GRADUATE
CATALOG

EMU

GRADUATE & PROFESSIONAL PROGRAMS

Graduate Catalog Home

2020-21

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Student achievement goals, measures, and performance data is available on emu.edu[1]. 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 to award associate, baccalaureate, master's, and doctorate degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033[2]-4097 or call 404-679-4500 for questions about the accreditation of Eastern Mennonite University.
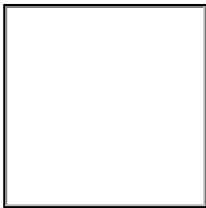
State Council of Higher Education for Virginia (SCHEV)

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[3].

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1 http://emu.edu/
2 https://maps.google.com/?q=1866+Southern+Lane,+Decatur,+Georgia+30033&entry=gmail&source=g
3 http://research.schev.edu/iprofile.asp?UID=232043

NCATE Teacher Education Accreditation

Our teacher education program has carried the highest national accreditation standards in the nation for more than 45 years. EMU is National Council for Accreditation of Teacher Education[4] (NCATE) accredited through the Council for the Accreditation of Educator Preparation[5] (CAEP).

CACREP Counseling Accreditation

EMU's MA in Counseling program is accredited in community mental health counseling by the Council for Accreditation of Counseling and Related Educational Programs[6] (CACREP).

CCNE Nursing Accreditation

EMU's undergraduate and master's programs in nursing are approved by the Virginia Board of Nursing and accredited by the Commission on Collegiate Nursing Education[7]. The school nurse certification program is approved by the Pennsylvania Department of Education.

CSWE Social Work Accreditation

EMU is accredited by the Council on Social Work Education[8] (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 SACS as well as the Commission on Accrediting of the Association of Theological Schools in the United States and Canada[9].

UMC Pastor Ordination

The seminary is approved by the United Methodist Church[10] for the training of candidates for ordination.

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4 http://www.ncate.org/
5 http://caepnet.org/
6 http://www.cacrep.org/
7 http://www.aacn.nche.edu/ccne-accreditation
8 http://www.cswe.org/
9 http://www.ats.edu/
10 http://www.umc.org/

Association for Clinical Pastoral Education (ACPE)

The seminary's clinical pastoral education program is accredited by the Association for Clinical Pastoral Education, Inc.[11], 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.

EMU Mission, Vision, Values

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

Mission

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

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

Vision

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

Values

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

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

Mission and values approved by EMU Board of Trustees, June 23, 2017.
Vision approved by EMU Board of Trustees, November 9, 2019.

Graduate Program Philosophy, Values and Goals

Your values. Your career goals. Combine them through graduate studies at Eastern Mennonite University and prepare to transform your world for the common good.

What is 'Leadership for the Common Good?'

Leadership for the common good is a belief that developing authenticity in people is the way to help them transform their world, that the common good is established each time a person, organization, or

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11 http://www.acpe.edu/

community reaches beyond individual self-interest for the sake of the greater whole. To that end, our graduate programs are led by scholar practitioners who are experts in their fields and who focus our curriculum on personal formation, competency, and relationships in developing leaders who work to transform their world and enhance the common good in their workplaces and communities.

Personal Formation

Developing authentic leaders on a journey of integration, spiritual growth, and maturity. Our graduate students become leaders who understand that personal, organizational, and community existence are tied to the sustainability of local and global systems.

Competency

Developing transformative leaders who design organizations and nurture communities to be resilient and sustainable with skills in entrepreneurship, shared vision development, mutual accountability, financial integrity, continuous innovation, empowerment of people and teams, and systems thinking.

Relationships

Understanding that in community we build and maintain trustworthy relationships with each other and the Sacred and that problem-solving must be contextual based on constituent and community life conditions. In this context, we transform personal, organizational and community conflicts into healthy outcomes.

Our Values

Values that are part of the Anabaptist Mennonite tradition – on which EMU is built – are woven across the curriculum of all programs. People from many denominations and faith traditions appreciate these values and are a part of the EMU community.

Growing Spiritually

As leaders we are on a journey of spiritual formation and growth, drawing on our spiritual resources to improve our communities and organizations

Honoring Community

We live, learn, grow, and thrive in relationship with others. We believe that learning occurs best in the context of diverse community.

Leading as Service

Transformative leadership starts with self-awareness and leads to empowering and serving others.

Upholding Justice and Building Peace

We recognize that all human beings needs acknowledgement of their dignity and a dignified way of earning their living; this implies a fair and compassionate distribution of the fruits of economic growth, sensitivity to the impact of growth, and a commitment to living in right relationship with others and with the planet. Peacebuilding requires upholding these values by applying one's personal and professional skills and resources to the problems, reducing violence, and promoting just relationships and structures.

Planning for Sustainability

Business, organizational, community, and global economic success are vital for healthy societies as is a recognition of our interdependence with the environment.

Global Citizenship

We are interdependent and mutually accountable to local, national, and global communities. As a result, we believe in interdisciplinary, cross-cultural, and interfaith engagement around world problems.

Health and Healing

We support practices that enhance personal health and wholeness. Resilience in the face of personal and collective trauma is critical to health, healing, and reconciliation

Academic Policies

The information in this graduate catalog applies to the academic year 2020-21. 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. Each graduate student should understand that published descriptions of degree requirements establish only minimum requirements. It is the prerogative of the graduate program to make changes in degree requirements at any time. The policies in the document are for all graduate programs. Please see individual program policies for additional information. In lieu of no specific EMU graduate program policy, the individual graduate department policies apply. Please review individual program policies for additional information. This graduate catalog is descriptive and is not to be construed as a legal contract.

 Please see the graduate student handbook[12] for student life-related policies.

Academic Integrity Policy

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

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12 https://resources.emu.edu/confluence/display/EMUHandbook/Graduate+and+Seminary+Student+Handbook

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

At EMU, academic integrity means

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

Academic integrity includes

- using accurate quotations. When used, quotations are exact, word-for-word as they appear in the original document. Every quotation, including a short phrase or a single word if it is unusual, includes the required citation and quotation marks.
- using appropriate paraphrasing with documentation. Paraphrasing is more than rewording the original material. It must be nearly entirely in the writer's own words, using new phrases and synonyms. The writer may repeat technical terms. Place quotation marks around any exact words that are retained. The sentence structure should not be the same as in the source. In the paraphrase, do not add interpretations, ideas, and assessment that are not in the original source.
- documenting and citing work that was created for a previous assignment, whether for the current course or for another one.
- using appropriate documentation when using words from a class speaker, including the class instructor, in an assignment, i.e. cite professors' lectures.
- using common knowledge appropriately. Common knowledge is information that is easily observed, commonly reported facts (George Washington was the first president of the United States.), or proverbs. Common knowledge does not need to be cited, but be certain that these words are in the public domain. When in doubt, ask the professor.
- using a dictionary to produce original work in a second language. When using software like Google Translate, to translate words, sentences, or paragraphs from one's native language to the second language, the student is copying and not learning the language or applying skills learned in the classroom. Use a translation dictionary (i.e. English-Spanish, English-Bulgarian) to find the precise word or idiom needed to construct a sentence. Entries in a dictionary are more accurate than software that translates phrases and paragraphs. Professors would like to see your original work, not the work of a machine.

EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source (adapted from the Council of Writing Program Administrators, 2005, www.wpacouncil.org[13]).

Academic integrity violation for students may be evidenced as a:

Minimal Violation

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

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

(These items are adapted from "Westmont College Plagiarism Policy" (2002), www.westmont.edu[14].)

Substantial Violation

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

1. cheating on a quiz, test, or exam.
2. copying or attempting to copy someone else's work, including paraphrasing or quoting a professor's classroom lectures, handouts, and presentations without appropriate documentation.
3. falsifying results and credentials, withholding data, misrepresenting facts.
4. using someone else's work as one's own work.
5. using quotations with no documentation.
6. using an online source by copying and pasting with no documentation. Online sources may appear free. In this case, *free* means economically free. While a source may not be paid for, it is to be used only for its specified use. A citation must be given if words, graphics, or ideas are used.
7. presenting material as one's own from a site that sells essays. Some of the papers-for-sale sites do have disclaimers that state the work must be cited. Remember, if a source can be found, the professor can also find it.
8. frequently committing minimal violations within a single document or repeatedly over time.
9. Assisting another student to cheat or to copy one's own or someone else's work without appropriate documentation.
10. Using Google Translator or other software to translate work from one's native language to the language of instruction and submitting the work as one's own work.

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

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13 http://www.wpacouncil.org/
14 http://www.westmont.edu/

Procedures (Graduate, Seminary, and Undergraduate)

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

Procedures for Minimal Violations

When a first-time minimal violation is noted, the professor will use this as an opportunity to teach the student/s explicitly about academic integrity. A minimal violation should be reported to the respective dean's office using the Academic Integrity Violation form. When a second minimal violation occurs, either within the same class or in multiple classes with the same instructor, faculty will document this as a substantial offense using the Academic Integrity Violation form.

Procedures for Substantial Violations[1]

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

The professor will:

- notify the student of the violation.
- determine whether the student is guilty of the violation.
- contact the respective chair or program director's office to check on previous student violations in order to determine first, second or third offense.
- document the finding and the action either taken (First-time offense) or repeated (Second and Third-time offenses) on the Violation of Academic Integrity Record.
- meet with the student to obtain the student's signature, either acknowledging her/his violation or acknowledging discussion in which the professor explained the charges to the student. In the event that a student refuses to sign, the professor will document that the violation was discussed with the student and the student refused to sign. (Under some circumstances, the professor may want to request another professor present as witness. Students have the option to include a faculty or staff member, e.g. academic advisor, student life personnel, coach.)
- submit the Violation of Academic Integrity Record to the respective chair or program director. Copies are forwarded to the dean.

The dean will:

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

The student will either:

1. accept the decision or
2. submit an appeal to the respective dean in writing within five (5) working days following notification of the Academic Integrity Violation report. Reasons for the appeal must be clearly stated and based on one of the following:

1. Significant and relevant new evidence,

2. Alleged procedural error that may have affected the decision, or
3. Unduly harsh and arbitrary consequences of the academic integrity violation.

