked "incomplete" - may be included when students are considered for student leadership positions, academic honors, participation in cross-cultural opportunities and recommendation for students transferring to another university.
- Academic accountability violations that are egregious and broad in scope may have more serious consequences, including a letter of academic conduct probation and/or a letter of indefinite academic conduct suspension/withdrawal.
- Students who have repeat academic accountability violations may receive a letter of academic conduct probation. This letter serves as official notification that additional academic conduct violations may warrant a letter of indefinite academic conduct suspension.

## Responsible Party

The provost is responsible for this policy.

## Policy Review

This policy is reviewed annually.

## Policy Distribution

Undergraduate, Graduate and Seminary Catalogs, Undergraduate, Graduate, Seminary and Lancaster Student Handbooks.

*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*

*Revised by task force and approved by Provost's Council, May 4, 2021*

*Revised by Provost's Council, January 19, 2023 and December 12, 2023*

## Policy for Review and Readmission of Undergraduate Students

### Definitions

**Unconditional Readmission** - granted to students when all satisfactory academic progress criteria are met.

**Academic Warning** - granted to students when not all satisfactory academic progress criteria are met; students on academic warning may be required to sign and comply with an academic plan.

**Academic Plan** - a contract for students who are readmitted on appeal after being denied readmission. An academic plan will have specific academic criteria that must be met for a student to be granted readmission the following semester.

### Policy

At the end of each semester, the academic record of all students enrolled in six or more semester hours is reviewed by the academic review committee according to the following **satisfactory academic progress criteria** in the table below. The academic review is to be completed and students notified of their readmission status within 30 days after the end of each semester.

#### Satisfactory Academic Progress Criteria

Semesters Enrolled	Cumulative GPA	Total Credits Earned	% of Credits Attempted that are Passed (cumulative)
1	1.7	10	67%
2	1.7	20	67%
3	1.8	30	67%
4	1.8	40	67%
5	1.9	50	67%
6	1.9	60	67%
7	2.0	70	67%
8	2.0	80	67%
9	2.0	90	67%
10	2.0	100	67%
11	2.0	110	67%

Semesters Enrolled	Cumulative GPA	Total Credits Earned	% of Credits Attempted that are Passed (cumulative)
12	2.0	120	67%

#### Students previously enrolled on an unconditional readmission status

1. Students who meet satisfactory academic progress criteria are granted unconditional readmission for the subsequent semester.
2. Students who do not meet satisfactory academic progress criteria are granted an academic warning for the subsequent semester. Students who are granted a semester of academic warning may be required to meet with the associate provost during the first week of the semester to review their academic progress as well as the criteria needed to return to good academic standing.
3. Students enrolled in their seventh semester (or more) who do not meet the satisfactory academic progress criteria will be denied readmission for the subsequent semester. (Students are also denied financial aid after their seventh semester - federal and institutional - according to federal financial aid regulations.)

#### Students previously enrolled on academic warning status

1. Students who meet the satisfactory academic progress criteria are granted unconditional readmission for the subsequent semester.
2. Students who do not meet the satisfactory academic progress criteria are denied readmission; students may be denied for one or two semesters.

#### Students previously enrolled with an academic plan status

Students previously enrolled with an academic plan status will be reviewed according to their academic plans.

1. Students who meet the terms of their academic plans and meet the satisfactory academic progress criteria are granted unconditional readmission for the subsequent semester.
2. Students who meet the terms of their academic plans but do not meet the satisfactory academic progress criteria are granted another semester with an academic plan.
3. Students who do not meet the terms of their academic plan are denied readmission for the subsequent 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.

Students whose appeals are granted are required to sign and comply with an academic plan, facilitated by the Academic Success Center.

### **Policy Considerations**

1. The policy for Review and Readmission of Undergraduate Students is intended to comply with federal regulations governing financial aid and satisfactory academic progress.
2. Repeated courses will be included in the calculation for % of attempted credits that are passed.
3. Students who receive a "W" in a course will have those course credits included for calculating % of attempted credits that are passed.
4. For purposes of calculating total credits earned and % of attempted credits that are passed, incomplete courses will be considered a "W" (withdraw) until the student receives a grade. For students who are being reviewed after their seventh semester, academic review outcomes will be determined on a case-by-case basis. The academic review outcomes may result in academic warning, academic plan or denial of readmission.
5. College credits earned while enrolled in high school (dual enrollment, Advanced Placement, International Baccalaureate) will not be calculated into the "semester of enrollment" criteria (satisfactory academic progress criteria).
6. Transfer credits attempted and earned toward a student's degree will be calculated into the satisfactory academic progress criteria (semester of enrollment, total credits earned, % of attempted credits that are passed).

*Reviewed and approved by Academic Review Committee, April 12, 2019*  
*Reviewed and approved by Provost's Council, June 6, 2019*

## 2025-26 EMU Core

### Core Overview

***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.*** ([EMU Mission Statement](#))

As educators in the EMU Core, we join with students of all faiths, ethnicities, and cultural backgrounds to engage in, contribute to, transform and be transformed within EMU's community of learning. The EMU Core, our undergraduate general education curriculum, seeks to support students' growth "as unifying leaders equipped with intercultural competence, oriented towards peace and justice, and rooted in an active faith modeled on the life and teachings of Jesus" (EMU Mission, Vision, and Values). The Anabaptist Christian faith sustains EMU's focus on equity and peacebuilding, sustainability, and intercultural understanding. Christians have been complicit in colonialism, racism, and other forms of systemic oppression; and yet the life and teachings of Jesus contain wisdom and power to transform systems of oppression, build peace, sustain hope, and help us live ethically with each other in the natural world.

Our EMU Core student learning outcomes promote EMU values and support social and professional development. Our students will graduate with a broad base of knowledge and professional skills augmented by their deeper exploration of a particular discipline. Moreover, we hope they will be attuned to wise ways of being in, understanding, and approaching their world--that is, that they develop awareness that can grow into wisdom through experiences at and beyond EMU. Wisdom flourishes in community, with many religious, ethnic, and indigenous groups sustaining wisdom traditions. Wise, unifying leaders have intercultural expertise, enabling them to work within and across communities, to find productive tensions in conflict, and to apply their knowledge reflectively towards transformative solutions.

Wisdom is acquired through experience and shared through storytelling. As students build their EMU portfolios, we hope that they will examine the stories that shape them, understand their own stories, and recognize the stories that shape their communities and the world. We know that not all personal stories will be ready to be told during a student's years at EMU, and that awareness and knowledge acquired in several years may require decades of experience, practice, and encounter to grow into wisdom. As students curate their EMU portfolios and tell the stories of their time at EMU, we hope that they will recognize that they have acquired skills and dispositions needed to become reflective co-authors in the story of the world.

We recognize diverse sources of wisdom and commit ourselves to seeking out and elevating historically underrepresented narratives within the broader narratives of our disciplines.

### EMU Core Student Learning Outcomes

#### **EMU Values Outcomes**

EMU Values Outcomes link to our university verse, Micah 6:8. *What does the Lord require of you, but to do justice, love mercy, and to walk humbly with your God?*

- *Power & Equity (Do Justice)*: Students will analyze power and identity in systems and cultures through the lenses of anti-racism and anti-oppression to promote justice and equity.
- *Environmental Sustainability (Love Mercy)*: Students will explain the significance of environmental sustainability and the interconnectedness between the natural world and human thriving.
- *Intercultural Understanding (Walk Humbly)*: Students will demonstrate skills in cultural self-awareness and perspective-taking in intercultural contexts.
- *Faith & Meaning (With God)*: Students will articulate their understanding of the meaning of their lives and significance of their choices as a result of studying ethics, Christian scripture, and Anabaptist Mennonite beliefs in practice.

### **Professional and Social Development Outcomes**

Professional and Social development outcomes support practical and intellectual skills for wise, engaged professionals and community builders.

- *Communication*: Students will apply effective communication skills by gathering, interpreting, critiquing, and presenting information from diverse sources.
- *Innovative and Applied Learning*: Through integrative reflection, students will design creative solutions and responses to real-world challenges and situations.
- *Integrative learning*: Students integrate broad knowledge of human culture and the natural world with concerns that transcend disciplinary boundaries.
- *Reflective Collaboration*: Students will reflect on their growth as persons in diverse communities and their ability to collaborate constructively with others.

### **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, and Accelerated Second Degree Nursing Program within the program descriptions.

### **Core Foundations (16 SH & EMU Engage)**

- CORE 103 Big Questions, Deep Connections (3)
- CORE 135 College Writing II\* (3)
- EMU Engage (6 EMU Engage credits, earned by participating in campus events)
- ABP 260 Questions of Faith and Ethics (3)
- CORE 300 Power, Systems, and Justice (3)
- ICSSC xxx Intercultural Understanding course (3)
- CORE 402 Senior Portfolio (1)

### **Core Inquiry--choose designated courses from each category (14+ SH)**

- Creative Arts (1+)
- Humanities: pick two courses from different categories (at least 5 credits)
  - History
  - Literature
  - Theology and Religion

- Language Learning course (3)
- Natural Science course (2+)
- Quantitative Reasoning course (1+)
- Social and Behavioral Science course (2+)
- Career Experience (Within the major, may simultaneously fulfill another Core requirement)
- Writing Intensive (Within the major, may simultaneously fulfill another Core requirement)

**Total: minimum of 30 semester hours/credits, plus 6 EMU Engage credits, plus writing intensive and career experience courses.**

*\*Pending placement. Students may self-place in College Writing I for additional writing support; Students bringing transferable dual enrollment credit may be placed in University Research, a 1 credit course, to complete their preparation for writing at EMU.*

Codes used to indicate EMU Core designate courses in the schedule of undergraduate course offerings are listed with the designate descriptions below.

**2025-26 Transfers:** Transfers and re-admits may contact the registrar's office for details about alternative courses that fulfill the CORE 300 Power, Systems, and Justice and CORE 402 Senior Portfolio requirements in 2025-26.

## Core Foundations (16 SH)

### CORE 103 Big Questions, Deep Connections (3)

CORE 103 and 402 bookend the Core Foundations courses, providing space for integrative reflection on EMU values outcomes related to Power & Equity, Intercultural Understanding, Environmental Sustainability, and Faith & Meaning as well as academic, professional, and vocational planning and preparation.

### CORE 135 College Writing II (3)

- WRIT 125 College Writing I (3)
- WRIT 135 College Writing II (3)
- CORE 302 University Research (1)

These courses for students in their first year at EMU develop academic reading, thinking, and writing skills in various discourse communities and provide a basis in Communication at the college level. The following are guidelines to follow for writing placement. Decisions are made on an individual basis.

1. As part of guided self-placement, students will complete a questionnaire to determine appropriate placement in WRIT 125 or WRIT 135. Placement will be confirmed in consultation with academic advisors.
2. In the first week of class, a diagnostic essay will be written in WRIT 125 or WRIT 135 to confirm placement. Adjustments may be made to writing placement at that time.
3. A student who scores 4 or 5 on the AP Language and Composition exam earns 3 hours of credit, satisfies the writing course requirement, and will enroll in CORE 302 University Research.
4. 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 135 College Writing II. The following points apply to instances where a student wishes to meet the EMU Core writing requirement through dual enrollment writing courses:
  - a. 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 125 or WRIT 135 based on their ACT/SAT English scores and grades in junior and senior year high school English courses.
  - b. 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.
  - c. 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. Additional methods for determining writing placements may be introduced as needed.
  - d. Students who have satisfied the writing course requirement through dual enrollment will enroll in CORE 302 University Research.
5. CORE 302 University Research is strongly recommended for students who transfer credit fulfilling WRIT 135 College Writing II from other schools or through Transfer Virginia's Undergraduate Certificate of General Studies. If in doubt about whether to take University Research, transfer students should consult with the academic advisor in their programs of study. Transfer students should enroll in the course prior to or in the same semester that they take their first Writing Intensive course at EMU.
6. If a student takes WRIT 110, WRIT 125, or WRIT 135 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.

### **EMU Engage (6 EEC)**

Students engage with EMU values and integrative learning as they participate in co-curricular events. Students earn 1 EMU Engage credit each semester that they collect 10 EMU Engage points through attending designated campus events. A total of six credits is required for graduation. See the EMU Engage [website](#) or contact the office of Student Life for further details, schedule, and FAQ.

Significant semester-long experiences that keep students off campus on Wednesday mornings may fulfill an EMU Engage credit.

- Student teaching
- Social work practicum

- Intercultural
- EMU Washington Semester
- Medical laboratory science program

Transfer students will receive Engage credits based on prior academic credits as follows:

- 30 SH = 2 EMU Engage credit
- 45 SH = 3 EMU Engage credits
- 60 SH = 4 EMU Engage credits
- 75 SH = 5 EMU Engage credits
- 90 SH = fulfilled

### **ABP 260 Questions of Faith and Ethics (3)**

ABP 260 supports the Core Faith & Meaning learning outcome.

### **CORE 300 Power, Systems, and Justice (3)**

CORE 300 supports the Core Power & Equity learning outcome. May also be fulfilled by:

- SOWK 360 Race and Gender (3)
- WCSC 387 Race, Space, and Inequality (3)
- WCSC 388 La Lucha Latina (3)

### **ICSSC xxx Intercultural Understanding course (3)**

ICSSCXXX supports the Core Intercultural Understanding outcome. For this year's intercultural experience offerings, consult the [Intercultural Programs](#) section of the catalog. For future programs and further details, contact the Intercultural Programs office.

### **CORE 402 Senior Portfolio (1)**

CORE 103 and 402 bookend the Core Foundations courses, providing space for integrative reflection on EMU values outcomes related to Power & Equity, Intercultural Understanding, Environmental Sustainability, and Faith & Meaning as well as academic, professional, and vocational planning and preparation.

#### **Core Inquiry (14+ SH + intensives)**

### **Creative Arts Exploration (one course; 1-4 SH)**

Students practice Innovative and Applied Learning as they engage with the creative process. See courses coded CA in the schedule of undergraduate course offerings.

## **Humanities: pick two courses from different categories (at least 5 credits)**

Each of these Core liberal arts courses engages with one of the EMU values outcomes: Power & Equity, Environmental Sustainability, Intercultural Understanding, or Faith & Meaning.

- History: See courses coded HI in the schedule of undergraduate course offerings.
- Literature: See courses coded LI in the schedule of undergraduate course offerings.
- Theology and Religion: See courses coded TR in the schedule of undergraduate course offerings.

## **Language Learning (one course; 3 SH)**

Students complete at least one 3 SH course in language learning, developing their Intercultural Understanding and skills in Communication. See courses coded LL in the schedule of undergraduate course offerings.

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 Spanish 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 policies section for details about obtaining language credit through testing.

See an extensive list of Spanish Language (SPAN) courses and occasional courses in additional languages (LANG) in the course descriptions section of the catalog.

## **Natural Science (one course; 2-4 SH)**

Natural science coursework emphasizes scientific inquiry as a method for learning about life. Each of these Core liberal arts courses engages with one of the EMU values outcomes: Power & Equity, Environmental Sustainability, Intercultural Understanding, or Faith & Meaning. See courses coded NS in the schedule of undergraduate course offerings.

## **Quantitative Reasoning (one course; 1-4 SH)**

These courses emphasize decision-making through quantitative reasoning and support the Core Innovative and Applied Learning outcome. Students may also receive credit and fulfill the quantitative reasoning requirement through the Advanced Placement exams in either statistics or calculus. See courses coded QR in the schedule of undergraduate course offerings.

### **Social and Behavioral Science (one course; 2-3 SH)**

Social and behavioral science coursework develops problem-solving strategies by inviting students to analyze and respond to real world situations. Each of these Core liberal arts courses engages with one of the EMU values outcomes: Power & Equity, Environmental Sustainability, Intercultural Understanding, or Faith & Meaning. See courses coded SB in the schedule of undergraduate course offerings.

### **Career Experience (one course; 1-12 SH)**

Career Experience courses are embedded in the major and integrate at least 15 hours of experiential learning in a community setting. Students practice Innovative and Applied Learning and Reflective Collaboration in these experiences. A Career Experience course may also fulfill other EMU Core requirements. See courses coded CE in the schedule of undergraduate course offerings.

### **Writing Intensive (one course; 1-4 SH)**

Students complete one Writing Intensive (WI) designate courses in addition to College Writing. A Writing Intensive course is embedded in the major and may also fulfill other EMU Core requirements. WI courses emphasize writing as a way of learning and development of the writing process and supports the Core Communication outcome. Prerequisite for all WI courses: WRIT 135. See courses coded WI in the schedule of undergraduate course offerings.

## **Intercultural Programs**

This year's intercultural experience offerings from Intercultural Programs:

### **Option 1: Semester Intercultural Program**

The semester program is the recommended intercultural option. Each semester program comprises 15 SH taken as five courses. A semester intercultural usually includes one faith course meeting the Christian Identity and Witness (CIW) requirement and a language course (where appropriate) fulfilling the language learning requirement. Other coursework represents history and culture, additional language studies, or an area of faculty expertise, and fulfills intercultural designate credit. Coursework during a semester intercultural does not satisfy EMU Core Critical Thinking requirements. Semester faculty-led intercultural programs will resume in 2026-27.

### **Option 2: Summer Intercultural Seminars (3-6 weeks)**

Summer seminars provide exposure to intercultural contexts for 3-6 weeks. A three-week experience comprises the core experiential social science course. Six-week seminars include a second 3 SH course. Students entering EMU prior to 23-24 will need to take additional designate courses on campus to complete their required intercultural study. Intercultural seminars scheduled for summer 2026 include:

1. **Guatemala** with leader Debbi DiGennaro
  - a. ICSSC 201 Intercultural Social Science: Guatemala (3)

2. **Middle East** with leaders Timothy Seidel and Anna Johnson
  - a. ICSSC 201 Intercultural Social Science: Middle East (3)
  - b. ICLNG 110 Arabic Language (3)
3. **Spain** with leader Deanna Durham
  - a. ICSSC 201 Intercultural Social Science: Spain (3)
  - b. ICSPA 110-322 Spanish Language (at level, based on previous knowledge) (3)
4. **Local Context** *meets on campus* (for eligible students)
  - a. ICSSC 201 Intercultural Social Science: Local Context (3)

### Option 3: EMU Washington Semester

The EMU Washington Semester provides students a semester or 10-week summer experience in Washington, DC, exploring career-building internships, city life, cultural diversity, and the connections between values and work. See the [Special Programs](#) section for more information.

### Additional Intercultural Experience Courses

- **ICSSC 202 Intercultural Learning and Integration** (1 SH)  
For qualifying students with significant prior intercultural immersion experience. International students, multicultural students and students with previous qualifying cultural experiences reflect on their learning to fulfill the experiential component of the intercultural requirements. Permission must be granted by the Intercultural Programs director to take this course in the second year of study or later.
- **ICSSC 203 Intercultural Immersion** (1 SH)  
This course provides the foundation for intercultural learning and is offered in conjunction with off-campus programs. Paired with other credits in a 4+ week intercultural seminar.
- **ICSSC 211 Intercultural Community Immersion** *meets on campus and other Harrisonburg locations*, spring semester (3 SH)  
This experiential learning course develops intercultural knowledge and skills through classroom and community-based learning. It is offered on campus during the spring semester and includes regular community immersion hours outside of scheduled class times with groups and/or individuals from different cultures or subcultures than that of the student. Seniors, juniors, and students who transfer at least 58 credits earned prior to matriculation at EMU have priority for registration. Contact the Director of Intercultural Programs with questions or for further information.  
Core: Fulfills Core Foundations Intercultural Learning requirement
- See the [Cooperative Programs](#) section for other programs offering courses that meet IC experience requirements.



## Accounting, major

**Contact:** Johanna Burkholder

**Degree:** Bachelor of Science

**Semester Hours:** 58

**Core Intensives:** Fulfills CE and WI.

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 accounting credits above the introductory level and can earn the 2-3 additional semester hours by taking an accounting internship or the recommended "Seminar in Accounting" course.

**Admission Requirements:** To graduate with a program major, students must first earn admission to the program. 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 program admission to apply for an internship and several upper-level courses. Students seek admission to the program by completing an application and an interview with their advisor; they must meet the GPA requirements 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 program. Many courses in the program 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).

### Required Courses (58 SH)

- ACTG 221 Financial Accounting (3)
- ACTG 222 Managerial Accounting (3)
- \*ACTG 321 Intermediate Accounting I (3)
- \*ACTG 322 Intermediate Accounting II (3)
- \*ACTG 341 Cost Accounting (3)
- \*ACTG 421 Federal Income Tax (3)
- \*ACTG 422 Intermediate Accounting III (3)
- \*ACTG 432 Advanced Accounting (2)
- \*ACTG 433 Nonprofit and Governmental Accounting (2)
- \*ACTG 451 Auditing (3)
- BUAD 101 Business at EMU (3)
- BUAD 221 Principles of Management (3)
- BUAD 301 Quantitative Decision Making (3)
- BUAD 411 Business Law (3)
- BUAD 461 Strategic Leadership in Organizations (3)
- CIS 211 Spreadsheet and Data Management (1)
- CIS 251 Management Information Systems (3)
- ECON 211 Principles of Microeconomics (3)
- ECON 212 Principles of Macroeconomics (3)
- FIN 440 Financial Management (3)
- STAT 120 Descriptive Statistics (2)

\* indicates the course is offered in alternate years

## Accounting, minor

**Contact:** Johanna Burkholder

**Semester Hours:** 18

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

### Required Courses (18 SH)

- ACTG 221 Financial Accounting (3)
- ACTG 222 Managerial Accounting (3)
- \*ACTG 321 Intermediate Accounting I (3)
- \*ACTG 322 Intermediate Accounting II (3)
- \*ACTG 341 Cost Accounting (3)
- BUAD 221 Principles of Management (3)

\* indicates the course is offered in alternate years

## Actuarial Science, minor

**Contact:** Daniel Showalter

**Semester Hours:** 39

### Required Math/Statistics Courses (24 SH)

- MATH 170 Discrete Mathematics (4)
- MATH 185 Calculus I (4)
- MATH 195 Calculus II (4)
- MATH 284 Multivariate Calculus (2)
- \*MATH 350 Linear Algebra (3)
- \*MATH 470 Mathematical Probability (3)
- STAT 220 Inferential Statistics (2)
- STAT 230 Regression and ANOVA (2)

### Required Business Courses (15 SH)

- ACTG 221 Financial Accounting (3)
- BUAD 301 Quantitative Decision Making (3)
- ECON 211 Principles of Microeconomics (3)
- ECON 212 Principles of Macroeconomics (3)
- FIN 440 Financial Management (3)

\* indicates the course is offered in alternate years.

## Applied Economics, minor

**Contact:** Lindy Backues

**Semester Hours:** 18

The applied 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, social work, history, pre-law, business, the health professions, and similar programs.

### **Required Courses (18 SH)**

- ECON 211 Principles of Microeconomics (3)
- ECON 212 Principles of Macroeconomics (3)
- \*ECON 300 Environmental & Ecological Economics (3)
- \*ECON 311 Contemporary Economic Issues (3)
- \*ECON 411 International Economics (3)
- Choose one course from this list:
  - BUAD 301 Quantitative Decision Making (3)
  - ECON 481 Economics Internship (3)
  - FIN 440 Financial Management (3)

\* indicates the course is offered in alternate years

## **Applied Mathematics, major**

**Contact:** Daniel Showalter

**Degree:** Bachelor of Science

**Semester Hours:** 44-53

**Core Intensives:** Fulfills CE and WI.

### **Required Courses (31 SH)**

- MATH 170 Discrete Mathematics (4)
- MATH 185 Calculus I (4)
- MATH 195 Calculus II (4)
- MATH 284 Multivariate Calculus (2)
- \*MATH 350 Linear Algebra (3)
- PHYS 252/253 University Physics I Lecture/Lab (4)
- STAT 150 Data Visualization (2)
- STAT 220 Inferential Statistics (2)
- Choose 6 SH of computer science courses
- **Choose 7 SH from this list:**
  - \*MATH 286 Vector Calculus (2)
  - \*MATH 310 Differential Equations (3)
  - CS or ENGR 330-335 Topics in Computer Science or Engineering (2) (may be taken for repeat credit)
  - \*MATH 470 Mathematical Probability (3)
  - STAT 230 Regression and ANOVA (2)

### **Complete a minor from an approved field, such as:**

- Data Analytics (6 additional semester hours)
- Actuarial Science (15 additional semester hours)
- Computer Science (10 additional semester hours)

\* indicates the course is offered in alternate years

## Applied Mathematics, teaching endorsement (6-12)

**Contact:** Daniel Showalter

**Degree:** Bachelor of Science

**Semester Hours:** teacher education courses + mathematics major

**Format:** Face-to-face

**Admission Requirements** 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 a teacher education program 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](#) or [www.emu.edu/education/test-scores](http://www.emu.edu/education/test-scores).

Admission to teacher education requires a 2.5 cumulative GPA 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 teacher education courses (courses with ED 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 subject area components); 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, English, History and Social Science, Applied Mathematics, Visual Arts, English as a Second Language, Foreign Language, and Music).

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. See the [Secondary Education \(6-12\)](#) information for required courses for the teacher licensure program, grades 6-12.

## Art, major

**Contact:** Cyndi Gusler

**Degree:** Bachelor of Arts

**Semester Hours:** 50

**Core Intensives:** Fulfills CE and WI.

**Senior Exhibits and Productions:** VACA seniors in this major complete a significant production or exhibit. This senior exhibit/production represents a culminating event—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 their 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.

**Sophomore Review:** Sophomore Reviews are required for VACA majors. Visual And Communication Arts faculty will conduct a portfolio review after 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 program director 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 VACA 481 Junior/Senior Thesis and Exhibition, 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.

### **Required Courses (50 SH)**

- VACA 121 Drawing I (4)
- \*VACA 131 Three-Dimensional Design (4)
- VACA 143 Foundations of Design I: 2-D (2)
- VACA 144 Foundations of Design II: Digital (2)
- VACA 151 Photography I (2)
- VACA 222 Painting I (4)
- VACA 232 Ceramics I (4)
- VACA 252 Photography II (4)
- \*VACA 283 Art History-Western (4)
- VACA 332 Ceramics II (2)
- VACA 382 Contemporary Art (2)
- \*VACA 384 Art History-World (2)
- VACA 432 Ceramics III (2)
- \*VACA 434 Drawing II (2)
- \*VACA 435 Painting II (2)
- VACA 450 Junior/Senior Portfolio and Vocation (2)
- VACA 481 Junior/Senior Thesis and Exhibition (2)
- Choose one course:
  - \*VACA 323 Printmaking and Watercolor (4)
  - \*VACA 335 Installation and Experimental Media (4)

### **Recommended Courses**

- VACA 142 Graphic Design I (2)
- \*VACA 242 Graphic Design II (2)
- \*VACA 243 Graphic Design III (2)
- VACA 168 Digital Media I: Video Production (4)
- VACA 442 Ceramics IV (2)
- VACA 491 Internship (1-4)

\* indicates the course is offered in alternate years

### **Art, minor**

**Contact:** Cyndi Gusler

**Semester Hours:** 20

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

### **Required Courses (20 SH)**

- VACA 121 Drawing I (4)
- \*VACA 131 Three-Dimensional Design OR VACA 232 Ceramics I (4)
- VACA 143 Foundations of Design I: 2-D (2)
- VACA 144 Foundations of Design II: Digital (2)
- VACA 222 Painting I OR \*VACA 323 Printmaking and Watercolor (4)
- Choose 4 SH from this list:
  - \*VACA 283 Art History-Western (4)
  - VACA 332 Ceramics II (2)
  - VACA 382 Contemporary Art (2)
  - \*VACA 384 Art History-World (2)
  - \*VACA 434 Drawing II (2)
  - \*VACA 435 Painting II (2)

\*indicates the course is offered in alternate years

+ Art minors are strongly encouraged to take VACA 121 and VACA 143 as a beginning course sequence.

## Art, teaching endorsement (PreK-12)

**Contact:** Cyndi Gusler

**Degree:** Bachelor of Arts

**Semester Hours:** 85 (35 education + 50 art)

**Format:** Face-to-face

**Admission Requirements:** 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 a teacher education program 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](#) or [www.emu.edu/education/test-scores](http://www.emu.edu/education/test-scores).

Admission to teacher education requires a 2.5 cumulative GPA 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 teacher education courses (courses with ED 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 subject area components); 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, English, History and Social Science, Applied Mathematics, Visual Arts, English as a Second Language, Foreign Language, and Music).

The art courses listed below and the [all grade education \(PreK-12\)](#) courses make up the program for art teacher licensure, grades PreK-12.

### Required Courses (50 SH)

- VACA 121 Drawing I (4)
- \*VACA 131 Three-Dimensional Design (4)

- VACA 143 Foundations of Design I: 2-D (2)
- VACA 144 Foundations of Design II: Digital (2)
- VACA 151 Photography I (2)
- VACA 222 Painting I (4)
- VACA 232 Ceramics I (4)
- VACA 252 Photography II (4)
- \*VACA 283 Art History-Western (4) (next offered '26-27)
- \*VACA 323 Printmaking and Watercolor (4)
- VACA 332 Ceramics II (2)
- VACA 382 Contemporary Art (2)
- \*VACA 384 Art History-World (2) (next offered '26-27)
- \*VACA 397 Elementary School Art Methods (3)
- VACA 398 Secondary School Art Methods (3) (next offered '26-27)
- \*VACA 434 Drawing II (2)
- \*VACA 435 Painting II (2) (next offered '26-27)

### **Recommended courses**

- VACA 142 Graphic Design I (2)
- VACA 168 Digital Media I: Video Production (4)
- \*VACA 242 Graphic Design II (2)
- \*VACA 243 Graphic Design III (2)
- \*VACA 335 Installation and Experimental Media (4)
- VACA 432 Ceramics III (2)
- VACA 450 Junior/Senior Portfolio and Vocation (2)
- VACA 491 Internship (1-4)

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 teacher education section.

### **Professional Studies Courses (35 SH)**

- ED 101 Exploring Teaching (2)
- ED 245 Learning and Classroom Environments (3)
- ED 275 Instructional Technology and Assessment (3)
- ED 301 Creating Inclusive Classrooms (3)
- ED 351 General Curriculum and Methods for Middle and Secondary Teaching (1)
- ED 395 Reading and Writing in the Content Area (6-12) (3)
- ED 401 Examining Foundations of Education (2)
- ED 411 Reflective Teaching Seminar (1)
- ED 461 Elementary Student Teaching (PreK-6) (7)
- ED 462 Middle/High School Student Teaching (6-12) (7)
- PSYC 202 Developmental Psychology (3)

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

\*Indicates course is offered in alternate years

## Bible, Religion, and Theology associate's degree

**Contact:** David Evans

**Degree:** Associate of Arts

**Semester Hours:** 60 (30 from EMU Core, 30 in biblical and church studies)

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.

### Required Courses (30 SH)

- REL 202 Reading the Bible (3)
- \*REL 301 Gender in the Bible OR \*REL 302 Jesus, God, and Film OR \*REL 303 Money in the Bible OR \*REL 304 Politics in the Bible (3)
- REL 410 Hebrew Bible: Text in Context OR REL 411 New Testament: Text in Context (3)
- PHIL 201 Introduction to Philosophy OR \*PHIL 412 Philosophy of Religion OR REL 201 Introduction to Religious Studies OR REL 205 Introduction to Theology (3)
- \*REL 231 Jewish and Islamic Traditions OR \*REL 232 Hinduisms and Buddhisms OR \*REL 233 East Asian Traditions: Confucianism, Daoism, Shinto OR \*REL 234 Indigenous Traditions (3)
- \*REL 323 Jesus, Justice, and Violence OR REL 341 African American Religions OR \*REL 342 Sex, Love, God: Religion and Sexuality OR \*REL 343 Witches, Cripples and Other Monsters: Religion and Disability OR \*REL 412 Liberation Theologies (3)
- PHIL, REL electives (12)

\* indicates the course is offered in alternate years

## Biochemistry, major

**Contacts:** Stephen Cessna and Laurie Miller Yoder

**Degree:** Bachelor of Science

**Semester Hours:** 60-63

**Core Intensives:** Fulfills WI. Does not fulfill CE.

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

### Chemistry Courses (28 SH)

- BIOCH 376 Foundational Biochemistry (3)
- \*BIOCH 398 Advanced Cell Biology (3)
- \*BIOCH 438 Molecular Genetics (3)
- CHEM 223 General Chemistry I (4)
- CHEM 224 General Chemistry II (4)

- CHEM 315 Organic Chemistry I (4)
- CHEM 316 Organic Chemistry II (4)
- \*CHEM 405 Thermodynamics OR \*CHEM 406 Quantum Mechanics (3)

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

- \*CHEM 320 Analytical Chemistry I (3)
- \*CHEM 340 Analytical Chemistry II (3)
- \*BIOCH 318 Biochemistry and Molecular Biology Lab (2)

**Research Course (3 SH)**

- BIOL 275 Writing for the Natural Sciences (2)

Choose from this list:

- BIOCH/CHEM 479 Biochemistry/Chemistry Research (1-2)
- BIOL 479 Independent Biology Research (1-2)
- completing an NSF REU (Research Experiences for Undergraduates) program (no credit hours received)
- internship or practicum style experience

**Biology, Mathematics and Physics Courses (24-26 SH)**

- BIOL 173 Concepts in Biology-Unity and Diversity of Life (4)
- BIOL 240 Molecular and Cellular Biology (4)
- BIOL 485 Science and Ethics (2)
- MATH 185 Calculus I (4)
- MATH 195 Calculus II (4) OR STAT 220 Inferential Statistics (2)
- (PHYS 151 College Physics I OR PHYS 252 University Physics I) and PHYS 253 University Physics I laboratory (4)
- (PHYS 162 College Physics II OR PHYS 262 University Physics II) and PHYS 263 University Physics II laboratory (4)

\* indicates the course is offered in alternate years

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

**Contacts:** Jim Yoder, Douglas Graber Neufeld, and Laurie Yoder

**Degree:** Bachelor of Science

**Semester Hours:** 50-55

**Core Intensives:** Fulfills CE and WI.

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:

1. **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.
2. **Neuroscience Track:** Students in the neuroscience track explore 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.
3. **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 United States.

#### **Foundational Biology Courses (27 SH)**

- BIOL 173 Concepts in Biology-Unity and Diversity of Life (4)
- BIOL 215 Organismal Biology (4)
- #BIOL 220 Science Professions Seminar (1)
- BIOL 240 Molecular and Cellular Biology (4)
- BIOL 275 Writing for the Natural Sciences (2)
- BIOL 485 Science and Ethics (2) OR \*ENVS 325 Environmental Ethics (2)
- CHEM 223 General Chemistry I (4)
- CHEM 224 General Chemistry II (4)
- STAT 220 Inferential Statistics (2)

#Those seeking secondary education licensure may substitute ED 411 Reflective Teaching Seminar for BIOL 220.

#### **Apprenticeship Experience (1 SH)**

Choose one course from this list:

- BIOL 219 Life Science Practicum (1)
- BIOL 429 Biology Internship (1)
- BIOL 479 Biology Research (1)
- BIOCH/CHEM 479 Biochemistry/Chemistry Research (1)
- ED 361 Content Methods PFE (secondary education licensure students only) (1)
- PSYC 499 Research in a Neuroscience Topic (1)
- Completion of an NSF REU (Research Experiences for Undergraduates) or other program-approved summer research program (no credit hours received)
- 45 hours of an approved professional internship or shadowing experience

#### **Additional General Biology Track requirements (23 SH; 50 SH total):**

- BIOL 235 Ecology-Adaptation and Environment (4)
- Choose one lab course from this list:
  - BIOCH 318 Biochemistry and Molecular Biology Lab (2)
  - \*BIOL 327 Advanced Microbiology (3)
  - BIOL 437 Advanced Human Anatomy (4)
  - BIOL 447 Advanced Human Physiology (4)
- Choose one field course from this list:
  - \*BIOL 358 Natural History of the Shenandoah Valley (4)
  - \*BIOL 368 Blue Ridge Botany (2)
  - \*ENVS 379 Techniques in Environmental Monitoring (1)
  - \*ENVS 385 Conservation Biology (4)
  - \*ENVS 465 Topics in Advanced Ecology (2)
- Select additional 300+ level coursework in BIOL or BIOCH to reach a total of 15 SH when added to the BIOL 235, lab course, and field course hours as listed above. Note: Foundational Biology Courses and Apprenticeship Experience hours may not count towards this 15 SH requirement.
- Choose two additional supporting science and math courses from this list:
  - \*CHEM 285 Environmental Chemistry (4)
  - CHEM 315 Organic Chemistry I (4)
  - CHEM 316 Organic Chemistry II (4)
  - MATH 185 Calculus I (4)
  - MATH 195 Calculus II (4)
  - (PHYS 151 College Physics I OR PHYS 252 University Physics I) and PHYS 253 University Physics I laboratory (4 total)
  - (PHYS 162 College Physics II OR PHYS 262 University Physics II) and PHYS 263 University Physics II laboratory (4 total)

#### **Additional Neuroscience Track requirements (26-30 SH; 53-57 SH total)**

- BIOL 290 Neuroanatomy (2)
- \*BIOL 451 Neuropsychology (3)
- \*BIOL 478 Advanced Neurobiology (3)
- PSYC 101 General Psychology (3)
- PSYC 342 Cognitive Psychology (3)
- Choose two biomedical courses from this list:
  - \*BIOCH 398 Advanced Cellular Biology (3)
  - \*BIOCH 438 Molecular Genetics (3)
  - BIOL 437 Advanced Human Anatomy (4)
  - BIOL 447 Advanced Human Physiology (4)
- Choose two supporting science and math courses from this list:
  - BIOL 235 Ecology-Adaptation and Environment (4)
  - \*CHEM 285 Environmental Chemistry (4)
  - CHEM 315 Organic Chemistry I (4)
  - CHEM 316 Organic Chemistry II (4)
  - MATH 185 Calculus I (4) OR 2 additional semester hours of STAT courses (in addition to STAT 220)
  - MATH 195 Calculus II (4)
  - (PHYS 151 College Physics I OR PHYS 252 University Physics I) and PHYS 253 University Physics I laboratory (4 total)

- (PHYS 162 College Physics II OR PHYS 262 University Physics II) and PHYS 263 University Physics II laboratory (4 total)

Students in the neuroscience concentration are encouraged to take PSYC 499 Research in a Neuroscience Topic to fulfill the apprenticeship requirement.

**Additional Pre-Physical Therapy Track requirements (21-23 SH; 48-50 SH total):**

- BIOL 437 Advanced Human Anatomy (4)
- BIOL 447 Advanced Human Physiology (4)
- MATH 185 Calculus I (4) OR 2 additional semester hours of STAT courses (in addition to STAT 220)
- (PHYS 151 College Physics I OR PHYS 252 University Physics I) and PHYS 253 University Physics I laboratory (4 total)
- (PHYS 162 College Physics II OR PHYS 262 University Physics II) and PHYS 263 University Physics II laboratory (4 total)
- PSYC 101 General Psychology (3)

\* indicates the course is offered in alternate years

Students in the Pre-PT track are encouraged to take BIOL 219 to fulfill the apprenticeship requirement.

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

**Contact:** Jim Yoder

**Semester Hours:** 18

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.

## Biology, teaching endorsement (6-12)

**Contacts:** Jim Yoder and Steve Cessna

**Degree:** Bachelor of Science

**Semester Hours:** teacher education courses + biology major, general biology track

**Admission Requirements:** 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 a teacher education program 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](#) or [www.emu.edu/education/test-scores](http://www.emu.edu/education/test-scores).

Admission to teacher education requires a 2.5 cumulative GPA 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 teacher education courses (courses with ED 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 subject area components); 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, English, History and Social Science, Applied Mathematics, Visual Arts, English as a Second Language, Foreign Language, and Music).

