



Special Programs

Adult Degree Completion Program

Director: Suzanne K. Cockley

Eastern Mennonite University recognizes that the traditional semester format does not always accommodate the educational needs of adults. The Adult Degree Completion Program is designed to fit the lives of people who are busy with professional and/or family commitments. The accelerated program, tailored for a mature, interactive learning style, has the following features:

- Classes are held one night each week for approximately 15 months for management and organizational development and 17 months for nursing.
- Course content is focused on practical application to the occupation of the student.
- The program capitalizes on the experiences and skills of the adult student and, in some cases, offers credit for previous professional and life experiences.
- Students are admitted as part of a “cohort group” which participates in the entire series of courses together.

Current Programs

- Management and Organizational Development
- Nursing

To be considered for admission to the Adult Degree Completion Program a student must satisfy the following requirements:

1. A minimum of 60 SH of transferable credit from accredited colleges or universities. Graduates of diploma nursing programs meet this requirement.
2. A cumulative GPA of 2.0 or above.
3. Current employment or involvement with an organization which enhances the learning outcomes of the program.
4. Twenty-five years of age (waived for RNs)
5. Current state licensure as an RN for nursing majors.
6. A satisfactory writing sample.

Students in the ADCP program complete the following:

Global Village Curriculum Requirements

CHRISTIAN FAITH

Anabaptist Biblical Perspectives (included in program)3

COMMUNICATION

College Writing3

Speech3

Statistics (included in program)3

Writing Intensive Designates (included in program) (2 courses)

CROSS-CULTURAL LEARNING

Cross-cultural designates (3 SH included in program)6

CRITICAL THINKING

Natural Sciences3

Social and Behavioral Sciences3

Fine Arts3

History and Literature3

Senior Seminar (included in program) .3

TOTAL 33

Major in Management and Organizational Development

The major in Management and Organizational Development, an interdisciplinary curriculum leading to a Bachelor of Science (B.S.) degree, provides expertise in management, human dynamics, and organizational development for business and public administration. This interdisci-

plinary program takes a systems approach to the problems, principles and practices of management, incorporating conceptual and theoretical knowledge. The curriculum is organized into twelve sequential modules. Students must achieve a grade of C- or better in each module. See the Handbook for the Adult Degree Completion Program for graduation requirements.

Management and Organizational Development

Required modules (38 SH):

MOD 330 Adult Development and Life Planning 4

The emphasis in this module is on the experiential nature of nontraditional education and adult development theory. Students will be familiar with various theories and instruments that will provide a cognitive basis for personal analysis and understanding. The objective of this interdisciplinary module is personal discovery through examination of issues in adulthood as studied in the fields of literature and gender studies.

MOD 350 Organizations and Environment 3

This module focuses on organization structure and design. Primary emphasis is placed on understanding the organization as an open system. Students will learn to utilize a systems approach in basic organizational diagnosis. Contingency theory provides a theoretical framework for understanding the impact of the environment on organizational effectiveness and design.

MOD 360 Group and Organizational Behavior 3

This module is a study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision making and resolving conflict in groups. Students develop strategies for efficient and productive group management and determine which tasks are best handled by groups or individuals.

MOD 380 Individual in the Organization 3

This module focuses on organizational behavior as it relates to individual motivation, productivity, and performance. A secondary emphasis is a focus on effectiveness in interpersonal relationships. Students will develop understanding of theories of motivation and organizational behavior and develop skills in effective interpersonal relationships.

BIST 390 Biblical Perspectives 3

This course reflects the commitment of Eastern Mennonite University as a Christian, liberal arts university, to nurture an appreciation for the rich resources of the scriptures for creative personal faith and human life in the modern world. It is designed to foster knowledge and understanding of the literature and history of the Bible and the integration of faith, learning, and living.

CCUS 440 Cultural Perspectives 3

This module focuses on the development of global awareness, faith, and management as it relates to cross-cultural understanding. Students will be challenged to look beyond their own culture and understand social systems and institutions from the perspective of people in another culture. Experiential learning will take place as students participate in an off-campus, cross-cultural experience in a culture that is different from the students' majority orientation.