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

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

Consequences for Undergraduate Students

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

- **Second-time substantial violation:** If the student repeats the above violation in the same or another course or commits another violation in the same or another course, a professor may give the student an F for the course, and the student may receive a Letter of Probation.

- **Third-time substantial violation:** If the student commits the violation for the third time, the professor may give the student an F for the course, and the student may receive a Letter of Indefinite Suspension/Disciplinary Withdrawal.

- Letters of Probation and Indefinite Suspension/Disciplinary Withdrawal will be sent by the dean of the school which houses the student's major.

- Upon re-enrollment and a subsequent violation, the professor may give the student an F for the course, and the student may be subject to a Letter of Dismissal at the discretion of the university.

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

Consequences for Graduate Students

- **Educative violation**: At the faculty member's discretion, this first-time violation may be used for the purpose of instruction when a student plagiarizes any type of assignment (quiz, test, blog, forum, other online assignments, or exam or plagiarizes material in an assignment). At the discretion of the professor, grade consequences may occur and educational and restorative outcomes could include enrolling in an Academic Integrity workshop, provided by EMU's Writing Program Director, revising and re-submitting the assignment.

- **First-time substantial violation:** If a student cheats on a quiz, test, blog, forum, other online assignments, or exam or plagiarizes material in an assignment, a professor may give the student

an F for the course (e.g. essay taken from Internet, test answers from another source) and the student may receive a Letter of Probation. When a professor gives a student an F for the course, the student will not be allowed to withdraw from the course. The student is prohibited from attending class after the professor assigns the F grade. The course continues to apply towards the number of credits the student is pursuing that semester.

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

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

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

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

Responsible Party
The provost is responsible for this policy.

Policy Review
This policy is to be reviewed annually.

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

Admission to Candidacy

When students have been admitted to graduate study and enter into their graduate work, they are not yet candidates for a degree. Admission to candidacy (MA in Counseling calls this "admission to internship") is contingent upon successful completion of such program specific requirements as a comprehensive exam, supervised practicum, successful completion of coursework, etc.

The student will normally meet all requirements for admission to candidacy upon completion of half of the credit hours required. The specific number of hours or required courses is defined within each degree program. Admission to candidacy is required for work in the program beyond this point.

To be admitted to candidacy, the student must have completed the requisite number of semester hours, including any courses prerequisite to admission to candidacy with a 3.00 minimum GPA; met any program specific competency assessment criteria; actively participated in the advising process and met all advising objectives; and obtained the formal approval of the faculty in the degree program.

Students are reviewed for admission to candidacy during the semester in which they are expected to meet the requirements. Specific procedures for admission to candidacy are established within each degree program.

Admission: Decisions and Appeals

Each graduate program establishes and maintains its admission requirements. Admission committees, composed of faculty and staff members, make admission decisions in each graduate program. A student denied admission may address a written appeal to the admission committee, providing additional information pertinent to an admission decision. Prospective students may appeal a second denial of admission to the appropriate academic dean, whose determination for admission is final.

Admission: Matriculation Deferral

Students who apply and are admitted to the graduate program but are unable to enroll in the term specified may request to have their admission deferred for one academic year. If after one year the student is still unable to enroll, the student must re-apply for admission.

Individual graduate programs will work with applicants on documentation needed for reapplication.

Advising

Each graduate student is appointed a faculty member to serve as an advisor. Until the faculty advisor's appointment, the program director/coordinator serves as the advisor. The faculty advisor helps the graduate student with career planning and course selection. The advisor also functions as a mentor, monitoring the student's academic progress and working as an informal advocate for the student to the program faculty. Requests to change academic advisors should be made to the program director/coordinator.

Auditing

Students may enroll to audit classes when there is room in a class and with permission of the instructor or program director/coordinator. Individual programs may offer one or two options for auditing: the standard audit or the participation audit. Some courses may not be open to either type of audit. Please contact the teaching program for more information about participation expectations. No academic credit is granted for either type of audit. Students who enroll as auditors (standard or participation) will register and pay the designated audit fee. (See financial section for audit fees). At the end of the class an audit designation will appear on the student's transcript.

Class Attendance

Students are expected to be prepared, attend, and participate in all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance if possible. Multiple absences from class will result in lower grades. The student is responsible for the material presented in classes missed.

Graduate Degree Requirements

The semester hour requirements for graduate degrees at EMU vary by program, ranging from 33-60 semester hours. Students must complete the required number of credit hours for the program of study in which they are enrolled. A cumulative grade point average of 3.00 is required for a graduate degree.

Senior Citizen Class Attendance

Senior citizens who wish to take a graduate course are invited to audit the course (see auditing policy for details). Graduate courses generally are not open to non-auditing visitors. However, permission to visit a single class period may be given at the discretion of the instructor.

Commencement Participation

To be eligible to participate in spring commencement ceremonies, students must have a curriculum plan that will allow them to complete all degree requirements by the December following spring commencement.

Course, Credit and Enrollment Information

Completion of Coursework

Each student is expected to complete all coursework on time and to the satisfaction of the graduate instructor. Incomplete grades will be allowed only in cases of emergency, when circumstances beyond the control of the student prevent completion of course requirements on time. An incomplete shall be requested at least one week before the end of the term and must be approved by the instructor and the director of the program or advisor. Incomplete work must be completed within the specified time frame or a grade will be assigned based on the work completed.

Course Cancellation

The university reserves the right to cancel courses or to combine class sections when insufficient enrollment occurs.

Courses Taken by EMU Students at Other Schools

A student should secure advance approval from the graduate program director/coordinator or advisor before enrolling for work in other universities, where credit is to be transferred back to EMU for graduation. The graduate program reserves the right to limit the amount of transfer credit which may be applied to degree requirements. In all cases the majority of credits must be earned through instruction offered by EMU.

Courses Taken Through Eastern Mennonite Seminary

Credit earned through Eastern Mennonite Seminary may be applied to EMU graduate programs in this catalog as deemed appropriate by the respective graduate program director/coordinator or advisor.

Courses Taken as a Non-Degree Student

Persons are invited to take courses in a graduate program as a non-degree student prior to applying to the graduate program, subject to the approval of the program director/coordinator and the course faculty member. A maximum of 9 semester hours taken as a non-degree student can later be applied to the graduate degree program upon matriculation. (Graduate Teacher Education (GTE) non-degree students are exempt from program director approvals. Additional hours as a non-degree student may be appealed to the GTE program director.)

Course Syllabi

Instructors will prepare a syllabus for each course describing its purpose, requirements, and other appropriate information such as bibliography and schedule. Students may request to see course syllabi when making course selections. Such requests should be made to the program office. Graduate programs will specify course requirements in research, learning projects, and reading.

Credit for Practicum/Internship Experience

The expected number of work hours required per semester hour (credit) of practicum or internship experience is congruent with the expectations for a traditional course. However, accreditation standards and/or standard practice in the discipline take precedence in establishing hours within a particular program.

Classroom and Study Time

Course work for a graduate course involves a significant commitment of time. For courses with face to face class time, the typical formula for determining academic activities related to a course is 2.5 to 3 hours outside of class for each hour in class. Thus, if enrolled in a typical 3 semester hour course that meets for three hours each week, a student should expect to spend between 10 and 12 hours total time per week devoted to that course. Assuming a 15 week semester, the student would devote on average 150 to 180 hours to that course.

Classroom and Study Time for Online Students

EMU assumes that online students will spend a similar amount of time with online classes as face to face students. Whether or not there are synchronous or asynchronous activities, the student should expect to spend 10 to 12 hours per week on course activities when enrolled in a typical 3 semester hour online course.

Graduate Full-time Enrollment

A graduate student taking 9 semester hours in a given semester is considered full-time for the purposes of institutional enrollment, reporting, student visa, and financial assistance. See specific program information for additional consideration related to enrollment status.

Grading System and Quality Points

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

A Excellent	
A	4.0 quality points per semester hour
A-	3.7 quality points per semester hour
B Good	
B+	3.3 quality points per semester hour
B	3.0 quality points per semester hour
B-	2.7 quality points per semester hour
C Marginal	
C+	2.3 quality points per semester hour
C	2.0 quality points per semester hour
F	Failure, 0 quality points
P	Pass: Applies only to approved courses, no quality points. Indicates performance at a B-level or better.
SP	Satisfactory Progress: A non-terminal grade for a continuing course
W	Withdrawal: Indicates student withdrawal from the course
AU	Audit or Participation Audit: No credit given.
I	Incomplete

Academic Probation and Dismissal

Students who have completed 9 semester hours in a graduate program will be placed on academic probation if their GPA falls below 3.0 for a master's degree and 2.75 for graduate certificates. The director of the program will notify such students in writing of the probationary status, which remains in effect until they raise their GPA above the requirement or are dismissed from the program. Those on probation should work with their faculty advisor to develop a plan for maximizing future academic success.

Graduate students may be dismissed from a graduate program upon:

- Receiving a grade of "C" or below on 9 semester hours of graded work or
- Receiving a second grade of "F" or
- Exhibiting attitudes, behaviors, or a lifestyle inconsistent with the mission of Eastern Mennonite University or the graduate program.

Dismissal decisions are made by the individual graduate programs.

Grade Reporting

Grades are available to students through myEMU at my.emu.edu/ics/Academics[15]. Payment of account is required for the release of grades.

Grade Appeals

A student who believes that a grade received for a course does not accurately reflect their achievement of course requirements and expectations should confer with the instructor who assigned the grade, stating the reason(s) they believe a grade change is warranted.

If the instructor does not agree to change the grade, the student may appeal to the program director/coordinator. This appeal must state in writing the evidence the student believes indicates that a grade change is warranted.

If the program director/coordinator does not agree to ask the instructor to change the grade, the student may appeal in writing to the respective dean, whose decision will be final. All grade changes must be submitted by the person who agreed to the change and use the formal grade change process of the university registrar's office.

An appeal to any grade assigned between September 1 and December 31 must be initiated no later than February 15 of the following year, an appeal to any grade assigned between January 1 and May 15 must be initiated by July 1, and an appeal to any grade assigned between May 16 and August 31 must be initiated by October 15.