This program will prepare students to teach biology by instructing them in the standards of the National Science Teachers Association (NSTA). General [biology](#) major and the [secondary education \(6-12\)](#) courses make up the program for biology teacher licensure, grades 6-12.

### Required Courses

- CHEM 315 Organic Chemistry I (4)
- ENVS 135 Earth Science (2)
- (PHYS 151 College Physics I OR PHYS 252 University Physics I) and PHYS 253 University Physics I laboratory (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.

## Business Administration, associate's degree

**Contact:** Jim Leaman

**Degree:** Associate of Arts

**Semester Hours:** 60 (30 EMU Core + 25 program + 5 electives)

An associate's degree is typically earned with credits completed in two academic years.

### Required Courses (25 SH)

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

## Business Administration, major

**Contact:** Jim Leaman

**Degree:** Bachelor of Science

**Semester Hours:** 48

**Core Intensives:** Fulfills CE and WI.

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 consider adding a business analytics major, a data analytics minor, and/or a computer science minor.

**Admission Requirements:** To graduate with a program major, students must first earn admission to the program. 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 program admission to apply for an internship and several upper-level courses. Students seek admission to the program by completing an application and an interview with their advisor; they must meet the GPA requirements 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 program. Many courses in the program 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).

#### **Required Courses (48 SH)**

- ACTG 221 Financial Accounting (3)
- ACTG 222 Managerial Accounting (3)
- BUAD 101 Business at EMU (3)
- BUAD 221 Principles of Management (3)
- BUAD 301 Quantitative Decision Making (3)
- BUAD 331 Organizational Behavior (3)
- BUAD 411 Business Law (3)
- BUAD 461 Strategic Leadership in Organizations (3)
- CIS 211 Spreadsheet and Data Management (1)
- CIS 251 Management Information Systems (3)
- ECON 211 Principles of Microeconomics (3)
- ECON 212 Principles of Macroeconomics (3)
- Any 300 or 400 level ECON course (3)
- FIN 440 Financial Management (3)
- MKTG 201 Principles of Marketing (3)
- MKTG 311 Marketing Research (3)
- STAT 120 Descriptive Statistics (2)

#### **Business Administration, minor**

**Contact:** Jim Leaman

**Semester Hours:** 18

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.

### **Required Courses (18 SH)**

- ACTG 221 Financial Accounting (3)
- BUAD 101 Business at EMU (3)
- BUAD 221 Principles of Management (3)
- BUAD 331 Organizational Behavior (3)
- ECON 201 Survey of Economics (3)
- MKTG 201 Principles of Marketing (3)

\* indicates the course is offered in alternate years

## **Business Analytics, major**

**Contact:** Jim Leaman

**Degree:** Bachelor of Science

**Semester Hours:** 50

**Core Intensives:** Fulfills CE and WI.

Business analytics uses tools and techniques to turn data into meaningful business insights, and it is becoming critical for organizational decision making. Increasingly large quantities of data enable quantitative analysis to be utilized more systematically and reliably as part of solving many business or client problems. The major will prepare students to work across disciplines, often in communications roles between technicians and executives (and/or clients). Career opportunities for graduates include jobs in business analytics, data analytics, and team, program, project, and general management. Students may obtain both a business analytics major and a data analytics minor by earning 3 SHs beyond their major requirements from the data analytics electives list.

**Admission Requirements:** To graduate with a program major, students must first earn admission to the program. 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 program admission to apply for an internship and several upper-level courses. Students seek admission to the program by completing an application and an interview with their advisor; they must meet the GPA requirements 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 program. Many courses in the program 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).

### **Required Courses (50 SH)**

- ACTG 221 Financial Accounting (3)
- BUAD 101 Business at EMU (3)
- BUAD 221 Principles of Management (3)
- BUAD 301 Quantitative Decision Making (3)
- BUAD 461 Strategic Leadership in Organizations (3)
- CIS 211 Spreadsheet and Data Management (1)
- CIS 251 Management Information Systems (3)
- CIS 321 Advanced Spreadsheet (1)
- CS 145 Introduction to Programming (2)
- CS 155 Programming in Python (2)
- CS 265 Databases (2)

- \*CS 460 Big Data Analysis (4)
- ECON 201 Survey of Economics (3)
- FIN 440 Financial Management (3)
- MKTG 201 Principles of Marketing (3)
- MKTG 311 Marketing Research (3)
- STAT 120 Descriptive Statistics (2)
- \*STAT 150 Data Visualization (2)
- STAT 220 Inferential Statistics (2)
- STAT 230 Regression and ANOVA (2)

\* indicates the course is offered in alternate years

## Chemistry, minor

**Contact:** Laurie Miller Yoder

**Semester Hours:** 21-24

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

### Chemistry courses for biology and environmental science majors (20-24 SH)

- CHEM 223 General Chemistry I (4)
- CHEM 224 General Chemistry II (4)
- CHEM 315 Organic Chemistry I (4)
- CHEM 316 Organic Chemistry II (4) OR \*CHEM 285 Environmental Chemistry (4)
- Choose one course from this list:
  - CHEM 316 Organic Chemistry II (4)
  - \*CHEM 320 Analytical Chemistry I (3)
  - \*CHEM 340 Analytical Chemistry II (3)
  - \*CHEM 405 Thermodynamics (3)
- Choose one course from this list:
  - BIOCH 318 Biochemistry and Molecular Biology Lab (2)
  - BIOCH 376 Foundational Biochemistry (3)
  - \*CHEM 285 Environmental Chemistry (4)

\* indicates the course is offered in alternate years

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

## Coaching, minor

**Contact:** Michael Horst

**Semester Hours:** 17-19

This program is designed to give the candidate the necessary background knowledge and skills to coach youth and scholastic sports.

### Required Courses (17-19 SH)

- HE 201 First Aid (1)
- \*PE 201 Principles of Coaching (2)
- PE 203 Coaching Practicum (1)
- PE 302 Motor Learning (2)
- PEM 143 Fitness, Conditioning and Strength Training (2)
- RSM 405 Recreation and Sport Administration (3)
- Choose 1-2 SH from this list:
  - \*PEM 141 Teaching Individual Sports (2)
  - \*PEM 142 Teaching Team Sports (2)
  - PEV 151 Baseball (1)
  - PEV 152 Men's Basketball (1)
  - PEV 153 Women's Basketball (1)
  - PEV 154 Cross Country (1)
  - PEV 155 Field Hockey (1)
  - PEV 156 Men's Soccer (1)
  - PEV 157 Women's Soccer (1)
  - PEV 158 Softball (1)
  - PEV 159 Track and Field (1)
  - PEV 160 Women's Volleyball (1)
  - PEV 161 Men's Volleyball (1)
  - PEV 162 Men's Golf (1)
  - PEV 163 Women's Golf (1)
  - PEV 164 Triathlon (1)
  - PEV 165 Lacrosse (1)
- Choose a minimum of 5 SH from this list:
  - BIOL 145 Nutrition Fundamentals (2)
  - HE 301 Athletic Training (2)
  - \*PE 414 Biomechanics of Sport (2)
  - \*PE 415 Exercise Physiology of Sport (3)
  - RSM 305 Risk Management in Recreation and Sport (3)
  - \*RSM 309 Recreation and Sport Program and Event Planning (3)

\* indicates the course is offered in alternate years

## Community Organizing and Development, minor

**Contact:** Jenni Holsinger

**Semester Hours:** 18

**Admission Requirement:** This minor does not have an admission requirement. However, completion of the minor requires successful admission to and completion of a semester with the EMU Washington Semester ([emu.edu/wcsc/](http://emu.edu/wcsc/)) in Washington, D.C.

The minor in community organizing and development orients students to basic theories, strategies, and spheres of practice in community organizing and community development and culminates in an internship at an organization in or around D.C. through the EMU Washington Semester. Students with interests in community-based work, social and racial justice, activism, and/or a career in the nonprofit and social services sector will benefit from this minor.

### Required Courses (12 SH)

- SOC 375 Community Development (3)

- SOC 385 Community Organizing and Development Internship (3)
- SOC 470 Community Organizing and Nonviolent Mobilization for Social Change (3)
- WCSC 387 Race, Space, and Inequality (3)

*Note: SOC 375, SOC 385 and WCSC 387 are only offered in Washington, D.C., through the EMU Washington Semester. Completion of this minor requires a semester at EMU Washington Semester.*

### **Electives (6 SH)**

Choose two courses from this list:

- BUAD 221 Principles of Management (3)
- BUAD 465 Project Management and Grantwriting (3)
- BUAD 471 Topics in Business-Nonprofit Management (3)
- ECON 212 Principles of Macroeconomics (3)
- PXD 365 Social and Political Economy (3)
- \*PXD 451 Program Evaluation (3)
- PXD 485 Global Development (3)
- SOC 210 Social Stratification (3)
- SOC/PXD 225 Theories of Social Change (3)
- \*SOC 255 Social Movements (3)
- \*SOC 350 Urban Sociology (3)
- \*SOC 430 Environmental Justice (3)
- SOWK 220 History and Philosophy of Social Welfare (3)
- SOWK 360 Race and Gender (3)
- \*THEO 412 Liberation Theologies (3)

\* indicates the course is offered in alternate years

## **Computer Science, major**

**Contact:** Daniel Showalter

**Degree:** Bachelor of Science

**Semester Hours:** 48

**Core Intensives:** Fulfills WI and CE.

Recognizing the wide range of topics covered by computing, EMU offers a program that allows students, together with the faculty advisor, to create a custom plan of study. The computer science major consists of 12 SH of foundational computer science courses covering programming, networking, computer architecture and system software, and database technologies; 12 SH of mathematics, statistics, and engineering courses covering fundamental topics in discrete mathematics and statistical methods; 12 SH of fundamental software and systems development; and 12 SH of other computer science, computer engineering, or select engineering courses for a total of 48 SH.

### **Foundational Courses (12 SH)**

- CE 165 Networking and Data Communication (2)
- CE 175 Architecture and Operating Systems (4)

- CS 145 Introduction to Programming (2) OR CS 155 Programming in Python (2) OR CS 245 Programming in Java (2)
- CS 255 Intermediate Programming (2)
- CS 265 Databases and Information Management (2)

### Supporting Courses (12 SH)

- 4 SH of discrete or finite mathematics:
  - MATH 170 Discrete Mathematics (4)
  - MATH 134 Finite Math: Logic and Problem Solving (2)
  - MATH 136 Finite Math: Number Theory and Probability (2)
- 4 SH of statistics courses (any course with a STAT prefix)
- 4 SH of any additional statistics, any engineering, or math courses at or above the level of calculus.

### Software Development Courses (12 SH)

- CS 345 Data Structures (2)
- CS 355 Advanced Data Structures (2)
- \*CS 365 System Administration (2)
- CE 375 Software Engineering (2)
- CS 455 Programming Languages (2)
- CS 475 Capstone Project (2)
  - CS capstone requirement can be fulfilled by the engineering capstone experience.

### Additional Courses (12 SH)

Career Experience fulfilled through CS 488, LARTS 391, or other program-approved career experience.

Choose the remaining hours (to total at least 12 SH) from:

- Any other CS courses
- Any other CE courses
- \*ENGR 325 Engineering Ethics (2)

\* indicates the course is offered in alternate years

## Computer Science, minor

**Contact:** Daniel Showalter

**Semester Hours:** 18

The minor consists of 18 SH of computer science (CE and CS) courses, of which at least 6 SH must be upper-level. In earning a computer science minor, at least 10 SH must be earned in addition to those counted towards the student's major.

## Computer Science, teaching endorsement (6-12)

**Contact:** Daniel Showalter

**Degree:** Bachelor of Science

**Semester Hours:** teacher education courses + computer science major

**Format:** Face-to-face

**Admission Requirements:** 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 a teacher education program 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](#) or [www.emu.edu/education/test-scores](http://www.emu.edu/education/test-scores).

Admission to teacher education requires a 2.5 cumulative GPA 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 teacher education courses (courses with ED 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 subject area components); 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, English, History and Social Science, Applied Mathematics, Visual Arts, English as a Second Language, Foreign Language, and Music).

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

## Criminology, major

**Contact:** Jenni Holsinger

**Degree:** Bachelor of Arts

**Semester Hours:** 32

**Core Intensives:** Fulfills WI.

The Criminology major is designed as a 32 semester hour major in order to accommodate additional minors and majors that will strengthen the preparation of students for work in social and behavioral services, legal occupations, protective services, and policy work. As such, the interdisciplinary curriculum for the major integrates coursework from the psychology, political science, peacebuilding, social work, and sociology programs and can be tailored to the career pathway of the student in conversation with the academic advisor. EMU currently offers courses that meet most quality standards required by the Academy of Criminal Justice Sciences (ACJS) for college/university criminal justice/criminology baccalaureate degree programs.

### Required Courses (31+ SH)

- SOC 101 Introduction to Sociology (3)
- POL 250 Law, Justice, and the Local Context (3)
- SOC 336 Methods of Social Research (3) or PSYC 311 Psychological Research Design and Analysis (3)
- SOC 360 Criminology (3)
- SOC 363 Criminal Justice (3)
- SOC 370 Inside Out Prison Exchange (3)
- SOC 392 Junior Seminar in Social Research (3) or PSYC 472 and PSYC 473 Research in Psychology (4)

- SOC 409 Field Experience (3) or PSYC 482 and PSYC 483 Psychology Internship I & II (4)
- SSC 490 Social Sciences Capstone (2)
- STAT 120 Descriptive Statistics (2)

### **Electives (3 SH)**

Choose from this list:

- POL 112 American Politics (3)
- PPX 401 Human Rights and Dignity (3)
- PPX 431 Political Reconciliation (3)
- PSYC 231 Applied Behavior Analysis (3)
- PXD 151 Exploring Conflict and Peace (3)
- PXD 261 Community and Conflict Analysis Techniques (3)
- PXD 335 Understanding Violent Conflict (3)
- PXD 341 Mediation and Facilitation (3)
- REL 323 Jesus, Justice, and Violence (3)
- REL 412 Liberation Theologies (3)
- SOC 210 Social Stratification (3)
- SOC 225 Theories of Social Change (3)
- SOC 255 Social Movements (3)
- SOWK 330 Social Policy Analysis (3)

## **Criminology and Restorative Justice, minor**

**Contact:** Jenni Holsinger

**Semester Hours:** 21

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.

### **Required Courses (12 SH)**

- \*POL 250 Law, Justice and the Local Context (3)
- PXD 331 Restorative Justice and Trauma Awareness (3)
- \*SOC 360 Criminology (3)
- \*SOC 363 Criminal Justice (3)

### **Electives (9 SH)**

- Choose one course from this list:
  - \*PXD 261 Community and Conflict Analysis Techniques (3)
  - SOC 210 Social Stratification (3)
  - SOC 350 Urban Sociology (3)
  - SOWK 200 Social Behavior and Diversity (3)
- Choose two courses from this list:
  - PXD 341 Mediation and Facilitation (3)
  - PXD 375 Globalization and Justice (3)
  - SOWK 360 Race and Gender (3)

\* indicates the course is offered in alternate years

## Data Analytics, minor

**Contact:** Daniel Showalter

**Semester Hours:** 19

### Required Courses (14 SH)

- CS 155 Programming in Python (2)
- CS 265 Database (2)
- CS 460 Big Data Analysis (4)
- STAT 150 Data Visualization (2)
- STAT 220 Inferential Statistics (2)
- STAT 230 Regression and ANOVA (2)

### Electives (5 SH)

Choose from the following:

- BUAD 301 Quantitative Decision Making (3)
- CIS 321 Advanced Spreadsheet (1)
- CS 145 Introduction to Programming (2)
- \*ENGR 245 Experimental Methods (3)
- \*ENVS 205 Environmental Applications of GIS (3)
- FIN 440 Financial Management (3)
- \*MATH 350 Linear Algebra (3)
- MKTG 311 Marketing Research (3)
- STAT 120 Descriptive Statistics (2)
- VACA 142 Graphic Design I (2)
- VACA 242 Graphic Design II (2)

\* indicates the course is offered in alternate years

Note: Students completing the minor must earn at least 3 SH from the Electives list that are beyond those required for their major.

## Digital Design, minor

**Contact:** Steve Johnson

**Semester Hours:** 18

### Required Courses (18 SH)

- VACA 142 Graphic Design I (2)
- VACA 143 Foundations of Design I: 2-D (2)
- VACA 144 Foundations of Design II: Digital (2)
- VACA 151 Photography I (2)
- VACA 344 Web Design and Social Media (4)
- VACA 345 Advanced Photoshop (4)
- Choose at least 2SH from this list:
  - \*VACA 242 Graphic Design II (2)
  - \*VACA 243 Graphic Design III (2)

- VACA 252 Photography II (4)
- VACA 268 Digital Media II: Motion and Sound Design (4)

**The Digital Design minor may not be combined with a Digital Media, Photography, and Design major.**

### Digital Media, minor

**Contact:** Steve Johnson

**Semester Hours:** 18

#### **Required Courses (18 SH)**

- VACA 151 Photography I (2)
- VACA 168 Digital Media I: Video Production (4)
- VACA 268 Digital Media II: Motion and Sound Design (4)

Choose 8SH:

- VACA 252 Photography II (4)
- VACA 344 Web Design and Social Media (4)
- \*VACA 368 Digital Media III: Hybrid Storytelling (4)
- VACA 468 Digital Media IV: Advanced Video Production (4)

**The Digital Media minor may not be combined with a Digital Media, Photography, and Design major.**

### Digital Media, Photography and Design, major

**Contact:** Steve Johnson

**Degree:** Bachelor of Arts

**Semester Hours:** 50

**Format:** Face-to-face

**Core Intensives:** Fulfills CE and WI.

**Senior Exhibits and Productions:** VACA seniors in this major complete a significant production or exhibit. This senior exhibit/production represents a culminating event—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 their 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.

**Sophomore Review:** Sophomore Reviews are required for VACA majors. Visual And Communication Arts faculty will conduct a portfolio review after 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 program director 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 VACA 481 Junior/Senior Thesis & Exhibition, 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.

**Required Courses (50 SH)**

- VACA 121 Drawing (4)
- VACA 143 Foundations of Design I: 2-D (2)
- VACA 144 Foundations of Design II: Digital (2)
- VACA 142 Graphic Design I (2)
- VACA 151 Photography I (2)
- VACA 168 Digital Media I: Video Production (4)
- VACA 252 Photography II (4)
- VACA 268 Digital Media II: Motion and Sound Design (4)
- VACA 344 Web Design and Social Media (4)
- VACA 345 Advanced Photoshop (4)
- \*VACA 368 Digital Media III: Hybrid Storytelling (4)
- VACA 468 Digital Media IV: Advanced Video Production (4)
- VACA 450 Junior/Senior Portfolio and Vocation (2)
- VACA 481 Junior/Senior Thesis and Exhibition (2)

**Choose at least 4SH from the following courses:**

- \*VACA 242 Graphic Design II (2)
- \*VACA 243 Graphic Design III (2)
- \*VACA 353 Alternative Photo Processes (4)
- \*VACA 354 Conservation Photography (4)

**Choose one art history course:**

- \*VACA 283 Art History-Western (4)
- VACA 382 Contemporary Art (2)
- \*VACA 384 Art History-World (2)

**Recommended Course**

- \*THR 361 Screenwriting (2)
- VACA 491 Internship (1-4)
- WRIT 210 News and Feature Writing (3)

\* indicates the course is offered in alternate years

## Digital Photography, minor

**Contact:** Steve Johnson

**Semester Hours:** 18

**Required Courses (18 SH)**

- VACA 151 Photography I (2)
- VACA 252 Photography II (4)
- \*VACA 368 Digital Media III: Hybrid Storytelling (4)

- Choose 8SH from this list:
  - VACA 345 Advanced Photoshop (4)
  - \*VACA 353 Alternative Photo Processes (4)
  - \*VACA 354 Conservation Photography (4)

\*indicates the course is offered in alternate years

**The Digital Photography minor may not be combined with a Digital Media, Photography, and Design major.**

## Engineering, major

**Contact:** Daniel King

**Degree:** Bachelor of Science

**Semester Hours:** 77-78

**Core Intensives:** Fulfills CE and WI.

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

EMU's engineering program prepares students to use their technical expertise, working together, to serve the common good. The program has the following educational objectives:

1. Graduates engage in careers and continuing education related to their field of study, using engineering skills strengthened by interdisciplinary knowledge and the liberal arts.
2. Graduates perform in their vocation with a global mindset, serve in order to better society, and seek to be leaders for positive change.
3. Graduates build community in diverse teams and working constructively towards shared goals.
4. Graduates demonstrate ethical values, grounded in commitments to sustainability, peacebuilding, and social justice.

### Engineering Core (30 SH)

- ENGR 110 Introduction to Engineering and Design (4)
- ENGR 156 Mathematics for Engineering Lab (2)
- \*ENGR 245 Experimental Methods (2)
- \*ENGR 265 Analog Circuits (4)
- #ENGR 270 Engineering Statics (3)
- ENGR 291 Engineering Design II (2)
- \*ENGR 325 Engineering Ethics (2)
- ENGR 390 Engineering Design III (2)
- ENGR 490 Senior Design (2)
- ENGR 491 Capstone Project (2)
- Choose two courses from this list:
  - CS 145 Introduction to Programming (2)
  - CS 155 Programming in Python (2)
  - CS 245 Programming in Java (2)
  - CS 255 Intermediate Programming (2)
- Career Experience (at least one of the following):
  - ENGR 488 Engineering Internship (1-3)
  - LARTS 391 Peer Tutoring Practicum (in an ENGR course) (1)

- Other program-approved career experience

### **Math/Science Courses (31-33 SH)**

- CHEM 223 General Chemistry I (4) OR CHEM 224 General Chemistry II (4)
- MATH 185 Calculus I (4)
- MATH 195 Calculus II (4)
- MATH 284 Multivariate Calculus (2)
- \*MATH 286 Vector Calculus (2)
- \*MATH 310 Differential Equations (3)
- #PHYS 252 and PHYS 253 University Physics I, lecture and laboratory (4)
- PHYS 262 and PHYS 263 University Physics II, lecture and laboratory (4)
- STAT 220 Inferential Statistics (2)
- Choose one course from this list:
  - BIOL 173 Concepts in Biology (4)
  - CHEM 224 General Chemistry II (4)
  - ENVS 145 Environmental Science (2)
  - MATH 170 Discrete Math (*required for CE*) (4)
  - \*MATH 330-335 Topics in Math (with advisor approval) (2-4)
  - \*MATH 350 Linear Algebra (3)
  - \*MATH 470 Mathematical Probability (3)
  - STAT 230 Regression and ANOVA (2)

### **Upper-Level Electives**

Must include a minimum of three 300 level or 400 level courses. Students choose an emphasis in either mechanical or computer engineering.

#### ***Mechanical Engineering Emphasis (16-17 SH)***

- \*ENGR 280 Engineering Dynamics (3)
- \*ENGR 350 Fluid Mechanics (4) OR \*ENGR 340 Engineering Thermodynamics (3)
- ENGR 380 Systems (4)
- Choose a minimum of 6 SH from this list:
  - \*CE 370 Digital Circuits (4)
  - \*ENGR 330-335 Topics in Engineering (with advisor approval) (2-4)
  - \*ENGR 350 Fluid Mechanics (4) OR \*ENGR 340 Engineering Thermodynamics (3)
  - \*ENGR 370 Strength of Materials (4)
  - \*ENGR 480 Control Systems (3)
  - ENGR 499 Independent Study/Research (to be arranged with faculty) (1-3)

#### ***Computer Engineering Emphasis (16 SH)***

- CE 165 Networks and Data Communication (2)
- CE 175 Architecture and Operating Systems (4)
- \*CE 370 Digital Circuits (4)
- Choose a minimum of 6 SH from this list:
  - CE 330-335 Topics in Computer Engineering (with advisor approval) (2-4)

- \*CE 375 Software Engineering (2)
- CS 330-335 Topics in Computing (with advisor approval) (2-4)
- CS 345 Data Structures (2)
- \*CS 355 Adv. Data Structures (2)
- \*ENGR 330-335 Topics in Engineering (with advisor approval) (2-4)
- ENGR 380 Systems (4)
- \*ENGR 480 Control Systems (3)
- ENGR 499 Independent Study/Research (to be arranged with faculty) (1-3)

\* indicates the course is offered in alternate years

# indicates that for these two courses - ENGR 270 and PHYS 252 - the student must earn a C- or better when they serve as prerequisites for other engineering courses.

## English, major

**Contacts:** Kevin Seidel

**Degree:** Bachelor of Arts

**Semester Hours:** 36

**Core Intensives:** Fulfills WI. May fulfill CE.

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

The 300-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 year, 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.

### Foundational Courses (15 SH)

- ENGL 361 Global Lit Intensive 1: Gods and Monsters (3)
- ENGL 362 Global Lit Intensive 2: Freedom and Loss (3)
- ENGL 363 Global Lit Intensive 3: Intimacy and Independence (3)
- HUM 200 Foundations of the Humanities (2)
- HUM 490 Seminar in the Humanities (4)

### Additional Literature Courses (12 SH)

Choose 12 SH of ENGL courses at the 200- or 300-level:

- \*ENGL 210 Reading Fiction (2)
- \*ENGL 250 Reading Poetry (2)
- ENGL 290-295 Topics in Literature (2-3)
- \*ENGL 312 Ecology and Science Fiction (3)

- \*ENGL 315 Global Conflicts, Global Novels (3)
- \*ENGL 344 Ways of War and Peace (3)
- \*ENGL 346 Rooms of Their Own (3)
- \*ENGL 348 American Manhood (3)
- ENGL 350 Children's Literature (3)
- \*ENGL 355 Young Adult Literature (3)
- ENGL 390-395 Topics in Literature (2-3)

### **Additional Coursework (9 SH)**

Choose 9 SH from the categories below:

Note that students pursuing 6-12 education licensure fulfill the English practicum requirement through their student teaching and will fulfill these additional 9 hours through courses indicated in the licensure requirements.

- Choose any 200+ WRIT course (1-3)
- Choose an English practicum from this list:
  - ENGL 470 English Internship (1-3)
  - LARTS 390 Writing Peer Tutoring Practicum I (1)
  - LARTS 391 Peer Tutoring Practicum in the Discipline (1-3)
  - WRIT 390 Literary Arts Journal-Phoenix (1-3)
  - WRIT 391 Editing and Publishing-Weather Vane (1-3)
  - WRIT 470 Internship (1-3)
- Choose 4-7 SH electives from this list:
  - Additional ENGL courses 200-level or above
  - Additional WRIT courses 200-level or above
  - Any LING course
  - LARTS 390 Writing Peer Tutoring Practicum I (1)
  - LARTS 391 Peer Tutoring Practicum in the Discipline (1-3)
  - #\*SPAN 301 The Art of Storytelling (3)
  - #\*SPAN 325 The Latino Experience (3)
  - #\*SPAN 395 Survey of Hispanic Literature (3)
  - THR 360 Playwriting (2)
  - \*THR 361 Screenwriting (2)
  - #\*VACA 368 Digital Media III: Hybrid Storytelling (4)
  - #\*VACA 468 Digital Media IV: Advanced Video Production (4)

*# Note that the listed SPAN and VACA courses have prerequisites that do not count towards the English major.*

\* indicates the course is offered in alternate years

## English, minor

**Contact:** Kevin Seidel

**Semester Hours:** 18

The flexible minor in English centers on literary studies but also provides the opportunity for coursework in related disciplines.

**Required Courses (18 SH)**

- Choose a minimum of 9 SH in literary studies (200-level of higher ENGL courses)
- Choose 9 SH from this list:
  - Additional ENGL courses
  - Any WRIT courses/practica 200-level and above (up to 6 SH)
  - HUM 200 Foundations of Humanities (2)
  - LARTS 390 Writing Peer Tutoring Practicum I (1)
  - LARTS 391 Peer Tutoring Practicum in the Discipline (1-3)
  - \*LING 250 Introduction to Linguistics (3)
  - \*LING 260 Grammars of English (3)
  - \*SPAN 301 The Art of Storytelling (3)
  - \*SPAN 395 Survey of Hispanic Literature (3)
  - THR 360 Playwriting (2)
  - \*THR 361 Screenwriting (2)
  - \*VACA 468 Digital Media IV: Advanced Video Production (4)

\* indicates the course is offered in alternate years

**English, teaching endorsement (6-12)**

**Contact:** Kevin Seidel

**Degree:** Bachelor of Arts

**Semester Hours:** teacher education courses + English major

**Format:** Face-to-face

**Admission Requirements:** 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 a teacher education program 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](#) or [www.emu.edu/education/test-scores](http://www.emu.edu/education/test-scores).

Admission to teacher education requires a 2.5 cumulative GPA 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 teacher education courses (courses with ED 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 subject area components); 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, English, History and Social Science, Applied Mathematics, Visual Arts, English as a Second Language, Foreign Language, and Music).

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 requirements of the English major and Secondary Education (6-12) licensure courses, students must complete the following 15-16 SH of courses within the 12 SH of Additional Literature Courses and 9 SH of Additional Coursework required for the English major.

**Required Courses (15-16 SH)**

- \*ENGL 346 Rooms of Their Own (3) OR \*ENGL 348 American Manhood (3)

- \*ENGL 355 Young Adult Literature (3)
- \*LING 250 Introduction to Linguistics (3)
- \*LING 260 Grammars of English (3)
- \*WRIT 380 Expository Writing (1)
- Choose one course from this list:
  - THR 100 Acting for Stage and Screen (2)
  - THR 200 Survey of World Theater History (2)
  - THR 300 Directing for the Theater (2)
  - THR 360 Playwriting (2)
  - \*THR 361 Screenwriting (2)
  - WRIT 210 News and Feature Writing (3)

\* indicates the course is offered in alternate years

## Environmental Justice, minor

**Contacts:** Jenni Holsinger and Jim Yoder

**Semester Hours:** 19

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.

### Required Courses (11 SH)

- ENVS 145 Environmental Science (2)
- SOC 245 Environment and Society (3)
- \*SOC 430 Environmental Justice (3)
- SOWK 360 Race and Gender (3)

### Electives (8 SH)

- Choose one course from this list:
  - \*ENVS 235 Sustainable Food Systems (2)
  - \*ENVS 325 Environmental Ethics (2)
  - \*ENVS 365 Environmental Risk and Policy (2)
- Choose one course from this list:
  - \*ECON 300 Environmental and Ecological Economics (3)
  - NURS 432 Community Health (3)
  - \*PPX 401 Human Rights and Dignity (4)
  - PXD 365 Social and Political Economy (3)
  - PXD 375 Globalization and Justice (3)
  - \*SOC 350 Urban Sociology (3)
- Choose one course from this list:
  - BUAD 465 Project Management and Grantwriting (3)

- \*ENVS 205 Environmental Applications of GIS (3)
- \*PXD 261 Community and Conflict Analysis Techniques (3)
- PXD 341 Mediation and Facilitation (3)
- \*PXD 451 Program Evaluation (3)
- SOC 336 Methods of Social Research (3)

\* indicates the course is offered in alternate years

## Environmental Science, major

**Contacts:** Douglas Graber Neufeld, Jim Yoder and Steve Cessna

**Degree:** Bachelor of Science

**Semester Hours:** 50

**Core Intensives:** Fulfills CE and WI.

The environmental sciences at EMU is composed of the environmental science major and minors in environmental science, environmental studies and environmental justice. Its goal is to provide 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 science curriculum recognizes a balance between technical training and the broad education of a liberal arts philosophy.

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, environmental education or graduate work in these areas.

### **Required Courses: Introduction to Sustainability (11 SH)**

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

### **Required Courses: Integration (18 SH)**

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

### **Required Supporting Courses (10 SH)**

- BIOL 275 Writing for the Natural Sciences (2)
- CHEM 223 General Chemistry I (4)
- \*CHEM 285 Environmental Chemistry (4)

### **Environmental Science Electives (5 SH)**

Choose from this list:

- BIOL 215 Organismal Biology (4)
- BIOL 240 Molecular and Cellular Biology (4)
- \*BIOL 327 Advanced Microbiology (3)
- \*BIOL 358 Natural History of the Shenandoah Valley (4)
- \*BIOL 368 Blue Ridge Botany (2)
- \*BIOL 465 Topics in Advanced Ecology (2)
- CHEM 224 General Chemistry II (4)
- CHEM 315 Organic Chemistry I (4)
- CHEM 316 Organic Chemistry II (4)
- \*CHEM 320 Analytical Chemistry I (3)
- \*CHEM 340 Analytical Chemistry II (3)
- ENVS 135 Earth Science (2)
- \*ENVS 235 Sustainable Food Systems (2)
- ENVS 265 Fundamentals of Restoration Ecology (2)
- \*ENVS 379 Techniques in Environmental Monitoring (1)

### **Social Sustainability Electives (6 SH)**

Choose from this list:

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

\* indicates the course is offered in alternate years

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 Science, minor

**Contact:** Jim Yoder

**Semester Hours:** 17-20

### Required Courses (15-18 SH)

- BIOL 173 Concepts in Biology (4) OR ENVS 145 Environmental Science (2)
- CHEM 223 General Chemistry (4) OR CHEM 155 Matter and Energy (3)
- \*ENVS 325 Environmental Ethics (2) OR \*ENVS 365 Environmental Risk Assessment and Policy (2)
- \*ENVS 385 Conservation Biology (4)
- ENVS 430 Environmental Sustainability Capstone (2)
- SOC 245 Environment and Society (3)

### Electives (2-5 SH)

Choose from this list:

- BIOL 235 Ecology: Adaptation and Environment (4)
- \*BIOL 358 Natural History of the Shenandoah Valley (4)
- \*BIOL 368 Blue Ridge Botany (2)
- \*BIOL 465 Topics in Advanced Ecology (2)
- \*CHEM 285 Environmental Chemistry (4)
- ENVS 135 Earth Science (2)
- \*ENVS 205 Environmental Applications of GIS (3)
- \*ENVS 235 Sustainable Food Systems (2)

\* indicates the course is offered in alternate years

## Environmental Studies, minor

**Contact:** Jim Yoder

**Semester Hours:** 18-20

### Required Courses (9 SH)

- ENVS 145 Environmental Science (2)
- \*ENVS 325 Environmental Ethics (2) OR \*ENVS 365 Environmental Risk Assessment and Policy (2)
- ENVS 430 Environmental Sustainability Capstone (2)
- SOC 245 Environment and Society (3)

### Electives (9-11 SH)

Choose courses from the environmental science major's required courses or either of the major's two elective lists (environmental science or social sustainability).

\* indicates the course is offered in alternate years

## Finance, minor

**Contact:** Jim Leaman

**Semester Hours:** 21

### Required Courses (21 SH)

- ACTG 221 Financial Accounting (3)
- BUAD 301 Quantitative Decision Making (3)
- CIS 211 Spreadsheet and Data Management (1)
- CIS 321 Advanced Spreadsheet (1) or FIN 389 Investment Portfolio Management (second time for credit) (1)
- ECON 201 Survey of Economics (3) or ECON 212 Principles of Macroeconomics (3)
- FIN 289 Personal Finance and Investing (1)
- FIN 389 Investment Portfolio Management (1)
  
- FIN 440 Financial Management (3)
- FIN 481 Finance Internship (3)
- STAT 120 Descriptive Statistics (2)

## Gender Studies, minor

**Contact:** Mary Sprunger

**Semester Hours:** 17-18

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 one course from this list:

- \*HIST 340-345 Topics in History and Gender (when appropriate) (3)
- \*HIST 352 History of Women-Global Perspectives (3)
- \*HUM 330-335 Topics in Humanities (when appropriate) (3-4)
- \*HUM 420-425 Tutorial in Humanities (when appropriate) (3-4)
- SOWK 360 Race and Gender (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. (Minors should work closely with the gender studies advisor in course selection).

- CORE 401 Senior Seminar (when appropriate) (2)
- \*ENGL 346 Rooms of Their Own (3)
- \*ENGL 348 American Manhood (3)
- PXD 485 Theories of Global Development (3)
- \*REL 310-315 Topics in Religion (when appropriate) (3)
- SOC 330 Social Justice and Social Change (3)
- Departmental internships or practica as appropriate
- Additional courses as appropriate and approved on an individual basis, such as intensive writing or other courses where a student chooses a gender topic for a major project

\* indicates the course is offered in alternate years

## General Studies, associate's degree

**Contact:** TBD

**Degree:** Associate of Arts

**Semester Hours:** 60

Students pursuing the associate of arts degree may opt for the general studies major. Of the 60 SH required, approximately 27 SH are EMU Core requirements. The remaining credits are chosen from a variety of areas.

## Global Development, major

**Contact:** Timothy Seidel

**Degree:** Bachelor of Arts

**Semester Hours:** 37-40

**Core Intensives:** Fulfills CE and WI.

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.

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, structural violence, and justice and who are preparing to work in the fields of community or international development.

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. Participation in 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.

**Foundation (14-16 SH)**

- PXD 151 Exploring Conflict and Peace (3) OR SOC 101 Intro to Sociology (3)
- PXD 225 Theories of Social Change (3)
- PXD 431 Peacebuilding and Development Practicum (1-3)
- SOC 336 Methods of Social Research (3)
- SSC 490 Social Sciences Capstone (2)
- STAT 120 Descriptive Statistics (2)

### **Theory (12 SH)**

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

### **Practice/Skills (6 SH)**

Choose two courses from this list:

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

### **Electives (5-6 SH)**

Choose two courses from this list:

- Any PXD course not taken above
- BUAD 331 Organizational Behavior (3)
- \*ECON 311 Contemporary Economic Issues (3)
- POL 113 International Relations (2) OR an approved PPX course
- REL 323 Jesus, Justice, and Violence
- SOC 201 Sociology of Health (3)
- \*SOC 255 Social Movements (3)
- SOWK/SOC 210 Social Stratification (3)
- SOWK 360 Race and Gender (3)

### **Summer Peacebuilding Institute**

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

**For information about the BA in Peacebuilding and Development, Peacebuilding, or Global Development to MA in Conflict Transformation or MA in Restorative Justice accelerated program, refer to this [page](#), which falls after the Peacebuilding and Development major.**

\* indicates the course is offered in alternate years

## **Global Development, minor**

**Contact:** Timothy Seidel

**Semester Hours:** 17-18

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.

### **Required Courses (12 SH)**

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

### **Electives (5-6 SH)**

Choose two courses from this list:

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

\* indicates the course is offered in alternate years

## **Global Studies, major**

**Contacts:** Timothy Seidel, Jim Leaman, and Ji Eun Kim

**Degree:** Bachelor of Arts

**Semester Hours:** 56-57

**Core Intensives:** Fulfills CE. May fulfill WI.

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 intercultural 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 an intercultural 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.

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 Curriculum requirements.

### **Foundation (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 123-126 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)**

Identify a thematic focus in Global Sustainability, Global Justice and Peacebuilding, or Global Societies and Cultures, including a practicum related to the thematic focus.

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

### **Regional Focus (12 SH)**

Identify a regional focus in Latin American, Middle East, Africa, or Asia studies that corresponds to the semester-long international intercultural, including one required course on campus as well as coursework during the intercultural. On-campus regional studies courses include:

- *Latin America*: \*SPAN 335 Spanish of the United States (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)**

Complete foreign language coursework in Spanish, Arabic, Swahili, or Mandarin that corresponds to the regional focus and semester-long international intercultural, including one required course on campus as well as coursework during the intercultural. 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 and a placement assessment. Please see Spanish faculty for more information on placement.
- *Arabic*: \*LANG 110 Elementary Arabic I (3)
- *Swahili*: \*LANG 115 Elementary Swahili I (3)

- *Mandarin*: \*LANG 140 Elementary Mandarin Chinese I (3)

\* indicates the course is offered in alternate years

## Global Studies, minor

**Contact:** Timothy Seidel

**Semester Hours:** 19-20

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 intercultural (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 intercultural experiences).