- MATH 400 Statistical Methods** **3**
Problem analysis and evaluation techniques are presented. Students are shown methods for defining, researching, analyzing, and evaluating a problem they would solve in their work or a vocational environment. Emphasis is placed on developing skills of the consumer of statistics. Specific statistical information covered in the course includes identifying and measuring objectives, collecting data, working with significance levels, analyzing variance, and constructing questionnaires.
- MOD 405 Organizational Research** **2**
This module guides the student in understanding the research process and becoming a critical consumer of research. Organizational research concepts are examined in both qualitative and quantitative methodologies. Students read and critique organizational research.
- SRSEM 460 Issues and Values** **3**
In this course the student formulates a philosophy of life, providing the base for such concerns as ethics in business, accountability in government, respect for human rights, and a responsible life style in our contemporary world. Ethical theories and personal values are examined through readings, analysis of the workplace, and classroom discussion.
- MOD 410 Human Resources Administration** **4**
Students explore the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices of recruitment, selection, training, development and compensation of employees. Special attention is given to Equal Employment Opportunity and Office of Safety and Health Administration legislation through a series of case studies and simulations.
- MOD 420 Principles of Management and Leadership** **4**
Students examine motivational theory and its application to individual and group functioning in work and home situations. Leadership styles related to particular circumstances are analyzed. Negotiation is covered through readings and class practice, with an analysis of the effect on productivity.
- MOD 430 Application of Research Project** **3**
Students combine their research and practical implementation of theories and concepts in this capstone project. The project examines an area of the student's occupation or avocation. The student's project will be written and presented orally to the instructor and cohort learning group.
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Major in Nursing (ADCP)

The major in professional nursing, leading to a Bachelor of Science (B.S.) degree, involves learning in the areas of nursing theory, research, case management, human dynamics, leadership, family and community health. This interdisciplinary program takes a systems approach to the problems, principles and practices of today's complex health care system, incorporating conceptual and theoretical knowledge.

At least 11 SH in sciences of the human organism are required for graduation. For a complete list of graduation requirements, see the Policy Handbook for the Adult Degree Completion Program.

For more information on the Harrisonburg Adult Degree Completion Program contact the program representative at (540) 432-4983. For more information about the Lancaster, Pa., Adult Degree Completion Program contact the program representative at (800) 595-9805.

Nursing

Required modules (43 SH):

NRS 330 Nurses as Adult Learners

3

The emphasis in this module is on the experiential nature of non-traditional education, self-reflection activities and selected nursing processes. Selected nursing processes include: critical thinking concepts, groups as peer, and mutual goal setting as an instrument for change and growth. The objective of the module is personal discovery and affirmation through examination of personal strengths and subsequent adjustments that may assist areas of personal growth.

NRS 340 Professional Nurse: Knowledge, Skills and Abilities

5

This module presents the knowledge, skills, and abilities required for current professional nursing practice. Classroom activities focus on library usage skills, an introduction to nursing research, concepts of professional nursing, communication skills, nursing and crisis theories, the history of nursing, and spirituality. A paper is written in which professional nursing concepts are integrated into an individual philosophy of nursing.

NRS 345 Physical Assessment

4

This module presents the skills necessary to perform a written health history and comprehensive physical assessment. Connections are made between physical findings and common abnormalities.

NRS 350 Health Care Policy

4

This module focuses on contemporary health care issues and their impact on current policy. An open systems model and change theory is used to explore the US health care system, health care organizations, health care policy, payment systems and the role of nurses within this system. Possibilities for health care reform and alternate systems are discussed. The effect of behaviors, attitudes, values and perceptions of participants in the system is examined.

CCUS 440 Cultural Perspectives

3

This module focuses on the development of global awareness, faith, and management as it relates to cross-cultural understanding. Students will be challenged to look beyond their own culture and understand social systems and institutions from the perspective of people in another culture. Experiential learning will take place as students participate in an off-campus cross-cultural experience.

NRS 460 Family Health

3

This module focuses on nursing with the family as the client. Theories of family nursing are examined and applied with the family experience. Family development and crisis theory are considered.

MATH 400 Statistical Methods

3

This module presents an introduction to elementary probability theory and random variables. These are applied to statistical theory involving descriptive statistics, correlation, hypothesis testing, and analysis of variance.

NRS 405 Nursing Research

2

This module guides the student through the research process and teaches the art of becoming a critical consumer of research. Both qualitative and quantitative methods are examined. Students critically read and critique nursing research.

NRS 420 Principles of Nursing Management and Supervision **4**

This module presents motivational theory and its application to individual and group functioning. Leadership styles and governance models are examined. Legal issues are discussed. The effect of organizational change on nursing delivery systems is evaluated. The concepts of power, oppression, advocacy, delegation, stress, and change are addressed.