Graduation GPA

A GPA of 3.0 is the minimum requirement for graduation for all master's degree students.

A GPA of 2.75 is the minimum requirement for graduation for all graduate certificate students.

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15 https://my.emu.edu/ics/Academics

Conflict and Grievance Procedure

Conflict is a part of life in any healthy community. Conflict may arise whenever individuals work closely with each other. They may result from philosophical disagreements, personality differences, habitual behaviors, miscommunication, misunderstanding, or willful intent to promote one's own agendas with insufficient regard to the well-being of others. When handled poorly, conflicts can create exclusion, harm, and violence; when handled well, they can produce growth, safety, and healthy community life.

Grievances, for purposes of this document, are a specific and potentially more serious kind of dispute. They may arise from inadequate or missing institutional policies, the misapplication of policies, or the failure to apply policies, which may result in discriminatory or harmful outcomes.

Eastern Mennonite University is committed to maximizing the positive energy of conflict while minimizing its negative consequences. To this end, we strive to create a community of conflict-competent persons living and working in systems that promote repair of harms and restoration of relationships as a preferred response to conflict.

At EMU the first approach to any conflict or grievance should be non-adversarial, undertaken with careful attention to fostering understanding and promoting problem solving. Our hope is that the majority of conflicts or grievances can be resolved through an informal process of conflict resolution. Nonetheless, individuals have the right to request a formal process at any time. In some instances, especially for particular kinds of grievances (for example, sexual harassment or misconduct), more formal processes may be necessary and appropriate as the first response.

These procedures[16] are applicable to all students, faculty, and staff of EMU as well as applicants for faculty, staff, or student status. These procedures are intended to comply with the requirements of Title IX of the Education Amendments of 1972 and the general employee grievance policy of EMU. These procedures are subject to amendment and/or pre-emption by applicable law to the extent required to achieve compliance with existing or future regulations, statutes, or court decisions, and nothing herein is intended to deny or limit any person's right to any remedy under any state or federal law now or hereafter in effect. Furthermore, nothing contained in this document should be construed as legal advice. Persons are advised to seek legal counsel should they have specific legal questions or concerns.

A complete copy of these procedures[17] is available in the Graduate Student Handbook.

Intellectual Property (excerpt from Intellectual Property Policy[18])

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

Intellectual property refers to any copyrightable or patentable work.

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16 https://resources.emu.edu/confluence/display/EMUHandbook/Conflict+and+Grievance+Policy+and+Procedure
17 https://resources.emu.edu/confluence/display/EMUHandbook/Conflict+and+Grievance+Policy+and+Procedure
18 https://resources.emu.edu/confluence/display/EMUHandbook/Intellectual+Property

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

In the event that a student is not satisfied with the response to the complaint, the student may choose to follow up by utilizing the Conflict and Grievance Policy and Procedure[19] for resolution, available in student handbooks or at the Student Life or provost's offices. 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 http://www.schev.edu/index/students-and-parents/resources/student-complaints/student-complaint-form.

Approved by President's Cabinet May 21, 2003
Revised March 12, 2007
Revised February 11, 2009
Updated March 2015
Updated July 2018

* Formerly Open Communication Policy

Outcomes Assessment

Graduate programs reserve the right to require students to participate in institutional testing programs as part of ongoing assessment of student outcomes.

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19 https://resources.emu.edu/confluence/display/PP/Conflict+and+Grievance+Policy+and+Procedure

Non-Degree Seeking Students

Non-degree seeking students may enroll to take classes for graduate credit when there is room in a class and with permission of the instructor or the program director/coordinator.

Registration

Registration materials will be provided by graduate program personnel prior to each term of study. A student wishing to add or drop a course shall contact his or her advisor for approval to register online. For courses offered on a standard semester basis, courses may be added online through the first day of the semester and then by the program through the first five days of the semester with program approval and may be dropped with no grade through the first four weeks. Courses dropped during the fifth through ninth week are recorded as "W" (withdrawal). No change is permitted after the ninth week. Drop/Add deadlines are adjusted accordingly for courses offered on other time frames.

Student Responsibility

The graduate student carries complete responsibility for knowing and fulfilling course requirements, program regulations, and degree requirements. Graduate students should take the initiative to meet with their advisors to assure that they are making satisfactory progress toward meeting all program requirements.

Time Limits for Completing Degree Requirements

All work for a graduate degree must be completed within six years from the date of matriculation to the graduate program. To request an extension of the time limit, the student must submit a written request to the director of the graduate program, specifying the amount of time needed and the reasons for the extension.

The director, in consultation with the program faculty, will notify the student in writing of the decision of the extension request.

Transcripts

Requests for official transcripts should be made to the university registrar's office, allowing one week for processing. Payment of account is required for the release of transcripts. Information regarding transcript requests may be found on the registrar's web page[20].

Transfer Credits

EMU graduate programs accept a limited number of graduate transfer credits from other colleges and universities. The university registrar determines the eligibility of credits to transfer from another institution, and the director of the graduate program makes the final determination of the applicability of transfer credit to an individual's graduate program. See the respective graduate program for additional transfer regulations. Transfer courses will be recorded with the same titles and grades as

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20 https://emu.edu/registrar/transcript-ordering

appear on the transcript from the transfering school. Transfer grades will not apply toward the EMU grade point average.

Policy for Taking a Course Outside of the Home Graduate Program

There are three situations when a graduate student may need to take a course outside of their home graduate program:

- Earning a graduate certificate along with a master's degree
- Taking a class required for a master's degree
- Taking an elective class*

In each of the above situations, the student will be charged the tuition rate of their home program. Note: Tuition for the Master of Arts in Interdisciplinary Studies (MAIS) degree will be the charge per course of the program in which the course is taken.

Policies for Graduate Certificates and Master's Degrees

Policy for pursuing a master's degree and a graduate certificate

Graduate students may use credits from a graduate certificate (GC) towards a master's degree. In other words, if a student completes a GC, they can then use those same credits toward a master's degree according to the policies of the individual graduate programs through which the student is pursuing coursework. Additionally, students can design, with the approval of their advisor, a master's degree that includes a GC within the same number of credit hours (assuming the requirements for both the master's degree and GC are met). Before making final plans for a graduate certificate and a master's degree, students are advised to consult the program director/coordinator of the graduate program.

Approved by Graduate Council, April 20, 2015

Updated by Graduate Council, April 1, 2019

Master of Arts in Interdisciplinary Studies (MAIS) students are permitted to use up to 12 semester hours towards earning a graduate certificate from their primary or secondary program. In the case of a 15 semester hour graduate certificate, 3 additional credits would be needed. In the case of an 18 semester graduate certificate, 6 additional credits would be needed. The specific additional courses required to earn the graduate certificate would be determined by the relevant program director/coordinator with the student.

Approved by Graduate Council, April 20, 2015 and March 12, 2018

Advising for students pursuing a graduate certificate (outside of their home program) and a master's degree:

Each student pursuing a graduate certificate (GC) and master's degree (MA/MS) will be assigned a faculty advisor from their home MA/MS program. The student or the student's home advisor will consult with the program offering the certificate in regards to specific curriculum requirements.

Approved and updated by Graduate Council, October 22, 2018

Policy for graduate program alumni who wish to return to EMU to pursue additional studies

Admission criteria: If an EMU graduate program alumnus has graduated within the last four years and wishes to pursue an additional degree or certificate from within the same field of study, they only need to submit a one page letter of intent to the admissions staff of the program they wish to enroll in, noting the program they are interested in and why, and how they intend to use the new knowledge and skills in their current workplace or new context if they are considering a career shift. If it has been longer than four years or the applicant wishes to pursue studies in a new field, the applicant needs to submit an updated CV, one new letter of recommendation from someone they have been working with since graduation, and a 2-3 page essay explaining why they are interested in the program, their goals for the program, and how they hope to use the knowledge and skills gained. In both cases a recommendation from the program they graduated from must be obtained. Upon receiving the required documents, the admissions committee for the program they wish to pursue will review the request for admission and provide the alumnus with an official admission decision.

Graduate certificate transfer credits

If within the same field of study, the graduate program will accept 6 credits from the alumnus's master's degree program, as long as those courses have been taken within the last five years. If an alumnus has taken some of the required courses for the graduate certificate, those credits will be accepted in and the requirements waived. If a student has taken more than 6 credits of required courses for the graduate certificate, the course requirements can be waived, but the alumnus will be asked to pick additional classes that supplement their skill set. If the alumnus has completed a graduate certificate and is coming back to do a full master's program, transfer credits will be considered under the program's normal transfer credit policy as well as the requirements for the master's degree/certificate outlined above. The same is true when an alumnus is pursuing a new field of study.

Approved by Graduate Council, November 2, 2015

Student Services

Please see the graduate student handbook[21] for details concerning student services.

Family Education Rights and Privacy Act of 1974

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.

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21 https://resources.emu.edu/confluence/display/EMUHandbook/Graduate+and+Seminary+Student+Handbook

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 authoriz es disclosure without consent.**

   The university discloses education records without a student's prior written consent under the FE RPA 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:

- a student's name
- enrollment status (full-time or part-time)

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

Students will be notified each year by the university registrar's office as to what is considered directory information.

Office of Academic Access

EMU is committed to providing reasonable accommodations for students with documented disabilities to ensure equal access to the university and its related programs. The university seeks to comply with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 2008, and the ADA Amendments Act of 2008. The Office of Academic Access coordinates faculty and staff support for students needing reasonable accommodations. Independence, self advocacy, and personal success are promoted.

Accessing Services

Upon acceptance to EMU, students with documented disabilities should meet with the Office of Academic Access[22] in the Academic Success Center so documentation can be processed prior to the student's arrival on campus and registration for classes. The Office of Academic Access is located in Sadie Hartzler Library, third floor.

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

Students who wish to appeal a decision on their accommodations may use the university grievance procedures located in the president's office or the student life office.