### Required Courses (10-11 SH)

- GS 101 Introduction to Global Studies (2) OR SSC 490 Social Sciences Capstone (2)
- Choose three courses from this list:
  - ECON 201 Survey of Economics (3)
  - HIST 122 Global Past II (2) OR HIST 123-126 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)

### 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 intercultural 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 Science, associate's degree

**Contact:** Jeff Copeland

**Degree:** Associate of Science

**Semester Hours:** 60 (27 EMU Core requirements + 26+ health science courses)

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.

### Health Science Required Courses (26+ SH)

- BIOCH 152 Human Biochemistry (2) and CHEM 105 Chemistry for the Life Sciences (2) OR CHEM 223 General Chemistry I (4)
- BIOL 112 Human Anatomy and Physiology I (3)

- BIOL 122 Human Anatomy and Physiology II (3)
- BIOL 145 Nutrition Fundamentals (2)
- BIOL 205 Introduction to Microbiology (3)
- \*BIOL 209 Medical Terminology (3)
- PSYC 202 Developmental Psychology (3)
- SOC 101 Introduction to Sociology (3)
- Any statistics course (2-3)

\*Every other year course and available via Acadeum (summer)

## History and Social Science, major

**Contact:** Mark Metzler Sawin

**Degree:** Bachelor of Arts

**Semester Hours:** 48-49

**Core Intensives:** Fulfills WI.

The history and social science major provides a broad understanding of the world today and skills in research, writing, and analysis. This multidisciplinary major introduces students to economics, sociology, geography, and psychology, with more concentrated content in history and political science. It can be combined with a teaching endorsement (grades 6-12) for those wishing to pursue secondary education social studies teaching.

### United States History Courses (6 SH)

Choose from this list:

- HIST 101 US History I-Race and Reason (to 1860) (2)
- HIST 102 US History II-Mechanization and Modernization (1860-1918) (2)
- HIST 103 US History III-Power and Paradox (1918-present) (2)
- \*HIST 222 African American History (3)
- \*HIST 312 19th Century America, A Novel History (3)
- \*HIST 321 Modernizing America, 1870-1940 (3)
- \*HIST 412 The History of Recent America (3)
- Additional options as appropriate according to subject matter: HUM 330-335 Topics in Humanities (3); HIST 340-345 Topics in History and Gender (3); and HUM 420-425 Tutorial (3-4)

Students pursuing teacher licensure are required to take HIST 101, 102, 103 and 222 and are strongly encouraged to take additional U.S. history courses.

### European and World History Courses (6 SH)

Choose from this list:

- HIST 121 Global Past I-Civilization (to 1400) (2)
- HIST 122 Global Past II-Modernization (post-1400) (2)
- HIST 123-126 Global Past III-Comparative Themes (2)
- \*HIST 231 Medieval Europe (3)
- \*HIST 352 History of Women-Global Perspectives (3)
- \*HIST 362 Renaissance and Reformation Europe (3)
- \*HIST 365 Mennonite History and Thought (3)

- \*HIST 391 Birth of Modernity in Europe (3)
- HIST 435 Martyrs, Merchants and Mendicants-1500 Years of the Christian Movement (3)
- \*HIST 461 Modern Europe (3)
- Additional options as appropriate according to subject matter: HUM 330-335 Topics in Humanities (3); HIST 340-345 Topics in History and Gender (3); and HUM 420-425 Tutorial (3-4)

Students pursuing teacher licensure are required to take HIST 121, 122, and one of 123-126 and are strongly encouraged to take additional history courses in this category.

### **Area Studies Courses (3 SH)**

Choose one course from this list:

- \*HIST 251 History of Africa (3)
- \*HIST 432 History of the Middle East (3)
- \*PPX 371 Peace and Security in East Asia (3) (*may count for Area Studies or Political Science, not both*)
- \*SPAN 303 Dictatorships and Social Movements (taught in Spanish) (3)
- \*SPAN 425 Indigenous Peoples and Conquests (taught in Spanish) (3)
- CCHIS from an international intercultural experience (3)
- Additional options as appropriate according to subject matter: HUM 330-335 Topics in Humanities (3); HIST 340-345 Topics in History and Gender (3); and HUM 420-425 Tutorial (3-4)

### **Historiography Courses (6 SH)**

- HIST 441 History Internship (0-3) *only for students not also doing teacher licensure*
- HUM 200 Foundations of Humanities (2)
- HUM 490 Seminar in Humanities (4)

**Additional 200-, 300- and 400-level History Courses (6 SH)** from the lists above

### **Political Science Courses (9-10 SH)**

- POL 111 Comparative Politics (2)
- POL 112 American Politics (2)
- POL 113 International Relations (2)
- Choose one course from this list:
  - \*POL 230 International Norms and Institutions (3)
  - \*POL 250 Law, Justice and the Local Context (3)
  - \*PPX 371 Peace and Security in East Asia (3) (*may count for Area Studies or Political Science, not both*)
  - \*PPX 401 Human Rights and Dignity (4)
  - \*PPX 421 Genocide and Mass Atrocity Prevention (4)
  - \*PPX 431 Political Reconciliation (4)

### **Economics Course (3 SH)**

- ECON 201 Survey of Economics (3)

### **Geography Course (3 SH)**

- GEOG 231 Cultural Geography (3)

### **Social Science (6 SH)**

Choose two courses from this list:

- PSYC 101 General Psychology (3)
- PSYC 202 Developmental Psychology (3)
- SOC 101 Introduction to Sociology (3)

\* indicates the course is offered in alternate years

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

## History and Social Science, minor

**Contact:** Mark Metzler Sawin

**Semester Hours:** 18

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

## History and Social Science, teaching endorsement (6-12)

**Contact:** Mark Metzler Sawin

**Degree:** Bachelor of Arts

**Semester Hours:** teacher education courses + history and social science major

**Format:** Face-to-face

**Admission Requirements:** 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 a teacher education program 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](#) or [www.emu.edu/education/test-scores](http://www.emu.edu/education/test-scores).

Admission to teacher education requires a 2.5 cumulative GPA 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 teacher education courses (courses with ED 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 subject area components); 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, English, History and Social Science, Applied Mathematics, Visual Arts, English as a Second Language, Foreign Language, and Music).

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

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

## History, minor

**Contact:** Mark Metzler Sawin

**Semester Hours:** 18

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

## International Business, major

**Contact:** Jim Leaman

**Degree:** Bachelor of Arts

**Semester Hours:** 51

**Core Intensives:** Fulfills CE and WI.

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 intercultural experience in an international setting in order to develop skills in intercultural understanding, living and communication.

**Admission Requirements:** To graduate with a program major, students must first earn admission to the program. 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 program admission to apply for an internship and several upper-level courses. Students seek admission to the program by completing an application and an interview with their advisor; they must meet the GPA requirements 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 program. Many courses in the program 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).

### Required Courses (51 SH)

- ACTG 221 Financial Accounting (3)
- ACTG 222 Managerial Accounting (3)
- BUAD 101 Business at EMU (3)
- BUAD 221 Principles of Management (3)
- BUAD 331 Organizational Behavior (3)
- \*BUAD 441 International Business (3)
- BUAD 461 Strategic Leadership in Organizations (3)
- CIS 211 Spreadsheet and Data Management (1)
- CIS 251 Management Information Systems (3)
- ECON 201 Survey of Economics (3)
- \*ECON 300 Environmental and Ecological Economics (3)
- FIN 440 Financial Management (3)
- MKTG 201 Principles of Marketing (3)
- PXD 375 Globalization and Justice (3)
- REL 223 World Religions (3)
- STAT 120 Descriptive Statistics (2)
- Any foreign language course beyond EMU's Core requirements (3)
- Choose one course from this list:
  - ICHIS any history course from an intercultural experience (3)

- \*HIST 432 History of the Middle East (3)
- HIST 461 Modern Europe (3)
- \*POL 230 International Norms and Institutions (3)
- \*PPX 371 Peace and Security in East Asia (3)

\* indicates the course is offered in alternate years

## Journalism, add-on teaching endorsement

**Contact:** Kevin Seidel

**Semester Hours:** 14-16

**Format:** Face-to-face

Teacher licensure includes successful completion of general education requirements, a major, teacher licensure courses, and supporting journalism courses.

### Required Courses (14-16 SH)

- POL 112 American Politics (2)
- VACA 168 Digital Media I: Video Production (4) OR VACA 344 Web Design and Social Media (4)
- WRIT 210 News and Feature Writing (3)
- WRIT 391 Editing and Publishing-Weather Vane (3)
- Choose one course from this list:
  - HUM 200 Foundations of Humanities (2)
  - VACA 151 Photography I (2)
  - VACA 168 Digital Media I: Video Production (4)
  - \*VACA 268 Digital Media II: Motion and Sound Design (4)
  - VACA 344 Web Design and Social Media (4)
  - \*VACA 368 Digital Media III: Hybrid Storytelling (4)

\* indicates the course is offered in alternate years

## Journalism, minor

**Contact:** Kevin Seidel

**Semester Hours:** 18

### Required Courses (18 SH):

- POL 112 American Politics (2)
- STAT 120 Descriptive Statistics (2)
- VACA 151 Photography I (2)
- WRIT 210 News and Feature Writing (3)
- WRIT 391 Editing and Publishing-Weather Vane (3)
- Choose 6+ SH from this list: (Note that some courses may have prerequisites.)
  - COMF 170 Foundation of Sports Communication (3)
  - HUM 200 Foundations of Humanities (2)
  - POL 113 International Relations (2) OR \*POL 220 U.S. Foreign Policy (3)

- VACA 168 Digital Media I: Video Production (4)
- VACA 252 Photography II (4)
- \*VACA 268 Digital Media II: Motion and Sound Design (4)
- VACA 344 Web Design and Social Media (4)
- \*VACA 354 Conservation Photography (4)
- \*VACA 368 Digital Media III: Hybrid Storytelling (4)
- VACA 491 Internship (for VACA majors) (1-6)
- \*WRIT 352 Creative Nonfiction (3)
- WRIT 470 Writing Internship (1-3)

\* indicates the course is offered in alternate years

## Kinesiology and Exercise Science, minor

**Contact:** Michael Horst

**Semester Hours:** 17

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.

### Required Courses (17 SH)

- BIOL 145 Nutrition Fundamentals (2)
- HE 201 First Aid (1)
- HE 301 Athletic Training (2)
- PE 210 Sophomore Practicum-KES (1)
- PE 302 Motor Learning (2)
- \*PE 414 Biomechanics of Sport (2)
- \*PE 415 Exercise Physiology of Sport (3)
- PE 416 Fitness Administration and Assessment (2)
- PEM 143 Fitness, Conditioning and Strength Training (2)

\* indicates the course is offered in alternate years

## Leadership and Organizational Management, major

**Based in Lancaster, PA (online program)**

**Contact:** Jim Leaman

**Degree:** Bachelor of Science

**Semester Hours:** 39

The major in Leadership and Organizational Management (LOM), an interdisciplinary curriculum leading to a Bachelor of Science 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 (5 weeks per course), and designed to provide knowledge as well as practical application in Leadership and Organizational Management studies.

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.

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

- A minimum of 60 SH of transferable credit from accredited colleges or universities.
- A cumulative GPA of 2.0 or above.
- Current employment or involvement with an organization that enhances the learning outcomes of the program.
- Submission of a satisfactory writing sample.

**Required Courses (39 SH)**

\*Courses marked with a hashtag fulfill EMU Core requirements.

- #BISTL 380 Biblical Perspectives (3)
- #CCSCL 450 Intercultural Perspectives (3)
- LOML 320 Leadership Development (3)
- LOML 355 Organizational Behavior (3)
- LOML 370 Organizational Change (3)
- LOML 380 Team Dynamics (3)
- #LOML 405 Organizational Research (3)
- LOML 410 HR: Optimizing Workforce Development (3)
- LOML 420 Leadership Theory and Practice I (3)
- LOML 430 Leadership Practice and Practice II (3)
- #LOML 440 Global Trends in Economic Justice (3)
- #LOML 465 LOM Capstone Project (3)
- #SRSML 460 Business Ethics (3)

**EMU Core Requirements**

**CHRISTIAN FAITH**

- Anabaptist Biblical Perspectives (included in program BISTL 380)

**COMMUNICATION**

- College Writing II (3)
- Public Communication (3)
- Writing Intensive designates (included in program LOML 405 & LOML 465)

**INTERCULTURAL LEARNING**

- Intercultural designates (included in program CCSCL 450 & LOML 440)

**CRITICAL THINKING**

- Statistics (3)
- Natural Sciences (3)
- Social and Behavioral Sciences (3)
- Creative Arts (3)
- History or Literature (3)

- Senior Seminar (included in program SRSML 460)

## COMMUNITY LEARNING

- Included throughout the program.

## Leadership and Organizational Management, major with Aviation concentration

### Based in Lancaster, PA

**Contacts:** Jim Leaman (LOM) and Derek Kline (Aviation)

**Degree:** Bachelor of Science

**Semester Hours:** 120

The major in Leadership and Organizational Management (LOM) with an Aviation concentration is a program in which students earn the credentials to begin their careers as professional pilots and learn valuable leadership skills. It is designed for those who aspire to become both successful aviators and industry leaders. 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 designed to provide knowledge and practical application in Leadership and Organizational Management studies.

### Admission Requirements:

- **High School Graduates**  
A high school diploma with a minimum cumulative GPA of **2.6**.
- **College Transfer Students**  
A cumulative GPA of **2.0** or above for applicants who have completed at least **20 semester hours of college-level coursework**.

### Admission Documents:

#### 1. Unofficial High School Transcript

- Must include your cumulative GPA
- Official transcripts will be required upon High School graduation and must include graduation date.

#### 2. Writing Sample

- Please prepare a two-page, double-spaced essay of about 450 to 500 words. Choose one of these four topics:

A challenge you've faced in the workplace

A challenge you've faced with your health

A challenge you've faced in an educational environment

A challenge you've faced in your family

#### 3. Class 1 or Class 2 FAA Medical Certificate

- A copy of your valid medical certificate is required.

- To find a Medical Examiner in your area visit <https://flightphysical.com/ame-directory/pennsylvania>
- Choose an examiner from this list: visit <https://medxpress.faa.gov/MedXpress/Disclaimer.aspx> to complete appointment registration.

#### 4. Reference Form

- Completion of a reference form from a teacher, mentor, or supervisor. This form is sent directly to the contact you listed in your application.

#### 5. Discovery Flight

- Documentation of your completed Discovery Flight experience.

### Admission Interview:

- All applicants will participate in an admissions interview to discuss their goals and ensure alignment with our program.

*\*\* 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 qualifying for the Restricted Airline Transport Pilot Certificate.*

*\*\* The Federal Aviation Administration (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 Proficiency.*

*\*\*Transportation Security Administration (TSA): You must provide proof of U.S. citizenship. EMU will verify citizenship with a current passport or an original birth certificate and current driver's license. Original documents will be returned. Non-US citizens must register with the TSA. This can be done online at <https://www.fts.tsa.dhs.gov/home>.*

### LOM Courses (39 SH)

\*Courses marked with a # below fulfill EMU Core requirements.

- #BISTL 380 Biblical Perspectives (3)
- #CCSCL 450 Intercultural Perspectives (3)
- LOML 320 Leadership Development (3)
- LOML 355 Organizational Behavior (3)
- LOML 370 Organizational Change (3)
- LOML 380 Team Dynamics (3)
- #LOML 405 Organizational Research (3)
- LOML 410 HR: Optimizing Workforce Development (3)
- LOML 420 Leadership Theory and Practice I (3)
- LOML 430 Leadership Practice and Practice II (3)
- #LOML 440 Global Trends in Economic Justice (3)
- #LOM 461 Application of Research Project for Aviators (ARP) (3)
- #SRSML 460 Business Ethics (3)

### Aviation Courses (60 SH)

- AVFO 120 Private Pilot Ground (3)
- AVFO 121 Private Pilot Flight (3)
- AVFO 220 Instrument Rating Ground School (3)
- AVFO 221 Instrument Flight Training (3)
- AVFO 320 Commercial Pilot Ground (3)
- AVFO 321 Commercial Flight I (3)
- AVFO 322 Commercial Flight II (3)
- AVFO 323 Commercial Flight III (3)
- AVFO 340 Multiengine/Professional Operations (3)
- AVFO 420 Flight Instructor Ground (3)
- AVFO 421 Flight Instructor Flight (3)
- AVIA 110 Becoming Aviators-Introduction to Aeronautics (3)
- AVIA 120 Aircraft Systems (3)
- AVIA 130 Meteorology (3)
- AVIA 220 Aerodynamics and Performance (3)
- AVIA 320 Aviation Safety (3)
- AVIA 330 Aviation Law and Regulatory Compliance (3)
- AVIA 401 Air Transport Advanced Subjects (3)
- AVIA 430 Aviation Internship (6)

### **EMU Core Requirements (21 SH)**

#### **CHRISTIAN FAITH**

- Anabaptist Biblical Perspectives (included in program BISTL 380)

#### **COMMUNICATION**

- College Writing II (3)
- Public Communication (3)
- Writing Intensive designates (included in program LOML 405 & LOML 461)

#### **INTERCULTURAL LEARNING**

- Intercultural designates (included in program CCSCL 450 & LOML 440)

#### **CRITICAL THINKING**

- Statistics (3)
- Natural Sciences (3)
- Social and Behavioral Sciences (3)
- Creative Arts (3)
- History or Literature (3)
- Senior Seminar (included in program SRSML 460)

#### **COMMUNITY LEARNING**

- Included throughout the program.

Leadership, minor

**Contact:** Cherelle Johnson

**Semester Hours:** 16-18

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.

### **Required Courses (16-18 SH)**

- BUAD 221 Principles of Management (3)
- LEAD 300 Leadership Theory and Practice (3)
- Choose three courses from this list:
  - BUAD 331 Organizational Behavior (3)
  - BUAD 461 Strategic Leadership in Organizations (3)
  - \*ENVS 325 Environmental Ethics (2)
  - \*ENVS 365 Environmental Risk and Policy (2)
  - PSYC 221 Social Psychology (3)
  - PSYC 231 Applied Behavior Analysis (3)
  - PSYC 301 Psychology of Interpersonal Relationships (3)
  - \*PSYC 351 Positive Psychology (3)
  - PXD 341 Mediation and Facilitation (3)
- Choose courses from this list to reach 16-18 SH total for the minor:
  - ENVS 429 Environmental Sustainability Internship (3)
  - ENVS 430 Environmental Sustainability Capstone (2)
  - LEAD 281 Leadership Practicum (1)
  - LEAD 481 Leadership Internship (1-3)
  - NURS 429 Leadership Practicum (3)
  - PSYC 483 Psychology Internship (2)
  - PXD 441 Leadership Practicum (1)

\* indicates the course is offered in alternate years

## **Liberal Arts, major**

**Contact:** TBD

**Degree:** Bachelor of Arts

**Semester Hours:** minimum of 30

**Core Intensives:** Does not fulfill any Core intensives.

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 as follows:

- Students complete a concentration (30SH minimum)
  - No more than 18 SH from a single discipline
  - At least 9 SH must be 300-400 level courses
- Complete an integration project in a 300 or 400 level capstone course (i.e. a research project in a senior seminar).
- Graduation requirement: 24SH of 120SH at the 300 or 400 level.

## Marketing, major

**Contacts:** Steve Johnson and Jim Leaman

**Degree:** Bachelor of Science

**Semester Hours:** 49-50

**Core Intensives:** Fulfills WI. May fulfill CE.

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 (41 SH) and one of two tracks (8-9 SH) for a total of 49-50 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.

**Admission Requirements:** 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.

### Required Courses (41 SH)

- BUAD 221 Principles of Management (3)
- CIS 211 Spreadsheet and Data Management (1)
- MKTG 201 Principles of Marketing (3)
- MKTG 311 Marketing Research (3)
- \*MKTG 321 Consumer Behavior (3)
- \*MKTG 330 Sales/E-Commerce (3)
- \*MKTG 410 Strategic Marketing Management (3)
- STAT 120 Descriptive Statistics (2)
- VACA 142 Graphic Design I (2)
- VACA 143 Foundations of Design I: 2-D (2)
- VACA 144 Foundations of Design II: Digital (2)
- VACA 151 Photography I (2)
- VACA 168 Digital Media I: Video Production (4)
- VACA 268 Digital Media II: Motion and Sound Design (4)
- VACA 344 Web Design and Social Media (4)

### Media and Design Track (Choose 8 SH)

- VACA 252 Photography II (4)
- VACA 345 Advanced Photoshop (4)
- VACA 354 Conservation Photography (4)
- VACA 368 Digital Media III: Hybrid Storytelling (4)

***Management Track (9 SH)***

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

\* indicates the course is offered in alternate years

**Marketing, minor**

**Contact:** Jim Leaman

**Semester Hours:** 18

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.

**Required Courses (18 SH)**

- MKTG 201 Principles of Marketing (3)
- VACA 143 Foundations of Design I: 2-D (2)
- VACA 144 Foundations of Design II: Digital (2)
- Choose two courses from this list:
  - MKTG 311 Marketing Research (3)
  - \*MKTG 321 Consumer Behavior (3)
  - \*MKTG 330 Sales/E-Commerce (3)
  - \*MKTG 410 Strategic Marketing Management (3)
- Choose a minimum of 5 SH from this list:
  - VACA 142 Graphic Design I (2)
  - VACA 151 Photography I (2)
  - VACA 168 Digital Media I: Video Production (4)
  - VACA 268 Digital Media II: Motion/Sound Design (4)
  - VACA 344 Web Design and Social Media (4)
  - \*VACA 354 Conservation Photography (4)

\* indicates the course is offered in alternate years

**Mathematics, minor**

**Contact:** Daniel Showalter

**Semester Hours:** 18

**Required Courses**

- MATH 170 Discrete Math (4)
- MATH 185 Calculus I (4)
- Choose an additional 10 SH selected from the remaining MATH or STAT courses with course number higher than 170.

In earning a mathematics minor, at least ten credits must be earned in addition to those counted towards the student's major.

## Medical Laboratory Science, major

**Contact:** Stephen Cessna

**Degree:** Bachelor of Science

**Semester Hours:** 34 + medical program

**Core Intensives:** Fulfills CE. May fulfill WI.

A major in medical laboratory science consists of the 34 SH listed below followed by completion of the medical lab training program (usually one year) in an approved school of laboratory science or medical technology. In this program, the student completes three years of study (a minimum of 91 SH) at Eastern Mennonite University and a fourth year at the school of medical laboratory science. EMU has affiliation agreements with clinical laboratory science programs at Sentara RMH Medical Center and Augusta Health Center. 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. Students should contact the academic advisor to discuss registration and enrollment details for the clinical year. Grading for the clinical year is only pass/no credit, and clinical instructors are the sole arbiters of these grades.

Students taking their Medical Laboratory Science or Histotechnology training year with an affiliated program (Augusta Health (AH), Sentara RMH (SRMH)) will be billed \$50 per credit hour as well as activity and general services fees. These students will have access to the student support services and activities listed on [myEMU](#). EMU will not be involved in any payment to the affiliated laboratory science programs for applicable tuition, materials, or fees. The cost of [AH](#) or [SRMH](#) fees may be included in the student's cost of attendance for aid purposes; however, this program does not meet EMU requirements for federal and institutional aid eligibility. Students may use a private student loan to cover program costs and living expenses (more information here: [emu.edu/financial-aid/loans#private](#))

### Required Courses (34 SH plus medical program)

Biology courses (16 SH):

- BIOL 173 Concepts in Biology (4)
- BIOL 205 Intro to Microbiology (3) OR \*BIOL 327 Advanced Microbiology (3)
- BIOL 240 Molecular and Cellular Biology (4)
- BIOL 275 Writing for the Natural Sciences (2)
- BIOL 337 Immunology (3) or PH 231 Foundations of Public Health Immunology (3)
- Additional BIOL courses to reach 14 SH

Chemistry or biochemistry courses (16 SH):

- CHEM 223 General Chemistry I (4)
- CHEM 224 General Chemistry II (4)
- CHEM 315 Organic Chemistry I (4) OR BIOCH 152 Human Biochemistry (2)
- \*CHEM 320 Analytical Chemistry I (3) OR \*CHEM 340 Analytical Chemistry II (3)
- Additional CHEM or BIOCH to reach 16 SH

Choose 2 SH in statistics:

- STAT 120 Descriptive Statistics (2)
- STAT 220 Inferential Statistics (2)

\* indicates the course is offered in alternate years

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.

## Music, major

**Contact:** David Berry

**Degree:** Bachelor of Arts

**Semester Hours:** 46-53

**Core Intensives:** Fulfills WI. May fulfill CE.

**Admission Requirement:** Students must audition for the department in order to be formally admitted as a music major, except for the Interdisciplinary Studies track, where no audition is required.

### Required Courses (34 SH)

The following courses are required of all majors and must be passed with a grade of C or better for enrollment in next sequential course, if applicable:

- †CMUS 120 Fundamentals of Music (3)
- CMUS 130 Aural Skills (1)
- CMUS 181 Music Theory I (3)
- #CMUS 200 Landscape of Music (0)
- CMUS 250 Music History I (3)
- CMUS 260 Music History II (3)
- CMUS 281 Music Theory II (3)
- \*CMUS 411 Conducting I (4)
- #MUPS Private Lessons (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.

### Music and Peacebuilding Track (19 SH)

Required courses for the Music and Peacebuilding track include the required courses listed above plus the following (must be passed with a grade of C or better):

- MUPS 492 Capstone for Music and Peacebuilding (1)
- CMUS 305 Music and Peacebuilding in Theory and Practice (2)
- PXD 151 Exploring Conflict and Peace (3) OR SOC 101 Intro to Sociology (3)
- PXD 225 Theories of Social Change (3) OR PXD 365 Social and Political Economy (3)
- \*PXD 261 Community and Conflict Analysis Techniques (3)
- PXD 341 Mediation and Facilitation (3) OR \*PXD 451 Program Evaluation (3)
- PXD 345 Peacebuilding Theory and Action (3)
- PXD 431 PXD Practicum (1)

***Interdisciplinary Studies Track (13-16 SH)***

Required courses for the Interdisciplinary Studies track include the required courses listed above plus the following (must be passed with a grade of C or better):

- CMUS 2xx Choose one topics course (2)
- Choose 2 SH music elective courses
- CMUS 300 Building a Music Career in the 21st Century (2)
- Choose three upper-level courses from another EMU program, chosen in consultation with advisor (6-9). Students must take a CE course as a part of these credits or other program-approved career experience.
- MUPS 491 Senior Project (1)

***Performance Track (12 SH)***

Required courses for the Performance track include the required courses listed above plus the following (must be passed with a grade of C or better):

- CMUS 300 Building a Music Career in the 21st Century (2)
- \*CMUS 412 The Compleat Musician (4)
- MUPS Private studies (*Private studies in the major area will be registered for 2 SH each semester after admission to the performance concentration.*)
- \*MUED 412, 413, 415, 416, OR 417 Pedagogy in the performance area (2)
- MUPS 390 Junior Recital (1)
- MUPS 490 Senior Recital-Project (1)
- Class Piano is required until piano proficiency exam requirements are met (2)

\* indicates the course is offered in alternate years

**Music, minor**

**Contact:** David Berry

**Semester Hours:** 18

**Required Courses (18 SH)**

- +CMUS 120 Fundamentals of Music (3)
- CMUS 181 Music Theory I (3)
- Choose one course from this list:
  - CMUS 116 Appreciating Music Making (2)
  - CMUS 250 Music History I (3)
  - CMUS 260 Music History II (3)
- 3 SH of private lessons
- 3 SH of participation in music ensembles
- 3-4 SH from any offering of the music program

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

These courses must be passed with a grade of C or better.

**Music, teaching endorsement (PreK-12)**

**Contact:** David Berry

**Degree:** Bachelor of Arts

**Semester Hours:** teacher education courses + music major

**Format:** Face-to-face

**Admission Requirements** 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 a teacher education program 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](#) or [www.emu.edu/education/test-scores](http://www.emu.edu/education/test-scores).

Admission to teacher education requires a 2.5 cumulative GPA 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 teacher education courses (courses with ED 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 subject area components); 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, English, History and Social Science, Mathematics, Visual Arts, English as a Second Language, Foreign Language, and Music).

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).

### **Required Courses**

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

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

### **Recommended:**

- CMUS 201 Topics in Music-World Music (2)
- CMUS 204 Topics in Music-Introduction to Music Technology (2)

Students pursuing PreK-12 vocal/choral licensure take two of the four instrumental methods courses and are required to take MUED 212. Students must declare voice, keyboard, or guitar as their performance area and enroll in a choral ensemble each semester.

Students pursuing PreK-12 instrumental licensure must declare a band or orchestral instrument as their performance area. Alternatively, piano or guitar may be declared as the primary performance instrument with four additional semester hours of private lessons in a band or orchestral instrument.

Students must enroll in an instrumental ensemble each semester and take the four instrumental methods courses.

Students pursuing dual licensure (PreK-12 vocal/choral and PreK-12 instrumental) will take all instrumental methods courses and MUED 212.

Students will declare a secondary performance area to complement the primary area and take four additional semester hours of private lessons. Keyboard and guitar students should choose a band or orchestral instrument as their secondary performance area. A balanced enrollment in choral and instrumental ensembles is required. Practicum and student teaching assignments will include vocal/choral and instrumental experiences.

Vocal and piano proficiencies are required for all licensures to ensure that future music educators will be able to use their voices and the keyboard with confidence in general music classrooms and in rehearsal settings. "Class Voice" and/or "Class Piano" are required until music education majors have met voice and piano proficiencies.

### **Professional Studies Courses**

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

- ED 101 Exploring Teaching (2)
- ED 245 Learning and Classroom Environments (3)
- ED 275 Instructional Technology and Assessment (3)
- ED 301 Creating Inclusive Classrooms (3)
- ED 351 General Curriculum and Methods for Middle and Secondary School Teaching (1)
- ED 395 Reading and Writing in the Content Area (6-12) (3)
- ED 401 Examining Foundations of Education (2)
- ED 411 Reflective Teaching Seminar (1)
- ED 461 Elementary Student Teaching (PreK-6) (7)
- ED 462 Middle/High School Student Teaching (6-12) (7)

### **Additional licensure requirement:**

- PSYC 202 Developmental Psychology (3)

\* indicates the course is offered in alternate years

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 teacher education section.

## Musical Theater, minor

**Contact:** David Berry

**Semester Hours:** 18

### Required Courses (18)

- CMUS 120 Fundamentals of Music (3)
- MUPS Private Lessons - 3 SH over 3 semesters
- THR 100 Acting for the Stage and Screen (2)
- THR 200 Survey of World Theater History (2)
- THR 231/CMUS 205 Musical Theater (2)
- THR 233 Dance and Movement (1)
- Choose 3 SH from this list:
  - THR 281 Acting Practicum (1-3)
  - THR 350 Technical Theater (1-3)
  - THR 351 Stage Management (1-3)
  - THR 352 Assistant Directing (1-3)
  - THR 353 Dramaturgy (1-3)
- Choose 2 SH from this list:
  - CMUS 116 Appreciating Music Making (2)
  - CMUS 201 Topics in Music-World Music (2)
  - CMUS 202 Topics in Music-Folk-Rock to Hip-Hop (2)
  - CMUS 203 Topics in Music-Listening to Film (2)
  - CMUS 204 Topics in Music-Introduction to Music Technology (2)
  - CMUS 250 Music History II (2)
  - other courses as approved by advisor

## Nursing, major, pre-licensure BSN

**Undergraduate Director:** Laura Yoder

**Degree:** Bachelor of Science in Nursing

**Semester Hours:** 57 + prerequisite courses

**Core Intensives:** Fulfills all Core intensives.

**Admission Requirements:** 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.
- having completed 56-58 semester hours that meet EMU CORE requirements prior to beginning Level 1, unless completing a semester intercultural experience while in the clinical level.
- obtaining a C or above in all prerequisite courses.
- maintaining a minimum cumulative GPA of 2.8 or above from the time of application to beginning the clinical level.

- passing the Kaplan nursing entrance exam with an Overall score >50th percentile and Science sub-score >50th percentile prior to beginning the clinical level.

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 the clinical nursing program (Level 1) is subject to approval by the nursing department's admissions committee. An application for Level 1 is required for all students who wish to be considered for the clinical nursing program. Applications for starting the clinical nursing program in fall semester are due by February 15. Applications for starting clinical in spring semester are due by June 15.

**Prerequisites for the nursing major (may not be more than 10 years old):**

- BIOCH 152 Human Biochemistry (2)
- BIOL 112 Human Anatomy and Physiology I (3)
- BIOL 122 Human Anatomy and Physiology II (3)
- BIOL 145 Nutrition Fundamentals (2)
- BIOL 205 Introduction to Microbiology (3)
- CHEM 105 Chemistry for the Life Sciences (2) *(or any college level chemistry course including AP and dual enrollment credit accepted by EMU)*
- PSYC 202 Developmental Psychology (3)
- SOC 101 Introduction to Sociology (3) OR other approved sociology, social work, or PXD courses
- Any statistics course (2-3)

**Nursing Required Courses for Traditional Pre-licensure & Traditional Second-Degree (57 SH):**

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

### **Accelerated Second Degree Nursing Program Option**

The EMU nursing program offers an accelerated second degree nursing program. Persons with (or who have almost completed) a first bachelor's degree in a field other than nursing are invited to apply. This accelerated 15-month program begins in mid-May each year and runs through August of the following year. The first and final semesters are condensed into approximately 12-week terms during the summer months.

The second and third semesters follow a traditional fall/spring semester format. Students in the accelerated program may find it difficult to hold employment and may be expected to complete 12-hour and/or weekend clinical rotations. Applications are due by January 15 in the year the student wishes to matriculate.

#### **Admission Requirements**

- A baccalaureate degree
- If a baccalaureate degree is not complete at the time of application, the degree must be conferred by the second Sunday of May in the year the student wishes to begin the accelerated program. Such applicants must submit two letters of academic reference - one from an academic advisor and one from a professor - indicating readiness for an accelerated program and readiness to graduate on or before the second Sunday in May.
- Six of the eight prerequisite courses must be completed by time of application
- Minimum GPA of 3.0 for all prerequisites
  - Anatomy/Physiology I and II (both courses must be taken at the same institution)
  - One chemistry course (general, inorganic, organic, or biochemistry)
  - Microbiology
  - Nutrition
  - One psychology course (developmental preferred, general or abnormal accepted)
  - One sociology course
  - One statistics course
- Prerequisite courses taken more than 10 years ago will not be accepted

#### **Accelerated Second Degree Required Courses (57 SH)**

- NURS 301 Holistic Health Inquiry (3)
- NURS 302 Pathophysiology and Pharmacology for Nursing (4)
- NURS 303 Foundations of Professional Nursing (4)
- NURS 304 Fundamentals Practicum (3)
- NURS 310 A Conceptual Framework of Nursing (2)
- NURS 320 Adult Health Practicum I (3)
- NURS 322 Nursing Care of the Adult I (3)
- NURS 323 Psychosocial Nursing (3)
- NURS 325 Nursing Care of Children (3)
- NURS 326 Nursing and the Beginning Family (3)
- NURS 420 Adult Health Practicum II (3)
- NURS 422 Nursing Care of the Adult II (3)
- NURS 426 Nursing and the Family in the Community (3)
- NURS 427 Professional Issues in Nursing (1)
- NURS 429 Leadership Practicum (3)

- NURS 432 Community Health (3)
- NURS 433 Evidence Based Practice for Nursing (2)
- NURS 436 Population Health Colloquium (2)
- NURS 438 Critical Care Nursing (3)
- NURS 440 Transition to Practice (3)

### EMU Core Requirements

- Six semester hours focused on intercultural learning and understanding power, systems, and justice. (May be satisfied by previous courses related to intercultural learning, equity, or language acquisition.)
  - CORE 300 Power, Systems, and Justice (3 SH)
  - Language Learning (3 SH)
  - NURS 426 Nursing and Family in Community (3 SH)
- ABP 260: Questions of Faith and Ethics (3 SH) OR NURS 310 A Conceptual Framework of Nursing (2 SH)
- CORE 301 Transfer Portfolio and CORE 402 Senior Portfolio (1 SH) OR NURS 440 Transition to Practice (3 SH)
- 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 135 College Writing II and/or a Communication Skills course.

### Traditional Program Second Degree Option

Students who have or will complete a bachelor's degree in a field other than nursing prior to beginning the clinical nursing program may apply for the Second Degree option of the nursing program. Each applicant's academic record will be reviewed individually. The curriculum plan for second degree students who have completed prerequisites is four semesters of clinical nursing coursework during fall and spring semesters.

### Admission requirements

- A baccalaureate degree must be completed, or near completion, prior to application. Once accepted into the program, the first degree must be completed before beginning the program.
- 2.8 cumulative GPA or higher at time of application
- If the cumulative GPA is less than 2.8, a prerequisite GPA of 3.0 or higher is required at the time of application (at least 6 of 8 prerequisites must already be completed)

### Prerequisites:

- **Anatomy and Physiology I and II** (both must be taken at the same institution)
- **One chemistry course** (general, inorganic, organic, or biochemistry)
- **One psychology course** (developmental psychology across the life span preferred)
- **One sociology course** (must have a SOC prefix; examples include *Intro to Sociology* or *Principles of Sociology*. Other sociology courses by approval only)
- **One microbiology course** (must include a lab)
- **One nutrition course** (minimum 2 SH)
- **One statistics course**

All prerequisite courses must be passed with a C or higher.

Prerequisite courses may still be in progress at the time of application but must be completed prior to beginning the clinical level of the program.

Prerequisite courses taken more than 10 years ago will not be accepted.

Applicants must first be admitted to the university before the nursing program will consider the nursing application.

### **Licensed Practical Nurse (LPN) Option**

**Contact:** Laura Yoder

LPN students must complete an application for the clinical nursing program and meet the prerequisite requirements matching the traditional BSN program requirements.

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.

#### **Required Courses (51 SH)**

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

### **Organizational Leadership, major**

**Contact:** Cherelle Johnson

**Degree:** Bachelor of Science

**Semester Hours:** 46

**Core Intensives:** Fulfills CE and WI.

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.

**Admission Requirements:** To graduate with a program major, students must first earn admission to the program. 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 program admission to apply for an internship and several upper-level courses. Students seek admission to the program by completing an application and an interview with their advisor; they must meet the GPA requirements 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 program. 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).

### **Required Courses (46 SH)**

- ACTG 221 Financial Accounting (3)
- ACTG 222 Managerial Accounting (3)
- BUAD 101 Business at EMU (3)
- BUAD 221 Principles of Management (3)
- BUAD 331 Organizational Behavior (3)
- BUAD 411 Business Law (3)
- BUAD 461 Strategic Leadership in Organizations (3)
- CIS 211 Spreadsheet and Data Management (1)
- CIS 251 Management Information Systems (3)
- ECON 201 Survey of Economics (3)
- Any 300 or 400 level ECON course (3)
- LEAD 300 Leadership Theory and Practice (3)
- MKTG 201 Principles of Marketing (3)
- Choose 1 course from this list:
  - \*BUAD 441 International Business (3)
  - BUAD 465 Project Management (3)
  - \*BUAD 471 Topics: Entrepreneurship (3)
  - LOML 410 Human Resource Management (3)
- Choose 6 SH from this list:
  - PSYC 221 Social Psychology (3)
  - PSYC 231 Applied Behavior Analysis (3)
  - PSYC 301 Psychology of Interpersonal Relationships (3)
  - \*PSYC 351 Positive Psychology (3)
  - PXD 341 Mediation and Facilitation (3)

\* indicates the course is offered in alternate years

### **Peacebuilding and Development, major**

**Contacts:** Deanna Durham and Timothy Seidel

**Degree:** Bachelor of Arts

**Semester Hours:** 46-50

**Core Intensives:** Fulfills all Core intensives.

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, injustice, and violence.