SRSEM 450 Issues and Values **3**

In this course the student formulates a philosophy of life that provides the basis for professional ethics and accountability, respect for human rights, and a responsible life style in our contemporary world. Ethical theories and personal values are examined through readings, analysis of the workplace, and classroom discussion.

NRS 410 Community Health **4**

This module focuses on nursing with the community as the client. Theories of community nursing are examined and applied in community agencies. Epidemiology, communicable diseases, and crisis theory are considered.

BIST 390 Biblical Perspectives **3**

This module reflects the commitment of Eastern Mennonite University as a Christian liberal arts university. This is a commitment to nurture an appreciation for the rich resources of the scriptures for creative personal faith and human life in the modern world. It is designed to foster knowledge and understanding of the literature and history of the Bible and the integration of faith, learning, and living.

NRS 430 Evidence-Based Practice Project **2**

In this module the nurse explores nursing research and applies it to a clinical problem. The module consists of writing, implementing and orally presenting it as a capstone presentation to the instructor and learning group.

Honors Program

Each year the Honors Program accepts 12 academically-gifted first-year students into the program. Participation in the program is renewable for up to three additional years. Honors students must maintain a 3.5 GPA.

In the course of four years, honors students complete 9 SH of Honors Program courses. In addition they gain access to additional educational opportunities such as mentored independent studies, teaching assistantships, faculty mentoring and a variety of Honors-sponsored activities. Honors students meet monthly for discussion and fellowship.

The goals of the Honors Program are to assist each honors student to:

- develop skills in interactive communication

- display evidence of quality of thought and insight
- become self-aware of personal learning styles and abilities
- demonstrate leadership skills in school and community interests
- formulate and articulate a worldview.

Students eligible for the program may apply to the Director of Admissions. Students are selected on the basis of SAT (minimum 1350 for Math and Critical Reading) or ACT (minimum composite of 30) scores, submitted essays, references, résumé, and interview with Honors Faculty.

Honors Program Courses (HONRS)

111 Ruling Ideas Seminar

3

This seminar, led by a teaching team of two honors faculty, is required of all entering honors students and meets during the fall semester of each year. Students investigate ideas which dominate the disciplines and constructions of higher education. Together, students and faculty explore not only what ideas rule, but how they rule. The course features faculty members from different disciplines presenting ruling ideas from their discipline or ruling ideas about which they are passionate.

312 Honors Colloquium

3

Each upper-level honors student must enroll in at least one colloquium. Course proposals may be suggested by faculty or by honors students, and must be approved by the Honors Faculty Committee. Colloquia challenge students intellectually and further faith development.

401 Worldview Seminar

3

This is required of all graduating honors seniors. Students are expected to articulate a worldview in the form of a substantial project. The seminar is designed to be highly interactive. This course satisfies the Global Village Curriculum requirement for GVC 401 Senior Seminar.

499 Independent Study

1-3

Washington Community Scholars' Center

Faculty: Douglas Hertzler, Kimberly D. Schmidt

Students explore career-building internships, city life, cultural diversity, a broad range of university classes, and the connections between faith and work at the Washington Community Scholars' Center (WCSC). Begun in 1976, WCSC brings students to Washington, D.C. to learn hands-on about their vocations, urban social change, race and ethnicity, faith and personal growth. WCSC programs combine service internships, group living, university courses and seminar courses. WCSC faculty design internships in partnership with students and their academic advisors

Programs and Academic Credit

The Washington Community Scholars' Center provides strong academic programs grounded in practical experiences in Washington, D.C.'s diverse neighborhoods. WCSC programs meet EMU Cross-cultural and Global Village requirements. The following programs are offered:

Fall 2009/Summer 2010

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

Optional courses at Howard University, The Corcoran College of Arts and Design, Trinity University.
(Optional courses not included in summer program.)

Spring 2010/Fall 2010

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

Optional Courses at Howard University, The Corcoran College of Arts and Design, Trinity University
(Optional courses not included in summer program.)

WCSC Seminar Courses

SSC 385 From Monuments to Murals: Exploring Washington, D.C.'s Public Art **3**

Students attend and review museum exhibits, plays and concerts. Guest lecturers provide guided tours of public art in Washington, D.C. Reading and writing assignments focus on the relationship between art, Washington, D.C.'s social history, and contemporary issues.