Graduate Writing Standards

Writing Standards –Graduate Level *(revised 2/22/2017)*

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[22] https://emu.edu/academics/access/

Criteria	A *excellent*	B *adequate expectations*	C *below expectations*	Comments
Content *(quality of the information, ideas and supporting details)*	• shows clarity of purpose • offers depth of content • applies insight and represents original thinking • follows guidelines for content	• shows some clarity of purpose • offers some depth of content • applies some insight and some original thinking • mostly follows guidelines for content	• shows minimal clarity of purpose • offers minimal depth of content or incorrect content • applies minimal insight and original thinking • does not follow guidelines for content	
Structure *(logical order or sequence of the writing)*	• shows coherence, and logically developed paragraphs • uses very effective transitions between ideas and sections • constructs appropriate introduction and conclusion	• shows some coherence and some logically developed paragraphs • uses some effective transitions between ideas & sections • shows some construction of appropriate introduction and conclusion	• shows minimal coherence and logically developed paragraphs • uses minimal transitions between ideas and sections • shows minimal construction of appropriate introduction and conclusion	

Criteria	A *excellent*	B *adequate expectations*	C *below expectations*	Comments
Rhetoric and Style *(appropriate attention to audience)*	• is concise, eloquent and rhetorically effective • effectively uses correct, varied and concise sentence structure • is engaging to read • writes appropriately for audience and purpose	• is somewhat concise, eloquent, and rhetorically effective • generally uses correct, varied, and concise sentence structure • is somewhat engaging to read • generally writes appropriately for audience and purpose	• shows minimal conciseness, eloquence, and rhetorical effectiveness • uses incorrect, monotonous or simplistic sentence structure • is not engaging to read • lacks appropriate writing for audience and purpose • uses inappropriate jargon and clichés	
Information Literacy *(locating, evaluating, and using effectively the needed information as appropriate to assignment)*	• uses academic and reliable sources • chooses sources from many types of resources • chooses timely resources for the topic • integrates references and quotations to support ideas fully	• uses mostly academic and reliable sources • chooses sources from a moderate variety of types of resources • chooses resources with mostly appropriate dates • integrates references and quotations to provide some support for ideas	• lacks academic and reliable sources • chooses sources from a few types of resources • chooses a few resources with inappropriate dates • integrates references or quotations that are loosely linked to the ideas of the paper	

Criteria	A *excellent*	B *adequate expectations*	C *below expectations*	Comm ents
Source Integrity *(appropriate acknowledgment of sources used in research)*	• correctly cites sources for all quotations • cites paraphrases correctly and credibly • includes reference page • makes virtually no errors in documentation style • makes virtually no errors in formatting • incorporates feedback given in previous written assignments	• correctly cites sources for most quotations • usually cites paraphrases correctly and credibly • includes reference page with some errors • makes some errors in documentation style • makes some errors in formatting • incorporates some feedback given in previous written assignments	• provides minimal sources for quotations • sometimes cites paraphrases correctly and credibly, • includes reference page with many errors • makes many errors in documentation style • makes many errors in formatting • lacks incorporation of feedback given in previous written assignments	
Conventions *(adherence to grammar rules: usage, spelling and mechanics of Standard Edited English or SEE)*	• makes virtually no errors in SEE conventions • makes accurate word choices	• makes some errors in SEE conventions • almost always makes accurate word choices	• makes many errors in SEE conventions • makes many inaccurate word choices	

Criteria	A *excellent*	B *adequate expectations*	C *below expectations*	Comments
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common- knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				

Finances

Graduate and Professional Studies Tuition and Fees

Center for Justice & Peacebuilding

Tuition (per credit hour)	$771
Participation Audit (per credit hour)	$514
Activity Fees	
1-8 credit hours (charge per credit hour, non-refundable)	$15
9+ credit hours (flat fee, non-refundable)	$140
General Services Fee	
1-8 credit hours (charge per credit hour, non-refundable)	$12
9+ credit hours (flat fee, non-refundable)	$100
Summer Peacebuilding Institute (SPI) costs[23]	
Strategies for Trauma Awareness & Resilience (STAR) costs[24]	

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23 //resources.emu.edu/confluence/emu.edu/cjp/spi/costs
24 //resources.emu.edu/confluence/emu.edu/cjp/star/costs

Doctor of Nursing Practice

Tuition (per credit hour)	$812
Participation Audit (per credit hour)	$612
Audit (per credit hour)	$412
Residency fee (2 residencies required)	$500 each

Master of Business Administration, Harrisonburg

Tuition (per credit hour)	$600
Participation Audit (per credit hour)	$400
Audit (per credit hour)	$200
General Services Fee	
1-8 credit hours (charge per credit hour, non-refundable)	$12
9+ credit hours (flat fee, non-refundable)	$100

Master of Business Administration, Online Collaborative

Tuition (per credit hour)	$759

M.A. in Counseling

Tuition (per credit hour)	$665
Audit (per credit hour)	$220
Student health insurance (full-time students only)	$3,310
Activity Fees	
1-8 credit hours (charge per credit hour, non-refundable)	$3
9+ credit hours (flat fee, non-refundable)	$30
General Services Fee	
1-8 credit hours (charge per credit hour, non-refundable)	$12
9+ credit hours (flat fee, non-refundable)	$100

M.A. in Education, Harrisonburg

Tuition (per credit hour)	$475
Audit (per credit hour)	$160
General Services Fee	
1-8 credit hours (charge per credit hour, non-refundable)	$12
9+ credit hours (flat fee, non-refundable)	$100

M.A. in Education, Lancaster

Technology fee (per semester)	$75

M.A. in Health Care Management

Tuition (per credit hour)	$660
Participation Audit (per credit hour)	$440
Audit (per credit hour)	$220
Activity Fees	
1-8 credit hours (charge per credit hour, non-refundable)	$25
9+ credit hours (flat fee, non-refundable)	$50
General Services Fee	
1-8 credit hours (charge per credit hour, non-refundable)	$12
9+ credit hours (flat fee, non-refundable)	$100

M.A. in Interdisciplinary Studies

Individualized Master's Fee	$100
Tuition	the charge per credit hour of the program in which the course is taken

M.A. in Organizational Leadership

Tuition (per credit hour)	$600
Audit (per credit hour)	$200
General Services Fee	
1-8 credit hours (charge per credit hour, non-refundable)	$12
9+ credit hours (flat fee, non-refundable)	$100

M.S. in Biomedicine

Full-time (9-15 hours, per semester)	$9,250
Part-time (1-8 hours, per credit hour)	$925
Overload (> 15 hours, per credit hour)	$875
Participation Audit (per credit hour)	$565
Audit (per credit hour)	$300
Summer session (per credit hour)	$875
Activity Fees	
1-8 credit hours (charge per credit hour, non-refundable)	$25
9+ credit hours (flat fee, non-refundable)	$50
General Services Fee	
1-8 credit hours (charge per credit hour, non-refundable)	$12
9+ credit hours (flat fee, non-refundable)	$100

M.S. in Nursing

Tuition (per credit hour)	$610
Participation Audit (per credit hour)	$410
Audit (per credit hour)	$200
General Services Fee	
1-8 credit hours (charge per credit hour, non-refundable)	$12
9+ credit hours (flat fee, non-refundable)	$100

Other charges

Student health insurance[25] (International students and full-time Counseling students only)	$3,310
Application fee (non-refundable)	$50
Final exam out of schedule	$35
Graduation fee (Graduate certificate)	$25
Graduation fee	$75

Any course you take from another program will be invoiced at the rate of your enrolled program.

25 https://emu.edu/business-office/health-insurance/

Published charge rates may be adjusted for changes in economic conditions and cost factors. This list continues on the General Payment Information[26] **web page.**

General Payment Information

Payment for semester tuition and room and board (less processed financial aid) is due one week before classes begin. Refer to the general payment information page[27] for more information.

Payment Policy

Unpaid accounts may be subject to the following:

- EMU network access for student-owned computers will be denied.
- Charging at Common Grounds and non-textbook charging at the Bookstore will be denied.
- Grades, transcripts, enrollment, class attendance, and diploma will be denied.
- Monthly finance charge[28] of 1.5% (18% annually)
- Credit bureau reporting
- Collection and/or attorney fees necessary for collection of unpaid debts

To pay online log on to my.emu.edu[29] and follow the link to view your EMU account online under the accounts tab. Parents with pin numbers and authorized users visit EMU account online[30] to make a payment.

Payment Options

Payment Plan

- EMU offers a student payment plan through CASHNet. There is a $35 per semester fee for the payment plan. To enroll please login to my.emu.edu[31] and click on "View my EMU Account Online" under the Accounts tab. Then follow the steps to enroll in the payment plan.
- With CASHNet you may use **major credit cards**. There is a convenience fee for this service. You may also make direct payments from your checking account for no charge.

Payment Methods Accepted

- **EMU's preferred method of payment is online**, students login to your my.emu.edu[32] to view your "EMU Account Online" (link located under the accounts tab.) Parents with pin numbers (set up by their student) and authorized users pay online here[33].
- EMU also accepts **cash**, **personal checks**, **cashiers checks**, **credit cards**, and **money orders** for payments on student accounts. There is a 3% convenience fee (minimum $1.00 fee) for paying with a credit card.

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26 https://emu.edu/business-office/general-payment-info/
27 https://emu.edu/business-office/general-payment-info
28 https://emu.edu/business-office/finance-charges
29 http://my.emu.edu/
30 https://commerce.cashnet.com/cashneti/selfserve/ebilllogin.aspx?client=EMU_PROD&
31 http://my.emu.edu
32 http://my.emu.edu
33 https://commerce.cashnet.com/emupay

- EMU has partnered with flywire[34] to streamline the tuition payment process for our international students. With Flywire, you can pay from any country and any bank. You are offered excellent foreign exchange rates, allowing you to pay in your home currency (in most cases) and save a significant amount of money, as compared to traditional banks. You will also be able to track where your payment is in the transfer process via a student dashboard and an email confirmation will be sent to you when your payment is received by the school.

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 assistance office. Enrollment status is very important to aid eligibility. Students who withdraw must also notify the financial assistance 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 assistance office[35] and is also included in the graduate student handbook. [36]

Veterans Benefits

Students who wish to have EMU certify their eligibility to receive benefits from the Veterans Administration must 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 or 33 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 our office via email saa@dvs.virginia.gov[37].