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.

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.

### **Foundation (14-16 SH)**

- PXD 151 Exploring Conflict and Peace (3) OR SOC 101 Intro to Sociology (3)
- PXD 225 Theories of Social Change (3)
- PXD 431 Peacebuilding & Development Practicum (1-3)
- SOC 336 Methods of Social Research (3)
- SSC 490 Social Sciences Capstone (2)
- STAT 120 Descriptive Statistics (2)

### **Theory (15 SH)**

- PXD 345 Peacebuilding Theory and Action (3)
- PXD 365 Social and Political Economy (3)
- PXD 485 Global Development (3)
- Choose two courses from this list:
  - \*PXD 335 Understanding Violent Conflict (3)
  - PXD 375 Globalization and Justice (3)
  - \*SOC 255 Social Movements (3)

### **Practice/Skills (12 SH)**

- \*PXD 261 Community and Conflict Analysis Techniques (3)
- PXD 341 Mediation and Facilitation (3)
- Choose two courses from this list:
  - BUAD 465 Project Management and Grantwriting (3)

- PXD 331 Restorative Justice and Trauma Awareness (3)
- \*PXD 451 Program Evaluation Through Qualitative Methods (3)
- SOWK 330 Social Policy Analysis (3)

### **Supporting Theory (5-7 SH)**

- POL 113 International Relations (2) OR an approved PPX course OR SOWK 360 Race and Gender (3)
- REL 323 Jesus, Justice, and Violence (3 SH)

\* indicates the course is offered in alternate years

### **Summer Peacebuilding Institute**

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

### **BA in Peacebuilding & Development, Peacebuilding, or Global Development to MA in Conflict Transformation or MA in Restorative Justice, accelerated program**

**Contacts:** Timothy Seidel and Gloria Rhodes

The accelerated program is a collaboration between EMU's undergraduate Peacebuilding and Development program and the Center for Justice and Peacebuilding. The accelerated program is designed to award exceptional and/or non-traditional students a BA in peacebuilding & 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 aid.

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 curriculum for the accelerated program requires completion of the following:

- EMU Core curriculum.
- The peacebuilding & development major, the peacebuilding major, or the global development major
- Earn a minimum of 111 undergraduate semester hours (SH); an additional 39 SH will complete the graduate degree (can include the 9 SH for Foundations 1 and 2 sequence, done as PXD, as well as Program Evaluation and Global Development courses that are cross-listed).
- Admission into the Graduate Program undertaken Junior Year but BA to MA students are still considered an undergraduate in their fourth year for billing and financial aid purposes as long as they are registered for a minimum of 12 undergraduate semester hours each semester.
- Students can participate in commencement with their BA cohort in the spring they have completed 120 SH (or will by December of that year) and then with their MA cohort the spring they have completed 150 SH and all requirements (or will by December of that year).

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 is strongly recommended, and the student will typically conclude master's degree requirements in the final (fifth) year. Further details are available from the Peacebuilding & Development program director and the Center for Justice and Peacebuilding academic program coordinator.

**For information about the BA in Peacebuilding & Development, Peacebuilding, or Global Development to MA in Conflict Transformation or MA in Restorative Justice accelerated program, refer to this [page](#).**

## Peacebuilding, major

**Contact:** Timothy Seidel

**Degree:** Bachelor of Arts

**Semester Hours:** 37-40

**Core Intensives:** Fulfills all Core intensives.

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.

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

This major benefits students with bi-vocational interests. It cannot be taken as a double major with the PXD major or the global development major. 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. Participating in 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.

### Foundation (14-16 SH)

- PXD 151 Exploring Conflict and Peace (3) OR SOC 101 Intro to Sociology (3)
- PXD 225 Theories of Social Change (3)
- PXD 431 Peacebuilding and Development Practicum (1-3)
- SOC 336 Methods of Social Research (3)
- SSC 490 Social Sciences Capstone (2)
- STAT 120 Descriptive Statistics (2)

### Theory (12 SH)

- PXD 331 Restorative Justice and Trauma Awareness (3) OR THEO 323 Biblical Theology of Peace and Justice (3)
- \*PXD 335 Understanding Violent Conflict (3) OR \*SOC 255 Social Movements (3)

- PXD 345 Peacebuilding Theory and Action (3)
- PXD 365 Social and Political Economy (3)

### **Practice/Skills (6 SH)**

- \*PXD 261 Community and Conflict Analysis Techniques (3)
- PXD 341 Mediation and Facilitation (3)

### **Electives (5-6 SH)**

Choose two courses from this list:

- Any PXD course not taken above
- BUAD 465 Project Management and Grantwriting (3)
- \*ENGL 344 Ways of War and Peace (3)
- POL 113 International Relations (2) OR an approved PPX course
- SOWK/SOC 210 Social Stratification (3)
- SOWK 330 Social Policy Analysis (3)
- SOWK 360 Race and Gender (3)

\* indicates the course is offered in alternate years

### **Summer Peacebuilding Institute**

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

**For information about the BA in Peacebuilding and Development, Peacebuilding, or Global Development to MA in Conflict Transformation or MA in Restorative Justice accelerated program, refer to this [page](#), which falls after the Peacebuilding and Development major.**

## **Peacebuilding, minor**

**Contact:** Timothy Seidel

**Semester Hours:** 18

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

### **Required Courses (12 SH)**

- PXD 225 Theories of Social Change (3)
- \*PXD 261 Community and Conflict Analysis Techniques (3)
- PXD 341 Mediation and Facilitation (3) OR \*PXD 451 Program Evaluation Through Qualitative Methods (3)
- PXD 345 Peacebuilding Theory and Action (3)

### **Electives (6 SH)**

Choose two courses from this list:

- \*ENGL 315 Global Novels, Global Conflicts (3)
- \*ENGL 344 Ways of War and Peace (3)
- \*PXD 335 Understanding Violent Conflict (3)
- \*PXD 451 Program Evaluation Through Qualitative Methods (*if not taken above*) (3)
- REL 323 Jesus, Justice, and Violence (3 SH)
- \*SOC 255 Social Movements (3)

\* indicates the course is offered in alternate years

## Political Science, major

**Contact:** Ji Eun Kim

**Degree:** Bachelor of Arts

**Semester Hours:** 47

**Core Intensives:** Fulfills all Core intensives.

This major requires 47 SH including a EMU Washington Semester which also fulfills the EMU Core requirement for intercultural learning, thus requiring only 37 SH beyond the EMU Washington Semester.

### Required Courses (47 SH)

- PHIL 201 Introduction to Philosophy (3)
- POL 111 Comparative Politics (2)
- POL 112 American Politics (2)
- POL 113 International Relations (2)
- SOC 336 Methods of Social Research (3)
- SSC 490 Social Sciences Capstone (2)
- STAT 120 Descriptive Statistics (2)
- Choose among the following courses to equal at least 10 SH (with an EMU Washington Semester) or 12 SH (with a summer EMU Washington Semester). Two courses must be 300 or 400 level:
  - \*POL 220 U.S. Foreign Policy (3)
  - \*POL 230 International Norms and Institutions (3)
  - \*POL 250 Law, Justice and the Local Context (3)
  - \*PPX 371 Peace and Security in East Asia (3)
  - \*PPX 401 Human Rights and Dignity (4)
  - \*PPX 405-409 Topics in Politics and Peace Studies (3-4)
  - \*PPX 421 Genocide and Mass Atrocity Prevention (4)
  - \*PPX 431 Political Reconciliation (4)
  - \*PXD 365 Social and Political Economy (3)
- Choose two of the following courses (in conjunction with an EMU Washington Semester) or three (in conjunction with a summer EMU Washington Semester). One course must be upper level:
  - ECON 201 Survey of Economics (3)
  - \*ECON 311 Contemporary Economic Issues (3)
  - \*HIST 222 African American History (3) OR \*HIST 412 The History of Recent America (3)
  - \*HIST 251 History of Africa (3)
  - \*HIST 391 The Birth of Modernity in Europe (3) OR \*HIST 461 Modern Europe (3)
  - \*HIST 432 History of the Middle East (3)
  - LEAD 300 Leadership Theory and Practice (3)
  - \*PHIL 412 Philosophy of Religion (3)
  - \*PXD 335 Understanding Violent Conflict (3)
  - PXD 485 Global Development (3)

- \*REL 201 Introduction to Religious Studies (3)
- \*SOC 255 Social Movements (3)
- SOWK 330 Social Policy Analysis (3)
- SOWK 360 Race and Gender (3)
- \*THEO 412 Liberation Theologies (3) OR THEO 323 Biblical Theology of Peace and Justice (3)

\* indicates the course is offered in alternate years

### **EMU Washington Semester (10-15 SH)**

Political science majors must complete a semester (15 SH) or summer (10 SH) in the EMU Washington Semester. Students choosing a summer EMU Washington Semester will take two additional courses from the above lists to fulfill the 47 SH requirement. Students are highly encouraged to complete an international intercultural experience as well, especially if they are interested in transnational or international political issues.

## **Political Science, minor**

**Contact:** Ji Eun Kim

**Semester Hours:** 18

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 EMU Washington Semester.

### **Required Courses (18 SH)**

- POL 111 Comparative Politics (2)
- POL 112 American Politics (2)
- POL 113 International Relations (2)
- Choose three of the following courses to equal at least 9 SH. At least two courses must be upper level:
  - CCPOL from semester intercultural experience (3)
  - PHIL 201 Introduction to Philosophy (3)
  - \*POL 220 U.S. Foreign Policy (3)
  - \*POL 230 International Norms and Institutions (3)
  - \*POL 250 Law, Justice and the Local Context (3)
  - \*PPX 371 Peace and Security in East Asia (3)
  - \*PPX 405-409 Topics in Politics and Peace Studies (3-4)
  - \*PPX 401 Human Rights and Dignity (4)
  - \*PPX 421 Genocide and Mass Atrocity Prevention (4)
  - \*PPX 431 Political Reconciliation (4)
  - PXD 365 Social and Political Economy (3)
- Choose one 200-level or higher 3 SH course from HIST, ECON or PXD.

\* indicates the course is offered in alternate years

## **Popular Music, minor**

**Contact:** David Berry

**Semester Hours:** 18

### **Required Courses (18 SH)**

- CMUS 120 Fundamentals of Music (3)
- CMUS 201 World Music OR CMUS 202 Folk-Rock to Hip-Hop (2)
- CMUS 204 Introduction to Music Technology (2)
- CMUS 300 Building a Music Career in the 21st Century (2)
- MUPS 203 Songwriting (1)
- MUPS 204 Digital Songwriting (1)
- MUPS 231 Piano (1)
- 6SH from any offering of the music program

These courses must be passed with a grade of C or better.

### **Pre-Law, minor**

**Contact:** Mary Sprunger

**Semester Hours:** 18

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 peacebuilding, 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 SH including an internship.

### **Required Courses (18 SH)**

- HUM 200 Foundations of Humanities (2)
- POL 111 Comparative Politics (2)
- POL 112 American Politics (2)
- POL 113 International Relations (2)
- POL 481 Pre-law Internship (Internships done for other related disciplines may fulfill this requirement.) (1-3)
- Choose at least one course from this list:
  - BUAD 411 Business Law (3)
  - \*POL 250 Law, Justice and the Local Context (3)
  - PXD 341 Mediation and Facilitation (3)
- Choose at least two courses from this list to complete the required 18 SH for the minor:
  - ECON 201 Survey of Economics (3)
  - \*HIST 340-345 Topics in History (when appropriate) (3)
  - \*HIST 411 History of Recent America (4)
  - \*HUM 330-335 Topics in Humanities (when appropriate) (3-4)
  - \*HUM 420-425 Tutorial in Humanities (when appropriate) (3-4)
  - LING 260 Grammars of English (3)
  - \*POL 220 U.S. Foreign Policy (3)
  - \*POL 230 International Norms and Institutions (3)

- \*PPX 431 Political Reconciliation (4)
- PXD 225 Theories of Social Change (3)
- \*PXD 261 Community and Conflict Analysis Techniques (3)
- \*PXD 331 Restorative Justice and Trauma Awareness (3)
- PXD 375 Globalization and Justice (3)
- \*SOC 360 Criminology (3)
- \*SOC 362 Criminal Justice (2)
- STAT 120 Descriptive Statistics (2)

\* indicates the course is offered in alternate years

## Pre-Professional Health Sciences (PPHS), concentration

**Contacts:** Stephen Cessna, Jeff Copeland, and Kris Schmidt

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, veterinary medicine, pharmacy, surgical assistant, radiological technician, occupational therapy, optometry, podiatry, osteopathy, radiology, or graduate education and research in any area of biomedicine. 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](#) 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.

## Psychology, major

**Contacts:** Michael Horst

**Degree:** Bachelor of Science

**Semester Hours:** 45

**Core Intensives:** Fulfills all Core intensives.

**Admission Requirement:** 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 by the mid-point of their senior year.

A bachelor's degree in psychology prepares the student for employment in a wide variety of fields in addition to careers in the helping professions. The psychology curriculum also provides solid preparation for graduate work in counseling, clinical psychology, experimental psychology, and occupational therapy.

**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 provide exceptional students the opportunity to apply to the MA in Counseling program during their junior year. If accepted into the MA in Counseling program, such students can earn a BS in psychology and an MA in Counseling through a five-year curriculum.

### **Required Courses (45 SH)**

- PSYC 101 General Psychology (3)
- PSYC 202 Developmental Psychology (3)
- PSYC 203 Developmental Case Study (1)
- PSYC 221 Social Psychology (3)
- PSYC 231 Applied Behavior Analysis (3)
- PSYC 312 Psychological Design and Analysis (4)
- PSYC 331 Abnormal Psychology (3)
- PSYC 342 Cognitive Psychology (3)
- PSYC 361 Theories of Personality (3)
- PSYC 441 Teaching of Psychology (1)
- PSYC 472 Research in Psychology (2)
- PSYC 473 Research in Psychology-Applied (2)
- PSYC 481 Psychology Career & Internship Preparation (1)
- PSYC 483 Psychology Internship (2)
- STAT 120 Descriptive Statistics (2)
- Choose three courses from this list:
  - PSYC 301 Psychology of Interpersonal Relationships (3)
  - \*PSYC 380-385 Topics in Psychology (3)
  - PSYC 391 Introduction to Counseling (3)
  - \*PSYC 451 Neuropsychology (3)
  - PSYC 499 Independent Study (1-3)

\* indicates the course is offered in alternate years

*All courses required for the psychology major must be passed with a C- or better.*

### **BS in Psychology to MA in Counseling, accelerated program**

The accelerated program is a collaboration between EMU's undergraduate department of psychology and the graduate program in counseling. The program is designed to award exceptional students the opportunity to apply to the MA in counseling program during their junior year. If accepted into the MA in counseling program, such students can be awarded a BS in psychology and an MA in counseling through a five-year curriculum.

Students should express interest in the program during their first year as an undergraduate in order to be assigned an advisor to help plan their course of study. Because the program requires careful course scheduling from year one, it will not typically be an option for transfer students. In order for students to take undergraduate psychology courses in the accelerated undergraduate sequence, they must:

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

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

## Psychology, minor

**Contact:** Michael Horst

**Semester Hours:** 18

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

### Required Courses (18 SH)

- PSYC 101 General Psychology (3)
- PSYC 202 Developmental Psychology (3)
- PSYC 221 Social Psychology (3)
- PSYC 231 Applied Behavior Analysis (3)
- PSYC 331 Abnormal Psychology (3)
- PSYC elective (3)

## Public Health, major

**Contact:** Kate Clark

**Degree:** Bachelor of Science

**Semester Hours:** 52 SH

**Core Intensives:** Fulfills CE and WI.

### Foundational Public Health and Science Courses (30 SH)

- BIOL 145 Nutrition (4)
- BIOL 173 Concepts in Biology (4)
- BIOL 205 Microbiology (3) OR \*BIOL 327 Advanced Microbiology (3)
- BIOL 275 Writing for the Natural Sciences (2)
- CHEM 105 Chemistry for Life Sciences (2) AND BIOCH 152 Human Biochemistry (2)  
OR CHEM 223 General Chemistry I (4)
- NURS 432 Community Health (3)
- PH 175 Introduction to Public Health (3)
- \*PH 231 Foundations of Public Health Immunology (3)
- \*PH 356 Epidemiology (3)
- SOWK 330 Social Policy Analysis (3)

### Statistics and Research Design (9 SH)

- SOC 336 Methods of Social Research (3)
- STAT 120 Descriptive Statistics (2) OR \*STAT 150 Data Visualization (2)
- STAT 220 Inferential Statistics (2)
- STAT 230 Regression and ANOVA (2)

### Social Justice and Ethics (8 SH)

- BIOL 485 Science and Ethics (2) OR \*ENVS 325 Environmental Ethics (2)
- PXD 485 Global Development (3)
- SOC 201 Sociology of Health (3)

### Environmental Health (4-5 SH)

- \*ENVS 365 Environmental Risk and Policy (2)
- \*ENVS 372 Toxicology for Public Health (2) OR \*SOC 430 Environmental Justice (3)

### **Practicum (1+ SH) Career Experience**

Choose one of the following:

- PH 429 Public Health Internship (1-3 SH)
- WCSC 385 WCSC Internship (6 SH)

\* indicates the course is offered in alternate years

## **Public Health, minor**

**Contact:** Kate Clark

**Semester Hours:** 17-18

### **Required Courses**

- BIOL 205 Intro to Microbiology (3) OR \*BIOL 327 Advanced Microbiology (3)
- \*ENVS 372 Toxicology for Public Health (2)
- NURS 432 Community Health (3) OR NRSL 350 Public Health Policy (4) OR NURS 515 The Health Care Delivery System (3)
- PH 175 Introduction to Public Health (3)
- \*PH 231 Foundations of Public Health Immunology (3) OR \*PH 356 Epidemiology (3)
- PXD 485 Global Development (3)

\* indicates the course is offered in alternate years

## **Recreation and Sport Management, major**

**Contact:** Jim Leaman

**Degree:** Bachelor of Arts

**Semester Hours:** 42

**Core Intensives:** Fulfills CE and WI.

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.

**Admission Requirements:** To graduate with a program major, students must first earn admission to the program. 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 program admission to apply for an internship and several upper-level courses. Students seek admission to the program by completing an application and an interview with their advisor; they must meet the GPA requirements 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 program. 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).

### **Required Courses (42 SH)**

- BUAD 101 Business at EMU (3)
- BUAD 221 Principles of Management (3)

- CIS 211 Spreadsheet and Data Management (1)
- LEAD 300 Leadership Theory and Practice (3)
- PE 301 Adapted Physical Education (3)
- PE 302 Motor Learning (2)
- PEG 118 Lifeguarding (or satisfied by outside certification) (1) OR HE 201 First Aid (or satisfied by outside certification) (1)
- PXD 341 Mediation and Facilitation (3)
- RSM 101 Introduction to Health, Physical Education and Recreation (3)
- RSM 211 Sophomore Practicum-RSM (1)
- RSM 305 Risk Management in Recreation and Sport (3)
- \*RSM 309 Recreation and Sport Program and Event Planning (3)
- \*RSM 402 Facility Design and Supervision (2)
- RSM 405 Recreation and Sport Administration (3)
- +RSM 411 Senior Internship (4)
- Choose two courses from this list:
  - \*PEM 141 Teaching Individual Sports (2)
  - \*PEM 142 Teaching Team Sports (2)
  - PEM 143 Fitness, Conditioning and Strength Training (2)
  - \*PEM 144 Experiential Education and Recreational Games (2)

+ RSM Senior Internship may be satisfied with EMU Washington Semester internship; requires senior standing

\* indicates the course is offered in alternate years

## Recreation and Sport Management, minor

**Contact:** Jim Leaman

**Semester Hours:** 18

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.

### Required Courses (18 SH)

- BUAD 221 Principles of Management (3)
- CIS 211 Spreadsheet & Data Management (1)
- RSM 101 Introduction to Health, Physical Education and Recreation (3)
- RSM 211 Sophomore Practicum-RSM (1)
- RSM 405 Recreation and Sport Administration (3)
- Choose at least 7 SH from this list:
  - HE 201 First Aid (1)
  - PE 301 Adapted Physical Education (3)
  - PE 302 Motor Learning (2)
  - One course from PEM 141-144 (1-2)
  - RSM 305 Risk Management in Recreation and Sport (3)
  - \*RSM 309 Recreation and Sport Program and Event Planning (3)
  - \*RSM 402 Facility Design and Supervision (2)

\* indicates the course is offered in alternate years

## Social Work, major

**Contacts:** Carol Hurst and Deanna Durham

**Degree:** Bachelor of Arts

**Semester Hours:** 61

**Core Intensives:** Fulfills all Core intensives.

The mission of the Social Work program at Eastern Mennonite University is to:

- Prepare diverse students to serve and lead as generalist social work practitioners, seeking justice and addressing complex challenges, locally and globally.
- Engage students in rigorous academic curriculum and cognitive and affective processes that form intersectional self-understanding and appreciation for the strengths-based potential of diverse persons, families, and communities.
- mentor students for trauma responsiveness and equip students with skills to engage/address social, racial, economic and environmental injustices.

Program goals include:

1. Equip students with social work knowledge, values, and skills for generalist professional social work practice and/or graduate study.
2. Provide rigorous academic curriculum and meaningful community engagement with diverse individuals, families, communities and organizations.
3. Mentor students in anti-racist practices with diverse families, communities, and organizations with self-awareness, ethical boundaries and cultural humility.
4. Support students in collaborating with clients on micro, mezzo, and macro levels through respectful relationships and effective advocacy for persons, families and communities in rebuilding lives and creating hope for a positive future on earth.

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, with attention to practices that advance human rights and promote social, racial, economic, and environmental justice. Throughout the curriculum students grow in self-awareness of their own family backgrounds and their own cognitive and affective responses to trauma, injustice, and oppression of persons. Ethical boundaries and self-care are emphasized as students learn to provide compassionate presence and healing care to others. Field experience through classes, community engagement, language study, and intercultural experience build capacity to care competently for diverse populations.

The required curriculum includes course sequences in the discipline's focus areas including Human Behavior and Social Environment (HBSE), policy, and practice. HBSE courses provide sociological and developmental 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 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). In addition a Professional Behaviors Rubric is evaluated with each student to determine readiness for practicum. 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 are expected to be identifiable prior to practicum placement.

Graduates are prepared for generalist social work practice with individuals, families, groups, and communities as well as policy and advocacy organizations. The EMU social work program's emphasis on social justice, anti-racist practices and intercultural learning in domestic and international venues is distinctive. The social work major is a professional degree program accredited by the Council on Social Work Education (CSWE), the standard-setting association for social work degree programs in the United States. Graduates qualify for Baccalaureate in Social Work (BSW) licensure exams. Graduates who meet advanced standing requirements may pursue graduate degrees in social work at CSWE accredited masters in social work programs to finish an MSW degree on an accelerated basis.

### **Foundation Requirements (15 SH)**

- PSYC 101 General Psychology (3)
- PSYC 202 Developmental Psychology (3)
- SOC 101 Introduction to Sociology (3)
- SOWK 101 Exploring Social Work (3)
- Choose one course from this list:
  - ECON 201 Survey of Economics (3)
  - ECON 212 Principles of Macroeconomics (3)
  - PXD 365 Social and Political Economy (3)

### **Human Behavior & Social Environment (HBSE) Courses (14 SH)**

- SOC 336 Methods of Social Research (3)
- SOWK 200 Social Behavior and Diversity (3)
- SOWK 210 Social Stratification (3)
- SOWK 360 Race and Gender (3)
- STAT 120 Descriptive Statistics (2)

### **Policy Courses (8 SH)**

- POL 111 Comparative Politics (2) OR POL 112 American Politics (2)
- SOWK 220 History and Philosophy of Social Welfare (3)
- SOWK 330 Social Policy Analysis (3)

### **Practice Courses (24 SH)**

- SOWK 310 Social Work Practice I (3)
- SOWK 400 Social Work Practice II (3)
- SOWK 410 Social Work Practice III (3)
- SOWK 420 Topics in Social Work (3)
- SOWK 430 Senior Practicum in Social Work (12)

## Sociology, major

**Contact:** Jenni Holsinger

**Degree:** Bachelor of Arts

**Semester Hours:** 39

**Core Intensives:** Fulfills all Core intensives.

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.

### Required Courses (21 SH)

- SOC 101 Introduction to Sociology (3)
- SOC 210 Social Stratification (3) OR SOWK 360 Race and Gender (3)
- SOC 225 Theories of Social Change (3)
- SOC 336 Methods of Social Research (3)
- SOC 392 Junior Seminar in Social Research (shared online with the collaborative) (3)
- SOC 409 Field Experience (3)
- SSC 490 Social Sciences Capstone (2)
- STAT 120 Descriptive Statistics (2)

### Sociology Electives (12 SH)

Choose from this list:

- PXD 365 Social and Political Economy (3)
- SOC 201 Sociology of Health (3)
- SOC 210 Social Stratification (3) OR SOWK 360 Race and Gender (3)
- SOC 245 Environment and Society (3)
- \*SOC 255 Social Movements (3)
- SOC 315 Religion in Culture and Society (3)
- SOC 330 Social Justice and Social Change (3)
- SOC 334 Cultural Anthropology (3)
- SOC 340 Family in the Social Context (3)
- \*SOC 350 Urban Sociology (3)
- \*SOC 360 Criminology (3)
- \*SOC 363 Criminal Justice (3)
- SOC 375 People, Place and Community (3)

- \*SOC 430 Environmental Justice (3)
- SOC 442 Teaching of Sociology (1-3)

### **Micro-Level Processes (3 SH)**

Choose from this list:

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

### **Macro-Level Processes and Social Institutions (3-4 SH)**

Choose from this list:

- ECON 201 Survey of Economics (3)
- ECON 212 Principles of Macroeconomics (3)
- \*ENVS 235 Sustainable Food Systems (2)
- POL 112 American Politics (2)
- \*POL 230 International Norms and Institutions (3)
- \*POL 250 Law, Justice and the Local Context (3)
- PXD 375 Globalization and Justice (3)
- PXD 485 Global Development (3)
- SOWK 220 History and Philosophy of Social Welfare (3)
- SOWK 330 Social Policy Analysis (3)
- \*SPAN 330 Immigration Issues (3)

\* indicates the course is offered in alternate years

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

## **Sociology, minor**

**Contact:** Jenni Holsinger

**Semester Hours:** 18

### **Required Courses (9 SH)**

- SOC 101 Introduction to Sociology (3)
- SOC 225 Theories of Social Change (3)
- SOC 336 Methods of Social Research (3) OR \*PXD 451 Program Evaluation (3)

### **Electives (9 SH)**

- Any SOC courses (3 each)

\* indicates the course is offered in alternate years

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

## Spanish Language and Hispanic Studies, major

**Contacts:** Maria Esther Showalter and Wendell Shank

**Degree:** Bachelor of Arts

**Semester Hours:** 33

**Core Intensives:** Fulfills WI. May fulfill CE.

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

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.

### **Hispanic Culture and Society (6-9 SH)**

Choose at least two courses from this list:

- \*SPAN 301 The Art of Storytelling (3)
- \*SPAN 302 Flavors of Hispanic Culture (3)
- \*SPAN 303 Dictatorships and Social Movements (3)
- \*SPAN 310 Advanced Conversation and Readings (3)

### **Intercultural Conversation (3-6 SH)**

All Spanish majors must complete at minimum one conversation course or its equivalent during the intercultural 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 course from this list:

- ICSPA 312 Advanced Conversational Spanish I (3)
- ICSPA 322 Advanced Conversational Spanish II (3)

### **Critical Thinking and Composition (3-6 SH)**

Choose at least one course from this list:

- \*SPAN 320 Constructing Identities (3)

- \*SPAN 325 The Latino Experience (3)

### Hispanic Studies (6-9 SH)

Choose at least two courses from this list:

- \*SPAN 395 Survey of Hispanic Literature (3)
- \*SPAN 415 Introduction to Spanish Phonetics and Pronunciation (3)
- \*SPAN 425 Indigenous People and Conquest (3)
- \*SPAN 435 Hispanic Linguistic Variation and Advanced Grammars (3)

### Spanish for the Professions (6-9 SH)

Choose at least two courses from this list (Spanish licensure candidates must complete at least one from SPAN 330, SPAN 335, and SPAN 360):

- \*SPAN 330 Immigration Issues (3)
- \*SPAN 335 Spanish of the United States (3)
- \*SPAN 340 Introduction to Spanish Translation and Interpretation (3)
- \*SPAN 360 Spanish for Healthcare Professionals (3)
- SPAN 470 Internship (3)

Students may also fulfill the requirement through an internship in which they make use of their oral and written Spanish. For example, a course taken in the context of an EMU-led intercultural program, summer volunteer work in a Spanish-speaking community, or a summer internship in Spain or Hispanic America could qualify with permission of the program.

\* indicates the course is offered in alternate years

## Spanish Language and Hispanic Studies, teaching endorsement (PreK-12)

**Contact:** Maria Esther Showalter

**Degree:** Bachelor of Arts

**Semester Hours:** teacher education courses + Spanish major

**Format:** Face-to-face

**Admission Requirements:** 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 a teacher education program 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](#) or [www.emu.edu/education/test-scores](http://www.emu.edu/education/test-scores).

Admission to teacher education requires a 2.5 cumulative GPA 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 teacher education courses (courses with ED 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 subject area components); 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, English as a Second Language, Health and Physical Education, Foreign Language, and Music) with the exception of PreK-3, PreK-6, and Special Education.

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 teacher education section. Students must complete the major in Spanish and the following courses:

1. Either SPAN 320 Constructing Identities OR SPAN 325 The Latino Experience
2. Either SPAN 415 Intro to Spanish Phonetics and Pronunciation OR SPAN 435 Hispanic Linguistic Variation and Advanced Grammars

### **Professional Studies Courses**

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

- ED 101 Exploring Teaching (2)
- ED 245 Learning and Classroom Environments (3)
- ED 252 Learning and Classroom Environments Professional Field Experience (1)
- ED 275 Instructional Tech and Assessment (3)
- ED 301 Creating Inclusive Classrooms (3)
- ED 351 General Curriculum and Methods for Middle and Secondary Teaching (1)
- ED 361 Secondary Methods PFE (1)
- ED 385 Content Area Methods, Middle/Secondary Teaching (2)
- ED 395 Reading and Writing in the Content Area (6-12) (3)
- ED 401 Examining Foundations of Education (2)
- ED 411 Reflective Teaching Seminar (1)
- ED 461 Elementary Student Teaching (PreK-6) (7)
- ED 462 Middle/High School Student Teaching (6-12) (7)

### **Additional licensure requirement**

- PSYC 202 Developmental Psychology (3)

## **Spanish, minor**

**Contact:** Maria Esther Showalter

**Semester Hours:** 18

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 initially place above the intermediate level may not take intermediate level courses. Students who place into SPAN 210 and 220 Intermediate I and II will use those as the first credits toward the minor. Minors should begin with courses listed under Hispanic culture and society (SPAN 301, 302, 303, 310) 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 intercultural experience, a six-week summer intercultural term, or a study abroad or other experience in the host culture as approved by the Spanish faculty.

## **Teacher Education: All-Grade (PreK-12)**

- [Art Major, PreK-12 Teaching Endorsement](#)

- English as a Second Language (ESL), PreK-12 Teaching Endorsement
- Spanish Language and Hispanic Studies Major, PreK-12 Teaching Endorsement
- Music Major, PreK-12 Teaching Endorsement

**Contact:** Kathy Evans

**Degree:** Bachelor of Arts or Bachelor of Science depending on licensure area

**Semester Hours:** teacher education courses + academic major requirements (art, English as a second language, foreign language, or music)

**Format:** Face-to-face

**Admission Requirements** 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 a teacher education program 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](#) or [www.emu.edu/education/test-scores](http://www.emu.edu/education/test-scores).

Admission to teacher education requires a 2.5 cumulative GPA 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 teacher education courses (courses with ED 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 subject area components); 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, English, History and Social Science, Mathematics, Visual Arts, English as a Second Language, Foreign Language, and Music).

Students majoring in art, English as a second language, foreign language, and music are licensed for pre-kindergarten through grade 12 and must complete the major in the content area in addition to licensure courses. Licensure requirements for all-grade programs (PreK-12) are listed within those sections.

**Additional licensure requirement:**

- PSYC 202 Developmental Psychology (3)

## Teacher Education: Elementary (PreK-6)

**Contact:** Kathy Evans

**Degree:** Bachelor of Arts

**Semester Hours:** 45 education courses + 44-46 content courses

**Format:** Face-to-face

**Admission Requirements** 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 a teacher education program 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](#) or [www.emu.edu/education/test-scores](http://www.emu.edu/education/test-scores).

Admission to teacher education requires a 2.5 cumulative GPA 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 teacher education courses (courses with ED 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 subject area components); and an earned GPA of 2.7. Additionally, the Praxis Teaching Reading: Elementary assessment is required for elementary education (PreK-6).

### **Professional Studies Courses**

- ED 101 Exploring Teaching (2)
- ED 235 Curriculum and Organization in Early Education (4)
- ED 245 Learning and Classroom Environments (3)
- ED 275 Instructional Technology and Assessment (3)
- ED 301 Creating Inclusive Classrooms (3)
- ED 331 Math in the Elementary School (2)
- ED 332 Science in the Elementary School (2)
- ED 333 Social Studies in the Elementary School (2)
- ED 341 Language Arts (2)
- ED 342 Literacy Assessment and Instruction (3)
- ED 343 Content Area Reading and Writing (2)
- ED 401 Examining Foundations of Education (2)
- ED 411 Reflective Teaching Seminar (1)
- ED 421 Student Teaching I-PreK-3 (7)
- ED 423 Student Teaching II-4-6 (7)

### **Recommended Courses**

- \*VACA 397 Elementary School Art Methods (2)
- \*MUED 341 Elementary School Music (3)

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

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. Elementary licensure candidates must fulfill requirements for a liberal arts major outside the department and meet program requirements.

### **Additional Licensure Requirements**

- BIOL 155 Biological Explorations (3)
- CHEM 155 Matter and Energy (3)
- ECON 201 Survey of Economics (3)
- ENGL 350 Children's Literature (3)
- ENVS 135 Earth Science (2)
- ENVS 145 Environmental Science (2)
- GEOG 231 Cultural Geography (3)
- HE 202 Health and Safety (2)
- HIST 101 U.S. History I-Race and Reason (2)

- HIST 102 U.S. History II-Mechanization and Modernization (2)
- HIST 103 U.S. History III-Power and Paradox (2)
- HIST 121 Global Past I-Civilization (to 1400) (2)
- HIST 122 Global Past II-Modernization (post 1400) (2)
- MATH 114 College Algebra (2)
- MATH 120 Mathematics for Social Decision Making (2)
- MATH 134 Finite Math-Logic and Problem Solving (2)
- MATH 136 Finite Math-Number Theory and Probability (2)
- PEM 145 Rhythmic Activities (1)
- PSYC 202 Developmental Psychology (3)
- PSYC 203 Developmental Case Study (1)
- STAT 120 Descriptive Statistics (2)
- Choose at least 3SH from the following courses in consultation with advisor:
  - EDS 401 Supporting Positive Classroom Behavior (2)
  - LING 360 Language Learning, Literacy, and Culture (3)
  - MUED 341 Elementary School Music (2-3)
  - PEM 231 Movement Education (1)
  - SOC 340 Family in Social Context (3)
  - VACA 397 Elementary School Art Methods (2-3)

\* indicates the course is offered in alternate years

## Teacher Education: English as a Second Language (ESL), Teaching Endorsement (PreK-12)

**Contact:** Kathy Evans

**Degree:** Bachelor of Arts or Bachelor of Science depending on academic major

**Semester Hours:** 40 education curriculum +15 ESL curriculum

**Format:** Face-to-face

**Admission Requirements** 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 a teacher education program 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](#) or [www.emu.edu/education/test-scores](http://www.emu.edu/education/test-scores).

Admission to teacher education requires a 2.5 cumulative GPA 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 teacher education courses (courses with ED 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 subject area components); 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, English as a Second Language, Health and Physical Education, Foreign Language, and Music).

To obtain ESL licensure, a student must combine an academic major with PreK-12 teacher education courses.

### **Professional Studies Courses (40 SH)**

- ED 101 Exploring Teaching (2)
- ED 245 Learning and Classroom Environments (3)
- ED 252 Learning and Classroom Environments PFE (1)
- ED 275 Instructional Technology and Assessment (3)
- ED 301 Creating Inclusive Classrooms (3)
- ED 341 Language Arts (2)
- ED 342 Literacy Assessment and Instruction (3)
- ED 343 Content Area Reading and Writing (2)
- ED 351 General Curriculum and Methods (1)
- ED 401 Examining Foundations of Education (2)
- ED 411 Reflective Teaching Seminar (1)
- ED 461 Elementary Student Teaching (7)
- ED 462 Middle/High School Student Teaching (7)

### **Other Licensure Requirement**

- PSYC 202 Developmental Psychology (3)

### **ESL Curriculum (15 SH)**

- ED 361 Secondary Methods PFE (1)
- ED 385 Content Area Methods for Middle and Secondary Teaching (2)
- LING 250 Introduction to Linguistics (3)
- LING 260 Grammars of English (3)
- \*LING 360 Language Learning, Literacy, and Culture (3)
- foreign language (Intermediate II or above) (3)

\* indicates the course is offered in alternate years

## **Teacher Education: Para-Professional, associate's degree**

**Contact:** Kathy Evans

**Degree:** Associate of Arts

**Semester Hours:** 39-40

Designed for students who enjoy working with children but plan for only two years of college, this program provides preparation 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:

### **Professional Studies Courses**

- ED 101 Exploring Teaching (2)
- ED 221 Professional Field Experience (Early Childhood) (2)
- ED 235 Curriculum and Organization in Early Ed (4)
- ED 245 Learning and Classroom Environments (3)

- ED 275 Instructional Technology and Assessment (3)
- ED 301 Creating Inclusive Classrooms (3)
- ED 331 Math in the Elementary School (2)
- ED 332 Science in the Elementary School (2)
- ED 333 Social Studies in the Elementary School (2)
- ENGL 350 Children's Literature (3)
- HE 201 First Aid (1)
- HE 202 Health and Safety (2)
- MATH 120 Mathematics for Social Decision Making (2)
- PEM 145 Rhythmic Activities (1)
- PSYC 202 Developmental Psychology (3)
- PSYC 203 Developmental Case Study (1)
- Choose at least 3SH from the following courses in consultation with advisor:
  - EDS 401 Supporting Positive Classroom Behavior (2)
  - LING 360 Language Learning, Literacy, and Culture (3)
  - MUED 341 Elementary School Music (2-3)
  - PEM 231 Movement Education (1)
  - SOC 340 Family in Social Context (3)
  - VACA 397 Elementary School Art Methods (2-3)

## Teacher Education: Secondary (6-12)

- [Biology](#)
- [Computer Science](#)
- [English](#)
- [History and Social Science](#)
- [Applied Mathematics](#)

**Degree:** Bachelor of Arts or Bachelor of Science depending on licensure area

**Semester Hours:** teacher education courses + academic major requirements (Biology, Computer Science, English, History and Social Science, or Applied Mathematics)

**Format:** Face-to-face

**Admission Requirements** 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 a teacher education program 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](#) or [www.emu.edu/education/test-scores](http://www.emu.edu/education/test-scores).

Admission to teacher education requires a 2.5 cumulative GPA 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 teacher education courses (courses with ED 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 subject area components); 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, English, History and Social Science, Applied Mathematics, Visual Arts, English as a Second Language, Foreign Language, and Music).

Licensure for secondary education includes completion of EMU Core requirements, academic major requirements and the professional teacher education sequence. Students wishing to prepare for teaching any subject at the secondary level must consult their advisor in the teacher education program and the advisor representing the major.