ANTH 385 Faith and Urban Community **3**

This course explores various understandings of community, and the way different faith groups build community and work in local neighborhoods. Faith as a motivation for community organizing to address social problems and social justice issues will be emphasized and students will be required to explore various faith perspectives through visiting churches and faith based groups. (Satisfies Global Village Curriculum CIW requirement.)

HIST 385 A Multicultural History of Washington, D.C., 1930-2000 **3**

The Washington, D.C. setting offers students an opportunity to examine the history of race and ethnicity in a specific urban context. The history of African-Americans and their ongoing influence on D.C. neighborhoods and political movements will be explored in this course, as will the more modern influences of a number of immigrant communities including Latinos, East Africans and Asians. Particular attention will be paid to the development and history of the historical black neighborhoods of the Shaw and LeDroit Park around Howard University. Through the arts, music and history this class includes multi-disciplinary examinations of African-American history and contemporary life.

SOC 385 Urban Anthropology and Sociology **3**

Students use the tools of participant observation to understand how different populations of urban regions form a social whole and how the lives and living conditions of all people are interconnected. This course focuses not only on the rather segregated "black" and "white" communities in D.C., but also on the culture and social contributions of the communities of recent immigrants from Latin America. The course examines the causes and effects of the social construction of race and ethnicity in our society. Discussion will cover the ways in which our understanding of categories such as "white," "black" and "Latino" have the effect of both masking and defining the class stratification which occurs as part of our economic system.

WCSC Student Life

Students share a house in a working/middle class, largely African-American neighborhood. The house, located in the historic Brookland neighborhood, is one-fourth mile from the CUA/Brookland metro, the Catholic University of America, shops, restaurants and recreational areas. WCSC student life is a community experience, including shared meals, cooking and cleaning. Through sharing a house students gain new perspectives about

themselves and others. Group life is coordinated through house meetings through which students build interpersonal and conflict resolution skills.

WCSC brochures and applications are available from the undergraduate dean's office. Inquiries are also welcome at: wscs@emu.edu or call (202) 529-5378. Further information on internships and applications can be found at www.emu.edu/wcsc.

Intensive English Program

Director: Kathleen Roth

The IEP is a pre-collegiate program of study in English as a second language designed to prepare students for admission to college or career advancement. Serving groups of learners with diverse goals and needs, the program provides opportunities for life-changing cross-cultural encounters leading to sustained intercultural learning. The program consists of 20 hours per week of classroom instruction in the basic language skills: listening, speaking, reading, writing, and grammar. The IEP computer lab and weekly meetings with conversation partners give students additional hours of English practice. IEP's program of lively intercultural learning across the curriculum (LILAC) creates partnerships between IEP classes and EMU undergraduate classes to give international students opportunities to

work with American peers in completing authentic academic projects with an intercultural dimension.

There are three full-time levels in the IEP: Basic (Level I), Intermediate (Level II) and Advanced (Level III). Students take a battery of placement tests to determine their level. The same tests are administered at the end of each semester to evaluate students' progress. Students who complete Levels II and III and subsequently enroll at EMU for an undergraduate degree may receive up to 15 SH of credit. Before entering a full-time unrestricted undergraduate program, IEP students enter the Bridge Program (see page 181).

Some students may be eligible to apply for combined admission to the IEP and the undergraduate program.

Further information and application forms can be found at www.emu.edu/iep.

Intensive English Program (IEP)

IEP courses do not earn academic credit, though work successfully completed in the IEP may be counted towards fulfilling international students' language and cross-cultural requirement in the general education curriculum. Thus, the descriptions below specify the hours of class meeting per week and not the number of credits. An IEP "hour" equals 50 minutes since university credit hours are based on the number of 50 minute class periods per week. Unless otherwise noted, courses are 15 weeks in duration.

IEP 100 Basic Listening and Speaking

8 hours/week

In this class the emphasis is on development of basic conversational skills. Functions such as greeting, introductions, invitations, telephone use, asking for and giving personal information, and information for daily living are covered.

IEP 110 Basic Core (Grammar, Writing, and Reading)

12 hours/week

This class focuses on basic skills in grammar, writing, and reading. Students learn to use simple verb tenses, to recognize basic parts of speech, and to write simple and some compound sentences. Instruction includes writing of narratives, descriptions, and process analyses with a focus on using pre-writing techniques, constructing topic and supporting sentences, and following a simple editing code. Skills, such as pre-reading, skimming, scanning, and deriving meaning from various kinds of texts, are also taught.