Financial Assistance for Graduate Programs

Church Match Grants

Students who receive tuition assistance grants that originate from a congregation, a church conference, or a group of churches who have pooled resources for the purpose of providing tuition assistance grants are eligible to receive a matching grant. Enrollment of at least 6 hrs/semester in either the MAC or CJP program is required. The maximum grant eligibility is $1000 per academic year and $2000 during the

34 https://www.flywire.com/pay/emu
35 https://emu.edu/financial-aid/graduate-students
36 https://resources.emu.edu/confluence/display/EMUHandbook/Graduate+and+Seminary+Student+Handbook
37 mailto:saa@dvs.virginia.gov

lifetime of the student's studies. **March 1** is the "preferred response date" for churches to inform EMU of their intent to send funds for students.

Federal Direct Student Loans

As of July 1, 2012 all federal direct student loans for graduate student are unsubsidized. Loan funds come from the federal government to the school. The student is charged interest from the time the loan is disbursed until it is paid in full. If the student allows interest to accumulate, it will be capitalized which means added to the principal amount of the loan and increases the amount of loan the student will need to repay.

Students may borrow up to $20,500 per academic year.

The interest rate for Direct Student Loans borrowed after July 1, 2019 is fixed at 6.08%. Processing fees of 1.059% are automatically deducted from each disbursement of the loan. Repayment of the full amount begins six months after a student ceases to be enrolled at least half-time. See also the Federal Direct Loan Information[38] page.

Federal Graduate PLUS Loans

The Graduate PLUS Loan is another federal loan program for graduate students. Borrowers must be credit worthy. Eligibility is determined after the unsubsidized Federal Direct Loans have been awarded. However, a student may decline the Direct Loan awards and borrow only the Graduate PLUS Loan. The interest rate is 7.08% (fixed) and repayment begins 60 days after the final disbursement. In-school deferment is an option for half-time or more enrollment, but interest payments are required. A loan origination fee of 4.236% is automatically deducted from each disbursement.

University Student Services

Please see the graduate and seminary student handbook[39] for details concerning student services.

General Contact and Location Information

Eastern Mennonite University's main campus is located in Harrisonburg, Virginia. A satellite campus is located in Lancaster, Pennsylvania.

Main Campus

Mailing and street address: Eastern Mennonite University, 1200 Park Rd, Harrisonburg, VA 22802-2462

540-432-4000

Fax: 540-432-4444

TTY: 540-432-4599

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38 https://studentaid.ed.gov/sa/types/loans/subsidized-unsubsidized
39 https://resources.emu.edu/confluence/display/EMUHandbook/Graduate+and+Seminary+Student+Handbook

EMU Lancaster

Mailing address: Eastern Mennonite University, PO Box 10936, Lancaster, PA 17605-0936

Toll-free: 866-368-5262

Local: 717-397-5190

Fax: 717-397-5281

Undergraduate Admissions

The admissions[40] office is located in the Campus Center near the registrar and financial aid offices.

Toll-free US: 800-368-2665

Local/international: 540-432-4118

admiss@emu.edu[41]

Financial Aid Office

emu.edu/financial-aid[42]

Toll-free US: 800-330-9683

Local/international: 540-432-4137

finaid@emu.edu[43]

Alumni and Parent Engagement Office

emu.edu/alumni[44]

540-432-4206

alumni@emu.edu[45]

Seminary

emu.edu/seminary[46]

Local/international: 540-432-4260 or 540-432-4257

Fax: 540-432-4598

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40 //resources.emu.edu/confluence/emu.edu/admissions
41 mailto:admiss@emu.edu
42 http://emu.edu/financial-aid
43 mailto:finaid@emu.edu
44 http://emu.edu/alumni
45 mailto:alumni@emu.edu
46 http://emu.edu/seminary

seminar[47]y@emu.edu[48]

School of Sciences, Engineering, Art, and Nursing

Dean: Dr. Tara Kishbaugh[49]

Administrative Assistant: Barbara Byer[50]

Location: University Commons, adjacent to current VACA offices

School of Social Sciences and Professions

Dean: Dr. David Brubaker[51]

Administrative Assistant: Shirley Ewald[52]

Location: Heatwole House (previously the graduate dean's office)

School of Theology, Humanities, and Performing Arts

Dean: Dr. Sue Cockley[53]

Administrative Assistant: Emily North[54]

Location: rotating between Roselawn 2nd floor and Seminary building

EMU Technology Helpdesk

emu.edu/is[55]

540-432-HELP (4357)

Location: lower level of Sadie Hartzler Library

helpdesk@emu.edu[56]

General questions and concerns: w[57]ebmaster@emu.edu[58]

University Administration and Personnel

University Administration and Personnel

47 mailto:seminary@emu.edu
48 mailto:y@emu.edu
49 https://emu.edu/faculty-staff/?show=tlk326
50 https://emu.edu/faculty-staff/?show=bb322
51 https://emu.edu/faculty-staff/?show=db252
52 https://emu.edu/faculty-staff/?show=ss836
53 https://emu.edu/faculty-staff/?show=cockleys
54 https://emu.edu/faculty-staff/?show=ebn327
55 http://emu.edu/is
56 mailto:helpdesk@emu.edu
57 mailto:webmaster@emu.edu
58 mailto:ebmaster@emu.edu

Faculty, staff and administration for all programs can be found at www.emu.edu/faculty-staff[59] or at the individual program webpages.

Board of Trustees

Learn more about the members of our board[60]

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59 https://emu.edu/faculty-staff/
60 https://emu.edu/president/trustees

www.mennoniteeducation.org[61]

Safety and Security

EMU aspires to offer students a safe and happy campus. Your peace of mind is very important to us. Campus security officers patrol grounds daily on foot and by car and are ready to respond in any emergency. Faculty and staff are trained in crisis communication and response. Harrisonburg City Police offer support and timely notifications of issues near campus.

Emergency Situations and Contacts

Call 911 for any situation that requires IMMEDIATE police, fire, or medical response to preserve life or property.

Call campus security at 4911 from a campus phone or 540-432-4911 if you witness or are victim to a campus crime or emergency and/or if you see anyone or anything that seems suspicious. Campus telephones are located at the main entrance of each residence hall (except for Parkwood Apartments).

In the residence halls one of the residence directors will be on call 24 hours a day to respond to emergencies or incidents on campus. The staff member can be reached by calling 540-476-4578. Incidents can also be reported in person at the facilities management office, at the student life office in University Commons, or by completing the Safety and Care Reporting Form[62].

EMU Alert Notifications

Go to **emu.edu/alerts**[63] for up-to-the minute information on events unfolding at EMU. The EMU alerts system is only used for urgent campus-wide messages authorized by a campus administrator who is a member of the president's cabinet.

See also http://www.emu.edu/safety-and-security/ for more information.

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61 http://www.mennoniteeducation.org/
62 https://emu.edu/safecampus/
63 https://my.emu.edu/ics/Alerts/

Biomedicine Graduate Studies

About Biomedicine Graduate Studies

Eastern Mennonite University's Master of Science in Biomedicine[64] program, approved by the Commission of the Southern Association of Colleges and Schools (SACS), uniquely challenges students to take courses broadly from several disciplines. Some of the transdisciplinary aspects are evident in a required cross-cultural component, diverse seminars, social science and bioethics courses, and finally in a thesis project. A master's degree can be earned after 48 semester hours (SH) of coursework (two full years of study) or a certificate with 24 SH of study (one full year of study).

Admission Requirements - Biomedicine Graduate Studies

Timeline

The application deadline is rolling. Applications for the fall semester will be reviewed beginning in February. Spring admission is also offered and applications will be reviewed during the fall semester.

Admission Requirements

Biomedicine graduate program entrance is based on:

- A baccalaureate degree from an accredited institution with a minimal undergraduate grade point average of 2.50. (Gap year certificate applicants must have a minimal undergraduate grade point average of 3.0.)
- An appropriate standardized test score. GRE, MCAT, DAT, OAT and others are accepted.
- Prerequisite coursework for **pre-medical, pre-dental, and pre-veterinary applicants** (8 courses, 32 credit hours total):

    - Two general biology courses with laboratories (8 SH)
    - Two general chemistry courses with laboratories (8 SH)
    - Two organic chemistry courses with laboratories (8 SH)
    - Two physics courses with laboratories (8 SH)

- Prerequisite coursework for **all other pre-professional health applicants** (6 courses, 24 credit hours total):

    - Two general biology courses with laboratories (8 SH)
    - Two general chemistry courses with laboratories (8 SH)

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64 https://emu.edu/ma-biomed/

- One organic chemistry course with laboratory (4 SH)
- One physics course with laboratory (4 SH)

Please consider our Biomedicine Pre-Medical Certificate program if you are missing three or more of these prerequisite courses or if you are needing to improve your academic understanding or grades in these courses.

Provisional Admittance:

Alternatively, applicants who are in need of only one or two of the above prerequisite courses can be granted provisional admittance to the master's program and can take those needed prerequisite courses while pursuing their graduate degree.

A completed application includes:

1. A completed PostBacCAS[65] application
2. Two academic letters of recommendation, preferably one from a natural science professor from your most recent academic program. Alternatively, one from a work supervisor is acceptable. Recommendation letters can take some time in acquiring; please contact your references immediately for your letter of support. Letters should be uploaded through PostBacCAS[66].
3. Official transcripts - request official transcripts (not student copies) from each college or university you have attended. The official transcripts should be uploaded to PostBacCAS[67].
4. Test scores - submit your most recent graduate standardized test results (GRE, MCAT, OAT, PCAT, DAT and/or VCAT) and language scores for international students (TOEFL and IELTS) to EMU's MS in Biomedicine program via email to ms-biomed@emu.edu[68] or by postal mail to Eastern Mennonite University, MS in Biomedicine, 1200 Park Rd., Harrisonburg, VA 22802.

An admissions committee will evaluate student applications and make recommendations for admissions.