**Professional Studies Courses (36 SH)**

- ED 101 Exploring Teaching (2)
- ED 245 Learning and Classroom Environments (3)
- ED 252 Learning and Classroom Environments PFE (1)
- ED 275 Instructional Technology and Assessment (3)
- ED 301 Creating Inclusive Classrooms (3)
- ED 351 General Curriculum and Methods (1)
- ED 361 Secondary Methods PFE (1)
- ED 385 Content Area Methods for Middle and Secondary Teaching (2)
- ED 395 Reading and Writing in the Content Area (6-12) (3)
- ED 401 Examining Foundations of Education (2)
- ED 411 Reflective Teaching Seminar (1)
- ED 451 Middle School Student Teaching (7)
- ED 452 High School Student Teaching (7)

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

**Additional Licensure Requirement (3 SH):**

- PSYC 202 Developmental Psychology (3)

**Teacher Education: Special Education General Curriculum (K-6) (add-on)**

**Contact:** Kathy Evans

Licensure for special education in grade levels K-6 includes successful completion of general education requirements, a liberal arts major, with PreK-6 licensure courses, and the following special education licensure courses.

**Professional Studies Courses**

- ED 301 Creating Inclusive Classrooms (3)
- ED 331 Math in the Elementary School (2)
- ED 342 Literacy Assessment and Instruction (3)
- \*EDS 371 Assessment, Evaluation, and Planning in Special Education (3)
- \*EDS 375 IEP Development and Implementation (3)
- EDS 381 Special Education Professional Field Experience (2)

\* indicates the course is offered in alternate years

**Teacher Education: Education Studies, minor**

**Contact:** Kathy Evans

**Semester Hours:** 18

Designed for students who want a grounding in the field of education but are not interested in becoming a teacher. The minor does not lead to teacher licensure. The minor requires 18 SH (16 SH of required courses plus 2-4 SH of electives).

### **Required Courses (16 SH)**

- ED 101 Exploring Teaching (2)
- ED 245 Learning and Classroom Environments (3)
- ED 275 Instructional Technology and Assessment (3)
- ED 301 Creating Inclusive Classrooms (3)
- ED 401 Examining Foundations of Education (2) (prerequisites waived)
- PSYC 202 Developmental Psychology (3)

### **Electives** (recommended based on student interest and advisor/director approval)

Choose 2-4 SH from this list:

- ENGL 350 Children's Literature (3)
- ENGL 355 Young Adult Literature (3)
- one course from the student's major, teacher education, or area of interest as approved by teacher education director
- cross-listed graduate class as approved by teacher education and graduate teacher education directors

## Theater, minor

### **Semester Hours: 18**

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.

### **Required Courses (12 SH)**

- THR 100 Acting for Stage and Screen (2)
- THR 200 Survey of World Theater History (2)
- Choose 8 SH from this list:
  - THR 210 Technical Theater (2)
  - THR 230-235 Topics in Theater (2)
  - THR 300 Directing for the Theater (2)
  - THR 360 Playwriting (2)
  - \*THR 361 Screenwriting (2)

### **Practica (6 SH)**

Choose two or more courses from this list of areas of practical learning through participation in theater productions:

- THR 281 Acting Practicum (1-3)
- THR 350 Technical Theater (1-3)
- THR 351 Stage Management (1-3)
- THR 352 Assistant Directing (1-3)
- THR 353 Dramaturgy (1-3)

\* indicates the course is offered in alternate years

## Theology and Religion, major

**Contact:** David Evans

**Degree:** Bachelor of Arts

**Semester Hours:** 33

**Core Intensives:** Fulfills WI. May fulfill CE.

The major consists of 33 SH of theology and religion courses including the core classes listed below (15 SH), 12 SH from one of two tracks (theology or religion), and plus 6 SH from electives courses to reach the minimum of 33 SH. The additional classes may be chosen to reinforce the concentration or to introduce the student to areas outside their concentration.

### Required Courses (15 SH)

- REL 201 Introduction to Religious Studies (3)
- REL 202 Reading the Bible (3)
- REL 205 Introduction to Theology (3)
- HUM 200 Foundations of Humanities (2)
- HUM 490 Seminar in Humanities (4)

### Concentrations (12 SH)

Students select either the Theology track or the Religious Studies track and then any 12 SH from the courses designated for that track:

#### *Theology (choose 12 SH)*

- \*PHIL 412 Philosophy of Religion
- \*REL 251 Gender in the Bible
- \*REL 252 Jesus, God, and Film
- \*REL 253 Money in the Bible
- \*REL 254 Politics in the Bible
- REL 323 Jesus, Justice, and Violence
- \*REL 365 Mennonite History and Thought
- REL 410 Hebrew Bible: Text in Context
- REL 411 New Testament: Text in Context
- \*REL 412 Liberation Theologies

#### *Religious Studies (choose 12 SH)*

- \*PHIL 412 Philosophy of Religion
- \*REL 231 Jewish and Islamic Traditions
- \*REL 232 Hinduisms and Buddhisms
- \*REL 233 East Asian Traditions: Confucianism, Daoism, Shinto
- \*REL 234 Indigenous Traditions
- \*REL 304 Politics in the Bible
- REL 323 Jesus, Justice, and Violence
- REL 341 African American Religions
- \*REL 342 Sex, Love, God: Religion and Sexuality
- \*REL 343 Witches, Cripples and Other Monsters: Religion and Disability
- \*REL 412 Liberation Theologies

### Electives (choose 6 SH)

Students may choose 6 SH from courses in the above Theology track, Religious studies track, or the courses listed below:

- PHIL 201 Introduction to Philosophy
- REL 212 Faith, Meaning, and Adolescence
- REL 235 Spiritual Formation
- REL 310-315: Topics in Religion
- REL 334 Ministry with Children and Adolescents
- \*REL 338 Missiology
- REL 423: Elementary Greek
- REL 424: Greek Readings
- REL 451: Church Work Practicum
- REL 462: Mission Practicum

\* indicates the course is offered in alternate years

## Theology and Religion, minor

**Contact:** David Evans

**Semester Hours:** 18

The minor in Theology and Religion is designed for persons of any major who seek to enrich their education through theological, biblical, religious, and philosophical studies, integrating these subjects and their faith with their profession. Students will take 18 SH from courses listed under the Theology and Religion department (REL or PHIL). At least 6 semester hours must be 300- or 400-level courses.

## Writing Studies, minor

**Contact:** Kevin Seidel

**Semester Hours:** 18

Students are expected to attend Writers Read events.

### Required Courses (18 SH)

- Choose 9 SH from WRIT courses 200- level or above.
- Choose 9 SH from this list:
  - Additional WRIT courses
  - Any ENGL courses up to 6 SH
  - Selected SPAN courses (SPAN 301, 320, 325, and 395) up to 6 SH
  - HUM 200 Foundations of Humanities (2)
  - LARTS 390 Writing Peer Tutoring Practicum (1)
  - LARTS 391 Peer Tutoring Practicum in the Discipline (1-3)
  - \*LING 260 Grammars of English (3)
  - THR 360 Playwriting (2)
  - \*THR 361 Screenwriting (2)
  - \*VACA 368 Digital Media III: Hybrid Storytelling (4)
  - WRIT 390 Literary Arts Journal-Phoenix (1-3)
  - WRIT 391 Editing and Publishing-Weather Vane (1-3)

\* indicates the course is offered in alternate years

## Course Descriptions

Key to Core Abbreviations		
Career Experience (CE)	Literature (LI)	Social and Behavioral Sciences (SB)
Creative Arts Experience (CA)	Natural Science (NS)	Theology and Religion (TR)
History (HI)	Quantitative Reasoning (QR)	Writing Intensive (WI)
Language Learning (LL)		

### ABP 260 Questions of Faith and Ethics (3 SH)

This course provides students with conversational space to wrestle with questions of how to live meaningfully. Diverse readings from faith and non-faith perspectives equip students to consider how to pursue a good life and introduce them to some of what makes Anabaptists distinctive. Through lectures, discussions, activities, and small, student-led dialogue groups, students will learn to identify and articulate differences between a range of responses to each question, and develop and argue for their own view in conversation with the readings, their social context, and their own individual experience. This course is recommended for students in their second year, but second-semester first-year students may register for it.

### ABP 360 Good Questions (1 SH)

In this 1 SH practicum course, students lead dialogue groups for ABP 260. Weekly student-led dialogue groups cultivate belonging and intercultural communication in ABP 260. The practicum includes training, creating plans for weekly dialogues, and dialogue leadership. Prerequisite: ABP 260.

Core: CE

### 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 2025)

**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 2026)

**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 2026)

**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 2026)

**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 2026)

Core: WI

**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 2027)

**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). (Fall 2025)

### 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 2026)

### 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 2027)

### 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 program, junior or senior standing, and a program GPA of at least 2.7. Application at least one semester in advance.

Core: CE

### 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. Offered through 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. Offered through 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. Offered through 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. Offered through 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. Offered through 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. Offered through 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. Offered through 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. Offered through 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. Offered through Lancaster

### AVFO 340 Multiengine/Professional Operations (3 SH)

Course to include ground and flight instruction required to add FAA Airplane – Multiengine Land Rating to a Commercial Pilot Certificate. Will include subjects related to the exercise of the Commercial Pilot Certificate in professional settings, including line operations related to security, aircraft servicing, and passenger safety, and Pilot-in-Command aircraft maintenance and airworthiness responsibilities. Offered through Lancaster

### AVFO 420 Flight Instructor Ground (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. Offered through 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 the course, students will pass the End-of-Course Check and the FAA Flight Instructor Oral/Practical Test. Offered through Lancaster.

### AVIA 110 Becoming Aviators-Introduction to Aeronautics (3 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. Offered through 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. Offered through 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. Offered through 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. Offered through Lancaster

### AVIA 320 Aviation Safety (3 SH)

This course is a balanced overview of aviation safety and promotes a value system of regulatory compliance and the nurture of an organizational safety culture driven by ethical leadership. The course includes risk management, accident case studies, principles of accident investigation, the nature of accident error chains, voluntary safety programs, human factors, and an introduction to the Safety Management System (SMS). It imparts practical skills that are immediately useful to the aviation student, as well as a foundation for future safety leadership in aviation organizations. Offered through 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. Offered through Lancaster

### AVIA 380 Advanced Air Mobility (3 SH)

This course provides a survey of advanced air mobility (AAM), the next paradigm in the transportation of persons and cargo. AAM utilizes a transformative set of technologies and systems, primarily involving unmanned aircraft systems (UAS). Although this course is intended for students who are preparing to be professional aviators in manned aircraft, a looming challenge is the integration of UAS with manned aircraft in the national airspace system (NAS). The course prepares students to assume positions of management and leadership in this process. Students will choose a particular UAS application, about which they will research the current state of technology and deployment—as well as future deployment, as enabled by technological and regulatory advances. Offered through Lancaster

### AVIA 390 Aviation Maintenance Management (3 SH)

This course provides a survey of topics pertaining to pilot responsibilities regarding aircraft maintenance. It addresses these responsibilities and processes in three levels of the increasingly complex flight operations in which EMU aviation graduates will engage in the progression of their careers. It also prepares students for future responsibilities as managers and leaders in aviation enterprises in which aircraft maintenance will become part of their responsibilities. Students will perform a case study of an aircraft accident in which maintenance was a causal factor. Offered through Lancaster

### AVIA 400 Commercial Aviation Advanced Subjects (3 SH)

This course prepares students to pursue a career in commercial aviation, to include positions that are outside of 14 CFR Part 121 but which require an Air Transport Pilot Certificate. Students will research vocations and organizations and will select a particular organization that conducts types of operations in which they are interested in serving. Students will complete a paper on that organization deriving from research about their organizational history, past and current key persons, financial structure, and nature and location of their operations. Students will receive assistance in applying for the internships in which they will engage in AVIA 430 - Aviation Internship, in the spring semester of their senior year. Offered through Lancaster

### AVIA 401 Air Transport Advanced Subjects (3 SH)

This course is a survey of 14 CFR Part 121 passenger and cargo airline operations. Students will study topics related to the following functional areas: flight operations, dispatch, customer service, cargo carriage, aircraft maintenance, and cabin safety. Students will visit the operations and maintenance facilities of a 14 CFR Part 121 air carrier organization and will complete a research project and paper based on a Part 121 operation. Students will receive an orientation in a full-motion jet simulator. Students will receive assistance in applying for the internships in which they will engage in AVIA 430 - Aviation Internship, in the spring semester of their senior year. Offered through Lancaster

### AVIA 430 Aviation Internship (6 SH)

Aviation concentrators will complete a supervised internship with an established aviation organization. Internships run during a full semester and may be completed in fall, spring, or summer. Each internship must be approved by the AVIA 430 course instructor. 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 AVIA 430 course instructor; submit the Aviation Internship Proposal Form; be under the supervision of a professional in the aerospace industry; work a minimum of 252 hours in an approved operation; remain responsible for completing all assignments and for routinely communicating with the AVIA 430 course instructor during the internship experience. Offered through Lancaster

### BIOCH 152 Human Biochemistry (2 SH)

This course focuses on the 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. (Spring 2026)

### 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. Prerequisite: CHEM 316.

### BIOCH 398 Advanced Cell Biology (3 SH)

A study of cellular architecture, communication, transport, structure, division, growth and death. Particular emphasis is placed on the study of cancer at the cellular level, and on a quantitative understanding of cellular movements. Students read and report on research articles. Prerequisite: BIOL 240. (Spring 2027)

### BIOCH 438 Molecular Genetics (3 SH)

A study of the mechanisms of inheritance and gene interactions, gene structure and expression, chromosome structures and genomics. Themes include DNA mutations, heritable diseases, modern genomics research, and chromatin architecture. Prerequisite: BIOL 240. (Spring 2026)

### 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 in 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. Offered occasionally  
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 EKG, blood pressure, urine analysis, histology, models, and observation of cadavers to demonstrate anatomic and physiological concepts. BIOL 112 focuses on introductory cell structure and function, histology, osteology, muscle and neurologic system. 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. BIOL 122 focuses on an organ system study of human anatomy and physiology including endocrinology, cardiology, and other organ systems. 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 consists of lectures, interactive workshops, laboratory experiences, and discussions of current science news and issues. 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. This course is offered online through Lancaster; it is available to traditional students as well.

### **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 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. Prerequisites: an annual safety training outside of class and BIOCH 152 or BIOL 173.

### **BIOL 209 Medical Terminology (3 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, neurological, reproductive, and urinary systems. No prerequisite. Offered occasionally.

### 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: a grade of at least "C" in BIOL 173 or instructor permission 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. Prerequisites: satisfactory completion of at least two biology courses and instructor permission.

Core: CE

### BIOL 220 Science Professions Seminar (1 SH)

In this course, learning related to future science vocations will be coordinated and integrated with classroom instruction and reflective writing based on readings and experiences. Typical experiences include formal conversations with biology and other STEM alumni, and interactions with biology-related STEM professionals. Students will develop curricular and career plans and expand their understanding of possible vocations within STEM, including various academic, industrial, and public sector STEM industries. Students will work with the Career Services office to develop resume writing, interviewing and other skills needed to advance their career plans. Recommended for second semester science majors and above.

### 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. Prerequisites: a grade of at least "C" in BIOL 173 or instructor permission and an annual safety training outside of class.

### BIOL 240 Molecular and Cellular Biology (4 SH)

An examination of various aspects of cell biology, introducing basic understandings of biochemistry, molecular biology, and cell function. 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. Prerequisites: a grade of at least "C" in BIOL 173 or instructor permission and an annual safety training outside of class.

### BIOL 275 Writing for the Natural Sciences (2 SH)

This course will explore the choices a scientist makes to achieve clarity of thought and clear prose style while communicating complex scientific ideas to other scientists and the general public. Students will read examples of scientific writing from primary literature, consider the strategies used

by successful writers, workshop student writing for a variety of purposes and explore the use of AI in scientific writing.

Core: WI

### **BIOL 290 Neuroanatomy (2 SH)**

Functional and comparative anatomy of nervous systems, focusing on the structure of the nervous system. Fundamental concepts, organizational principles, structure, connectivity, and how these relate to function and behavior.

### **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. Prerequisites: BIOL 240 and an annual safety training outside of class. (Fall 2026)

### **BIOL 337 Immunology (3 SH)**

An examination of the molecular and cellular mechanisms that mediate recognition and response in the human immune system. Topics include innate immunity, antibody function, antigen presentation, gene rearrangements, T and B cell development and activation, and mechanisms of tolerance. Additional topics include immune reactions in allergies, HIV, and cancer. Prerequisite: BIOL 240. (Spring 2027)

### **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. Prerequisites: an annual safety training outside of class and BIOL 173 or permission of instructor. (Fall 2025)

### **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 2026)

### **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 429 Biology Internship (1-3 SH)**

This course serves as a practical application of biological 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. Open to junior or senior level general biology track majors only.

Core: CE

### **BIOL 437 Advanced Human Anatomy (4 SH)**

This course focuses on an anatomical comprehensive study of body systems using human cadaver materials. Histological studies are correlated with the above anatomical studies. Laboratory work includes the hands-on whole-organ level of dissection, osteology, and microscopy. Since human anatomy is intimately tied to its physiology, this course will briefly introduce concepts relating to the body's normal and pathophysiological physiology. Prerequisites: an annual safety training outside class and BIOL 215 or instructor permission. (BMC 612)

### **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. Prerequisites: an annual safety training outside of class and BIOL 112 or BIOL 173. (BMC 562)

### **BIOL 451 Neuropsychology (3 SH)**

Survey of the anatomy and physiology of the nervous system, including loss of function studies and the function of sensory receptors and hormones. Emphasis is placed on the role of general neurophysiological principles that affect human behavior. Prerequisite: BIOL 290. (PSYC 451) (Spring 2026)

Core: NS

### **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, pharmacological agents, and sensory and motor systems. Prerequisites: an annual safety training outside of class and BIOL 112 or BIOL 173. (Spring 2027)

### **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 Science and Ethics (2 SH)**

Explores the relationship between science, faith, and the major frameworks of philosophical ethics. Issues such as the evolutionary basis for morality, human nature, environmental ethics, clinical ethics, and bioethics are examined. A "worldview" reflective paper is required. Restricted to students majoring in biology, chemistry, and biochemistry or by instructor permission.

Core: WI

### **BIOL 490 Biomedical Ethics (1 SH)**

Explores the relationship between science, faith, and the major frameworks of philosophical ethics. Topics such as global and human origins, chance and complexity, human nature, mind, health and healing, environmental and medical ethics are examined and viewed through the lenses of theology and natural science.

### **BIOL 499 Independent Study (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. Offered through Lancaster.

### **BUAD 101 Business at EMU (3 SH)**

Explore the fundamentals of business and entrepreneurship through a practical lens. Learn about the core purpose of business and the role of the organization in society while examining the primary areas of operations including finance, marketing, accounting, production, distribution, human resources, communication, technology, and leadership. Students assess and develop their own skills and abilities with a focus on developing business-oriented written and oral communication skills along with business etiquette.

### **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 Major GPA of 2.50 or better.

**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 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. Prerequisite: ECON 201 or ECON 211 or ECON 212. (ECON 411) (Fall 2026)

**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.

Prerequisites: Senior standing and program admission.

Core: CE

**BUAD 465 Project Management (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. BUAD 471 Topics: Entrepreneurship (3 SH) typically offered every 2-3 years.

### **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. Prerequisites: Admission to the program, junior or senior standing, and a program GPA of at least 2.7. The internship coordinator must approve the internship before it commences.

Core: CE

### **BUAD 499 Independent Study (1-3 SH)**

### **BUAN 481 Business Analytics Internship (1-3 SH)**

Work experience designed to integrate practice and theory, to give business analytics 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 analytics majors. Prerequisites: Admission to the program, junior or senior standing, and a program GPA of at least 2.7. The internship coordinator must approve the internship before it commences.

Core: CE

### **CCSCL 450 Intercultural Perspectives (3 SH)**

This course focuses on the development of global awareness, faith, and management as it relates to intercultural 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, intercultural experience in a culture that is different from the students' majority orientation. Offered through 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 370 Digital Circuits (4 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 2027)

### 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 255 and CS 325. (Fall 2025)

### 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, and acids and bases. Prerequisite: high school algebra or equivalent. This course meets for 7 weeks.

### 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. Prerequisites: 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, chemical reactions thermochemistry, and gases. 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. Prerequisites: MATH 114 College Algebra or high school precalculus class (with grade of B or higher) and an annual safety training outside of class and high school chemistry or equivalent.

### 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. Prerequisites: CHEM 223 (with grade of C- or higher) 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. 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. Prerequisites: CHEM 223 and an annual safety training outside of class. (Spring 2026)  
Core: CE

### 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. Prerequisites: a grade of at least "C" in CHEM 224 and an annual safety training outside of class.  
Core: NS

### 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. Prerequisites: CHEM 315 and an annual safety training outside of class.

### CHEM 320 Analytical Chemistry I (3 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 troubleshooting/ 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. Prerequisites: a grade of at least "C" in CHEM 224 and an annual safety training outside of class. (Spring 2027)

### CHEM 340 Analytical Chemistry II (3 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 troubleshooting/ 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. Prerequisites: a grade of at least "C" in CHEM 224 and an annual safety training outside of class. (Spring 2026)

### CHEM 405 Thermodynamics (3 SH)

A mathematically intensive study of chemical thermodynamics and kinetics. Topics include gases, enthalpy, entropy, Gibbs free energy, chemical and phase equilibria in single and multi-component systems, chemical reaction rate laws, and mechanisms. Prerequisite: two semesters of math, recommended completion of MATH 195. (PHYS 405) (Spring 2027)

### CHEM 406 Quantum Mechanics (3 SH)

A mathematically intensive study of basic QM as related to atomic and molecular structures. Topics include application of the Schrodinger equation to model systems, hydrogenic wave functions, approximation methods, models of chemical bonding, and spectroscopy. Prerequisite: two semesters of math including MATH 195 or instructor permission. (PHYS 406) (Fall 2025)

### 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)

### CHMUS 211 Music for the Congregation (3 SH)

This course will address the topic of music in congregational life from the perspective of both the pastor and the musician. Students will study basic historical trends and theological concepts that contribute to the current horizons of music in church life. Additionally, students will learn the foundational musical concepts needed for success in their vocational area. Strong emphasis will be placed on the scope and use of various worship and music resources. To allow for deeper engagement at both the graduate and undergraduate levels, seminary and music department students will be paired in a culminating project for the course. (SMCL 640)  
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.

### 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. This course is typically offered fall and spring semesters with a choice of in-person or online/asynchronous, and only online/asynchronous during the summer term.

Core: QR

### 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 2026)

### 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. This course is offered online through Lancaster; it is available to traditional students as well. (Offered through EMU Harrisonburg as a 2 SH course, CMUS 116.)

Core: CA

### 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 130 Aural Skills (1 SH)**

Through regular, guided practice in a variety of aural skills exercises (ear training) both inside and outside of class, students will advance their understanding of and proficiency in the interval and chord recognition, pulse and meter identification, as well as dictation, recognition, and sight singing of diatonic materials in major and minor keys. Students will also advance their proficiency with rhythmic dictation and sight singing. Musicianship skills gained in this course are applicable to all areas of music performance, theory, and pedagogy.

**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 species 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 Topics in Music-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'. Offered in alternate years

Core: CA

**CMUS 202 Topics in Music-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, Jimi Hendrix, Beyonce, Tupac Shakur, Harry Styles, 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

### CMUS 203 Topics in Music-Music of the Marvel Cinematic Universe (2 SH)

In just fifteen years, the Marvel Cinematic Universe has grown to encompass thirty-one films and eight television series, with original scores and soundtracks by over twenty composers. This course will introduce students to the world of film music through the lens of the MCU. Topics covered will include film music history, leitmotifs and character themes, motivic development, orchestration and instrumentation, symphonic world-building, and the compositional process for film music. Discussion of Marvel Comics – their history and social themes – will also be considered. No prior knowledge of music or film history is necessary.

Core: CA

### CMUS 204 Topics in Music-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 digital audio workstations. No prior experience in music is necessary. Offered in alternate years

Core: CA

### CMUS 206 Topics in Music-Video Game Music and Culture (2 SH)

Video Game Music and Culture is an exciting, interactive course that explores the evolution, impact, and artistry of video game music. From 8-bit chiptunes to fully orchestrated scores, students will analyze how music shapes gameplay, storytelling, and player experience. Through hands-on projects, discussions, and gameplay analysis, this course examines the cultural significance of video game soundtracks, their influence on other media, and the composers behind the music. No musical background is required—just a passion for gaming and a curiosity for how sound brings virtual worlds to life!

Core: CA

### 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.

**CMUS 300 Building a Music Career in the 21st Century (2 SH)**

The landscape of music has changed. Being a good performer, composer, and music teacher are only a portion of the skills needed to build a successful music career in the 21st century. In this course students will learn the practical skills and knowledge necessary outside of the music studio to maximize their ability to build a career and life in music. Topics covered will include marketing your music, booking concerts, producing and distributing music, writing arts grants, and learning to engage the community. Offered in alternate years (Spring 2026)

**CMUS 305 Music and Peacebuilding in Theory and Practice**

In this course, students study literature and research on music and peacebuilding, undergo training on implementing arts-based tools in peacebuilding, connect to the growing networks of practitioners and organizations, and acquire theoretical foundations that allow them to investigate the applications of music in peacebuilding activities. Offered in alternate years.

**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. Offered in alternate years.

**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. Prerequisite: CMUS 411. Offered in alternate years.

### CMUS 440 Seminar (1-3 SH)

Offerings dependent on faculty and student interest. Requires instructor's permission; may be repeated.

### CMUS 490 Music Internship (1-3 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: CE

### CMUS 499 Independent Study (1-3 SH)

### COMF 150 Public Communication (3 SH)

This course addresses the principles and practices of effective oral communication. The course emphasizes rhetorical approaches for message design, presentation planning, arrangement, and delivery that are useful across settings. Students will learn to manage intercultural communication for effective business and workplace relations. Students will receive feedback from groups and one-on-one. Prerequisite: WRIT 135 or WRIT 140.

### COMF 160 Communication and the Environment (3 SH)

This course will integrate the science and communication of environmental sustainability. Students will explain the significance of environmental sustainability and the interconnectedness between the natural world and human thriving by demonstrating effective communication skills to a specific audience for a specific purpose. Students will understand how science works, review how it is interpreted in popular science and advocacy, and in turn create their own visual and written media and oral communication about sustainability. The course will be capped at 24.

### COMF 170 Foundations of Sports Communication (3 SH)

The course will provide an overview about information management and how it applies to the sporting industry. As students develop websites, write sports stories and use multimedia to cover sports, including photography, videography and broadcasting, they will learn about careers in sports information, how an organization communicates with the media and its constituents, and how communication in sport has evolved and continues to evolve. Prerequisite: WRIT 135 or WRIT 140.

### CORE 103 Big Questions, Deep Connections (3 SH)

Students will investigate the central ideas of various academic disciplines and the role of higher education. Students with guidance from faculty and staff will evaluate and reflect upon their goals for education, career, and life. Students will identify and develop the adaptive skills to successfully navigate their academic, co-curricular, and career plans. Students will explore the themes of an EMU education: Faith and Ethics, Intercultural Understanding, Power and Equity, and Environmental Sustainability.

### CORE 202 Living Well (2 SH)

This largely experiential course invites students to explore their own wellness and well-being through the lens of holistic wellness, and supports them in pursuing goals for well-being in a personal growth project. Students will consider various intersecting dimensions of well-being, including physical, social, community, emotional/mental, faith, spiritual, financial, and occupational. Through community-building activities, conversations with expert guests, and work towards individual goals related to various dimensions of health, students will integrate and apply their understandings about well-being in college and beyond as part of their journey to become wise, bridge-building leaders. 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 202 Living Well.

### CORE 300 Power, Systems, and Justice (3 SH)

The class will focus on race, gender, economic inequality, class, and other dimensions of identity and difference. Students will understand and analyze the ways structural inequality shapes their lives and the lives of those around them. The course identifies and builds skills for individuals to work toward equity in their own professional and personal lives. Students will have the opportunity to develop creative and ethical ways of strategically disrupting and transforming unjust systems. To be taken by students in the junior or senior year. Also fulfilled by SOWK 360 Race and Gender, WCSC 387 Race, Space, and Inequality, or WCSC 388 La Lucha Latina.

### CORE 302 University Research (1 SH)

This course is recommended for transfer 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 first or second session of their first semester.

### 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 402 Senior Portfolio (1 SH)

In this course, to be taken in their final semester on campus, students will connect with a group of seniors from across the university and a member of the staff, administration, or faculty as they curate the materials in their portfolio and craft narratives about their time at EMU. Students will update resumes, create outward-facing versions of their portfolios, and consider how they would respond to interview questions related to EMU Core outcomes with examples from their time at EMU. This course may also provide a space for students to explore content related to stewardship, leadership, and basics of survival after college. Curriculum to be developed in collaboration with Career Services and in consultation with the Writing Program Director.

## CS 145 Introduction to Programming (2 SH)

This course provides 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)

Students will apply basic programming concepts with more extensive programs and create a final project of the student's choice in Python. Prerequisite: CS 145 or other programming experience.

## CS 245 Programming in Java (2 SH)

Students will apply 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. Prerequisite: CS 245 or other Java programming experience.

## CS 265 Databases and Information Management (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 315 Network Security (2 SH)

This course will cover technologies and systems to learn how to build, manage and protect large and complex networks. Students will understand the emerging technologies and business models of a leading-edge evolving cyber environment. The course content prepares students for relevant certifications in the field. (Spring 2027)

## CS 325 Web and Platform 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 and various back-end platform technologies to build the corresponding server side of a web site or application. Prerequisites: CE 165 and CS 265. (Fall 2025)

## 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 255.

### 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. Prerequisites: CS 345 and MATH 170. (Spring 2027)

### 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. Prerequisites: CE 165 and CS 265. (Spring 2026)  
Core: WI

### 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. Prerequisite: CS 355. (Spring 2027)

### 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 345. (Fall 2025)

### CS 460 Big Data Analysis (4 SH)

Rapid advances in digital sensors, networks, storage, and computation, along with their availability at low cost, are leading to the creation of large data sets. This course provides an introduction to the definitions, principles, and defacto standard and industrial frameworks for handling these large datas. Among the multitude of software platforms, the course will utilize Hadoop, Spark, Pig, and ROOT, and will interact with Python and C++ programming to resolve practical problems and experiment with data-analysis algorithms. (Fall 2025)  
Core: WI

### 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: CE 375.

### CS 488 Computer Science Internship (1-3 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: CE

### 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.

### 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. This course is typically taught in-person during fall semesters and online/asynchronous during the summer term.

Core: SB

### ECON 211 Principles of Microeconomics (3 SH)

This course serves as 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. It addresses current economic challenges, paying attention to issues of inequality, globalization, unpaid work, technology, financialization, and the environment as a genuinely twenty-first century introduction to the field of economics. The course approaches economics from a holistic standpoint, contextualizing the discipline within the biosphere and environmental limitations, within the social world we live in, and in respect to current thinking and theorizing important to the field of economics.

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 functions. Major topics include economic growth, unemployment, and inflation in a mixed market system. It addresses current economic challenges, paying attention to issues of inequality, globalization, unpaid work, technology, financialization, trade theory, and the environment as a genuinely twenty-first century introduction to the field of economics. The course approaches economics from a holistic standpoint, contextualizing the discipline within the biosphere and environmental limitations, within the social world we live in, and in respect to

current thinking and theorizing important to the field of economics.

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 2027)

### 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 2026)

### 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. Prerequisite: ECON 201 or ECON 211 or ECON 212. (BUAD 441) (Fall 2026)

### 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 program, junior or senior standing, and a program GPA of at least 2.7. The internship coordinator must approve the internship before it commences.

Core: CE

### ECON 499 Independent Study (1-3 SH)

### 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 active engagement, participation in school settings, and pedagogies centered on an ethic of care, restorative justice in education, constructivism, reflective practice, and expanding literacies for the 21<sup>st</sup> century. (A 20-hour practicum is included. 1 SH

content; 1 SH practicum

Core: CE

### 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 program director.

### 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: CE

### 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. Education majors/minors only.

### ED 301 Creating Inclusive Classrooms (3 SH)

Addresses the teaching of students with diverse and special needs, including disabilities. Concepts of gender, sexuality, ethnic, racial, linguistic, economic, and religious diversity will also be explored in relation to methods for differentiating instruction. Inclusive settings, family-school communication, and an integrated services approach are examined. In addition to learning about differentiation, and ways to differentiate in order to meet the needs of all learners, much of this course will be about developing a disposition that motivates that type of differentiation.

## ED 331, 332, 333 Curriculum Block

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.

### ED 331 Math in the Elementary School (2 SH)

This course introduces methods of teaching mathematics in grades K-6 with emphasis on planning, instruction, and assessment activities which are responsive to the needs of all students. Teacher candidates 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. The National Council of Teachers of Mathematics (NCTM) standards and Virginia Standards of Learning (SOLs) provide the content framework. Prerequisites: ED 235, ED 245 and a cumulative GPA of 2.5.

### ED 332 Science in the Elementary School (2 SH)

This course introduces methods of teaching science in grades K-6 which emphasize planning, instruction, and assessment activities that point to an inquiry-based approach. National Science Teachers Association (NSTA) themes and Virginia Standards of Learning (SOLs) provide the content framework. Teacher candidates will be involved in exploration, development, and practical applications of inquiry, discovery, directed teaching, and use of hands-on/minds-on activities designed to prepare them for teaching science in elementary schools. Prerequisites: ED 235, ED 245 and a cumulative GPA of 2.5.

### ED 333 Social Studies in the Elementary School (2 SH)

This course introduces methods of teaching social studies in the elementary school. National Council for the Social Studies (NCSS) themes and Virginia Standards of Learning (SOLs) provide the content framework. Candidates design a culturally responsive curriculum unit incorporating social studies facts, concepts, and generalizations. Candidates map social studies curriculum, develop units, and create lesson plans. Candidates additionally present lessons to the class and during a 60-hour field experience. Candidates explore why and how to teach social studies that leads to citizens who care deeply and act decisively. Prerequisites: ED 235, ED 245 and a cumulative GPA of 2.5.

## ED 341, 342, 343 Literacy Block

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 literacy 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. Practica provides opportunities to integrate and apply course content in a classroom setting.

### ED 341 Language Arts (2 SH)

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. Includes a 20-hour practicum in an elementary classroom. Prerequisite: Admission to Teacher Education.

### ED 342 Literacy Assessment and Instruction (3 SH)

This course explores the research- and evidence-based elements of the science of reading. This includes phonological awareness, phonemic awareness, phonics, fluency, orthography and vocabulary development, comprehension, and writing in literacy instruction. Students utilize various assessment tools to assess literacy development and to design appropriate literacy instruction for diverse learners. Students assess one child's literacy development to plan and implement appropriate instruction, including communication with caregivers. Includes a 20-hour practicum in an elementary tutoring setting. Prerequisite: Admission to Teacher Education.  
Core: CE

### ED 343 Content Area Reading and Writing (2 SH)

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. Includes a 20-hour practicum in an elementary classroom. Prerequisite: Admission to Teacher Education.

### ED 351 General Curriculum and Methods for Middle and Secondary Teaching (1 SH)

This course is designed for students preparing to teach in the middle and/or secondary school (grades 6-12) setting, and builds upon skill development and experiences from previously completed education and special methods courses. Students within this course explore lesson design, individualized and collaborative learning methods, the use of a variety of teaching and assessment strategies, classroom organization and motivation, and instructional strategies to meet the needs of a diverse student population. Prerequisites: ED 245 and admission to Teacher Education.

### ED 361 Secondary Methods Professional Field Experience (1 SH)

The professional block for Secondary Education is comprised of three courses: ED 351 General Curriculum & Methods for Middle and Secondary Teaching, ED 361 Secondary Methods Professional Field Experience (a practicum within a classroom), and ED 385 Content Area Methods for Middle and Secondary Teaching. The instructional team of ED 361 consists of the PFE instructor, the ED 385 EMU professor(s) with 6-12 content area expertise, and the classroom practicum teacher. The PFE instructor will work with you, your classroom practicum teacher, and the ED 385 professor(s) to ensure that your field experience is a positive one. Prerequisites: ED 245 and admission to Teacher Education. Corequisites: ED 351, ED 385.

### ED 385 Content Area Methods for Middle and Secondary Teaching (2 SH)

This course focuses on curriculum and instruction of discipline-specific methodology relevant to the candidate's licensure area in middle and high schools: 6-12 endorsement in biology, chemistry, computer science, English, history and social science, and mathematics, and PreK-12 endorsement in English as a second language, and health and physical education. Candidates examine the selection, development, and use of research-based, age-appropriate, and culturally relevant curricula and methodologies. Key themes include skill development and application to content-specific lesson planning, assessment, instruction, differentiation, and instructional technology that support and enhance student learning, as well as methods of improving communication and family engagement between schools and families. An instructional team of content experts facilitates instruction of pedagogy and content specific to the Virginia Standards of Learning (SOL) and to the Specialized Professional Association standards of the respective licensure area. Prerequisites: ED 245 and admission to Teacher Education. Corequisites: ED 351, ED 361.

### 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).

### ED 401 Examining Foundations of Education (2 SH)

This course concentrates on issues facing American education today. Utilizing a contextual framework that reflects on the historical, philosophical, and sociological foundations of American education, the student examines, analyzes, synthesizes, and evaluates issues/topics that are currently redefining the American educational system. Focus is on discussion, selections from classical and contemporary educational literature, out-of-class reading, research, and problem-solving strategies. Possibilities for teachers and school systems to foster more just and sustainable communities will be examined. As a capstone to the teacher education program, students will engage with professional materials relating to a number of questions generated through class readings and discussion in order to more deeply explore personal philosophies of education. Prerequisite: Admission to Teacher Education.

Core: WI

### ED 411 Reflective Teaching Seminar (1 SH)

This course encourages students to practice the reflective teaching model and provides support for students as they complete their student teaching and prepare for the first years of teaching. Seminar sessions provide opportunities for the creation of the Documentation of Student Learning capstone project during the first student teaching placement, with particular attention given to the impact on student learning. 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 participation 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 participation 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 participation 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 participation 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

participation 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 participation 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)

### EDS 371 Assessment, Evaluation and Planning in Special Education (3 SH)

This course provides students with an understanding of the foundation of assessment and evaluation related to best practice in special education, including types and characteristics of assessment, introduction to formal and informal assessment, and use of assessments and other information to determine special education eligibility, service delivery, curriculum, and instruction of students with disabilities. The course also includes the application of current legal and ethical issues related to assessment selection and use, including comprehensive evaluation requirements, students with disabilities participation in the state and local accountability systems, assessment options, appropriate grading and testing accommodations, and assessment of students from diverse backgrounds.

### EDS 375 IEP Development and Implementation (3 SH)

This course is designed to provide a working knowledge of the eligibility process, legal, and regulatory requirements of IEP (Individualized Education Program) development including timelines, components, team composition, roles, and responsibilities. The student will develop skills to apply knowledge of assessment and evaluation throughout the K-12 grade levels to construct, use, and interpret a variety of standardized and non-standardized data collection techniques; to make decisions about student progress, instructional, program, goal development, accommodations, placement, and teaching methodology for students with disabilities who are accessing the general education curriculum and the Virginia Standards of Learning. The student will be able to demonstrate the use of assessment, evaluation, and other information to develop and

implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K-12 grade levels.

