

Foundation Courses

A. *Oral Communication*: Students will (1) demonstrate effective oral presentation skills, (2) adapt messages to specific audiences, (3) practice effective listening, (4) organize messages in a coherent and meaningful way, and (5) determine appropriate channels for message delivery.

Required: 1 Course

G-CM 130 Interpersonal Communication
G-CM140 Public Speaking
G-CM218 Business and Professional Communication

B. *Written Communication & Information Literacy*: Students will (1) write with skill and express complex ideas with clarity and (2) demonstrate that they understand and can use techniques of locating, retrieving, and evaluating information.

Required: 4 Courses

G-EN 110 College Rhetoric I
G-EN 111 College Rhetoric II
2 Language Intensive (LI) courses with at least one LI course in the student's major department.

Speaking Component

(1) Informal oral communication exercises should be used frequently in the LI classroom. Most often, these will consist of required participation in small group and class discussions. LI instructors can make even routine student participation in class discussions and activities into helpful oral communication exercises simply by (a) raising students' consciousness about the variety of signals they send when they speak informally in class, and (b) helping students eliminate their careless habits in speech and delivery.

(2) At least one formal oral presentation should be included in the LI course. The presentation, probably brief, may be delivered to part or all of the class, or some other audience. It may derive from a formal writing assignment, recast for oral delivery.

Writing Component

(1) Informal writing assignments should be frequent, perhaps one per class session, but certainly one per week. Most informal writing activities are in the "writing to learn" mode; that is, they are intended to push students to read, think about, and interpret course material more carefully and deeply than they otherwise might do. From a handful of basic, informal writing models, such as journals and microthemes, LI instructors can improvise an almost endless array of specific informal writing activities.

(2) Formal writing assignments should be substantial (but the meaning of "substantial" depends upon the course and the exact nature of the assignment.) There should be at least one formal, polished piece of writing. Whenever possible, LI instructors should give formal assignments in stages, conference with students over drafts, and allow ample time for revision(s).

G-AR310 Art History I
G-AR311 Art History II
BA339 Human Resource Management
BA475 Business Strategy & Policy
BI391 Evolution
CI455 Teaching Learning Process
G-CM130 Interpersonal Communication
G-CM218 Business & Professional Communication
G-CM221 Intercultural Communication
CM475 Senior Seminar in Communications
G-EE210 Children's Literature
EE303 Reading/Language Arts I
G-EN210L World Literature I (4 hours)
G-EN220L World Literature II (4 hours)
EN250L American Literature I (4 hours)
G-EN255L American Literature II (4 hours)
G-EN270L Fiction (4 hours)
EN313 Expository Writing
G-EN370L Poetry (4 hours)
HI475 Senior Theses
IT475 Senior Projects in Information Tech.
G-MA290 History of Mathematics
MA475 Senior Project in Mathematics
G-ML209 Spanish II
G-NS100L Science and Society (4 hours)
NS300 Research Methods

NS475 Senior Research
G-PA385 Performing Arts History & Literature I
G-PA390 Performing Arts History & Literature II
PA475 Senior Projects in Performing Arts
PE380 History & Philosophy of Health, PE, Sport
G-PR102 Intro. to New Testament
G-PR104 Ethics (4 hours)
G-PS215 Global Peace Studies
PY450 History and Systems of Psychology
PY/SO475 Senior Thesis
G-TE333 Technology & Society
TE475 Senior Project

C. *Mathematics*: Students will demonstrate that they understand and can use mathematical properties, processes, and symbols.

Required: 3-4 hours chosen from the following:

G-MA105 College Algebra
G-MA111 Calculus I
G-MA201 Survey of Mathematics
G-MA220/G-BA220 Business Applied Statistics
G-MA221 Elementary Applied Statistics
G-MA153 Principles of Geometry

D. *Religion/Beliefs/Values*: Students will (1) demonstrate that they have examined their personal philosophy of life and can articulate their position on religious or philosophical issues; and (2) demonstrate an understanding of how values are formed, transmitted, and revised.

Required: 3-4 hours chosen from the following:

G-PR101 Introduction to Hebrew Bible
*G-PR102 Introduction to New Testament
*G-PR104 Ethics
G-PR201 Introduction to Philosophy
G-PR202 History of Christianity
G-PR203: Science and Religion
*G-PR391 Evolution
G-PR401 World Religions
G-PA125 Film and Culture

E. *Wholeness/Health/Fitness*: Students will (1) develop a personal strategy for life-long health and fitness, with an emphasis on the physical domain; (2) demonstrate an understanding of the reciprocal nature of the cognitive, affective, and physical domains; and (3) demonstrate an understanding of the principles of wellness, both interventive and preventive.

Required: 2 hours chosen from the following:

G-PE150 Concepts in Holistic Health
G-PE170 Personal & Community Health

F. *Global/Intercultural Experience*: Students will (1) demonstrate a broad cultural view of humankind; and (2) show that they understand the interconnected global environment.

Required: 3 hours+ chosen from the following:

G-CI251 Introduction to Education Practicum
G-CI333 Intercultural Education Seminar
*G-CM221 Intercultural Communication
*G-EN210 World Literature I
*G-EN220 World Literature II
G-ET201: Entrepreneurship on the Horizon
G-HI210 International Travel Study in World History
G-MA290 History of Mathematics
G-ML108 Spanish Level I
G-ML109 Spanish Level II
G-ML208 Spanish Level III
G-ML209 Spanish Level IV
G-ML350 Junior Year Abroad
G-PS130 Principles of Geography
*G-PS215 Global Peace Studies
G-SO202 Minorities in the U.S.

*G-TE333 Technology in Society
G-PR401 World Religions

+Students completing a Bachelor of Arts degree must take G-ML108 Level I Spanish for three hours as well as three additional hours in the Global/Intercultural Experience Foundation. These students will be required to take only one Language Intensive (LI) course.

College Seminars

In the seminar series, students will demonstrate (1) that they have explored traditional Church of the Brethren values; (2) that they understand service-learning and can complete a service project; (3) that they can make informed ethical decisions in personal and professional situations; and (4) that they have investigated career options in the fields of study. In addition, the various seminars address the following goals.

- A. *G-ID 101 Academic Community Essentials (ACE) Seminar*: Students will show that they have learned about college life, create a degree plan, and practice good study skills, critical thinking, and conflict resolution.
- B. *G-ID 201 Sophomore Seminar*: Students will complete a service project, develop a career plan, and show that they have explored internship options.
- C. *Junior Seminar*: Working closely with faculty in their fields, students will show that they have explored professional and service options and have fulfilled other objectives as determined by department faculty.
- D. *Senior Capstone Experience*: Students will complete a senior project, as designed by department faculty.