Health History and Immunization Requirements for Enrollment

EMU requires all graduate and seminary students enrolled on campus in 9 semester hours or greater to complete the health evaluation form including official documentation of immunizations prior to the beginning of the first semester of enrollment. Any student who fails to furnish the completed history without documented medical or religious/philosophical reasons will not be eligible for registration for a second semester. Non-compliance may lead to further administrative action including possible administrative withdrawal from the university.

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65 https://postbaccas.liaisoncas.com/applicant-ux/#/login
66 https://postbaccas.liaisoncas.com/applicant-ux/#/login
67 https://postbaccas.liaisoncas.com/applicant-ux/#/login
68 mailto:ma-biomed@emu.edu

Master's Degree Requirements - Biomedicine Graduate Studies

MS in Biomedicine: Biomedical Science Concentration

Degree: Master of Science
Semester Hours: 48

A master's from EMU can open doors. After earning a two-year master's, our students have proven that they are prepared for the rigors of professional health school. Our graduates have utilized their master's degree to obtain jobs at prestigious research facilities, non-profit organizations, and various healthcare centers.

EMU's Master of Science in Biomedicine degree allows you to pick and choose which graduate-level natural science courses you need and would like to take. Our curriculum will set your application apart with our built-in cross-cultural experience, practicum shadowing, thesis research, ethics and leadership training, and interdisciplinary course offerings.

Biomedical Courses (43-46 SH)

- ~BMC 561 Biochemistry Foundations - 3
- ~BMC 562 Human Physiology - 4
- BMC 598 Biomedicine Practicum - 1-4
- BMC 610 Interdisciplinary Seminar I - 2
- BMC 611 Interdisciplinary Seminar II - 2
- ~BMC 612 Human Gross & Microscopic Anatomy - 4
- BMC 613 Research Design and Statistics - 2
- BMC 623 Research in Biomedicine - 3
- ~BMS 517 Developmental and Stem Cell Biology - 4
- BMX 603 Cross Cultural Health Care - 3
- BMX 611 Biomedicine, Faith and Ethics - 2
- Select 13 SH from the following:

- BMC 552 Cell Biology - 3 (Fall 2022)
- BMC 562 Human Physiology - 4
- +BMS 501 Biomedical Organic Chemistry I - 4
- +BMS 502 Biomedical Organic Chemistry II - 4
- BMS 540 Drugs: Discovery, Design & Action - 2
- BMS 561 Immunology - 3
- BMS 562 Neurobiology - 3 (Spring 2021)
- BMS 563 Molecular Genetics - 3 (Spring 2022)
- BMS 570 Medical Microbiology - 3 (Spring 2021)
- BMS 572 Cognitive Psychology - 3
- BMS 585 Infectious Diseases - 3
- BMS 571 Abnormal Psychology - 3
- BMS 573 Theories of Personality - 3
- BMS 574 Neuropsychology - 3 (Spring 2022)
- BMS 579 Analytical Chemistry I - 2 (Fall 2022)

- BMS 580 Analytical Chemistry II - 2 (Fall 2021)
- BMS 595 Bioinformatics - 2 (Spring 2023)

+ Requisite course if not completed as an undergraduate (applies to certain career paths)
~ Another natural science course may be substituted for BMC 561, BMC 562, BMC 612, or BMS 517.

Electives (5-6 SH)

- BMS 530 MCAT Preparation Course OR BMS 531 DAT Preparation Course - 3
- One EMU graduate course in education, business, counseling, or nursing
- Any course listed above

MS in Biomedicine: Biomedical Teaching Concentration

Degree: Master of Science
Semester Hours: 48

Are you interested in teaching biomedical-related courses in a community college or technical school, or are you a high school or junior high science teacher who wishes to enhance your teaching or increase your pay scale? If so, we provided one or two year degree options that can be customized to fit your needs.

Biomedical Core Courses (30 SH)

- BMS 517 Developmental and Stem Cell Biology (4 SH)
- BMC 612 Advanced Human Gross & Microscopic Anatomy (4 SH)
- BMC 561 Biochemistry Foundations (3 SH)
- BMC 562 Advanced Human Physiology (4 SH)
- BMC 613 Research Design and Statistics (2 SH)
- BMX 611 Biomedicine, Faith and Ethics (2 SH)
- BMC 610 Interdisciplinary Seminar I (2 SH)
- BMC 611 Interdisciplinary Seminar II (2 SH)
- BMC 623 Research in Biomedicine (3 SH)
- BMC 598 Biomedicine Practicum (1-4 SH)
- BMX 603 Cross Cultural Healthcare (3 SH)

Required Teaching Core (6 SH)

- EDCC 501 Creating Cultures of Change (3 SH)
- EDCC 531 Social and Ethical Issues in Education (3 SH)

Education Electives (12 SH)
Select from the following:

- EDCC 521 Peacebuilding and Conflict Resolution (3 SH)
- EDCI 501 Curriculum and Instruction Strategies (3 SH)
- EDCI 511 Teaming and Collaboration (3 SH)
- EDCT 531 Everything Google for Classroom (online) (3 SH)
- EDCT 541 Instructional Technology for Problem-Based Learning (online) (3 SH)

- EDCT 681 Online Learning Tools for Classroom (online) (3 SH)
- EDDA 511 Teaching Diverse Learners (3 SH)
- EDDT 581 Language and Culture (online) (3 SH)

MS in Pre-Medicine

Degree: Master of Science
Semester Hours: 30 graduate credits + 20-28 undergraduate credits

Graduate Pre-Medicine Courses (8 SH)

- BMC 598 Biomedicine Practicum - 1
- BMC 610 Interdisciplinary Seminar I - 2
- BMC 611 Interdisciplinary Seminar II - 2
- BMX 603 Cross Cultural Health Care - 3

Graduate Biomedical Science Courses (22 SH)
Select from the following:

- BMC 552 Cell Biology - 3 (Fall 2022)
- BMC 561 Biochemistry Foundations - 3
- BMC 562 Human Physiology - 4
- BMS 501 Biomedical Organic Chemistry I - 4
- BMS 502 Biomedical Organic Chemistry II - 4
- BMS 517 Developmental & Stem Cell Biology - 4
- BMS 530 MCAT Preparation Course OR BMS 531 DAT Preparation Course - 3
- BMS 561 Immunology - 3
- BMS 562 Neurobiology - 3 (Spring 2021)
- BMS 563 Molecular Genetics - 3 (Spring 2022)
- BMS 570 Medical Microbiology - 3 (Spring 2021)
- BMS 571 Abnormal Psychology - 3
- BMS 572 Cognitive Psychology - 3
- BMS 574 Neuropsychology - 3 (Spring 2022)
- BMS 585 Infectious Diseases - 3
- BMS 595 Bioinformatics - 2 (Spring 2023)

Recommended Undergraduate Courses (20-28 SH)

- BIOL 215 Organismal Biology - 4
- BIOL 240 Molecular & Cellular Biology - 4
- CHEM 223 General Chemistry I - 4
- CHEM 224 General Chemistry II - 4
- PHYS 252 University Physics I Lecture - 3, PHYS 253 University Physics I Lab - 1
- PHYS 262 University Physics II Lecture - 3, PHYS 263 University Physics II Lab - 1

Certificate Requirements - Biomedicine Graduate Studies

The majority of credits toward all certificates must be earned through courses offered by EMU.

Biomedicine Certificate

Semester Hours: 24

Some students want to become more competitive applicants for professional health school, and only need a one-year program to enhance their application. Our Biomedicine Certificate allows you to pick and choose which graduate-level natural science courses suit your academic goals the best. Our curriculum will set your application apart with our built-in cross-cultural experience, practicum shadowing, and interdisciplinary course offerings.

Biomedicine Courses (22-25 SH)

- BMC 598 Biomedicine Practicum - 1
- BMC 610 Interdisciplinary Seminar I - 2
- BMX 603 Cross Cultural Health Care - 3
- Select 16-19 SH from the following:

- BMC 552 Cell Biology - 3 (Fall 2022)
- BMC 561 Biochemistry Foundations - 3
- BMC 562 Human Physiology - 4
- BMC 612 Human Gross & Microscopic Anatomy - 4
- BMS 501 Biomedical Organic Chemistry I - 4
- BMS 502 Biomedical Organic Chemistry II - 4
- BMS 517 Developmental and Stem Cell Biology - 4
- BMS 540 Drugs: Discovery, Design & Action - 2
- BMS 561 Immunology - 3
- BMS 562 Neurobiology - 3 (Spring 2021)
- BMS 563 Molecular Genetics - 3 (Spring 2022)
- BMS 570 Medical Microbiology - 3 (Spring 2021)
- BMS 572 Cognitive Psychology - 3
- BMS 585 Infectious Diseases - 3
- BMS 595 Bioinformatics - 2 (Spring 2023)

Additional natural science course options[69] are available.

Electives (0-3 SH)
Select from the following courses:

- BMS 530 MCAT Preparation OR BMS 531 DAT Preparation Course - 3
- One course from any other master's program at EMU

Biomedical Teaching Certificate

Semester Hours: 28

Core Courses (14-15 SH)
Select from the following:

- BMS 517 Developmental and Stem Cell Biology (4 SH)

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[69] https://emu.edu/ms-biomed/course-descriptions/

- BMC 561 Biochemistry Foundations (3 SH)
- BMC 562 Advanced Human Physiology (4 SH)
- BMC 610 Interdisciplinary Seminar I (2 SH)
- BMC 611 Interdisciplinary Seminar II (2 SH)
- BMC 612 Advanced Human Gross and Microscopic Anatomy (4 SH)
- BMC 613 Research Design and Statistics (2 SH)
- BMC 623 Research in Biomedicine (3 SH)
- BMC 598 Biomedicine Practicum (1-4 SH)
- BMX 603 Cross Cultural Healthcare (3 SH)
- BMX 611 Biomedicine, Faith and Ethics (2 SH)

*For the Biomedical Teaching concentration, one of the 3 core required laboratory science courses (BMC 517, BMC 561 or BMC 612) may be replaced with equivalent hours in elective BMS courses.