IEP 200 Intermediate Speaking and Listening

4 hours/week

In this course students develop skills in identifying the main ideas of conversations, lectures, and other spoken texts and learn to recognize and understand stressed and reduced sounds in words and sentences. Learners also practice deriving the meanings of new words from the context, making inferences from what they hear, and basic note-taking. They also develop skills for participating successfully in social conversations and academic discussions, as well as improving their pronunciation.

- IEP 210 Intermediate Reading and Critical Thinking** **4 hours/week**
Through intensive reading, students increase their reading speed and improve comprehension of material in short passages and texts by practicing a variety of strategies. Extensive reading emphasizes reading for enjoyment and discovery. Students are guided in interpreting texts and connecting them with vital issues in their lives and society.
- IEP 220 Intermediate Writing and Grammar** **8 hours/week**
This course helps students to develop their academic writing and grammar skills. They learn to use grammar structures correctly in meaningful spoken and written communication. They develop writing skills in organizing ideas; creating topic sentences; organizing paragraphs; using examples and details to support main ideas; making ideas fit together and flow smoothly using transition words; and editing, revising, and proof reading essays. Often common rhetorical forms are practiced, such as narration, process description, classification, cause-effect, and comparison-contrast. Besides working on formal writing, students learn to write fluently by keeping a journal.
- IEP 230 Communication in American Culture** **4 hours/week**
While raising awareness of how communication takes place in students' own cultures, the course provides information and practice for a wide variety of culturally determined aspects of oral communication appropriate for US culture.
- IEP 240 Speak Up and Act Out** **4 hours/week**
This multi-level course is designed to exercise and improve skills of speaking, listening, pronunciation, reading, grammar, and writing using short theater scripts and drama activities. Students read prepared scripts and are assigned roles. As they prepare to read their parts, they are coached on pronunciation, intonation, and rhythm, and work on understanding what they are reading. Students also write and perform their own scripts. Besides working with scripts, other activities can include choral readings, storytelling, dramatic readings, role plays, speaking games, responsive writing, and pronunciation activities.
- IEP 260 Idioms and Anecdotes** **4 hours/week**
Students practice oral expression and reading skills, expand their vocabulary, and develop an understanding of American humor in a fun, relaxed atmosphere through reading short stories and studying idioms commonly used in American English.
- IEP 300 Advanced Listening and Speaking** **4 hours/week**
Listening and speaking skills in English for academic purposes are developed through a wide variety of activities. Students practice note taking skills while listening to academic lectures from a wide variety of disciplines. They practice a variety of quiz and test types using the lecture material.
- IEP 310 Advanced Reading and Critical Thinking** **4 hours/week**
This course reinforces skills in reading efficiency, comprehension, critical thinking and vocabulary that students have begun learning at the intermediate level. Instruction encourages vocabulary study according to individual needs. Intensive reading of authentic materials reinforces students' understanding of more complex English grammatical structures and vocabulary as well as sharpening their critical engagement with texts from a variety of academic disciplines.

IEP 320 Advanced Writing and Grammar

8 hours/week

Integrating the teaching of writing and grammar, this course helps students perfect their skills in writing well developed, coherent paragraphs and short essays with special attention to editing of grammar. Following a process model of writing, students develop proficiency in the academic skill of writing about and with other texts. Grammar instruction focuses on complex sentence structures and the relationship among sentences in extended text. As there is evidence of solid essay writing ability, some limited attention may be given to library research skills, article summaries, and use of a system of documentation (MLA).

IEP 340 Current Issues

4 hours/week

The class strengthens students' English language skills while considering in some depth several major issues affecting modern societies around the globe according to students' interests. Students develop reading skills such as finding the main idea, evaluating evidence, and discerning the writer's/speaker's point of view. The class provides many chances for oral and written practice of English.

IEP 350 American Cultures through Film

4 hours/week

In this class students view films representing various cultures in the USA to use as the basis for developing skills in viewing, listening, reading, thinking, writing, and discussion. The class studies background materials for each film and learns how to critique and review a film. An important emphasis of the class is learning how to use films to gain a deeper understanding of American cultures while expanding proficiency in vocabulary, idioms, and slang.

IEP 360 International Film Series

1 hour/week

Students in this class take part in the International Film Series. They attend 4 or 5 films per semester and participate in discussions with other EMU students. They also take part in online discussions about the films with students from other universities around the world.