### EDS 381 Special Education Professional Field Experience (2 SH)

This professional field experience is designed to give students teaching experience in a concentrated 2 1/2-week (6-8 hours a day) placement in a full-time educational setting that provides services for students with disabilities accessing the general curriculum in a public or accredited nonpublic school. The course allows students to experience the demands and changing nature of the learning environment from their morning arrival to the end of the work day. Offered summers only

### EDS 401 Supporting Positive Classroom Behavior (2 SH)

This course explores current research-based best practices to support positive behavior development in children, particularly those identified as having specific learning and/or behavioral challenges. The restorative justice approach modeled in this course recognizes the hurt generated by misbehavior, and seeks to restore relationships and motivate positive change through accountability structures developed collaboratively by those affected by the misbehavior. The course focuses on culturally sensitive strategies to prevent harmful behaviors and explores research and best practice interventions for reoccurring behavior.

### EDS 499 Independent Study (1-3 SH)

### ENGL 210 Reading Fiction (2 SH)

Exploring a mix of older and recent novels and short stories, this course will equip students with the skills they need to enjoy, be surprised by, and learn from fiction.

Core: LI

### ENGL 250 Reading Poetry (2 SH)

Focusing mainly on the work of contemporary poets, this course will equip students with the skills they need to enjoy, be surprised by, and learn from poetry.

Core: LI

### ENGL 261 Global Literatures 1: Gods and Monsters (2 SH)

In this survey course spanning some of the earliest written documents to those published in the early 1600s, students will encounter thinkers who anticipated many of our own questions about meaning and our place in the universe. Who, if Anyone, created us, and what are our resulting obligations? How do we live in relation to our past? Where are we going, literally and metaphorically? Readings will reflect the instructor's expertise, but texts may include The Epic of Gilgamesh, the book of Job, the Odyssey, Antigone, Paul's letter to the church at Rome, The Ramayana, The Canterbury Tales, The Arabian Nights, Journey to the West, Lazarillo de Tormes, and King Lear. Students may attend the 200-level version class twice weekly for two credits or intensify to a 300-level three-credit course by attending a third weekly class meeting and completing additional assignments. Students may not enroll in both courses.

Core: LI

## ENGL 262 Global Literatures 2: Freedom and Loss (2 SH)

Featuring literature published between 1600 and 1850, this second in a series of global literature courses also functions as a stand-alone offering and considers readings associated with political revolution, freedom, grief and loss, exploration, enlightenment, and colonialism. Selections will reflect the instructor's expertise, but representative texts include *The Aztec-Spanish Dialogues*, *The Tempest*, *The Axbund*, *Paradise Lost*, and *The Interesting Narrative of the Life of Olaudah Equiano*; selected poetry by Matsuo Basho, Phillis Wheatley, William Wordsworth, and John Keats; and novels such as Mary Shelley's *Frankenstein* and Jane Austen's *Northanger Abbey*. Students may attend the 200-level version class twice weekly for two credits or intensify to a 300-level three-credit course by attending a third weekly class meeting and completing additional assignments. Students may not enroll in both courses.

Core: LI

## ENGL 263 Global Literatures 3: Intimacy and Independence (2 SH)

As the global literature sequence's third offering or a course to be taken on its own, "Intimacy and Independence" focuses on select works of literature published between 1850 and the present that explore the precarious balance between personal autonomy and fruitful relationship. Selections will reflect the instructor's expertise, but representative writers include Emily Dickinson, Walt Whitman, Fyodor Dostovsky, Leo Tolstoy, Ryunosuke Akutagawa, T.S. Eliot, Virginia Woolf, Ella Carla Deloria, Pablo Neruda, Lorraine Hansberry, Miriama Ba, and Uwem Akpan. Students may attend the 200-level version class twice weekly for two credits or intensify to a 300-level three-credit course by attending a third weekly class meeting and completing additional assignments. Students may not enroll in both courses.

Core: LI

## ENGL 290-295 Topics in Literature (2-3 SH)

These general interest courses may focus on work by a particular author or set of authors, a particular genre such as drama or the short story, or important issues in critical theory. Possible topic: ENGL 290 Recovery and Resilience (Core: CE & LI).

Core: LI

## 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?

Core: LI

## 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.

Core: LI

## 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: CE & LI

### 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.

Core: LI

### 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. "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: LI

### ENGL 350 Children's Literature (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 multiethnic literature. Open to sophomores and above.

Core: LI

### ENGL 355 Young Adult Literature (3 SH)

This course concentrates on literature written for and by young adult (YA) 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. Students will explore YA literature in different genres addressing current issues for young adults. Models of literary criticism employed within the study of these works will center on reader response theory. Open to sophomores and above.

Core: LI

### ENGL 361 Global Literature Intensive 1: Gods and Monsters (3 SH)

In this survey course spanning some of the earliest written documents to those published in the early 1600s, students will encounter thinkers who anticipated many of our own questions about meaning and our place in the universe. Who, if Anyone, created us, and what are our resulting obligations? How do we live in relation to our past? Where are we going, literally and metaphorically? Readings will reflect the instructor's expertise, but texts may include *The Epic of Gilgamesh*, the book of Job, the *Odyssey*, *Antigone*, Paul's letter to the church at Rome, *The Ramayana*, *The Canterbury Tales*, *The Arabian Nights*, *Journey to the West*, *Lazarillo de Tormes*, and *King Lear*. Students may attend the 200-level version class twice weekly for two credits or intensify to a 300-level three-credit course by attending a third weekly class meeting and completing additional assignments. Students may not enroll in both courses.

Core: LI

### ENGL 362 Global Literature Intensive 2: Freedom and Loss (3 SH)

Featuring literature published between 1600 and 1850, this second in a series of global literature courses also functions as a stand-alone offering and considers readings associated with political revolution, freedom, grief and loss, exploration, enlightenment, and colonialism. Selections will reflect the instructor's expertise, but representative texts include *The Aztec-Spanish Dialogues*, *The Tempest*, *The Ausbund*, *Paradise Lost*, and *The Interesting Narrative of the Life of Olaudah Equiano*; selected poetry by Matsuo Basho, Phillis Wheatley, William Wordsworth, and John Keats; and novels such as Mary Shelley's *Frankenstein* and Jane Austen's *Northanger Abbey*. Students may attend the 200-level version class twice weekly for two credits or intensify to a 300-level three-credit course by attending a third weekly class meeting and completing additional assignments. Students may not enroll in both courses.

Core: LI

### ENGL 363 Global Literature Intensive 3: Intimacy and Independence (3 SH)

As the global literature sequence's third offering or a course to be taken on its own, "Intimacy and Independence" focuses on select works of literature published between 1850 and the present that explore the precarious balance between personal autonomy and fruitful relationship. Selections will reflect the instructor's expertise, but representative writers include Emily Dickinson, Walt Whitman, Fyodor Dostovsky, Leo Tolstoy, Ryūnosuke Akutagawa, T.S. Eliot, Virginia Woolf, Ella Carla Deloria, Pablo Neruda, Lorraine Hansberry, Miriama Ba, and Uwem Akpan. Students may attend the 200-level version class twice weekly for two credits or intensify to a 300-level three-credit course by attending a third weekly class meeting and completing additional assignments. Students may not enroll in both courses.

Core: LI

### ENGL 390-395 Topics in Literature (2-3 SH)

These courses will focus on particularly long or difficult works of literature, work by a particular author or set of authors, or a new, emerging trend in literature or literary studies. Possible topics include ENGL 390 Asian American Poetry, ENGL 391 Bibliotherapy (Core: CE & LI), ENGL 392 The Traumatized U.S. South, and ENGL 393 Ursula K. Le Guin.

Core: LI

### 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: CE

### ENGL 499 Independent Study (1-3 SH)

### 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. (Fall 2025)

### 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 may include building an AM radio, a homemade op-amp, and PID motor control. Prerequisite: MATH 154 or MATH 185. (Fall 2026)

### 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 and 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 2026)

**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.

**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.

Core: W1

**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 340 Engineering Thermodynamics (3 SH)**

A survey course on principles and applications of engineering thermodynamics. Topics include First and Second Laws, thermodynamic properties, energy cycles, control volumes, entropy, and efficiency. Applications include refrigeration and heat pumps, nozzles and diffusers, turbines, compressors, pumps, engines, power generation, psychrometrics, and combustion. Prerequisites: MATH 284, PHYS 262, and CHEM 223, or permission of instructor. (Fall 2026)

**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 and PHYS 252. (Spring 2026)

**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 and MATH 195. (Fall 2025)

### 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 and 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. Prerequisite: ENGR 380. (Spring 2027)

### ENGR 488 Engineering Internship (1-3 SH)

Work experience gives students an opportunity to gain valuable practical experience. Consulting with faculty advisor guides them in integrating theory and practice to maximize learning. Travel and other expenses are the student's responsibility. Can be taken any term, including summer. Prerequisite: junior or senior status.  
Core: CE

### 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 490.

### 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. Must obtain faculty approval before scheduling this course.

### ENVS 135 Earth Science (2 SH)

An introductory course on topics pertaining to planet Earth, with an emphasis on minerals, rocks, and geological features. Included are the forces that have shaped our planet throughout time, as well as geological hazards. Attention is given to modern science, samples, and case studies to describe these processes. This course meets for 7 weeks.

Core: NS

### ENVS 145 Environmental Science (2 SH)

This course reveals the issues of environmental sustainability as it relates to the positive and negative effects of human development. We will explore how natural ecosystems function, and then survey the impacts associated with human health and population growth; solid and hazardous waste; conventional agriculture; water and air pollution; climate change; resource extraction; and energy. We will also study interdisciplinary techniques for solving some of these problems. This course meets for 7 weeks.

Core: NS

### ENVS 181 Environmental Science (3 SH)

Survey of the human impact on natural and cultural ecosystems. Focuses on problems associated with population growth; the use of energy and other natural resources; and water, air and solid-waste pollution. Also attempts to present interdisciplinary techniques for solving some of these problems. Offered through Lancaster

### 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 2026)

### 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 2025)

Core: NS

### ENVS 265 Fundamentals of Ecological Restoration (2 SH)

This course will offer an introduction to the causes of ecosystem degradation, motivations for restoration, and ways of evaluating restoration success, considering scientific, philosophical, management, political, and cultural dimensions. This interdisciplinary course is designed to give students an overview of the natural and social elements of ecological restoration and will include current efforts to restore EMU's Park Woods as a case study. (Spring 2026)

### 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 with a focus on climate change. This course meets for 7 weeks. Prerequisite: BIOL 173. (Spring 2027)

### 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. Offered occasionally.

### 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 2027)

### ENVS 372 Toxicology for Public Health (2 SH)

This course examines the basic principles of toxicology and the effects of chemicals on human health, and is designed for students in public health and the environmental sciences. Topics include exposure routes and mechanisms; dose/ response relationships; toxicity testing, disposition in the body; modifiers of response; chemicals and cancer; birth defects; exposures in the home, workplace, and environment; and introductions to regulatory and food toxicology. The overall objective of this course is to provide the student with an introduction to the language and principles of toxicology such that these principles may be applied to public health situations, efforts to improve sustainability and reduce toxin use, and be communicated to the general public. Prerequisites: BIOL 173 and CHEM 223 (BMS 557) (Fall 2026)

### 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. This course does not satisfy any EMU Core requirements. Prerequisite: an annual safety training outside of class. (Fall 2026)

### 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. Prerequisites: an annual safety training outside of class and BIOL 235 or instructor permission. (Fall 2025)

### 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 or by instructor permission.

Core: CE

### ENVS 430 Environmental Sustainability Capstone (2 SH)

An integrative capstone for all environmental science majors and minors. 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 460-465 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. Prerequisites: BIOL 235 and an annual safety training outside of class. This course meets for 7 weeks. (Fall 2026)

### ENVS 499 Independent Study (1-3 SH)

### FIN 289 Personal Finance and Investing (1 SH)

A basic understanding of investment strategies, within a carefully considered philosophy of personal finance, will benefit learners as they plan for a working career, managing debt and wealth, setting and striving for long-term personal objectives, and preparing for future financial adequacy. This course provides a basic toolkit for navigating many of the personal and financial challenges of life by providing both practical and research-based investment strategies. Learners will hopefully gain

an interest in—and an enthusiasm for—life-long and values-driven stewardship of financial resources by discerning questions of money, consumption, gifting, saving, and investing.

Core: QR

### FIN 389 Investment Portfolio Management (1 SH)

Students will take on the role of fund managers of the *Club Fund*, an investment portfolio operating since 2008. Students will review and possibly revise the *Club Fund Policy Guideline*, research current holdings for alignment and value, apply strategic investment tools of valuation, risk, and diversification, research the external environment to develop an overall investment risk and growth strategy for the fund, research new investment options, and finally make trades to align the fund holdings with updated strategy. Students will also research and approve charity distributions from unrealized gains. Prerequisite: FIN 289

### 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 QR requirement completed, and admission to the program.

### 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 program (except non-program students pursuing the Finance career concentration), and a program GPA of at least 2.70. The Internship Coordinator must approve internships before they commence.

Core: CE

### GEOG 231 Cultural Geography (3 SH)

A study of the spatial aspects of culture with a focus on cultural characteristics, demographics, migration, landscape analysis, economic development, political geography, and urban and rural land uses. Includes the use of maps and an introduction to geospatial technologies.

Core: HI

### 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: SB

**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 Living Well credit for selected education students. Registration priority is given to students whose programs require this course. Prerequisite or corequisite: WRIT 135 or WRIT 140.

**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 U.S. 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 U.S. 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 U.S. 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. Students may not take both HIST 103 and

HIST 132.  
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: 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. Students may not take both HIST 122 and HIST 182.

Core: HI

### HIST 123-126 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: HI

### HIST 132 U.S. History II-1865 to Present (3 SH)

A survey of U.S. history that addresses the changing role of the United States in the world along with significant social, economic and political changes within the U.S. Topics include: Reconstruction, Industrialization, urbanization and immigration, WWI, economic boom and collapse, WWII, the Cold War, Korean and Vietnam wars, Civil Rights movement, consumer culture, demographic shifts, and post-9/11 America. This course is recommended to all students wanting a better general understanding of modern American culture, politics, and society. This course is offered online through Lancaster; it is available to traditional students as well. Students may not take both HIST 103 and HIST 132.

### 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. This course is offered online through Lancaster; it is available to traditional students as well. Students

may not take both HIST 122 and HIST 182.

Core: HI

### 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 2026)

Core: HI

### 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 2027)

Core: HI

### 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 2025)

Core: HI

### 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 2026)

Core: HI

### 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. (Spring 2027)

Core: HI

### HIST 340-345 Topics in History (3 SH)

This course is offered as instructors with special expertise in an area are available to offer unique or trial content. Possible topics include HIST 340 History and Gender, HIST 341 History of First Americans, and HIST 343 USA Today, 1940-Present.

### HIST 352 History of Women-Global Perspectives (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 2026)

Core: HI

### HIST 362 Renaissance and Reformation Europe (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 2026)

Core: HI

### 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. (REL365)

Core: HI

### HIST 391 Birth of Modernity in Europe (3 SH)

The origins of many modern realities are found in 17th- and 18th-century Europe: 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.

Core: HI

**HIST 412 The History of Recent America (3 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 2025)

Core: HI & WI

**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 2025)

Core: HI

**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: CE

**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.

Core: HI

**HIST 499 Independent Study (1-3 SH)****HONRS 310 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.

**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. It may be taken by other Honors students if room permits.

### 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: CE

### 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 455 Honors Capstone (3 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)

The course is designed to accomplish two main purposes: (1) to serve as an introduction to the skills required for listening to music, and (2) to prepare class members to take full advantage of the Shenandoah Valley Bach Festival. Activities will include guided listening exercises, information about Bach and this year's featured composers, as well as visits from performers participating in the festival who will illustrate the skills and understandings needed to prepare performances of music that can be enjoyed by audiences. The most important goal is to get students, especially those who have never had opportunity before, as close as possible to the workings of the life of a professional musician. In addition to the classroom hours listed below, students will be expected to spend a minimum of 12 hours during the week of the festival in attendance at rehearsals, noon concerts, and/or evening concerts. To meet the minimum 12 participatory hour requirement, students may need to attend activities during the work day or evenings; a master schedule of performances and rehearsals will be provided.

**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. Possible topics include HUM 331 BIPOC Cinema: Representations Race, and HUM 332 Queer History, HUM 333 Anabaptism at 500 (Fall 2025).

**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. Possible topics include HUM 420 Publication Project and HUM 421 Becoming America/n.

**HUM 490 Humanities Seminar (4 SH)**

A team-taught interdisciplinary seminar that serves as a capstone for many humanities programs, including history, literary studies, and Bible, religion and theology. It provides students an opportunity to complete a long, research-based scholarly project while also exposing students to critical theory and historiography. Graduate school and career paths will also be discussed.

Core: WI

**ICSPA 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 an intercultural 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.

Core: LL

**ICSPA 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 an intercultural 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.

Core: LL

**ICSSC 201 Intercultural Social Science (3 SH)**

This course provides the foundation for intercultural learning and is offered in conjunction with the experiential programs, usually off-campus, including semester programs (Option 1), summer 3 or 6-week programs (Option 2) or the EMU Washington Semester or summer programs (Option 3). For additional information on all intercultural offerings, students are encouraged to contact Intercultural Programs.

Core: Fulfills intercultural experience

### ICSSC 202 Intercultural Learning and Integration (1 SH)

For qualifying students with significant prior intercultural immersion experience. International students, multicultural students and students with previous qualifying cultural experiences reflect on their learning to fulfill the experiential component of the intercultural requirements. Permission must be granted by the Intercultural Programs director to take this course in the second year of study or later.

Core: Fulfills intercultural experience

### ICSSC 203 Intercultural Immersion (1 SH)

This course provides the foundation for intercultural learning and is offered in conjunction with off-campus programs. Paired with other credits in a 4+ week intercultural seminar.

Core: Fulfills intercultural experience

### ICSSC 211 Intercultural Community Immersion (3 SH)

This course is offered on campus during the spring semester and includes a significant experience (at least 40 hours) with local groups or individuals from a different language or cultural background than that of the student. Requirements also include at least 20 hours in partnership with an Intensive English Program student. Students who transfer at least 58 credits earned prior to matriculation at EMU have priority for registration. Contact the Director of Intercultural Programs.

Core: Fulfills intercultural experience

### ICSSC 300 Career, Culture, and Community (3 SH)

This course supports and builds on the intercultural experiences of the EMU Washington Semester, including living in multicultural DC, working at an internship, and living in community at the WCSC house. In the class, students develop skills in leadership, communication, and handling conflict. Together, they will discuss goals and orienting values for their 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 EMU Washington Semester. (Will satisfy CORE 401 Core Senior Seminar for students who have earned 90 SH prior to enrollment in the EMU Washington Semester.)

Core: CE & fulfills intercultural experience

### ICSSC 305 Career, Culture, and Community (2 SH)

This course supports and builds on the intercultural experiences of the EMU Washington Semester, including living in multicultural DC, working at an internship, and living in community at the WCSC house. In the class, students develop skills in leadership, communication, and handling conflict. Together, they will discuss goals and orienting values for their 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 EMU Washington Semester.

Core: CE & fulfills intercultural experience

**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: CE

**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.  
Core: CE

**LARTS 390 Writing Peer Tutoring Practicum (1 SH)**

This one-credit-hour course is offered by the Writing Program. Students explore a variety of topics (tutor role, learning strategies, writing process theory, and ethics) in conjunction with supervised tutoring. The course may be linked with specific professors and courses of academic departments. It will include a practicum for students to apply what they are learning about writing theory and pedagogy from weekly readings and discussions. Prerequisites: earned B grade in WRIT 135 or

WRIT 140 and has a 3.0 cumulative GPA, or has the permission of the instructor.

Core: CE

### LARTS 391 Peer Tutoring Practicum in the Discipline (1-3 SH)

This course offers an embedded tutoring practicum situated in a specific course and supervised by the course professor. Course requirements introduce students to a collaborative tutoring pedagogy and guide students through observations and supervised tutorial sessions to develop confident, skilled tutors of peers. A 40-45 hour practicum is required. Students may enroll for a maximum of three semester hours for peer tutoring over one to three semesters. Prerequisite: Consent of course professor and academic program professor.

Core: CE

### 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 semester hour per 40 hours of direct service in a company/organization (up to 3 semester hours).

Core: CE

### 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 or above standing and EMU cumulative GPA 2.0 or better. (Must apply one month in advance to secure placement)

Core: CE

### 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.

### 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 program, junior or senior standing, and a program GPA of at least 2.7. The internship coordinator must approve the internship before it commences.

Core: CE

### LEAD 499 Independent Study (1-3 SH)

### 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.

### 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.

### 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. This course is graded on a P/F basis.

### 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. This course is offered online through Lancaster; it is available to traditional students as well. Students may not take both ENGL 263/363 and LIT 230.

### LOML 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. Offered through Lancaster

### LOML 355 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. Offered through Lancaster

### LOML 370 Organizational Change (3 SH)

This course will explore the various theoretical and practical aspects of managing organizational change within a business context. Students will learn to identify and analyze key factors that influence organizational change, develop strategies for leading and managing change initiatives, and assess the impact that change agents have on individuals, teams, and organizations. Offered through Lancaster

### LOML 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. Offered through Lancaster

### LOML 382 Strategic Thinking (3 SH)

This course is designed to equip leaders with the skills of systems thinking to address complex challenges and encourage a holistic understanding of the interconnectedness and interdependencies within organizations. Offered through Lancaster

### LOML 384 Conflict Resolution for Contemporary Leaders (3 SH)

This course is designed to equip leaders with the knowledge, skills, and strategies necessary to manage and transform conflicts into opportunities for growth and collaboration. Offered through Lancaster

### LOML 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. Offered through Lancaster

### LOML 410 HR: Optimizing Workforce Development (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. The primary objective is to present the principles and practices of Human Resource Management, and to highlight the optimization of workforce development strategies. Offered through Lancaster

### LOML 420 Leadership Theory and Practice I (3 SH)

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. Students put their growing leadership skills to practice as their knowledge, skills, and abilities are tested against real-world scenarios. Experiential and application-based learning are utilized throughout this course to develop the student's individual leadership style. Offered through Lancaster.

### LOML 430 Leadership Theory and Practice II (3 SH)

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. Students put their growing leadership skills to practice as their knowledge, skills, and abilities are tested against real-world scenarios. Experiential and application-based learning are utilized throughout this course to develop the student's individual leadership style. Offered through Lancaster.

### LOML 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. Offered through Lancaster

### LOML 442 Emotionally Intelligent Leadership (3 SH)

This course is designed to teach students about the research behind 15 emotional intelligence skills and to develop themselves in order to increase performance, interaction with others, and leadership potential. Offered through Lancaster

### LOML 465 Capstone Application of Research (3 SH)

This course guides the student in understanding the research process towards the goal of producing a capstone research paper or project. Students will use both primary and secondary research, apply critical reasoning to the research findings in qualitative and quantitative studies, and use the insights gained to develop a potential remedy for a problem. (LOML 461 Application of Research Project for Aviators for LOM Aviation concentrators only). Offered through Lancaster

### MATH 114 College Algebra (2 SH)

College Algebra topics include equations and inequalities, polynomials, rational functions, exponential functions, and triangle geometry.

### MATH 120 Math for Social Decision Making (2 SH)

This course examines the ways mathematics is used to help inform societal decisions. Topics may include game theory, fair division of goods, apportionment of representatives, voting methods, and consumer finance.

Core: QR

### MATH 134 Finite Math-Logic and Problem Solving (2 SH)

Topics include symbolic logic, geometric constructions and transformations, set theory, graph theory, and an introduction to computer programming.

### MATH 136 Finite Math-Number Theory and Probability (2 SH)

Topics include number theory (including number systems, modular arithmetic, divisibility, prime numbers), counting, and probability.

### MATH 144 Precalculus (2 SH)

This course serves as preparation for calculus; topics include trigonometric functions and identities, logarithms, exponential functions, summation notation, advanced algebraic manipulations, and an introduction to limits. Prerequisite: MATH 114 or equivalent.

### 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.

### 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: WI

### MATH 185 Calculus I (4 SH)

This course is a study of the behavior of single-variable functions, including limits, continuity, the derivative, differentiation techniques, and applications. The course also includes an introduction to integration, including the Fundamental Theorem of Calculus. 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).

### MATH 195 Calculus II (4 SH)

This course is a continuation of Math 185. Topics include techniques and applications of integration of single-variable functions, infinite sequences and series, conic sections, parametric equations, and an introduction to vectors. Prerequisite: Grade of C- or higher in MATH 185, or permission of instructor.

### MATH 284 Multivariate Calculus (2 SH)

This course is a continuation of MATH 185. Topics include the differentiation and integration of multivariate functions. Prerequisite: Grade of C- or better in MATH 195, or permission of instructor.

### MATH 286 Vector Calculus (2 SH)

Topics include vector-valued functions, line integrals, Green's Theorem, surface integrals, the Divergence Theorem, and Stokes' Theorem. Offered every other fall. Prerequisite: Grade of C- or better in MATH 284, or permission of instructor. (Fall 2026)

### 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. (Spring 2027)

### MATH 350 Linear Algebra (3 SH)

Topics include systems of linear equations, matrices, linear transformations, vectors in  $\mathbb{R}^n$ , vector spaces, linear independence, determinants, eigenvalues and eigenvectors, discrete dynamical systems, and inner products. The course contains a mix of theory and applications. Pre- or corequisites: MATH 170 and MATH 195 or permission of instructor. (Fall 2025)

### 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, MATH 284, and STAT 220. (Spring 2027)

### **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 201 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. Prerequisite: College Writing (WRIT 135 or WRIT 140).

### **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: STAT 120 and CIS 211, and MKTG 201.

### **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 201. (Fall 2025)

### **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 201. (Fall 2026)

### **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 201. (Spring 2027)  
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 program, junior or senior standing, and a program GPA of at least 2.7. The internship coordinator must approve the internship before it commences.

Core: CE

**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. 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 MUED 131 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. Offered alternate years

### **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. Offered alternate years

### **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. Offered alternate years

### **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. Offered alternate years

### **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 & CE

### **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 & CE

### **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, strings, woodwinds, or brass with practical application through lesson observation and supervised teaching experiences. Offered as needed.

Core: CE

**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, strings, woodwinds, or brass with practical application through lesson observation and supervised teaching experiences. Offered as needed.

Core: CE

**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, strings, woodwinds, or brass with practical application through lesson observation and supervised teaching experiences. Offered as needed.

Core: CE

**MUED 416 Woodwind 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, strings, woodwinds, or brass with practical application through lesson observation and supervised teaching experiences. Offered as needed.

Core: CE

**MUED 417 Brass 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, strings, woodwinds, or brass with practical application through lesson observation and supervised teaching experiences. Offered as needed.

Core: CE

**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 may be 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 (0-1 SH)

Small ensembles of voices and/or instruments organized according to the interests and abilities of students, and coached by various EMU music faculty.

Core: CA & CE

### 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 get paid to play fun instrumental arrangements of popular songs and feel the excitement of bringing school spirit to athletic and university events? Join the EMU Pep Band! The pep band will play 4-8 games and a number of school events over the course of the EMU Royals basketball season and the academic year. Music will include popular hits by artists such as Beyoncé, Drake, Taylor Swift, original EMU school chants, and more. All instruments are welcome and no audition required.

Core: CA

*\*Students who take the course for 0 SH will be paid \$15 per event. Students can opt to take the course for 1 SH without pay if they choose.*

### 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 130 Aural Skills (1 SH)

Practice in interval, scale, and chord recognition, pulse and meter identification, rhythmic and melodic dictation, and diatonic sight singing. Musicianship skills gained in this course are applicable to all areas of music performance, theory, and pedagogy.

### MUPS ### Private Lessons (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 (200-level course code); registration for 2 SH offers 60 minutes of instruction per week (300-level course code). Lessons for 2 SH are required of music majors with a performance concentration after their formal admission to the program as performance majors. Approval must be granted from music program director for any exceptions. Private voice students are required to hire an accompanist for weekly lessons and recitals. Additional fee.

Core: CA

- 201, 301 Percussion - 1-2
- 202 Improvisation - 1
- 203 Songwriting - 1
- 204 Digital Songwriting - 1
- 211, 311 Composition - 1-2
- 221, 321 Voice - 1-2
- 231, 331 Piano - 1-2
- 241, 341 Organ - 1-2
- 251, 351 Violin - 1-2
- 252, 352 Viola - 1-2
- 253, 353 Cello - 1-2
- 254, 354 String Bass - 1-2
- 255, 355 Banjo - 1-2
- 256, 356 Guitar - 1-2
- 261, 361 Flute - 1-2
- 262, 362 Clarinet - 1-2
- 263, 363 Oboe - 1-2
- 264, 364 Saxophone - 1-2
- 265, 365 Bassoon - 1-2
- 271, 371 Trumpet - 1-2
- 272, 372 Horn - 1-2
- 273, 373 Trombone - 1-2
- 274, 374 Tuba - 1-2

### MUPS 202 Improvisation (1 SH)

Through this course students will learn key principles of effective improvisation such as scales, melodic decoration, phrasing, and form. This is a hands-on course in which students will practice improvising over songs or chord progressions through the course of the semester guided by feedback from their instructor. The genre or style of improvisation focus will be guided by the student's creative leanings and the instructor's area of expertise. Some of the genres and styles of focus could include Bluegrass, Fiddle, Americana, Singer-songwriter, Gospel, Jazz, R&B, Rock, and more.

Core: CA

### MUPS 203 Songwriting (1 SH)

Through this course students will learn key principles of effective songwriting such as lyric construction, chord selection, and arranging. This is a hands-on course in which students will write original songs over the course of the semester, guided by feedback from their instructor. The genre or style of songwriting focus will be guided by the student's creative leanings and the instructor's area of expertise. Some of the genres of focus could include Digital Songwriting, Bluegrass, Americana, Gospel, Jazz, R&B, Singer-songwriter, Rock, EDM, and more. After registering, students will be contacted by the music department to connect them to the section that matches their interest.

Core: CA

### MUPS 204 Digital Songwriting (1-2 SH)

In this course students will learn to use digital audio workstations (music production software and compose, record, and mix original songs. Core: CA

### MUPS 290 Sophomore Recital (0 SH)

Sophomore recitals are arranged with the approval of the instructor.

### 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 (1 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 492 Capstone for Music and Peacebuilding (1 SH)

Through this course, music and peacebuilding majors will complete their portfolio. The portfolio documents large-scale projects through the student's academic career and displays achievements and analysis of practicum and networks. Fourth-year music and peacebuilding students will include a larger project that applies the concepts of music and peacebuilding in a hands-on way, including a public performance and presentation. The portfolio will be completed with the professional résumé or CV, along with a personalized website crafted for the student's relevant job market. This course is available for fourth-year music and peacebuilding majors only.

### MUPS 499 Independent Study (1 SH)

### 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 I (3 SH)

Skill acquisition in the learning laboratory through simulation and skill demonstrations (e.g. urinary catheter insertion, aseptic technique, 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. Clinical Hours: 93

### **NURS 305 Fundamentals Practicum II (2 SH)**

For students repeating a course in Level 1. Clinical experiences build on those gained in NURS 304. Clinical hours: 70.

### **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)**

For LPN students. 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. (Clinical hours: 32 hours; LPNs: An additional 40 clinical hours are awarded from LPN degree upon course completion.

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 hours: 76.5)

### **NURS 322 Nursing Care of the Adult I (3 SH)**

Addresses the needs of clients with problems involving endocrine, cellular, gastrointestinal, renal/urological, and immune systems. 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 various clinical settings. (Clinical hours: 51)

### **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 hours: 40)

### **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 hours: 48)

### **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 hours: 76.5). Prerequisite: NURS 320

### **NURS 422 Nursing Care of the Adult II (3 SH)**

Addresses the needs of clients with problems involving the cardiovascular, respiratory, reproductive, musculoskeletal, 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.  
Core: CE

### **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 and 422. (Clinical hours: 97)

### **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. Prerequisite: NURS 426. (Clinical hours: 56)  
Core: CE

### **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 Population Health Colloquium 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. (Clinical hours: 45)

### **NURS 438 Critical Care Nursing (3 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: four days). Prerequisites: NURS 322 and NURS 422.

### **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. Satisfies CORE 402 requirement for Second Degree nursing students.

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: 48 hours)

### **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. (Spring 2026)

### **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.

Core: CE

### **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 50 clock-hours of involvement.

Core: CE

### 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: CE

### 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, ED 245, PE 301, and PE 302. Admission prerequisites: First semester of block courses: Admission to Teacher Education recommended and a 2.7 cumulative GPA. Second semester of block courses: Admission to Teacher Education required.

### 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 and a 2.7 cumulative GPA. Second semester of block courses: Admission to Teacher Education required. (Fall 2025)

### PE 403 Assessment of 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

### 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 2025)

### 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 2026)  
Core: WI

### 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, PE 414, PE 415, and PEM 143.

### 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 120 or PEG 128 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 2025)

**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. (Spring 2026)

**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, PE 301, and PE 302. Admission prerequisites: First semester of block courses: Admission to Teacher Education recommended and a 2.7 cumulative GPA Second semester of block courses: Admission to Teacher Education required.

### PEV 151-165 Varsity Sports (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.

- 151 Varsity Baseball - 1
- 152 Varsity Basketball (Men) - 1
- 153 Varsity Basketball (Women) - 1
- 154 Varsity Cross Country - 1
- 155 Varsity Field Hockey - 1
- 156 Varsity Soccer (Men) - 1
- 157 Varsity Soccer (Women) - 1
- 158 Varsity Softball - 1
- 159 Varsity Track and Field - 1
- 160 Varsity Volleyball (Women) - 1
- 161 Varsity Volleyball (Men) - 1
- 162 Varsity Golf (Men) - 1
- 163 Varsity Golf (Women) - 1
- 164 Triathlon - 1
- 165 Lacrosse - 1

### PH 175 Introduction to Public Health (3 SH)

This interdisciplinary core course will introduce students to public health in the US and globally using a social justice lens and emphasizing the interconnectedness of population and individual health. This course will cover foundational elements of public health, including its history and impact, the importance of health equity and human rights, and how racism manifests and is perpetuated within public health and healthcare systems. This is a foundational course for the

public health major.  
Core: NS

### PH 231 Foundations of Public Health Immunology (3 SH)

Immunology crosses the scientific disciplines of molecular and cellular biology, anatomy, microbiology, medicine, and public health. This introductory course will cover innate and adaptive immunity, vaccinations, failures of the immune system, and immunological techniques for disease detection for public health majors and entry-level students. Prerequisite: BIOL 240. (Spring 2027)

### PH 356 Epidemiology (3 SH)

Epidemiology is the field of public health that describes the who, what, where, why, and when of disease occurrence in human populations. Epidemiology is the study of all health phenomena, such as infectious diseases, heart disease, addiction, and maternal and child health. Topics in this course include measures of disease frequency and association, design and analysis of observational studies, disease screening, and applications to public health policy. Prerequisites: PH 175 and STAT 120. (BMS 556) (Fall 2025)

### PH 429 Public Health Internship (1-3 SH)

An internship course modeled on the current Biology 429 and ENVS 429 internship courses. Involves 40-120 hours (1-3 SH) of experiential learning in a professional public health setting and requires regular journaling reports sent to instructor and a final reflective paper and presentation. Core: CE

### 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: TR

### 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: TR

### PHYS 151 College Physics I Lecture (3 SH)

The first semester of an algebra-based introductory physics sequence. This course is an introduction to classical mechanics, gravity, heat, and sound. Lectures cover the circumstances of important original discoveries and the related concepts and theories. Through laboratory experimentation and reporting, students may learn procedures by which scientists acquire and analyze data, methods by which scientists develop and evaluate theories, and criteria for effectively communicating scientific or technical findings. A major objective of this course is to equip students with a broad foundation of fundamental physical concepts and principles. Core: QR

### PHYS 162 College Physics II Lecture (3 SH)

The second semester of an algebra-based introductory physics sequence. Topics include electricity, magnetism, optics, and selected modern physics applications. Prerequisite: PHYS 151; corequisite: PHYS 263.

### 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. Fulfills the CORE NS requirement for engineering majors only. Must be taken concurrently with PHYS 253. Prerequisite: MATH 154 or MATH 185.

Core: QR

### PHYS 253 University Physics I Lab (1 SH)

Must be taken concurrently with PHYS 252.

### 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 mathematically intensive study of chemical thermodynamics and kinetics. Topics include gases, enthalpy, entropy, Gibbs free energy, chemical and phase equilibria in single and multi-component systems, chemical reaction rate laws and mechanisms. Prerequisite: two semesters of math, recommended completion of MATH 195. (CHEM 405) (Spring 2027)

### PHYS 406 Quantum Mechanics (3 SH)

A mathematically intensive study of basic QM as related to atomic and molecular structures. Topics include application of the Schrodinger equation to model systems, hydrogenic wave functions, approximation methods, models of chemical bonding, and spectroscopy. Prerequisite: two semesters of math including MATH 195 or instructor permission. (CHEM 406) (Fall 2025)

### POL 101 Introduction to Politics (3 SH)

An introduction to the study of politics where students will become familiar with the government policies and institutional structures that influence the major political issues of time. The course will also examine the structure and activities of the most typical kinds of political systems and the way

individuals, groups, and institutions both conflict and work together in each. Offered through Lancaster

### 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: 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. (Fall 2026)

### 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.

### **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. Students will see how theories of law and justice play out in practice at the local level in police work, the court system, detention and restorative justice. The course highlights dynamics of immigration status, race, identity, class and power across a range of issues. The class format will engage diverse speakers, on-site visits to state agencies and non-governmental groups, dynamic readings and other resources. (Spring 2027)

Core: CE

### **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. Possible topics include POL 340 Political Philosophy, and POL 341 Latin American Development and Environment.

### **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 noncredit 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. BUAD, 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 2026)

Core: HI & WI

**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 2026)

Core: WI

**PPX 405-409 Topics in Politics and Peace Studies (3-4 SH)**

These courses are offered as instructors with special expertise in an area are available to offer unique or trial content. Possible topic: PPX 405 International Security (Core: WI).

**PPX 421 Genocide and Mass Atrocity Prevention (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 Myanmar—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 such as theories of genocide, various forms of destruction, gender and genocide, humanitarian intervention debate, prevention of mass atrocity, genocide denial, and collective memory. (Fall 2025)

Core: WI

**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 2026)

Core: WI

**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: CE

### 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 312 Psychological Design and Analysis (4 SH)

This course is a laboratory course designed to examine contemporary experimental work in psychology. Students will discuss experimental research methodologies, begin to develop computational expertise using JASP, and apply data analysis skills learned in STAT 120 Descriptive Statistics. Application of skills will be demonstrated in the creation of a research paper. Prerequisite or corequisite: STAT 120.  
Core: WI

**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 342 Cognitive Psychology (3 SH)**

This course explores questions about how we acquire, store, retrieve, and use knowledge. Topics such as models of memory, mental imagery, language comprehension, problem solving, decision-making, and cognitive development will be covered. The course also covers relevant content that will appear on the MCAT and an exploration of applications to health professions. Prerequisite: PSYC 101 (BMC 572)

**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 (2-3 SH)**

Courses on a variety of topics in psychology are offered on a rotating basis depending on student and faculty interest. Topics include: intercultural 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. Possible topics include PSYC 380 Psychology of Politics and Morality (Fall 2025), PSYC 381 Sports Psychology, PSYC 382 Health Psychology, PSYC 383 Positive Psychology, and PSYC 384 Attention and Emotional Regulation. Prerequisite: junior/senior level standing.

**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 441 Teaching of Psychology (1 SH)**

Students serve as teaching assistants for a psychology course in which the student has successfully demonstrated mastery of the material. 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 loss of function studies and the function of sensory receptors and hormones. Emphasis is placed on the role of general neurophysiological principles that affect human behavior. Prerequisite: BIOL 290. (BIOL 451)

(Spring 2026)  
Core: NS

### 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, PSYC 312, and STAT 120.

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 481 Psychology Career & Internship Preparation (1 SH)

Students will explore career and post-baccalaureate options related to the field of psychology by preparing to apply for the PSYC 483 internship experience. This seminar is designed to begin developing students' psychological skills and abilities as professionals by utilizing previous coursework. Using resources provided by the course instructor, students will identify potential internship opportunities and begin their applications. Class exercises will include resume and cover letter writing, mock interview, and graduate school and career exploration. By the completion of this course, students are expected to be ready to apply for an internship experience. Prerequisites: two semesters of successful coursework in psychology at EMU; declared psychology majors only.