Biomedical Teaching Concentration Courses (6 SH)

- EDCC 501 Creating Cultures of Change (3 SH)
- EDCC 531 Social and Ethical Issues in Education (3 SH)

Electives (7-8 SH)
Choose 4 of the following courses:

- EDCC 521 Peacebuilding and Conflict Resolution (3 SH)
- EDCI 501 Curriculum and Instruction Strategies (3 SH)
- EDCI 511 Teaming and Collaboration (3 SH)
- EDCT 531 Everything Google for Classroom (online) (3 SH)
- EDCT 541 Instructional Technology for Problem-Based Learning (online) (3 SH)
- EDCT 681 Online Learning Tools for Classroom (online) (3 SH)
- EDDA 511 Teaching Diverse Learners (3 SH)
- EDDT 581 Language and Culture (online) (3 SH)

Requisite course if not completed in undergraduate studies

- BMS 501 Biomedical Organic Chemistry I (4 SH) (counts toward elective credit)

Gap Year Certificate

Semester Hours: 21-28

Gap Year Certificate students take courses at EMU's Harrisonburg campus in the fall and EMU's Washington Community Scholars Center in Washington D.C. in the spring and complete cross-cultural travel in the summer.

Fall Courses, Harrisonburg campus (9-14 SH)
Select from the following:

- BMC 552 Cell Biology (Fall 2022) - 3
- BMC 561 Biochemistry Foundations - 3
- BMC 612 Human Gross and Microscopic Anatomy - 4

- BMS 517 Developmental and Stem Cell Biology - 4
- BMS 561 Immunology - 3
- BMS 571 Abnormal Psychology - 3
- One course from any other master's program at EMU

Additional natural science course options[70] are available.

Spring Courses, Washington, D.C. campus (9-11 SH)

- BMS 599 Internship - 6-9
- BMS 654 Internship Theory and Practice - 1
- BMS 655 Servant Leadership - 2

Summer Course, off campus (3 SH)

- BMX 603 Cross Cultural Health Care - 3

Course Descriptions - Biomedicine Graduate Studies

BMC 552 Cell Biology (3 SH)

A study of cellular architecture, communication, transport, motility, division, growth and death. Particular emphasis is placed on the study of cancer at the cellular level, and on a quantitative (mathematical) understanding of cellular movements. Students read and report on research articles. (Fall 2022)

BMC 561 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.

BMC 562 Human Physiology (4 SH)

An investigative study of selected body systems including neuro-muscular, cardiovascular, respiratory, renal, and endocrine physiology. Extensive laboratory work emphases quantification and experimentation while using live materials and physiologic instrumentation

BMC 598 Biomedicine Practicum (1-3 SH)

This course features experiential community learning in areas related to future vocation. Assigned shadowing or interactive experiences require 30-40 hours per semester credit hour outside of class as well as completing assigned related readings, maintaining a journal of experiences, providing feedback to other students. Typical experiences may involve interactions within hospitals, health care professionals, biomedical organizations, clinics, rescue squads, health departments, or life science education settings. Prerequisites: satisfactory completion of at least two graduate level courses and/or instructor permission. A maximum of 4 SH of practicum credit can be applied toward a degree.

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70 https://emu.edu/ms-biomed/course-descriptions/

BMC 610 Interdisciplinary Seminar I (2 SH)

This course involves a first orientation to the biomedicine program. Major discussion topics include the current status of biomedicine and healthcare in the United States, quality improvement in healthcare, discovering biomedicine in the humanities, secular and religious approaches to bioethics, holistic healing, and integrative medicine.

BMC 611 Interdisciplinary Seminar II (2 SH)

This course challenges students to grow in capacity for leadership in the medical field. Strategies include: reflection on leadership history, aptitudes and style; creating an inventory of current leadership skills while identifying gaps for future growth. Special attention is also given to addressing population management risks as well as public health promotion opportunities. The course concludes with transformative medical leadership applications on the individual and collective levels.

BMC 612 Human Gross and Microscopic Anatomy (4 SH)

A comprehensive overview of the anatomy of the human body, both on the microscopic and whole-organ level. The laboratory section of this course will utilize human cadaver dissection for the hands-on identification of the structures discussed in lecture.

BMC 613 Biomedical Research Design & Statistics (2 SH)

This course covers basic principles of research methodology and experimental design. Topics include research design, measurements, hypothesis testing, statistical significance and the analysis of data. A computer statistical package is used to analyze data. Students critically evaluate published reports of biomedical studies with specific attention to their experimental design and the application of statistics.

BMC 623 Research in Biomedicine (3 SH)

Under the direction of a faculty member, this course guides a student through the process of developing an original research project. Each student selects a specific biomedicine-related topic, develops a hypothesis and research proposal, and then tests and analyzes the data that they generate. By gathering and analyzing their own original data in relation to other relevant literature, students gain understanding and insight on their chosen topic and contribute to new information that is being generated in their field. The outcome includes preparing and defending an oral presentation and a research paper written in a CSE style. *This is a series of two courses. Students enrolled in BMC 623 Research in Biomedicine in the summer will subsequently be enrolled in BMC 623 Research in Biomedicine in the fall.*

BMS 501 Biomedical Organic Chemistry I (4 SH)

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 sessions emphasize purification, isolation, and identification techniques, particularly chromatography, infrared spectroscopy, mass spectroscopy, and nuclear magnetic spectroscopy. Three lectures and one four-hour laboratory per week.

BMS 502 Biomedical Organic Chemistry II (4 SH)

Building on the prior course, this course deduces "new" mechanisms based on 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. Structural determination of increasingly complex compounds by instrumental techniques, such as GC-MS, NMR, and IR will also be emphasized. The laboratory involves multi-step transformations, purifications, and advanced structure determination using primarily instrumental techniques. Three lectures and one four-hour laboratory per week.

BMS 517 Developmental & Stem Cell Biology (4 SH)

This course provides students with an introduction to development and stem cell biology that emphasizes the molecular influences and cellular interactions involved in specification, differentiation and regeneration. Topics include: descriptive and experimental approaches in development, methodologies in stem cell research, embryonic and adult stem cells, stem cell cloning, cell reprogramming and cancer stem cells. Laboratory sessions will explore topics at the intersection of developmental biology and stem cells, and will use a variety of model organisms. A mini-research project is required.

BMS 530 MCAT Preparation Course (3 SH)

This course will provide a comprehensive review of all topics found on the Medical College Admission Test (MCAT). The following subjects will be covered: Math/Research and Reasoning Skills, Critical Analysis and Reading Skills (CARS), Biology, Biochemistry, Physics, Organic Chemistry, General Chemistry, Psychology, and Sociology. The course will be conducted entirely online via NextStepMCAT.com[71]. Instruction is offered in both videos available on demand 24/7 and live sessions offered 5 times each week. Students will have access to their course tools for 6 months. Students will receive a pass/fail grade for this course.

BMS 531 DAT Preparation Course (3 SH)

This course will provide a comprehensive review of all topics found on the Dental Admission Test (DAT). The following subjects are covered: natural sciences including biology, general chemistry, and organic chemistry; perceptual ability; reading comprehension; and quantitative reasoning. Students will utilize online and print materials to review and practice DAT subject material. Students will receive a pass/fail grade for this course. To enroll, students must have an EMU GPA of 3.2 and must be applying to dental school in the upcoming application cycle with EMU's support. Students who have taken and passed the course previously may not re-enroll in the course.

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71 http://NextStepMCAT.com

BMS 540 Drugs: Discovery, Design & Action (2 SH)

In this class, we will study the principles that govern the process of modern drug discovery & development and to gain insight to the modes of activity of the major classes of drugs (antibiotics, antivirals, analgesics, anticancer, steroids, antihistamines, etc.) Students will primarily be evaluated based on appropriate scientific writing.

BMS 561 Immunology (3 SH)

Survey of immunology including the nature of antigens and antibodies, the reactions between them, applications of these reactions to clinical diagnosis and the cellular events which occur during the immune response. Beneficial and pathological aspects of immunity are included.

BMS 562 Neurobiology (3 SH)

This course is an advanced survey of nervous system anatomy and physiology with an emphasis on recent advances in the field. There is a wide gamut of subject matter in the field of neuroscience, and this course familiarizes students with the breadth of the field while going into depth for several chosen topics, determined primarily by recent publications. We investigate neuroscience from neurotransmitter receptor structure and function to the philosophical study of consciousness. (Spring 2021)

BMS 563 Molecular Genetics (3 SH)

A study of the mechanisms of gene structure, stability, replication, transmission, and expression in eukaryotes. Themes include molecular evolution, viruses (including HIV), and heritable diseases. Students read and report on research articles. The laboratory involves an introduction to common techniques employed in molecular biology followed by directed research projects of the student's choosing. (Spring 2022)

BMS 570 Medical 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. (Spring 2021)

BMS 571 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. Positive emotions and strengths that promote mental health will be integrated throughout the course.

BMS 572 Cognitive Psychology (3 SH)

The field of cognitive psychology involves studying and thinking about thinking. Questions are asked about how we acquire, store, retrieve, and use knowledge. Students will actively study and apply various theories about human thinking. Topics such as models of memory, imaging, language comprehension, problem-solving, creativity and cognitive development will be covered.

BMS 573 Theories of Personality (3 SH)

PSYC 361 - 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.

BMS 574 Neuropsychology (3 SH)

Survey of the anatomy and physiology of the nervous system, including loss of function studies. Emphasis is placed on the role of general physiological principles that affect human behavior. (Spring 2022)

BMS 579 Analytical Chemistry I (2 SH)

An overview of the various aspects of analytical chemistry such as sampling, statistical analysis of data sets, quantitative and qualitative analysis, spectroscopy and chromatography, and trouble-shooting/ instrument design and maintenance. Emphasis will be given to Gravimetric and Titrimetric analysis, Ultraviolet and visible spectroscopy, Advanced GCMS and ion-selective electrodes. One lecture, four hours of laboratory. Prerequisite: an annual safety training outside of class. (Fall 2022)

BMS 580 Analytical Chemistry II (2 SH)

An overview of the various aspects of analytical chemistry such as sampling, statistical analysis of data sets, quantitative and qualitative analysis, spectroscopy and chromatography, and trouble-shooting/ instrument design and maintenance. Emphasis will be given to Atomic spectroscopy, NMR spectroscopy including multi-dimensional analysis and nuclei beyond C and H, HPLC. One lecture, four hours of laboratory. Prerequisite: an annual safety training outside of class. (Fall 2021)

BMS 585 Infectious Diseases (3 SH)

This online course will take an introductory look at infectious disease from a public health perspective. We will focus on factors that contribute to disease transmission in global populations and will introduce basic concepts of epidemiology, human disease, microbiology, immunology, and vaccination to provide a foundation for understanding health promotion and health behavior with regard to controlling the spread of infection through a community. This course will use lecture, discussion, case study, videos, and relevant current events to explore infection and infection control.