The Bridge Program

Bridge is a program of full-time study that helps internationals and students from various language backgrounds adjust to American university settings and expectations so that they may become responsible and successful students.

There are two ways of entering the Bridge Program. International students who have earned a paper-based TOEFL score of 500-550, a computer-based TOEFL score of 173-213, an Internet-based TOEFL score of 61-79, or an IELTS score of 5-6 may apply directly for admission to the university. IEP students may also apply to the Bridge Program upon the recommendation of IEP without taking the TOEFL. All applicants to the Bridge Program must submit a completed admission application and provide official transcripts verifying completion of high school or equivalent, and post-secondary education if applicable. IEP students must also submit transcripts from IEP with an

IEP recommendation letter and a Student Life Recommendation Form if residing on campus while an IEP student.

Applicants to the Bridge Program may be granted unconditional admission to the undergraduate program with enrollment in the Bridge Program for one semester or conditional admission to the undergraduate program with enrollment in the Bridge Program for two semesters. When enrolled in the Bridge Program, students will enroll in a maximum of 13 semester hours and receive support from the assistant dean in conjunction with their major advisor. During the fall semester, students will take WRIT 110 Preparation for College Writing and one class designated by their writing instructor. Students may take two other university classes of their own choice (6 credit hours).

Study and Training for Effective Pastoral Ministry Program (STEP)

*Director: Mark R. Wenger,
Lancaster, Pa.*

Eastern Mennonite University and Lancaster Mennonite Conference have collaborated to offer a program of pastoral training at EMU at Lancaster. STEP recognizes that traditional formats of education do not always accommodate the needs of adults who are serving a congregation and also working significant hours in a job.

This integrated pastoral ministry program combines formation, practice, theory and reflection. Students who participate in STEP will experience growth in spiritual maturity, Biblical and historical knowledge and ministering skills as well as visionary and missionary leadership. They will become effective ministers in revitalized and multiplying congregations extending God's kingdom in the world. The curriculum focuses on four areas: being (spiritual, relational and vocational formation); knowing (intellectual formation); doing (ministry skills); leading (leadership skills). Admission to STEP requires a high school diploma.

The program has the following features:

- Classes are held one Saturday a month for nine months, for each of three years.
- Each class day includes components from a variety of ministry areas. These are woven together to provide unified learning over three years.
- Course content is focused on practical assignments that are immediately relevant to pastoral ministry.
- The program depends on students' ongoing pastoral ministry experiences to provide context for learning.
- Instructors are carefully selected for their qualifications, experience and passion.
- Students are admitted as part of a "cohort group," which completes the program together.
- Students complete 10 credits per year and receive a 30-hour certificate in pastoral ministry at the end of the three years.
- Students also may complete an Associate in Arts degree with a major in Pastoral Ministry by completing an additional 27-30 SH hours in general education (see page 183).

For more information, contact the program director at (866) 368-5262 or wengermr@emu.edu.

Study and Training for Effective Pastoral Ministry Program (STEP)

Required courses listed in the order in which they are taken (30 SH):

STEP 111 Pastoral Topics I

4

Introduces a series of topics in pastoral ministry, including administration, worship, basic Bible knowledge, Anabaptist history and personal evangelism. Each subject is explored in relationship to pastoral ministry.

STEP 121 Pastoral Skills I

3

Focuses on preaching and pastoral care through a series of experiential assignments. Students preach and perform pastoral care, log the time and activity, reflect on it, meet with a supervisor and give presentations for reflection and counsel.

- STEP 131 Pastoral Formation I** **3**
Deals with spiritual formation in the study and practice of spiritual disciplines, as well as personal formation in the study and exploration of pastoral call, gifts and family context.
- STEP 211 Pastoral Topics II** **4**
Continues and deepens the study of topics in pastoral ministry, such as pastoral care, administrative structures, worship theology, Bible study skills, and community mission. Each subject is explored in relationship to pastoral ministry.
- STEP 221 Pastoral Skills II** **3**
Focuses on teaching through a series of experiential assignments. Students teach in a congregational setting, reflect on their experience, meet with a supervisor and give presentations for reflection and counsel. Also included is a continuation of learning regarding preaching and pastoral care.
- STEP 231 Pastoral Formation II** **3**
Deals with spiritual formation through the study and practice of spiritual disciplines that build on Pastoral Formation I. Personal formation is addressed through discussion of personal and ministry boundaries.
- STEP 241 Pastoral Topics III** **3**
Continues the study of topics in pastoral ministry, such as pastoral care resources and referrals, team development, Biblical interpretation, and Anabaptist identity. Each subject is explored in relationship to pastoral ministry.
- STEP 251 Leadership Project** **4**
During the final two years of the program, the student leads a process of change in the congregation. This includes the field education component for Year 3 as described above in Pastoral Skills I and II.
- STEP 261 Pastoral Formation III** **3**
Continues work on the spiritual disciplines with special attention given to prayer. Students are invited to prepare to become life-long learners by developing a personal growth covenant.
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Associate in Arts Degree in Pastoral Studies