### PSYC 483 Psychology Internship (2 SH)

This capstone course builds on the skills developed in PSYC 482 by engaging in field experience. 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. After students complete 80 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. Prerequisites: two semesters of successful coursework in psychology at EMU; declared psychology majors only; PSYC 481.

Core: CE

### PSYC 499 Independent Study (1-3 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: GS 101, 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.

### PXD 331 Restorative Justice and Trauma Awareness (3 SH)

This course will explore how traumagenic experiences influence a person's body, social identities, and social context. In these experiences, harms are created and done to individuals, groups of people, communities, and organizations. We will explore how the values, principles, and practices of restorative justice can speak into and transform these harms. We will also explore how systems of domination and oppression create traumagenic systems designed to create harm on participants of the system. With its emphasis on theory and practice, the course is useful for those planning to work in church ministry, business, education, social work, peacebuilding, and many other areas.

### 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 2025)

### 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: SB & 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)?

### 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: CE

### PXD 432 Formation for Peacebuilding Practice (3 SH)

As individuals working for peace, social justice, reduction of violence, and the possibility of reconciliation, we are the instruments of the work. How can we best prepare ourselves to take constructive action whether in a professional role or in a personal relationship? This course will explore four areas of awareness and accountability essential for effectiveness in our action efforts.

These areas of content and engagement, described more fully in the syllabus, are self-awareness, self-assessment, self-management, and self- and community care. Accelerated program students only. (PAX 532)

### PXD 433 Analysis: Understanding Conflict (3 SH)

Analysis focuses on understanding the factors that cause conflict and violence and those that support peacebuilding and social justice. Good conflict and injustice analysis skills are a central component of designing effective strategies for promoting social change that transforms conflicts and supports justice. In this course, we will engage with each other and with course materials to develop and refine our skills for analyzing situations of conflict and injustice in order to identify opportunities for transformative action. We will use a variety of analytical models or lenses, including identity (gender, religion, nationality, etc.), human needs, narrative, power, culture, worldview, and others to understand conflict. We will also work with case studies of conflicts at multiple social levels (personal, relational, structural, and cultural) to practice our analysis skills and identify opportunities to take action. Accelerated program students only. (PAX 533)

### PXD 435 Global Challenges, Local Struggles and Transnational Solidarities (3 SH)

This course focuses on social and global processes of transformation, local experiences and expressions, and transnational solidarities that emerge in response to these challenges. It will be concerned with institutions, relations of power, and the relationship between power and the production of justice and peacebuilding theories and practices. It will add to students' comprehensive overview of justice and peacebuilding practice and its multi-disciplinary, multilevel aspects. Accelerated program students only. (PAX 635)

### 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 ongoing 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 2025)

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

### PXD 495 Foundations for Justice and Peacebuilding II (6 SH)

In this course a team of faculty members will coach students as they further develop their knowledge and skills for dealing with conflict and situations of injustice. Students work individually and in teams to apply new ideas and skills to cases that progress in complexity from the community to the national and to the global level. Students continue to develop their self-awareness as well as their capacity for professional judgment and reflective practice. Accelerated 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: TR

### REL 202 Reading the Bible (3 SH)

This course seeks to pursue two questions: what is the nature of the Bible and what does it mean to be a good reader of the Bible? Students will consider the nature, formation, canonization, and reception of Christian Scripture, while learning critical interpretive approaches to the text that emphasize its historical, literary, and theological context as well as the role of the reader, reception, and diverse perspectives. Thus, students should gain skills in analyzing biblical discourse and cultural discourse more broadly.

Core: TR

### REL 205 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: TR

### REL 212 Faith, Meaning, and Adolescence (3 SH)

How do young people position themselves in relation to faith, and why? Religious affiliation rates are declining globally, but questions of meaning and purpose remain urgent for adolescents. Starting in infancy, humans interpret their surroundings and make meaning from them - sometimes organizing that meaning as faith. Examining the complex interaction of brain, body, emotions and environment, this course explores when and how faith emerges as part of identity in human development. Drawing from the resources of social psychology, neurobiology and practical theology, this course is relevant for work with young people or leadership in faith-informed contexts.

Core: TR

### REL 231 Jewish and Islamic Traditions (3 SH)

This course introduces students to the historic roots and modern practice of Judaism and Islam. For each, we will begin by examining the historical context of its emergence and trace the development and impact of modernization on communities and religious expressions. We will examine beliefs, practices, and events that significantly shape the traditions, and pay attention to contemporary diversities, movements and political dynamics. Additionally, we will examine the intersections of gender, sexuality, and feminism within Judaism and Islam and look at relevant political tensions and conflicts.

Core: TR

### REL 232 Hinduisms and Buddhisms (3 SH)

This course introduces two major religious traditions originating in what is today called India: Hinduism and Buddhism. We will consider basic components (worldview, teachings, practices), historical developments, and connections and divergences of the traditions, including changes brought about by cultural and political movements (e.g. colonization and migrations) and contemporary religious manifestations. We will investigate various instances of “lived religion:” the “everyday stuff” of Hinduism and Buddhism – rituals, events, activities of persons who would be considered adherents of a tradition and seek to understand them within their historical and cultural contexts, and varieties of social activism (gender, sexuality, and ecological activism).

Core: TR

### REL 233 East Asian Traditions: Confucianism, Daoism, Shinto (3 SH)

This course explores select traditions from East Asia, specifically Daoism, Confucianism, and Shinto. We will begin by examining the specific worldview and cultural and political context to understand the dimensions of “religion” that make up these specific traditions. We will learn about specific practices and rituals, investigate the role they play in society and culture at different times, and explore themes and issues at various times, such as gender, class, art, relation to sociopolitical governance, and pop culture.

Core: TR

### REL 234 Indigenous Traditions (3 SH)

In this course, you will learn to distinguish between and appreciate the specific select religious and spiritual approaches of indigenous and so-called New Age traditions. Depending on the specific semester, this might include European Paganism, North American indigenous traditions, West African traditions, Voodoo, or others. Origins, historical developments, rituals and practices, the religious situation of indigenous people in the postcolonial world, and issues/conflicts arising out of

contemporary socio-political contexts will be explored.  
Core: TR

### REL 235 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: TR

### REL 241 African American Religions (3 SH)

African Americans are diverse in religious expression and identity. From the Shrine of the Black Madonna in Detroit to African American Catholics with long legacies in New Orleans, from Black Muslims who preach Black nationalism in the Americas to Black Jews who believe they are God's chosen people who rightfully belong to the land of Israel, African American religions are comprised of a wide array of communities. In addition to practitioners, African Americans are theorists and philosophers of religion whose studies have allowed students to gain a more profound understanding of African American life. Together, the diverse expressions and many theorists provide us the opportunity to grow in our knowledge of the study of religion.  
Core: TR

### REL 251 Gender in the Bible (3 SH)

This course will explore the way that the Hebrew Bible and New Testament construct, depict, shape, and challenge traditional notions of gender. Students will have the opportunity to read various biblical texts closely and consider their presentations of gender in historical, cultural, and literary context. Further, students will consider how the interpretation of these texts have shaped and been shaped by cultural attitudes around gender throughout history. In conversation with feminist, womanist, and gender-critical interpreters, students will pay particular attention to the construction of gender identity and gender roles, specific portrayals of women in the Bible, and differing gendered portraits of God.  
Core: TR

### REL 252 Jesus, God, and Film (3 SH)

This course invites students to think critically and theologically about classic and contemporary films depicting theological themes, such as the life of Jesus; reflections on God; or theological presentations of peace, violence, and justice. Students will reflect on the social, cultural, ethical, and theological images constructed in these films in conversation with texts from the Bible, and they will analyze these films as cultural products that depict distinct and nuanced interpretations of Jesus, God, and life theologically understood.  
Core: TR

### REL 253 Money in the Bible (3 SH)

Is money the root of all evil? Can one serve both God and Mammon? Are the rich blessed by God? Was Jesus a Capitalist? This course investigates biblical texts and themes related to money, wealth, poverty, and economics that address these questions and more. Through attention to themes such as Sabbath economics, Jubilee, and Jesus's good news for the poor, students will examine how various biblical texts speak about wealth accumulation, power, social justice, and money itself in conversation with contemporary economic concerns and theory, in pursuit of developing a theological ethics of wealth.

Core: TR

### REL 254 Politics in the Bible (3 SH)

In this course we will read the Bible as a work of political theory. We will do so by closely reading some of the arguments it dramatizes about the two central issues of politics: authority and community formation. Students will learn to identify the questions raised and answers offered by the stories read in class and to place them in conversation with contemporary works of political theory.

Core: TR

### 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. Possible topics include REL 312 Women in the Bible, and REL 313 Queer History.

Core: TR

### REL 323 Jesus, Justice, and Violence (3 SH)

This course investigates themes of justice, violence, and peace in conversation with modern thought and texts across both the Hebrew Bible and the New Testament—focusing especially on the teachings of Jesus. More than just a discussion about loving one's enemies, students consider issues of power, systems, incarceration, and more. By engaging with biblical discourse concerning holistic peace and "the domination system," students will actively critique limited theological viewpoints, while cultivating a comprehensive theological framework for navigating the world with a focus on peace and justice.

Core: TR

### REL 334 Ministry with Children and Adolescents (3 SH)

This course guides advanced undergraduates in discovering their authentic theological vision for ministry with children and adolescents. Learnings from cultural studies, sociology, psychology, neurology and human development will contribute to understanding the developmental needs of children, youth and emerging adults. We will explore the complex dynamics of faith formation for diverse identities that emerge from ability, class, ethnicity, gender, nationality, race and sexuality. This course addresses ministry contexts with young people in congregations, community-based ministries and beyond. Prerequisite: REL 212, or permission of instructor. (SMCL512)

Core: TR

### REL 338 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: CE & TR

### REL 342 Sex, Love, God: Religion and Sexuality (3 SH)

This course is about human sexuality and religion, specifically, how religious people have read and interpreted sacred texts and traditions in relation to sex, human sexuality, and expressions of love. You are encouraged to investigate how your own religious beliefs inform your bodily life and attitudes regarding sexual, romantic, and erotic expressions. The main focus of this course is Christianity, though depending on student interest, Jewish, Muslim, or Hindu interpretations may be covered briefly as well. You will learn about concepts of the human body and related concerns of sexuality in ancient, medieval, and modern times, and investigate religious perspectives and prescriptions as they relate to specific understandings. You will distinguish between historical ideas of different types of love and the modern construction of heterosexuality and homosexuality. The politicization of sexuality by religious groups and the use of religious ideas about sexuality by secular groups will be discussed.

Core: TR

### REL 343 Witches, Cripples, and Other Monsters: Religion and Disability (3 SH)

This course examines the construction of “disability” as a historical concept with real live consequences. We will learn about the different theoretical approaches to disability (“models of disability”), and explore issues regarding sexuality, relationships, rights, representation, and advocacy. We will also keep in mind the intersections with other bodily and social markers, such as gender, race, sexuality, class, and nationality. We will focus on the role culture and religion, particularly Christianity (its doctrines and practices), has played in how we understand disability as a concept, and persons with disability as members (or not) of our communities. We will analyze historical and contemporary sources like art, literature, religious and medical discourses to explore how images of the “normal,” “healthy,” and “beautiful” are generated and contested by embodied differences. For the purposes of this course, “disability” will include various ways in which bodies/minds can be seen as “abnormal,” including physical and cognitive disabilities as well as chronic illness and emotional/mental difference.

Core: TR

### REL 350-355 Topics in 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: TR

**REL 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 21<sup>st</sup>-century American life. (HIST 365) (Fall 2025)

Core: HI

**REL 410: Hebrew Bible: Text in Context (3 SH)**

This course is an introduction to the Hebrew Bible, that considers its history, formation, and reception, and surveys its varied texts within their historical, socio-economic, political, literary, and theological contexts. This includes a particular emphasis on Near eastern culture, religion, and politics as well as the various ways that these texts have been received and appropriated, so that students might become knowledgeable and critical interpreters of the text.

**REL 411: New Testament: Text in Context (3 SH)**

This course is an introduction to the New Testament, that considers its formation and canonization, and surveys its varied texts within their historical, socio-economic, political, literary, and theological contexts. This includes a particular emphasis on the life of Jesus, Roman imperialism, their Jewish context, and the distinctly socio-economic and political message of the kingdom of God.

**REL 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.

Core: TR

**REL 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. (Does not satisfy EMU Core Language Learning Requirement.) Prerequisite: senior status, or permission of instructor. (BIBL 531)

**REL 424 Greek Readings (3 SH)**

This course builds on the foundations of REL 423 (Elementary Greek), continuing to develop skills in reading and analyzing Koine or Hellenistic Greek, the language of the New Testament. The course focuses on basic grammar, vocabulary, and reading skills necessary for translating the Greek New Testament. After completing foundational grammatical concepts, the course focuses primarily on in class Greek reading and independent translation. Intermediate Greek concepts are introduced in order to further build students' understanding of grammar and syntax that will aid in the reading

and interpretation of the New Testament. (Does not satisfy EMU Core Language Learning Requirement.) Prerequisite: REL 423. (BIBL 541)

### REL 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: CE

### REL 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. Religion and intercultural studies minors may integrate their practicum with a required practicum in their major, or within a semester-long intercultural, if arrangements are made beforehand with an advisor.

Core: CE

### REL 499 Independent Study (1-3 SH)

Core: TR

### 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 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 211 Sophomore Practicum-RSM (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 40 hours. Options include working in a university or high school athletic program, 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: CE

**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 2026)

Core: WI

**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. (Spring 2027)

**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. Prerequisite: CIS 211.

**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 160 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 program approval. WCSC 385 may satisfy for students who have earned 90 SHs prior to enrolment in the EMU Washington Semester.

Core: CE

**RSM 499 Independent Study (1-3 SH)****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 Applied Social Sciences majors (social work, sociology, peacebuilding, sustainability, global studies). (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. 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. (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.

Core: SB

### 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. Offered in alternate years

### SOC 315 Religion in Culture and Society (3 SH)

This course is an analysis of the social, cultural and political contexts that profoundly affect religious institutions and expressions, and upon which religion has an influence. It includes such topics as meaning and belonging, modern individualism, dynamics of religious collectives and the impact of religion on social change. Offered through Goshen College

### SOC 330 Social Justice and Social Change (3 SH)

This course begins with a history of social justice and social change as concepts in the field of sociology and then sees how this foundation influenced contemporary social justice practitioners and theorists. Particular attention is given to social movements, the role of organizing, and civil society. Theory is integrated into practical social justice methodologies and community-based learning. Particular attention is paid to issues of power and powerlessness in domestic and/or international contexts. Prerequisite: SOC 101. This course may be taken as part of the Peace and Conflict Studies minor. Offered through Bluffton University

### 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 intercultural engagement, gaining a deeper understanding of their role as agents of social change.

### 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. Prerequisites: STAT 120 and one of the following: GS 101, POL 111, POL 113, PXD 151, SOC 101, or SOC 201.

### SOC 340 Family in Social Context (3 SH)

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

### 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.

### SOC 351-355 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. Possible topic: SOC 351 Religion in Culture and Society.

### 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. (Spring 2026)

### SOC 363 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, Courts, and Corrections. 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). (Spring 2027)

### SOC 370 Inside Out Prison Exchange Program (3 SH)

This transformative course brings together university students and incarcerated students to critically examine issues of justice, crime, and society. Through dialogue-based learning inside a correctional facility, students explore theories of justice, the impacts of incarceration, and restorative approaches to harm and accountability. Emphasizing experiential learning and reflection, this course challenges assumptions and fosters meaningful engagement across social divides. (Fall 2025)

### SOC 375 Community Development (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

### SOC 385 Community Organizing and Development Internship (3 SH)

Faculty and staff at the Washington Community Scholars' Center (<http://emu.edu/wcsc/>) work with students to place them in internships in and around DC that meet their disciplinary and career goals and that fall within the diverse fields of community organizing and community development. Both community organizing and community development are rooted in efforts to address place-based disadvantage and draw on a common set of analyses of the geography of inequality and the ways that race contours that landscape. Refer to the WCSC website for a directory of recent internship placements: <http://emu.edu/wcsc/internships/>.

### 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: CE

### 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)

This course provides an examination of structural patterns of injustice around environmental harms and benefits. We examine the history and construction of environmental problems and paradigms and the development of an environmental justice discourse brought about through social movements. Through selected case studies we explore an array of issues, including climate justice, electronic waste trade, water rights, urban greenspace, “natural” disaster, internal colonialism, and war. The course is designed to complement and enrich students’ studies in a host of fields, including public health, urban planning, public administration, community organizing, humanitarian aid, engineering, and law. Prioritized enrollment is given to students completing the environmental justice minor. Prerequisite: junior/senior standing. (Spring 2026)

### 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 standing by permission only.

### SOC 470 Community Organizing and Nonviolent Mobilization for Social Change (3 SH)

This course is an introduction to the history, theories, and tactics of community organizing in the United States since the early 20th century. Community organizing is fundamentally a project of power building within and among groups of people marginalized from existing power structures. In this class, we begin by asking what community is and how power functions and proceed to learn about issues, tactics, and campaigns that have been used in fights for local change over the past century and continue to be used today. We work to understand how local concerns and campaigns to address them are situated within larger structures of power and inequality. (PAX 570)

## SOC 499 Independent Study (1-3 SH)

### 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: CE & SB

### 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 Applied Social Sciences majors (social work, sociology, peacebuilding, sustainability, global studies). (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. Restricted to students who have formally declared their social work major with the registrar's office. Prerequisite: 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.

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: Fulfills Power, Systems, and Justice

### 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, and maintaining professional values and ethical standards. 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. 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 331 Restorative Justice and Trauma Awareness, PXD 335 Understanding Violent Conflict, PXD 341 Mediation and Facilitation, PXD 375 Globalization and Justice, PXD 451 Program Evaluation through Qualitative Methods, SOC 330 Family in the Social Context, SOC 334 Cultural Anthropology, SOC 360 Criminology, and WCSC 387 Race, Space, and Inequality.

### SOWK 430 Senior Practicum in Social Work (12 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 30-32 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: CE

### 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)

### 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: LL

### 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 or who have had one to two years of high school Spanish. Prerequisite: SPAN 110.

Core: LL

### 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.

Core: LL

### SPAN 210 Intermediate Spanish I (3 SH)

This course focuses on conversational themes. Students will increase oral and written fluency, cultural understanding, and compare Hispanic culture to their own native culture. The course engages learners in speaking, listening, and writing activities based on communicative and task-based approaches to reinforce and review core functional-linguistic structures (narrating in the present and past tenses; expressing beliefs, opinions and other discourse tasks; distinguishing between verbs "ser" and "estar"; expressing likes and dislikes; giving commands and/or guidelines; talking about real, imagined, and future events). Students discuss short films and cultural readings and regularly attend conversation sessions with a native-speaker language assistant. This course is typically appropriate for students who have had three or four years of high school Spanish.

Prerequisite: SPAN 120, SPAN 130 or equivalent.

Core: LL

### 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.

Core: LL

### 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. Offered occasionally

Core: LL

### 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. Offered occasionally

Core: LL

### 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. Spanish is the primary language of instruction for all courses in the 300- and 400- levels. (Fall 2025)

Core: LI & LL

### 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. Spanish is the primary language of instruction for all courses in the 300- and 400- levels.

Core: LL

### 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. Spanish is the primary language of instruction for all courses in the 300- and 400- levels.

Core: HI & LL

### SPAN 310 Advanced Conversations and Readings (3SH)

Advanced Conversation and Readings is designed to improve grammatical analysis, increase accuracy, and develop speaking and listening skills as well as students' knowledge of Hispanic cultures and societies. This course is intended to prepare native and non-native speakers of Spanish for the reading demands and academic language expectations of upper-level SPAN courses through the use of authentic texts and practical exercises. Spanish is the primary language of instruction for all courses in the 300- and 400- levels. (Offered every 4 years)

Core: LL

### SPAN 320 Constructing Identities (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. 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. (Can fulfill a portion of Spanish Ed. Pre-K-12 licensure requirements.) Spanish is the primary language of instruction for all courses in the 300- and 400- levels. (Fall 2026)

Core: LL & WI

### SPAN 325 The Latino Experience (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. (Can fulfill a portion of Spanish Ed. Pre-K-12 licensure requirements.) Spanish is the primary language of instruction for all courses in the 300- and 400- levels.

Core: LL & 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. Spanish is the primary language of instruction for all courses in the 300- and 400- levels.

Core: CE & LL

### 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. Spanish is the

primary language of instruction for all courses in the 300- and 400- levels. (Spring 2027)

Core: LL

### 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. Offered in alternate years. Spanish is the primary language of instruction for all courses in the 300- and 400- levels.

Core: LL

### 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. Spanish is the primary language of instruction for all courses in the 300- and 400- levels.

Core: CE & LL

### SPAN 395 Survey of Hispanic Literature (3 SH)

This course offers a panoramic view of Hispanic literature, both from Spain and Latin America, from its origin as a dialect of Latin to the present global language, pointing out its most important stages. The student will develop the necessary tools to read literary texts for analysis. Students will engage with texts produced by the formative voices in the Spanish languages. Texts such as Lazarillo de Tormes, Don Quijote, the works of Borges, Rulfo, Garcia Marquez, Allende, Poniatowska, Garcia Lorca and others will become an important base from which reading and writing strategies, general culture and humanistic values can be learned through the rest of the upper-level SPAN courses. Spanish is the primary language of instruction for all courses in the 300- and 400- levels. (Offered every 4 years)

Core: LI & LL

### SPAN 415 Introduction to Spanish Phonetics and Pronunciation (3 SH)

Intro to Spanish Phonetics and Pronunciation serves any advanced level Spanish speakers, both heritage speakers and speakers of Spanish as a foreign language, in their desire to gain clarity and accuracy in their own pronunciation. In the course of the semester the students will travel through the phonology of the Spanish language, including the phonetic landscape and minor variations. The course will provide an introduction to transcription, phonology, morphology and syntax in the language as well as provide an overview of linguistic change and brief introduction of geographic variation and will guide students as they hone their own accents in Spanish into a clear and easily understood variation free of influence from other languages. (Can fulfill a portion of Spanish Ed.

Pre-K-12 licensure requirements.) Spanish is the primary language of instruction for all courses in the 300-and 400- levels. (Spring 2028)

Core: LL

### 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. Spanish is the primary language of instruction for all courses in the 300- and 400- levels.

Core: HI & LL

### SPAN 435 Hispanic Linguistic Variation and Advanced Grammar (3 SH)

Hispanic Linguistic Variation and Advanced Grammar focuses on how Spanish is spoken in different places, how linguists observe such variation, and how recognizing linguistic variation can become a bridge to the individual. Students will be exposed to variations in morphology, phonology, and syntax based on diachronic (historic) variation, diatopic (geographic) variation, diastratic (social) variation, and diaphasic (level of formality) variation. Students will learn historical methods of classifying the variations of Spanish and will be trained to recognize origins of Spanish speakers based on their accents. (Can fulfill a portion of Spanish Ed. Pre-K-12 licensure requirements.) Spanish is the primary language of instruction for all courses in the 300- and 400- levels. (Offered every 4 years, Fall 2025)

Core: LL

### 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. Spanish is the primary language of instruction for all courses in the 300-and 400- levels.

Core: CE & LL

### SPAN 499 Independent Study (1-3 SH)

Advanced work in literature, conversation or composition. Spanish is the primary language of instruction for all courses in the 300-and 400- levels.

Core: LL

### 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. Offered through 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 Social Sciences. These conversations will be carried out through class presentations, readings, discussions, and interactions with professors as well as guest speakers, field visits, and community engagement.

### 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. Credit will not be given for both this course and STAT 140.

Core: QR

### 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. Offered through Lancaster

### STAT 150 Data Visualization (2 SH)

This course examines the history, analysis, and creation of data visualizations. Students will learn to critique data visualizations ranging from the simple to the complex, and from the misleading to the powerfully informative. Opportunities to create data visualization will be presented in accordance with each student's technical skills.

Core: QR

### STAT 160 Statistical Methods (3 SH)

This is an introduction into the study of statistics. The goal of the class is to expose the student to basic statistical ideas and concepts. The emphasis of the class is on statistical logic, recognition of basic statistical methods, and evaluation of statistical research. There will be a minimum of mathematical theory and computation. (Intended for LOM students)

### 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: QR

### 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.

### 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 theater 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: 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. Possible topics include THR 230 Solo Performance, THR 231 Musical Theater, THR 232 Yoga and Movement, THR 233 Dance and Movement, THR 234 Puppet and Mask Making, and THR 235 Summer Musical Theater Program.

Core: CA

### THR 281 Acting Practicum (1-3 SH)

Students may earn 1 semester hour per 40 hours of work on an EMU theater production. A total of 3 semester hours may be earned in one semester.

Core: CE

### 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 semester hour per 40 hours of work on an EMU theater production. A total of 3 semester hours may be earned in one semester. Practicum credits may be earned.

Core: CE

### THR 351 Stage Management Practicum (1-3 SH)

Students may earn 1 semester hour per 40 hours of work on an EMU theater production. A total of 3 semester hours may be earned in one semester.

Core: CE

### THR 352 Assistant Directing (1-3 SH)

Students may earn 1 semester hour per 40 hours of work on an EMU theater production. A total of 3 semester hours may be earned in one semester.

Core: CE

### THR 353 Dramaturgy (1-3 SH)

Students may earn 1 semester hour per 40 hours of work on an EMU theater production. A total of 3 semester hours may be earned in one semester.

Core: CE

### 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. Offered in alternate years

Core: CA & WI

### THR 499 Independent Study (1-3 SH)

### VACA 112 Digital Photography (3 SH)

This course 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

**VACA 121 Drawing I (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. (Fall 2025)

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 143 Foundations of Design I: 2D (2 SH)**

This foundational class for VACA 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.

Core: CA

**VACA 144 Foundations of Design II: Digital (2 SH)**

This follow up to VACA 143 Foundations of Design I: 2D introduces students to digital tools such as Photoshop as they further their understanding of principles of design. Prerequisite: VACA 143.

**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 168 Digital Media I: Video Production (4 SH)**

This course is a practical hands-on introduction to all aspects of video production including: camera/lens set-up and operation, basic lighting and sound, camera movement and support, and editing. Issues of composition, content, aesthetics, continuity, story-telling, and creativity will be explored with exercises, labs and real-life shooting. Editing will cover both technical and philosophic aspects of video creation, while introducing both fiction and non-fiction forms.

Core: CE

### 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 I (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. It is recommended to take VACA 121 Drawing prior to this course.  
Core: CA

### VACA 232 Ceramics I (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. (Spring 2026)

### 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. (Spring 2027)

### 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 268 Digital Media II: Motion and Sound Design (4 SH)

In this course students learn audio design, production and editing techniques from creation to final products that will enhance other media forms, like video, podcasting and web formats. Students will explore the convergence of video, moving text and graphics, and animation while paying attention to audience perceptions, aesthetic considerations and philosophic choices. These skills use and build on the basics of design, photography and video production to create short forms of storytelling. They also will learn skills that assist in more advanced forms of web design along with visual and sound-based storytelling.

Prerequisite: VACA 168.

### 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. (Fall 2026)

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 2025)

Core: CA

### VACA 332 Ceramics II (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.

Prerequisite: VACA 232.

### 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. (Next offered: TBD)

### 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 144 or equivalent. (Fall 2026)

### 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. Prerequisites: VACA 151 and VACA 252. (Fall 2025)

### 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. Prerequisites: VACA 151 and VACA 252. (Fall 2025)

### 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 2026)

Core: CE

### VACA 368 Digital Media III: Hybrid Storytelling (4 SH)

Students will study journalistic photo history and practices, narrative construction, research and interview methods. Students will practice this form paying particular attention to the ethical, aesthetic and technical issues of photographic inquiry. Photography will be the primary form but video, audio and text will be part of the constructed narrative presentations. Students will prepare for a variety of distribution methods including print, ebooks, online magazines and mixed media form. Prerequisite: VACA 151. (Spring 2026)

Core: CE

### 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. (Spring 2027)

### 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. (Spring 2026)

Core: CA & CE

### 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. (Next offered: TBD)

Core: CE

### VACA 432 Ceramics III (2 SH)

In Ceramics III, 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. Prerequisite: VACA 332.

### VACA 434 Drawing II (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. This course should be taken in the junior or senior year as a lead-in to VACA 481 Junior/Senior Thesis and Exhibition. Prerequisite: VACA 121.

### VACA 435 Painting II (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. This course should be taken in the junior or senior year as a lead-in to VACA 481 Junior/Senior Thesis and Exhibition. Prerequisite: VACA 222.

### VACA 442 Ceramics IV (2 SH)

In Ceramics IV, 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. This course should be taken in the junior or senior year as a lead-in to VACA 481 Junior/Senior Thesis and Exhibition. Prerequisite: VACA 432.

### VACA 450 Junior/Senior Portfolio and Vocation (2 SH)

This capstone class offers the opportunity for students to develop an artistic and vocational vision. Students will create a coherent body of work for exhibition and web display and will investigate career options related to their discipline. Students will interact with artists and media professionals in their fields and investigate portfolio and curation practices in professional art/media settings. VACA majors should take Junior/Senior Portfolio and Vocation in the fall semester of the last full year they are on campus. VACA majors should plan to take VACA 481 Senior Thesis and Exhibition the next semester (where they will exhibit and write about the work they developed in portfolio class). Prerequisites: VACA 151 and VACA 252.

### VACA 468 Digital Media IV: Advanced Video Production (4 SH)

Students will study the video documentary form, from an historic perspective and consider how they are constructed and communicate. Students will use all the production techniques including, research, interview and video production, logging and editing. Particular emphasis will be paid to research, organization, the collaboration required, interviewing, color correction, and creating a

cohesive long-form documentary for public viewing. Prerequisite: VACA 168.  
Core: CE

### VACA 481 Junior/Senior Thesis and Exhibition (2 SH)

This course explores professional practices related to preparation and installation of the major senior exhibit as well as development of a thesis paper. Students will interact with artists and media professionals in their fields and investigate production and curation practices in professional art/media settings. Students take this class in conjunction with a capstone course in their major.  
Prerequisite: VACA 450.  
Core: CE

### VACA 491 Internship (1-4 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: CE

### VACA 499 Independent Study (1-4 SH)

### 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](http://www.emu.edu/wcsc/internships). Offered in the summer

### WCSC 385 WCSC Internship (6 SH)

WCSC faculty and staff work with all students, regardless of their major, 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. See the WCSC webpage for recent internship placements: [www.emu.edu/wcsc/internships](http://www.emu.edu/wcsc/internships). Offered in the fall and spring semesters

### WCSC 387 Race, Space, and Inequality (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, D.C., 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: WI & Fulfills CORE 300 Power, Systems, and Justice.

### WCSC 388 La Lucha Latina (3 SH)

The Latinx Caribbean influence on Washington, DC is strong and growing. This class takes a multi-disciplinary approach to understanding that aspect of the city—delving into the push/pull factors of immigration, looking at the many contributions the Latinx community has made and understanding the many forms of injustice that they face. Students will get a chance to experience and interpret the cultural, socio-economic, geographic and political impact of the Latinx community on the metro area. They will gain insight into the current national debate on immigration issues and take the opportunity to critically reflect and analyze relevant issues through speakers, class discussions, readings, movies, visits to various community organizations, advocacy work, and a final research project.

Core: WI & Fulfills CORE 300 Power, Systems, and Justice.

### 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 125 or 135. Upon completion of the course, instructor evaluation will indicate one of the following: 1) the student must enroll in WRIT 135 to satisfy the writing requirement; 2) the student must enroll in WRIT 125 to achieve proficiency required before enrolling in WRIT 135; 3) the student must re-enroll in WRIT 110. (Offered as needed.)

### WRIT 125 College Writing I (3 SH)

This writing course focuses on reading and writing assignments in the various discourse communities required in college. This course develops skills for success in writing in college: elaboration, using and integrating sources, and developing a portfolio of polished prose. A grade of C- or better must be achieved in the course as a prerequisite for enrollment in WRIT 135. Upon successful completion of the course, students will enroll in WRIT 135 College Writing II in order to complete EMU Core writing requirements.

### WRIT 135 College Writing II (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. Satisfies EMU Core college writing requirement.

### 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.

**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 135 or WRIT 140.

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 135 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 135 or WRIT 140. Open to sophomores and above.

Core: CA & WI

**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 135 or WRIT 140. Open to sophomores and above.

Core: CA & WI

**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 135 or WRIT 140.

Core: CA

**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 135 or WRIT 140.

Core: WI

### 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 135 or WRIT 140. (Offered occasionally)

Core: WI

### 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 135 or WRIT 140.

Core: WI

### 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.

Core: CE

### 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.

Core: CE

### 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. Meets with WRIT 351. By permission of instructor only.

### 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. Meets with WRIT 352. By permission of instructor only. (Spring 2026)

### 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. Meets with WRIT 370. By permission of instructor only.

### 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: CE

### WRIT 499 Independent Study (1-3 SH)

## Special Programs

### Cooperative Programs

Enrollment in study abroad programs approved for credit may be considered enrollment at EMU for the purpose of applying for federal financial aid. Institutional financial aid is available only when enrollment is for the purpose of meeting the EMU language learning requirements for certain majors.

### Academic Exchange Programs

- [LCC International University](http://www.lcc.lt/), <http://www.lcc.lt/> in Klaipeda, Lithuania offers a full range of coursework and community dorm life.
- [Handong Global University](http://www.handong.edu/), <http://www.handong.edu/> International student exchange program in Pohang, South Korea. Handong is a Christian university with a focus on holistic development and academic excellence. Download the [factsheet](#) for details.

### AMIZADE Study or Intern Abroad

Contact: EMU Intercultural Programs

<https://amizade.org/>

AMIZADE offers programs in global service and learning for a more just and joyful world. Study and work is rooted in the values of peace and justice and provide opportunities for students to meet EMU requirements while studying at a foreign university. Students consult Intercultural Programs for general information and work with their advisors in choosing appropriate coursework or internship. Completed applications must receive approval from EMU Intercultural Programs, as financial assistance and credit for the programs are received through EMU.

### Central America Study and Service (CASAS)

Contact: EMU Intercultural Programs

[https://semillagt.org/casas\\_programs/study\\_abroad/](https://semillagt.org/casas_programs/study_abroad/)

CASAS, a 12-week summer program based in Guatemala City, offers students an independent summer immersion experience similar to our spring semester intercultural 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. Language study for 3-6 week sessions that include homestays and volunteer work is available for individuals. Application materials and information are available online. Students register through EMU with approval from Intercultural Programs.

### Global Learning Consortium

These EMU partner schools offer similar academic programs in a variety of settings around the world. EMU students remain enrolled here while studying with a group from a partner school. Future programs are listed on each website; contact EMU Intercultural Programs to apply.

- [Goshen College](https://www.goshen.edu/sst/), <https://www.goshen.edu/sst/>
- [Bluffton University](https://www.bluffton.edu/academiclife/xcultural/), <https://www.bluffton.edu/academiclife/xcultural/>

### The Oregon Extension

Contact: Provost's Office

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

Students seeking a unique semester of study may choose to participate in the Oregon Extension program in Ashland, Oregon. This 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.

### **Ministry Inquiry Program**

Contact: Courtney Joyner

[www.emu.edu/bible/ministry-inquiry](http://www.emu.edu/bible/ministry-inquiry)

The Ministry Inquiry Program (MIP) is an opportunity for students who have completed two or three years of university studies and who are considering pastoral ministry and/or seminary study to have a first-hand experience in ministry. This 11-week summer program is a full-time position as an 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 Mennonite Church U.S.A., 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 other than Mennonite background alternate funding sources are sought.) Academic credit can also be earned for MIP. Registration and payment at the summer school tuition rate are required prior to beginning the MIP experience to earn academic credit.

To be considered for the Ministry Inquiry Program, a student must have completed at least 2 years of undergraduate study with a GPA of 3.0 or higher. An online application form, which includes references, is required for acceptance.

### **Orie Miller Center**

Contacts: 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 theology and religion 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)**

Contact: Trina Trotter Nussbaum, 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 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:** Jeremy Samsoc

The Intensive English Program (IEP) consists of 20 hours per week of classroom instruction in the basic language skills: listening, speaking, reading, writing. IEP focuses especially on preparing students for undergraduate college study in the United States, so a variety of textbooks, computer and other audio and visual technologies are integrated into our curriculum.

There are six levels in the IEP. Students take placement assessments to determine their level. Students who successfully complete Levels 5 and 6 and then enroll at EMU for an undergraduate degree may receive 15 semester hours of credit. Students in our most advanced levels may also consider studying part-time at IEP and part-time at EMU's undergraduate level in our Step Up program.

## Course Descriptions

### **IEP 100/105/200/205/300/305 Listening and Speaking**

In this class, students will focus on developing their listening comprehension and speaking comprehensibility in an academic setting. Students will listen and respond to authentic English content (lectures, films, etc.), give presentations, participate in small and large group discussions, and engage in a variety of other listening and speaking tasks.

### **IEP 110/115/210/215/310/315 Reading, Vocabulary, and Spelling**

In this class, students will focus on developing their reading comprehension ability. Students will read and respond to a variety of texts depending on their level (short readings, novels, articles, non-fiction books, etc.), practice reading out loud, journal, learn new authentic English vocabulary, practice spelling, and perform other reading comprehension tasks.

### **IEP 120/125/220/225/320/325 Writing and Grammar**

In this class, students will focus on developing their writing ability. Students will work their way from writing sentences and paragraphs (Levels 1-3) to writing multi-paragraph academic essays (Levels 4-6). Students will learn the expectations of college writing in the United States, practice various genres of writing, and study key grammatical forms of English to improve their own writing clarity.

### **IEP 170/175/270/275/370/375 Integrated Skills and Pronunciation**

In this class, students will focus on developing their reading, writing, listening, and speaking in English, practicing a variety of academic tasks to use these skills in integrated ways. This class will also focus specifically on the mechanics of English pronunciation (vowel and consonant sounds, word stress, intonation, thought groups, etc.) to help students become more comprehensible in their speaking and more knowledgeable of the different variations of English pronunciation.

## EMU Washington Semester

**Faculty:** Ryan Good

EMU students access career-building internships and intercultural leadership development through EMU's unique study-away term in Washington, DC. The program integrates:

- Career building through local internships
- Interactive coursework critically engaging the city
- Community living in the EMU student house in the heart of DC
- Discovering DC's diverse cultural opportunities

### **Outcomes**

Washington Semester participants leave the program more confident, better prepared to begin their careers, and with increased capacity to work across differences and through conflict.

### **How it works**

- Terms run for a full 16-week fall or spring semester, or a 10-week summer program.
- Staff work with students before they arrive to secure an internship in their field of study. This process is student-centered and collaborative.

- Up to 15 students live together in community, sharing the responsibilities of the household and building communication and leadership skills as they do so.
- Coursework supports student professional development and helps students make sense of a city of incredible diversity and inequality through lenses of racial and economic justice. Courses are taught by DC-based EMU faculty with decades of experience in Washington, DC.