This program allows students to build on the STEP program and earn an A.A. degree. A minimum of 64 semester hours and a cumulative grade point average of 2.00 overall are required. In addition to the 30 semester hours of pastoral studies in STEP, students complete 27-30 SH of Global Village Curriculum requirements as outlined on page 14. The remaining semester hours are elective credit. At least 32 semester hours must be taken through EMU in order to satisfy the residency requirement.

Cooperative Programs

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

Brethren Colleges Abroad (BCA)

Contact: Cross-cultural Programs
www.bcanet.org

BCA study abroad programs are rooted in the values of peace and justice and provide opportunities for students, especially foreign language majors and minors, to meet EMU requirements. Students consult Cross-cultural Programs for general information and work with their advisors in choosing appropriate coursework for a semester or year. Application materials and information are available on-line. Completed applications must receive approval from EMU Cross-cultural Programs, as financial assistance and credit for the programs are received through EMU. BCA offers programs in the following countries: Australia, Belgium, China, Ecuador, England, France, Germany, Greece, India, Ireland, Japan, Mexico, New Zealand, and Spain.

Central America Study and Service (CASAS)

Contact: Cross-cultural Programs
semilla.org.gt/ingles/CASAS/casas.html

CASAS, a 12-week summer program based in Guatemala City, offers students an independent summer immersion experience similar to our spring semester cross-cultural program. Coursework includes Spanish language studies, Introduction to Central America, and elective courses chosen from history, peace and justice, anthropology, and religion. Students participate in orientation activities, home stays, internships, and numerous field excursions. Application materials and information are available on-line. Students register through EMU with approval from Cross-cultural Programs.

Council for Christian Colleges and Universities (CCCU)

Contact: Cross-cultural Programs
www.BestSemester.com

The CCCU, of which EMU is a member, offers study abroad programs for students from member institutions. Students consult with Cross-cultural Programs and work with their advisors in choosing appropriate coursework for a semester. Application materials and information are available on-line. Completed applications must receive approval from EMU Cross-cultural Programs, as financial assistance and credit for the programs are received through EMU. CCCU offers the following study abroad semester programs: Australia Studies Centre, China Studies Program, Latin American Studies Program (Costa Rica), Middle East Studies Program (Egypt), Russian Studies Program, The Scholars' Semester in Oxford (England), and Uganda Studies Program.

International Business Institute (IBI)

Faculty representative: Spencer Cowles

EMU is an "affiliated school" with the International Business Institute (IBI) which is a cooperative overseas program in international economics and business. An essential component of this summer institute is to provide a learning experience in settings other than the usual classroom. For example, lectures take place in corporate headquarters, manufacturing plants, governmental and international agencies.

There are three distinctive features of the International Business Institute. First, is significant involvement with distinguished faculty from leadership appointments in private business and finance, government and academic life. Second, the program focuses on leading companies and institutions in the field of economics, business, and finance. Examples include Mars Candy, Credit Suisse, DaimlerChrysler,

Deutsche Bank, LKM, European Union, Nestle, Black and Decker, and Shell Oil. Third, classroom content typically covered in an on-campus course is augmented by enriching and complementary field seminar experiences.

Because the IBI is a rigorous academic program all participants are expected to have completed a full year of principles of economics, a semester of accounting or finance, and one course in management or

marketing. A minimum GPA of 2.75 (on a 4.0 scale) is required at the time of participation which is usually following the completion of the junior year. Positive recommendations and an official transcript are also required.

Upon successful completion students will receive credit for the following courses:

Further information and application forms can be found at www.emu.edu/iep.

International Business Institute

Economics 331 Comparative Economic Systems

3

This course is an introduction to the comparative study of economic systems, their underlying ideological foundations and institutional arrangements. The historical and political context of various systems is analyzed along with the central organizational features of the major types of economic systems.

Economics 350 International Trade and Finance

3

This course is a survey of the analytical and institutional aspects of international trade and finance. The historical and contextual elements are the foundation for the examination of current theoretical and empirical approaches to international economic and business relations. The course is divided into two major areas of emphasis: International Finance and Monetary Relations and International Trade.

Business Administration 339 Global Marketing

3

This course focuses on theory and practice of contemporary global marketing management. The context or environment of international marketing is covered along with the task of marketing in a variety of national domestic markets with their distinct cultural settings. The course is divided into three major areas: overview of the global marketing environment; moving into international markets; and advanced international marketing management.

Business Administration 390 Global Business Strategy

3

Course is designed to cover the major topics normally offered in a course in international business management and strategy. It also has a very important function of enabling the integration of field experiences, corporate visits, and presentations by guest faculty with the current theoretical developments and literature in this field.

The Oregon Extension

Contact: Undergraduate Dean's Office

www.oregonextension.org

Students seeking a unique semester of study may choose to participate in The Oregon Extension program in Ashland, Oregon. This semester-long adventure in ideas and community living takes place in a rustic setting. Students join college pro-

fessors who live at Lincoln, a 1920s logging village on the banks of a millpond in the mountains of southern Oregon where daily learning revolves around the reading of great books, careful note-taking to prepare for small group discussion, lectures, and individual study and writing projects. Visit the website above to learn more about this unique learning experience.

Lark Leadership Scholarship Program

Coordinator: Loren E. Swartzendruber

The Lark program provides financial assistance to African-American Mennonite pastors and lay leaders to advance their college and graduate education. The purpose of the program is to better equip these persons for leadership in African-American churches.

There is no particular expectation that students will choose a Mennonite school. Lark is administered jointly by the African-American Mennonite Association, Mennonite Education Agency and EMU.

Ministry Inquiry Program

Coordinator: Heidi Miller Yoder

The Ministry Inquiry Program is an opportunity for students who have completed two or three years of university studies and who are considering pastoral ministry and/or seminary study to have a first hand experience in ministry. This 11-week summer program is a full-time position as intern within a congregation that involves the student in all aspects of pastoral service under the mentoring of the congregation's leadership. When at all possible, the student is placed in the congregation of his/her choice.

Through a cooperative arrangement with the Mennonite denomination, the area conference, the home congregation of the student, and Eastern Mennonite University, the student receives a scholarship of at least \$2,000 applied to university or seminary expenses during the following academic year. In addition, the congregation in which the student serves provides housing and \$500 cash. Academic credit can also be earned. Registration and payment at the summer school tuition rate are required for earning academic credit.

To be considered for the Ministry Inquiry Program a student must have

completed at least 2 years of undergraduate study with a GPA of 3.0 or higher. An application form and references are required for acceptance. For further information and application materials, contact Heidi Miller Yoder.

Orie Miller Global Village Center

Orie O. Miller, a well-known Mennonite leader, modeled the integration of business, missions, development, education and peace in his generation. Today through the center in his honor, EMU provides a forum for the integration of programs related to development, missions, and peace and justice. The Center promotes increased awareness and interest in these areas by organizing special conferences, providing off-campus resource persons and experiences, and convening faculty and students from the respective programs to engage in discussions to stimulate creativity and mutual understanding.

Global development studies, located in a number of departments at Eastern Mennonite University, go beyond the concept of Western progress and focus on the biblical invitation to the fullness of life. This commitment calls for a lifestyle that values human life, diverse cultures and a sustainable relationship to the environment in the pursuit of a world providing for the basic survival needs of all, dignity derived from respect, and justice that frees us from exploitation, disempowerment, and the inability to engage the aesthetic. However, commitment to a more peaceful, just and sustainable world also requires specific perspectives, knowledge and skills that equip persons to join with others to create ways to meet basic survival needs and open possibilities for meeting needs beyond survival.

A number of majors and programs at EMU join together under this overarching understanding of development to provide specialized preparation in particular areas.

Students may select their focus of choice by pursuing the environmental sustainability major in the biology (page 58) or applied social sciences departments (page 35), the community health focus in nursing (page 138), the peacebuilding and development major (page 33), minors in peacebuilding or development (page 37), or the graduate program in conflict transformation (page 189). Linked together by a commitment to the fullness of life

in a more humane world, these programs prepare people for development work in international settings as well as in North America.

For details on specific development study options, consult the respective programs cited above. Missions-related information and programs appear in the Bible and religion department section (pages 43-48).