### **Core requirements**

Washington Semester courses meet the following Core requirements:

- Intercultural Experience (ICSSC 300/305)
- CORE 300 Power, Systems, and Justice course substitute (WCSC 387/388)
- Writing Intensive course (WCSC 387/388)
- Social and Behavioral Science course (SOC 375)
- Community Experience (ICSSC 300/305)

### **Fall and Spring Courses (15 SH)**

- WCSC 387 Race, Space, and Inequality (3)
- SOC 375 Community Development (3)
- ICSSC 300 Career, Culture, and Community (3)
- WCSC 385 Internship (6)

### **Summer Courses (10 SH)**

- WCSC 388 La Lucha Latina (3)
- ICSSC 305 Career, Culture, and Community (2)
- WCSC 380 Internship (5)

## Academic Support

### **Hartzler Library**

*Jennifer Ulrich, director*

The Sadie A. Hartzler Library makes published research available and assists students, faculty and staff in finding and evaluating that research. Whether one is assessing the probability of misinformation pushed to you by a social media platform or received from an online or AI 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 (<https://emu.edu/library>) is the portal to most resources and services. Subject-specific guides created by librarians provide concise help in finding article, streaming media, book and other resources. Librarians can also assist with citation formatting. Users may get research help via email, phone, or social media. Almost all of our 80,000 academic journals and research databases can be accessed online. Newspapers, magazines and over 365,000 books are also available online, with an additional 130,000 print books on site. If you need information, we will help you find and assess it!

### **Academic Success Center**

*Cathy Smeltzer Erb, director*

The Academic Success Center is an academic support and enrichment resource for all students, faculty, and staff. Peer tutors are available for subject-specific, writing, and skill-based tutoring in the Center, and in designated STEM courses. In addition, subject-specific tutor-led group study sessions are offered as needed. The Center offers student workshops on writing, reading comprehension, note making, and various study skill and time management topics. Individual and small group coaching is available upon request.

The goal of the Academic Success Center is to support all students, faculty, and staff in their academic pursuits whenever requested. The Academic Success Center is located in Sadie Hartzler Library, third floor.

### **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. Students participate in the Academic Advocacy Program, part of the provost's office. The program will provide holistic advising and student support to strengthen the student's potential for success. Students work with a "first year" advisor to develop a manageable course load during their first two semesters and will take a college success course during their first semester.

The first-year advisors help students choose appropriate courses to develop study skills, 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.

The advisors stay in touch with students, professors, and coaches when appropriate; communicate EMU's academic and specific course expectations; and track student performance. Students are expected to meet their advisor once each week at the beginning of the year and less frequently later as needs dictate. As with all students enrolled at EMU, academic progress is reviewed at the end of each semester.

### **Office of Academic Access**

*Cathy Smeltzer Erb, director*

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 support students with reasonable accommodations in the classroom to provide equal access to the curriculum. Students with accommodations are encouraged to access the academic supports provided by the Academic Success Center and the university.

Upon acceptance to EMU, students with documented disabilities may contact the Office of Academic Access (540-432-4354; [oa@emu.edu](mailto:oa@emu.edu)) in the Academic Success Center to begin the process of receiving accommodations. Medical documentation in support of reasonable accommodations can be submitted to the Office of 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 (540-432-4135).

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**

*Kimberly Phillips, director*

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

### **Testing Services**

The career services office administers CLEP, DSST, OPI and OPIc tests that offer students the opportunity to obtain college credit by examination. Information concerning other national testing programs (GRE, GMAT, LSAT, etc.) may be obtained from Career Services. For more information, visit [www.emu.edu/careers/testing](http://www.emu.edu/careers/testing).

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

## Admissions

The admissions process is designed to identify students who have potential for completing the academic degree they plan to pursue. Students are admitted based on a holistic review process that includes attention to academic records, high school rigor, extracurricular activities, essays, and letters of recommendation.

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

### The University Application

Any prospective student wishing to enroll at EMU for six or more semester hours (SH) within a given semester is required to complete a [university application](#). New students are admitted for either the fall or spring semester entry terms. Admission to EMU is granted on a rolling basis. It is recommended that high school students apply in the summer after their junior year or fall of their senior year. Applying for admission to EMU constitutes an indication of a student's desire to be a part of the EMU university community made up of students, faculty, administrators, staff members, and alumni. Admission statuses may be changed or revoked.

**Test-Score Free Admissions:** EMU is test-score free for US Citizens and students with at least one year of successful academic experience in the United States. See *"International Student Admission Processes"* for information about English test score requirements for students who do not meet this criteria. Test scores can still be optionally sent directly to the university from the Scholastic Assessment Test (SAT - EMU code: 5181) of the College Entrance Examination Board or the American College Testing Program (ACT - EMU Code 4348). Even if test scores are submitted by students who qualify for test-free admissions, they do not have an impact on admission or scholarship decisions.

### Prospective First-Year Students

1. **High School Transcripts:** Applicants need to request a current transcript with course work from grades 9-11 (three years of academic record) from their high school to EMU Admissions. A supplementary (final) transcript will be required upon completion of high school. Students graduating early are required to request confirmation from their high school to be sent to the admissions office. Home schooled applicants must similarly submit a current and final transcript with high school course work. A General Educational Development (GED) score may be submitted for consideration in the admission process in place of a high school transcript.
2. **Application Requirements:** Admission may be granted to first-year applicants who have a high school weighted grade point average of 2.6 or above (on a 4.00 scale), and thorough review of the student's application and other supporting application materials. Non-academic criteria are also considered, including extracurricular activities and work experience. Applicants who do not meet these criteria will be reviewed by the Admissions Committee and may be asked to submit supplementary materials and then granted conditional admission or denied. Conditional admission is granted to students each semester who fall below the requirements for unconditional admission but who otherwise demonstrate the ability and motivation to adequately perform university-level work. All first-year students are supported by first-year advisors, under the supervision of the provost's office. The first-year advising program provides holistic advising and student support to strengthen the student's potential for success. Students work with a first-year advisor to develop a manageable course load and to help them access other services on campus (CoachLink, tutoring, Office of Academic Access, career services, etc.).

3. **Supplementary Materials:** Applicants who do not meet the basic entry requirements may be required to submit a one-page writing sample and secure two [academic references](#), at least one of which must be a teacher of English, Science, or Math.

### Prospective Transfer Students

1. **College Transcripts:** Applicants need to request official college transcripts to be sent to EMU Admissions from all college institutions they have attended. Credit will be awarded for transfer courses in which the student has earned a grade of C or better. All transfer courses will be recorded with the titles and grades reported by the previous school. However, transfer credits will not be included when calculating the EMU cumulative GPA. Transfer students must take at least 30 SH in residence at EMU. At least nine hours in the student's major and six hours in any minor must be taken at EMU.
2. **Application Requirements:** Transfer applicants may receive admission by submitting transcripts of previous accredited college work showing at least a 2.00 grade point average in 30 SH of transferable credit. Applicants who have not been enrolled full-time in post-secondary education or have accumulated fewer than 30 SH will be asked to submit high school transcripts and will be evaluated on their high school and post-secondary records. Transfer applicants with fewer than the minimum requirements for admission may be asked to submit supplementary materials, granted academic warning or academic probation based on a review of previous academic performance and credit hours earned, or denied.
3. **Supplementary Materials:** Applicants who do not meet the basic entry requirements may be required to submit a one-page writing sample and secure two [academic references](#), at least one of which must be a core subject teacher (English, Science, Math, or Social Studies).
4. **Transfer Agreements:** EMU maintains a transfer agreement with the Virginia Community College System (VCCS) to assure the most beneficial transfer of credits for students of these institutions continuing their education at EMU. For details of the transfer agreement, contact the admissions counselor for transfer students or the EMU Registrar's office at [registrar@emu.edu](mailto:registrar@emu.edu).
5. **Nursing Program:** There are additional requirements for transfer students interested in enrolling in EMU's Nursing program. Read more on the Nursing program's website: <https://emu.edu/nursing/transfer>.
6. For a full statement of transfer credit policies and practices see the university registrar's website: <https://emu.edu/registrar>.

### International Student Admission Processes

As a university which emphasizes intercultural 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, they must indicate U.S. immigration status.

### International Admissions Deadlines

- **Application deadlines:** June 1st for fall semester entry terms, October 1st for spring semesters entry terms. Exceptions to the application deadlines may be made if a student already has an F-1 visa and is within the US.
- **Visa approval deadlines:** F-1 visas must be approved **one month prior** to the international student orientation/arrival date.
- **Arrival Deadline:** Students must arrive in the United States by the start of the international student orientation of their entry term at the very latest.

### Steps for Admission to the University

1. **High School Transcripts:** International first year students must submit high school transcripts with at least three years of secondary education and yearly course-by-course grades. Note that National Examination scores will not be accepted. Examined transcripts must be translated. We reserve the right to request for a professional transcript evaluation if necessary.
2. **College Transcripts:** For international transfer students, the same notes apply as in the “Prospective Transfer Students” section with some additional criteria. International college transcripts must be evaluated by a NACES member for both admission decisions and credit transfer. This evaluation also provides EMU with the U.S. equivalency. Admissions reserves the right to ask for a WES/NACES member evaluation if deemed necessary in any case.
3. **English Language Proficiency:** To evaluate international applicant English language proficiency, we require verification through one of the following ways.
  - a. Student was enrolled full-time for more than one year at a U.S. high school or college/university.
  - b. English is the primary language of the student’s home country.
  - c. All of the student’s high school or college/university instruction was in English.
  - d. Complete an English Proficiency Exam: Accepted test scores include a Duolingo score of 104+, paper-based Test of English as a Foreign Language (TOEFL) score of 550+, a computer-based TOEFL score of 213+, an internet-based TOEFL score of 79+, an IELTS score of 6.5+, or SAT evidenced-based reading and writing of 460 or ACT English score of 19.
  - e. EMU reserves the right to ask for additional materials or an interview if necessary.

### Steps for I-20 and Visas

1. **Financial Aid:** Upon admission to the university, financial aid in the form of merit-based scholarships are awarded to international students. Need-based grants are awarded on a case-by-case basis through an additional Financial Aid Committee review. Federal aid is not available for international students.
2. **Affidavit Form:** Following admission and scholarship awarding, international students must complete the [EMU International Student Affidavit form](#) and demonstrate ability to pay. See the affidavit form for the specific documentation requirements.
3. **I-20 Issuance:** Once EMU Admissions has received a valid affidavit form, a scanned copy of the students Passport ID page, a \$200 tuition deposit, and an I-20 may be issued for the student.
4. **Visa Appointment:** [Click here](#) to view recommendations on what to take to a visa appointment. If there are no available appointments or in the case of a visa denial, a student can request to defer their enrollment to a future term to allow time for another visa interview (must be prior to start of anticipated semester) or they can request for a tuition deposit refund (only in the case of a denial).

## Students Applying 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 a [university application](#) and specify themselves as a readmit student prior to re-enrollment.

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, has a positive recommendation from Student Life, and is cleared by the business office without outstanding account balances.

If a student is seeking readmission for any reason other than academic performance or academic misconduct, including suspensions for disciplinary reasons, the VP of Student Affairs/Dean of Students will work with the provost's office, who, in consultation with other officials, as appropriate, will determine the student's readiness to return. This may involve a readmission consultation with the student and other CARE Team members. In cases where a written progress assessment from a treating health professional is required, EMU will require a release from the student to permit appropriate officials to discuss current treatment and follow-up needs with the treating health professional.

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 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.

## Suspension or Felony Disclosure Policy

EMU is committed to working with students who disclose suspensions or felonies through the application process while simultaneously maintaining a safe, caring, and collaborative campus environment. When a prospective student discloses a suspension or felony on their application, the EMU Admissions Committee, Student Life, and Campus Safety, complete a holistic review of application materials to discern the best appropriate care for the student and EMU community. Important elements of this review may include inviting the student applicant to offer additional context for the incident/conviction and submitting documentation from other community or

school officials to support holistic goals of the applicant. EMU reserves the right to deny admission to students due to their academic or disciplinary record.

## **Admissions Decisions and Continuance of Admissions Status**

### **The Admission Decision**

The receipt of an application by the admissions office is acknowledged by letter, email, 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 or a letter of denial will be sent to the student within seven days after a decision has been made.

### **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 for Enrollment and the provost's office 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.

## **Part-Time Enrollment Opportunities**

### **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 at [registrar@emu.edu](mailto:registrar@emu.edu).

### **Credit by Examination and Experience**

Options for Advanced Placement (AP) credit, 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 in six hours or more, a student must apply and be admitted to the university through the Admissions office (see The University Application and the respective section depending on student type for more details).

Students may enroll in fewer than six 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. Contact the university registrar's office ([registrar@emu.edu](mailto:registrar@emu.edu)) for details.

## Preparation for Enrollment

### 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 first-year advisor.

Once a student is admitted, the following steps are important in completing the admission process and preparing for enrollment:

- **Submit the Free Application for Federal Student Aid (FAFSA®)** to apply for financial aid.
- **Submit the Tuition Deposit** - A tuition deposit of \$200 is required of new and readmitted students prior to enrollment and is credited to the student's account. The deposit is nonrefundable after May 1 (fall enrollment) or December 1 (spring enrollment). On-campus housing assignments and course registration will not be made prior to the receipt of the tuition deposit.
- **Personalized Enrollment Checklist** - Once the tuition deposit is paid, an automated email is sent to the student to set up their EMU account. Then, new students can access their personalized enrollment checklist in the myEMU platform: <https://emu.edu/checklist>.
  - **Medical Forms** - The university requires new students to complete the Physical Examination Record prior to the first day of classes.
  - **Course Registration** - A first-year academic advisor will reach out to each new student directly to set up an advising appointment and help them select their courses for the fall. These appointments begin in late May and are prioritized by earliest deposit date. This advisor will be their Transitions course instructor for the fall and will be their academic advisor during their first year.
  - **Financial Aid and Loan Applications** - New and returning students who wish to be considered for financial aid are required to complete financial aid forms early in the calendar year prior to enrollment. Deadlines and appropriate forms are available from the financial aid 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 sent 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.

## Financial Aid

### Purpose

Financial aid 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). Students should investigate the wide variety of financial aid sources for which they may be eligible.

Financial aid includes tuition discounts, grants, scholarships, employment and loan dollars. Students and parents are encouraged to contact the financial aid office for information or visit the financial aid 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 aid. Continuing students are notified annually about the distribution and deadlines for financial aid application forms.

A student must reapply for financial aid each academic year.

### Eligibility and Application

In general, to be eligible for financial aid, a student must be enrolled at least half-time in a degree program, and must maintain "satisfactory academic progress". EMU's Satisfactory Academic Progress Policy is available on the Financial Aid policies web page at <https://emu.edu/financial-aid/policies>. Some institutional aid programs, such as academic scholarships, may have different maintenance requirements.

Aid is based on one or more of the following criteria: grade level, application date, GPA, level of financial need, 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 aid office will send each applicant a Financial Aid Notification (FAN) 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 aid office to determine the effect on eligibility. Financial aid applications may be selected for verification. If a student's FAFSA is selected for verification, the Financial Aid Office will notify students of the required documents needed to complete the verification process.

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.

### Types of Assistance

- **Discounts** - Students whose parents are employed by an approved Mennonite education institution may be eligible for tuition discounts. Certain 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 (FSEOG).

- 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, and need-based EMU grants.
- **Scholarships** - EMU offers renewable academic scholarships to new students based on 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 aid 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 Aid Notification.

### **Study Abroad Programs**

Financial aid is available for some study abroad programs. Arrangements are made with the director of intercultural programs and must specify EMU as the home institution. Enrollment in a study abroad program must be through EMU if financial aid is desired.

## **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 Aid Policies web page at <https://emu.edu/financial-aid/policies>.

If a student withdraws from the university and has been awarded financial aid, they 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 aid 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 withdraw and receive a 'W' grade."

### **Consumer Information and Financial Aid Policies**

For financial aid policies and other consumer information required by the federal government to be available to students, see <https://emu.edu/financial-aid/policies>.

## **Return of Title IV Funds and Refund Policies**

### **Return of Title IV Funds**

The federal government mandates that if you withdraw either officially or unofficially from all of your classes you may only keep the financial aid you have earned up to the time of withdrawal. If you drop your classes before they are 60% completed, you may be required to repay a portion of your federal aid. If Title IV funds were disbursed in excess of the earned amount they must be returned by EMU and/or by you to the federal government. This situation could result in you owing federal aid funds to Eastern Mennonite University, to the government, or to both. This may not apply to you if you have dropped some of your classes but remained enrolled in others, or have successfully completed at least one class.

When you withdraw from all classes, EMU must determine the actual amount of federal aid that you earned while you attended your classes. To determine the amount of aid you have earned up to the time of withdrawal, EMU will divide the number of calendar days you attended classes by the total number of calendar days in your program of study (less any scheduled breaks of 5 days or more). The resulting percentage is then multiplied by the total federal funds that were disbursed to you for the semester. This calculation determines the amount of aid you earned which you may keep (for example, if you attended 25% of the term, you have earned 25% of the aid disbursed). The unearned amount (total aid disbursed less the earned amount) must be returned to the federal government by EMU or by you. EMU will notify you if you are required to repay any of your federal funds.

Federal funds that may be affected by a 100% withdrawal are the Federal Pell grant, Federal student loans and Federal SEOG grant. Financial aid returned must be allocated in the following order:

1. Federal Unsubsidized Student Loan
2. Federal Subsidized Student Loan
3. Federal Grad PLUS Loan
4. Federal PLUS (Parent) Loan
5. Federal Pell Grant

6. Federal Supplemental Educational Opportunity Grant (FSEOG)
7. Federal TEACH Grant

A student may be eligible for a post-withdrawal disbursement if, prior to withdrawing, the student earned more federal financial aid than was disbursed. If a student is eligible for a post-withdrawal disbursement for Title IV funds, it will be processed for the student and a refund will be issued within 14 days of the credit balance.

If the post-withdrawal disbursement includes loan funds, EMU must get the student's permission before it can disburse the loan. Students may choose to decline some or all of the loan funds so that s/he does not incur additional debt. A notice will be sent to the student, and the student must notify the financial aid office in writing within 14 days.

EMU may automatically use all or a portion of the post-withdrawal disbursement of grant funds for tuition and fees. However, the school needs the student's permission to use the post-withdrawal grant disbursement for all other school charges. If the student does not give his/her permission, the student will be offered the funds. However, it may be in the student's best interest to allow the school to keep the funds to reduce the student's debt at the school.

It is also important to understand that accepting a post-withdrawal disbursement of student loan funds will increase a student's overall student loan debt that must be repaid under the terms of the Master Promissory Note. Additionally, accepting the disbursement of grant funds will reduce the remaining amount of grant funds available to the student should the student continue his/her education at a later time.

EMU must calculate the Return of Title IV Funds within 30 days and must return the Title IV funds within 45 days.

### **Official Withdrawal Process**

It is the student's responsibility to officially withdraw from classes. To officially withdraw from all classes in a semester, the student should initiate the process by contacting the Dean of Students. Official contacts should be made with the student financial aid office, the business office, the registrar's office, the academic advisor, and the area coordinator (if living in the residence halls). The date of withdrawal is determined by the Dean of Students. A student who stops attending classes but has not followed the process above does not constitute an official withdrawal. Students who withdraw from some classes but not all of their classes, must contact their academic advisor and the registrar.

### **Unofficial Withdrawal**

Occurs when a student leaves the school without notice or when all courses in which the student is enrolled are given an F grade due to non-completion of the course. The student's last date of attendance or participation in any academic activity will be the date used to calculate the Return of Title IV Funds. If the last date of attendance or participation in any academic activity cannot be determined, EMU will use the midpoint (50% point) of the semester.

### **Refund Policies**

For refund policies including [refund charts and calendars](#) that show refund dates and percentages, please visit the appropriate page in the EMU Undergraduate Student Handbook.

## 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 \$44,800 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 \$13,440.

An application for financial aid should be submitted as early as possible. The financial aid 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 Aid pages for details.)

### 2025-26 Tuition and Fees\*

Campus charges	Semester	Annual
Undergraduate Tuition (12-18 credit hours)	\$22,400	\$44,800
Room and Board	\$6,720	\$13,440
Activity Fee (non-refundable)	\$90	\$180
General Services Fee (non-refundable)	\$335	\$670
Total Charges - Resident	\$29,545	\$59,090
<b>Other Charges</b>		
Part time tuition per credit hour (1-11 hours)		\$1,600
Tuition per credit hour, more than 18 hours		\$932
Auditing per credit hour		\$170
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

Other Charges	
Final examination taken out of schedule	\$35
Summer Classes (May-June 2026)	
Tuition per credit hour	\$487

*\*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 partial network access for student-owned computers will be denied.
- Charging at the bookstore and Common Grounds will be denied.
- 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

Students who withdraw, drop out, are dismissed, or otherwise cease enrollment prior to completing 60% of the semester or mini-term equivalent shall receive a refund equal to the percentage of the term remaining. Students who withdraw prior to the first day of classes shall receive a full refund of all payments except tuition deposits.

Aid recipients who change their course registration after the beginning of each semester must notify the financial aid office. Enrollment status is very important to aid eligibility. Students who withdraw must also notify the financial aid office. Financial aid refunds due to withdrawal are calculated using the percentage of term not completed as mandated by federal aid regulations. More information about aid adjustments and refunds related to changes in enrollment status may be obtained from the Financial Aid Office and is also included in the Undergraduate Student Handbook.

## Veterans Benefits

Students who wish to have EMU certify their eligibility to receive benefits from the Veterans Administration should submit a certificate of eligibility and provide additional information as needed for the proper certification of their benefits. EMU will not impose any penalty (late fees, denial of access to classes or campus facilities, etc.) on a student covered by Chapter 31, 33 or 35

benefits because of the individual's inability to meet financial obligations to the institution due to delayed disbursement of funding from the VA.

The Virginia State Approving Agency (SAA), is the approving authority of education and training programs for Virginia. Their office investigates complaints of GI Bill® beneficiaries. While most complaints should initially follow school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact that office via email [saa@dvs.virginia.gov](mailto:saa@dvs.virginia.gov).

*EMU is approved to offer GI Bill® educational benefits by the Virginia State Approving Agency. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.*

## Administration and Faculty

### Interim President

Shannon Dycus 2019  
B.S., Butler University;  
M.Div., Christian Theological Seminary;  
D.Min., United Theological Seminary.

### Provost and VP for Academic Affairs

Tynisha Willingham 2023  
*Professor of Education*  
B.S., The Pennsylvania State University;  
M.Ed., University of Texas;  
Ph.D., The Pennsylvania State University.

### Academic Deans

Sarah Bixler 2019  
*Assistant Professor of Formation and Practical Theology,*  
*Dean of Eastern Mennonite Seminary*  
B.A., Eastern Mennonite University;  
M.Div., Ph.D., Princeton Theological Seminary.

Michael Horst 2017  
*Associate Professor of Counseling*  
B.S., M.A., Eastern Mennonite University;  
Ph.D., James Madison University.

Tara L. S. Kishbaugh 2004  
*Professor of Chemistry*  
B.S., Wheaton College;  
Ph.D., Dartmouth College.

### Faculty

Shravan Akula 2023  
*Assistant Professor of Engineering*  
B.E., Jawaharlal Nehru Technological University;  
M.S., University of South Alabama;  
Ph.D., University of North Dakota.

Anushika Athauda 2025  
*Assistant Professor of Engineering*  
B.S., University of Colombo, Sri Lanka;  
Ph.D., University of Virginia.

Lindy Backues 2022  
*Associate Professor of Business and Leadership*  
B.Ed.S., University of Missouri;  
M.Div., Asbury Theological Seminary;  
M.Sc., Eastern University;  
Ph.D., Leeds University.

Benjamin Bergey 2019  
*Assistant Professor of Music*

## Undergraduate Catalog 2025-26

B.A., Eastern Mennonite University;  
M.M., D.M.A., James Madison University.

David Berry 2017

(on sabbatical fall 2025)

*Associate Professor of Music*

B.M., Eastman School of Music;

M.M., D.M.A., The Juilliard School.

Johanna Burkholder 2022

*Instructor of Accounting*

B.A., Eastern Mennonite University;

M.P. Acc., Eastern Washington University.

Wendy Carr 2011

*Clinical Assistant Professor of Nursing*

B.S., Bridgewater College;

B.S.N., M.S.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

*Professor of Chemistry*

B.A., University of Colorado at Boulder;

Ph.D., Purdue University.

Kate Clark 2011

*Associate Professor of Nursing*

B.S., Eastern Mennonite University;

M.S.N., D.N.P., University of Virginia.

Jennifer Cline 2018

(on sabbatical fall 2025)

*Associate Professor of Counseling*

B.S., M.A., Ph.D., James Madison University.

Joe Cole 2023

*Associate Professor of Restorative Justice*

B.S., The Pennsylvania State University;

Ph.D., Duke University.

Charles D. Cooley 1999

*Assistant Professor of Computer Science*

B.S., Roanoke College;

M.S., James Madison University.

Jeffrey Copeland 2009

*Professor of Biology*

B.A., University of Virginia;

Ph.D., California Institute of Technology.

Brandon Cunningham 2023  
*Clinical Assistant Professor of Nursing*  
B.S.N., M.S.N., F.N.P., James Madison University.

Greg Czynszczon 2018  
(on sabbatical spring 2026)  
*Associate Professor of Counseling*  
B.S., M.Ed., M.A., Ed.D., Ph.D., James Madison University.

Debbi DiGennaro 2022  
*Instructor of Social Work*  
B.A., Eastern Mennonite University;  
M.S.W., The Ohio State University.

Paula Ditzel Facci 2022  
*Assistant Professor of Peacebuilding*  
B.A., São Paulo State University;  
M.A., University of Innsbruck;  
Ph.D., Universitat Jaume I.

Penny Driediger 2011  
*Assistant Professor of the Practice of Supervised Ministry*  
B.A., Eastern Mennonite University;  
M.Div., Eastern Mennonite Seminary.

Peter Dula 2006  
(leave of absence Jan 24 - Jan 25)  
*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  
*Associate Professor of Social Work and Sociology*  
B.A., Northwest Nazarene College;  
M.S.W., Howard 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.

David Evans 2012  
*Professor of History and Intercultural Studies*  
B.A., Spring Arbor College;  
M.T.S., Wesley Theological Seminary;  
M.P.H., Ph.D., Drew University.

Katherine Evans 2011  
*Professor of Special Education*  
B.S., Baylor University;  
M.A., Southwestern Baptist Theological Seminary;  
Ph.D., The University of Tennessee.

Hannah Ferguson 2022  
*Assistant Professor of the Practice of Nursing*  
B.S., Eastern Mennonite University;  
M.S.N., University of Virginia.

Ryan Good 2017

*Associate Professor of Applied Social Sciences,  
Director of Washington Community Scholars' Center*

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.

Ben Guerrero 2023

*Assistant Professor of Music*

B.M., Berklee College of Music;

M.M., New York University;

Ph.D., Eastman School of Music.

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.

Kim Hall 2022

*Instructor of Psychology*

B.A., The State University of New York at Geneseo;

M.A., Ed.S., James Madison University.

Cheree Hammond 2010

*Professor of Counseling*

B.A., Colorado Mesa University;

M.A., James Madison University;

Ph.D., University of Virginia.

Monica Heck 2023

*Assistant Professor of Nursing*

B.S.N., Eastern Mennonite University;

M.S.N., University of Virginia;

D.N.P., Frontier Nursing University.

Judith Hiatt 2012

*Instructor of Nursing*

B.S., Eastern Mennonite University;

Master's in Practical Ministry, Wagner Leadership Institute;

Master's in Nursing Education, James Madison University.

Jennifer Holsinger 2013

*Associate Professor of Sociology*

B.A., Seattle Pacific University;  
M.A., Ph.D., University of Washington.

Simone Horst 2014

*Special Collections Librarian*

B.A., Eastern Mennonite University;  
M.L.I.S., University of South Carolina.

Kathryn Howard 2023

*Assistant Professor of Psychology*

B.A., James Madison University;  
M.A., Wake Forest University;  
Ph.D., University of Illinois in Chicago.

Carol Grace Hurst 2014

*Associate Professor of Social Work*

B.A., Eastern Mennonite University;  
M.S.W., Ph.D., Virginia Commonwealth University.

Tamika Jackson 2024

*Assistant Professor of Counseling*

B.S., Bowie State University;  
MBA, Loyola University Maryland;  
M.Div., M.A., Wake Forest University;  
Ph.D., William & Mary.

Lacey Johnson 2023

*Instructor of Mathematics*

B.A., Bridgewater College;  
M.Ed., James Madison University.

Steven D. Johnson 2005

*Professor of Visual and Communication Arts*

B.A., Houghton College;  
M.F.A., Savannah College of Art and Design.

Samantha Johnston 2023

*Instructor of Nursing*

M.S.N., Western Governor's University.

Ji Eun Kim 2017

*Associate Professor of Political Studies*

B.A., The Catholic University of Korea;  
M.A., Seoul National University;  
M.A., Ph.D., University of Notre Dame.

Daniel King 2013

*Professor of Physics*

B.A., Goshen College;  
M.S., Ph.D., University of Illinois at Urbana-Champaign.

James M. Leaman 2006

*Associate Professor of Business*

B.S., Eastern Mennonite University;  
M.P.A., James Madison University;  
Ph.D., University of Pittsburgh.

Patricia Lehman 2023

*Professor of Communication*

B.A., Eastern Mennonite University;

M.A., Georgetown University;

Ph.D., California Institute of Integral Studies.

Joohyun Lee 2017

(on sabbatical academic year 2025-26)

*Associate Professor of Recreation Leadership*

B.A., Catholic University of Korea;

M.A., Radford University;

Ph.D., Pennsylvania State University.

Hongtao Li 2023

*Assistant Professor of Biology*

M.D., Tongji Medical College;

Ph.D., Indiana State University.

Yemarie Lopez,

Assistant Professor of Social Work

B.S.W., Virginia Commonwealth University

M.S.W., University of Michigan

Ed.D., Virginia Commonwealth University

Elizabeth Miller-Derstine 2025

*Assistant Professor of Visual and Communication Arts*

B.A., Goshen College

M.F.A., Wake Forest University

Gaurav Pathania 2021

*Assistant Professor of Sociology and Peacebuilding*

M.A., Kurukshetra University;

M.A., M.Phil., Ph.D., Jawaharlal Nehru University.

Heike Peckruhn 2022

*Associate Professor of Religious Studies*

B.Th., Bienenberg Theological Seminary;

M.A., Eastern Mennonite University;

Ph.D., University of Denver/ Iliff School of Theology.

Stephanie Powell 2024

*Assistant Professor of Hebrew Bible*

B.A., College of William and Mary;

M.Div., Chicago Theological Seminary;

Ph.D., Drew University.

Timothy Reardon 2022

*Assistant Professor of New Testament*

B.A., Houghton College;

M.Div., Asbury Theological Seminary;

Th.M., Princeton Theological Seminary;

Ph.D., Fuller Theological Seminary.

Gloria I. Rhodes 1988-1992, 1995  
*Professor of Conflict Studies*  
B.A., Eastern Mennonite University;  
M.S., Ph.D., George Mason University.

Cathy Rittenhouse 2007-2019, 2020  
*Associate Professor of Nursing*  
B.S.N., Eastern Mennonite University;  
M.S.N., University of Pennsylvania;  
D.N.P., Eastern Mennonite University.

Mark Metzler Sawin 2001  
*Professor of History*  
B.A., Goshen College;  
M.A., Ph.D., The University of Texas at Austin.

Ann Schaeffer  
*Associate Professor of Nursing*  
B.A., James Madison University  
M.Ed., University of Illinois  
B.S.N, University of Virginia  
M.S.N, D.N.P., Frontier Nursing University

Kristopher Schmidt 2017  
*Associate Professor of Biology*  
B.S., Trinity Western University;  
M.S., University of British Columbia;  
Ph.D., Simon Fraser University.

Kevin S. Seidel 2008  
*Professor of English*  
B.A., University of California, Berkeley;  
M.A., Regent College;  
Ph.D., University of Virginia.

Timothy Seidel 2015  
*Associate 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.A., Universidad de Salamanca;  
M.Ed., James Madison University.

Audrey Shenk 1986  
*Systems Librarian*  
B.A., Eastern Mennonite University;  
M.L.I.S., University of South Carolina.

Daniel Showalter 2015  
*Associate Professor of Mathematics*  
B.S., Urbana University;  
M.S., Ph.D., Ohio University.

## Undergraduate Catalog 2025-26

Maria Esther Showalter 2013

*Instructor of Language and Literature*

B.A., Universidad Autonoma Gabriel Rene Moreno;

M.A., George Mason University.

Ronald Shultz 2011

*Associate Professor of Elementary Education*

B.S., Eastern Mennonite University;

M.A., Millersville University;

Ph.D., George Mason University.

Cathy K. Smeltzer Erb 2002

*Director - Academic Success Center*

B.S., Eastern Mennonite University;

M.Ed., Ph.D., University of Toronto.

Aundrea Smiley 2024

*Assistant Professor of Teacher Education*

B.S., Ferrum College;

M.Ed., Mary Baldwin University;

Ph.D., Liberty University.

Mary S. Sprunger 1992

*Professor of History*

B.A., Bethel College;

M.A., Ph.D., University of Illinois.

Holly Herr Stravers 2023

*Clinical Assistant Professor of Nursing*

B.A., Eastern Mennonite University;

M.S.N., N.P., University of Texas at Austin.

Jennifer M. Ulrich 1989

*Director of Sadie Hartzler Library*

B.A., Goshen College;

M.A., Claremont Graduate University;

M.L.S., Indiana University.

Bryce Van Vleet

*Instructor of Psychology*

B.A., Seattle Pacific University

M.S., North Dakota State University

Anna Westfall 2015

*Associate Professor of Art*

B.A., James Madison University;

M.F.A., University of New Mexico.

Barbara Wheatley 2018

(on sabbatical spring 2026)

*Associate Professor of Education*

B.S., Mississippi University for Women;

M.Ed., Wichita State University;

M.S., Indiana State University;  
Ed.D., University of Virginia.

James M. Yoder 1999

*Professor of Biology*

B.S., Eastern Mennonite University;

M.S., Ph.D., The Ohio State University.

Laura A. G. Yoder 2003

*Professor of Nursing*

B.S.N., Goshen College;

M.S., University of South Florida;

Ph.D., University of Virginia.

Laurie Miller Yoder 2015

*Associate Professor of Chemistry,*

*Chemical Hygiene Officer*

B.S., Eastern Mennonite University;

Ph.D., University of Michigan.

Paul Yoder 2016

*Associate Professor of Education*

B.A., M.A., Eastern Mennonite University;

Ph.D., University of Virginia.

Mary Ann Zehr 2021

*Instructor of Writing*

B.A., Goshen College;

M.A., Indiana University;

M.Ed., University of Maryland, College Park.

Howard Zehr 1996

*Professor of Conflict Studies*

B.A., Morehouse College;

M.A., University of Chicago;

Ph.D., Rutgers University.

### **Affiliate Faculty**

Kelton (Tad) Cobb

*Affiliate Professor of Christian Thought and History, Oregon Extension*

B.A., George Fox College;

M.Div., Princeton Theological Seminary;

Ph.D., University of Iowa.

### **Clinical Laboratory Sciences Adjunct Faculty**

Allison Alger, HTL(ASCP)CM, B.S.

*Sentara RMH Medical Center*

B.S. Bridgewater College

Abigail Blosser, M.L.S. (ASCP) C.M., B.S.

*Sentara RMH Medical Center*

B.S., James Madison University.

Cynthia Lowe, M.L.S. (ASCP) C.M., B.S., M.A.

*Program Director, Sentara RMH Medical Center*

B.S., M.A., Eastern Mennonite University.

Ann Ridder, M.B.A., M.L.S. (ASCP) C.M., B.A.  
*Program Director, Augusta Health*  
B.A., Bridgewater College;  
M.B.A., Eastern Mennonite University.

**Coaches**

Leonardo Alcoreza 2024  
*Head Coach, Women's Soccer*  
B.S., James Madison University

Mikaela Brooks-Fauver 2023  
*Head Coach, Women's Lacrosse*  
B.A., Bridgewater College

Justin Carey 2022  
*Head Coach, Men's Soccer*  
B.S., University of Mary Washington;  
M.B.A., Eastern Mennonite University.

Kyle Dickinson 2020  
*Head Coach, Track and Field*  
B.S., Shippensburg University;  
M.S., California University of Pennsylvania.

Melvin Felix 2018  
*Head Coach, Men's Basketball*  
B.S., Roanoke College;  
M.S., Eastern Mennonite University.

Bob Hepler 2018  
*Director, Cross Country, Track and Field, Women's Triathlon*  
B.A., University of California, Los Angeles;  
M.B.A., Santa Clara University;  
M.S., Loyola University.

Omar Hoyos 2022  
*Head Coach, Men's Volleyball*  
B.S., Interamerican University;  
M.B.A., University of Phoenix.

John D. McCurdy 2005  
*Head Coach, Women's Softball*  
B.S., Bridgewater College.

Sydney Metz 2024  
*Head Field Hockey Coach*  
B.A., University of Lynchburg

Adam Posey 2019  
*Head Coach, Baseball*  
B.S., Eastern Mennonite University.

Jenny Posey 2018  
*Head Coach, Women's Basketball*

B.S., Bridgewater College;  
M.Ed., University of Lynchburg.

Casey Steinbrecher 2020  
*Head Coach, Women's Volleyball*  
B.A., Ball State University;  
M.A., University of Dallas.

Julian Stover  
*Assistant Coach Men's Basketball*  
B.S., Mount Aloysius College  
M.S., Eastern Mennonite University.

Bryce Strawderman  
*Assistant Coach Baseball*  
B.S., Ohio Valley University

Peter Szelwach  
*Assistant Coach Throws, Track And Field*  
B.S., University of North Carolina, Charlotte

Mikayla Via  
*Assistant Coach Women's Basketball*  
B.A., Lancaster Bible College  
M.A., Eastern Mennonite University.

### **Emeriti**

Helen Benoit Anderson 1980-2007  
*Professor Emerita*

James R. Bomberger 1961-1998  
*Professor Emeritus of English*

Lois Bowman 1962-2014  
*Faculty Emerita Library*

Kim Gingerich Brenneman 1989-1992, 1994-2018  
*Professor Emerita of Psychology*

Sandra Brownscombe 1978-2018  
*Professor Emerita of Physical Education*

David Brubaker 2004-2024  
*Professor Emeritus*

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*

## Undergraduate Catalog 2025-26

Kenton Derstine 2000-2021  
*Faculty Emeritus of Supervised Ministry*

Violet Dutcher 2006-2023  
*Professor Emerita of English*

Diana Eney 1981-2000  
*Faculty Emerita of English*

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

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

Chris Gingrich 1995-2001, 2003-2019  
*Professor Emeritus of Economics*

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

Linda Gnagey 2000-2020  
*Faculty Emerita of Language & Literature*

Barrett Hart Jr. 1996-2020  
*Professor Emeritus of CJP*

Nancy R. Heisey 1999-2022  
*Professor Emerita of Biblical Studies and Church History*

Ann Hershberger 1980-85, 1990-2019  
*Professor Emerita of Nursing*

Jerry Holsopple 1998-2025  
*Professor Emeritus of Visual and Communication Arts*

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

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*

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*

Roger E. Mast 1991-2024  
*Faculty Emeritus of Health and Physical Fitness*

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*

Marcia Pusey 2012-2024  
*Faculty Emerita of Nursing*

Kim Schmidt 1999-2023  
*Faculty Emerita*

Millard E. Showalter 1966-1998  
*Professor Emeritus of Mathematics*

R. Priscilla Simmons 2003-2018  
*Professor Emerita*

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

Linford Stutzman 1991-2020  
*Professor Emeritus of Culture and Mission*

Mark Thiessen Nation 2002-2018  
*Professor Emeritus*

Donald L. Tyson 1999 -2024  
*Professor Emeritus of Nursing*

Dorothy Jean Weaver 1985-2018  
*Professor Emerita*

Arlene Wiens 1986-2012  
*Professor Emerita of Nursing*

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

Lonnie Yoder 1991-2021  
*Professor Emeritus of Pastoral Counseling and Counseling*

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