BMS 595 Bioinformatics (2 SH)

This course teaches the bioinformatics skills used in academic and biotech laboratories for analyzing individual DNA and protein sequences. The focus is extensive hands-on experience using mainstream web-based bioinformatics tools. Laboratory based course that addresses biological questions by analyzing sequences, searching databases, using sophisticated software, and interpreting results. (Spring 2023)

BMX 603 Cross Cultural Health Care (3 SH)

This summer course is experiential based and requires involvement and study in another cultural-setting for a three-week period. Students, under guidance from the instructor, explore values, methods, and outcomes of health care or the practice of biomedicine in a unique cultural setting. Differentiation of resources, social, psychological, and spiritual ideas contrasting the student's personal culture with the explored culture are examined. Involvements with alternative medicine and healing practices are considered as are examination of traditional health care delivery methods in the studied culture. Cross-cultural settings may vary but frequently include trips to Guatemala, Honduras and/or Peru. *A 3.0 GPA is required at the end of fall semester to be eligible to take BMX 603 the following summer.*

BMX 611 Biomedicine, Faith & Ethics (3 SH)

This course explores relationships between science and Christian faith by investigating scientific foundational ideas and their interaction with theology. 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 Scripture, theology, and natural science. Students will be led to form and articulate a multidimensional world view that incorporates the realities of science and a holistic Christian faith.

Center for Justice and Peacebuilding

About the Center for Justice and Peacebuilding

Mission Statement:

The Center for Justice and Peacebuilding (CJP) educates a global community of peacebuilders through the integration of practice, theory, and research.

Vision Statement:

Preparing, transforming, and sustaining leaders to create a just and peaceful world.

Values:

The Center for Justice and Peacebuilding is a program of Eastern Mennonite University, an institution grounded in Anabaptist theology, life, and values.

CJP strives to practice and model holistic and values-based peacebuilding. Our values are visible in our processes and actions as we:

- embrace nonviolence, right relationships, and just community in our lives and practice
- honor human dignity, diversity, interdependence, and equality
- foster respect, trust, and collaboration across faith traditions, cultures, and worldviews
- ensure accountability, participation, and transparency
- challenge ourselves and others to continual learning and growth
- support the resilience and the sustainability of CJP/EMU and partner organizations by emphasizing personal, relational, spiritual, environmental, and financial well-being
- offer hospitality, develop relationships, and build inclusive community with both individuals and institutions
- focus on positive long-term and deep-rooted change that links personal and social transformation
- recognize and draw on the capacity for peace in faith-based, spiritual, and secular philosophies
- work to dismantle systems of oppression, including using our resources to proactively counter the drive towards economies of extraction of wealth (in all its forms) from communities
- cultivate leadership at all levels and in all positions and promote a model of shared leadership when working with communities

Admissions Requirements- Center for Justice and Peacebuilding

Application Process for Master's Degrees and Graduate Certificates

- Complete the application[72] and submit a resume or curriculum vitae. Both must be submitted for your application to be complete.
- **Pay the application fee of $50 (U.S.)** which can be paid online through CASHNet[73] (International payments can be made using Flywire[74].) Cash and check are also accepted.
- **Arrange for official transcripts** from each college or university attended to be emailed directly to EMU.
- **Include three references in your admissions application**: one academic, one professional, and one character. *Only two letters are required when applying for a graduate certificate.* The references should email their reference form directly to cjpadmissions@emu.edu[75] or mailed to the Center for Justice & Peacebuilding, 1200 Park Rd., Harrisonburg, VA 22802, USA. Only reference forms received directly from the references will be accepted.

International Applicants

In addition to the above requirements, international students will need to:

- Submit a scanned copy of your passport ID page with your application.
- For applicants whose native language is not English, submit scores for either the TOEFL or IELTS test. CJP requires a 79-80 on the internet-based TOEFL or its equivalent and a 6.5-7.0 on the IELTS. (Institutional code: 5181)
- Submit a financial certificate demonstrating the student's ability to pay. This document is required after admission in order for the program to issue a student visa application (I-20 form).

Because the program works with many international students, the admissions committee assesses applicants' preparedness and fit with the program through transcripts, letters of recommendation, and the essay. (An arts-based option may be accepted in lieu of the essay. Contact cjpadmissions@emu.edu[76] for more details.)

Guidelines and Requirements

Applicants must have an undergraduate degree.* A social science background is preferred but not required. Preference is given to students who have two or three years of experience (paid or voluntary) in any type of work that involves making the world more just and less violent. This includes, but is not limited to, community development, social movement organizing, mediation, relief work, restorative justice, working with communities traumatized by injustice or violence, and advocacy. If you want the practical tools and knowledge to help create a more just and equitable world but have been working in

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72 https://emu.edu/cjp/apply
73 https://commerce.cashnet.com/emuem1?itemcode=EM1-CJP
74 https://www.flywire.com/pay/emu
75 mailto:ctprogram@emu.edu
76 mailto:ctprogram@emu.edu

an unrelated field, please email the admissions director at cjpadmissions@emu.edu[77] so we can have a conversation about how our programs might meet your goals.

*In exceptional cases admission may be granted to applicants who meet qualifications for a rarely awarded non-Baccalaureate admission. This is typically done for older applicants who have extensive experience in the field and whose undergraduate studies were disrupted by violence.

Applicants should have an undergraduate GPA of at least 2.75 (on a four-point scale). However, those who have a weaker academic background but extensive experience in the peacebuilding field are welcome to apply; if all other admissions requirements are met, the applicant may be conditionally admitted. If the student earns a 3.0 GPA in the first semester of studies, the student's probation status is removed and will be considered fully admitted.

Submission of **GRE scores** is neither required nor recommended.

IMPORTANT NOTICE: Applicants who apply for admission after February 15 will not have access to internal scholarships. If you would like to apply for a scholarship, please submit your admission and scholarship applications by February 15 in order to have that scholarship applied to the next academic year. Our academic year runs from August to June.

Academic Policies- Center for Justice and Peacebuilding

All students taking CJP courses for graduate or undergraduate credit are subject to the policies below and the overall graduate program policies. Exceptions to these policies are at the discretion of the graduate program and will be made in consultation with the academic program coordinator and the student's academic advisor.

Review the university-wide graduate program policies found in the graduate school catalog(see page 5).(see page 5)

Advisors

When a faculty member goes on sabbatical or is otherwise absent for part or all of the academic year, the academic program coordinator will assume advising responsibilities in their absence unless alternate arrangements have been made. In the case of certain specialized graduate certificate (GC) programs where mentors are used, no academic advisor will be assigned. Master of Arts in Transformational Leadership (MATL) students will not be assigned individual advisors, as the required Praxis courses will provide mentoring throughout the program. Refer to the graduate program policy(see page 9) on advising for more information.

Class participation and absences

Students should be aware of the importance of regular class attendance (whether in person or online). Being absent for more than one class leads to a student missing a large portion of the class content. In addition to consistent class attendance, students should make every effort to arrive to class on time out

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[77] mailto:ctprogram@emu.edu

of respect for the learning process, fellow students and faculty. Refer to the graduate program policy on "Class Attendance" for related advising for more information.

Course extensions, incompletes and continued coursework

For fall and spring semesters, all coursework is due by the end of the semester. For SPI classes, normally all course work (for non-degree or part-time students or students doing the graduate program through S PI) is due by October 1. Residential full-time CJP students must complete all SPI course work before the start of the next semester (August 20 for those who will be full-time in the fall semester).

If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester or, in the case of SPI or other non-traditional graduate classes, one week before all coursework is due. If the request is granted, the student will receive an "I" (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date (nothing will be retained on the student's permanent record noting that the course was completed after the initial deadline). If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work or not enough work to pass the class has been submitted, the final grade will be an F (or a W in unusual circumstances and with the approval of the academic program coordinator).

Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline of the coursework.

To request an extension, send an email to the instructor of the course, your academic advisor (if applicable) and the academic program coordinator that includes the following information:

• Pax # and Course Title
• Reason for requesting an extension
• How much time you are requesting

PLEASE NOTE: Grades for coursework submitted late may be reduced at the instructor's discretion and in line with their course policy on turning in coursework after the due date. If the extension deadline is not met, the instructor will submit the final grade based on what has been received to date.

Under exceptional circumstances, an additional 6-month extension may be granted by special petition to the academic program coordinator, the student's academic advisor and the instructor of the course. To receive this additional extension, a letter of petition is expected with full rationale for the reason unable to finish by the due date and a practical plan on how the student will finish if this extension is permitted. This must be submitted to the above persons at least one week before the end of the first extension. A student is encouraged to use this only when absolutely necessary.

Grading: In cases where students receive extensions for fall and spring courses, instructors are expected to do everything possible to turn in grades one month after all coursework has been submitted to them. If this isn't possible, the instructor will let the student and the academic program coordinator know when to expect the grade and feedback. For all summer coursework, grades and feedback to students should be submitted within a month of the course completion deadline.

Registration: Prior to registering a student, the academic program coordinator may check to see whether the student has any outstanding coursework. If so, the student may be asked to get special

permission from their advisor before being allowed to register for additional classes, which will provide an opportunity to discuss their plans for completion of outstanding coursework.

Courses for reduced credit hours

Students are welcome to take non-core 3 SH classes for 2 SH with permission of the instructor. A student is permitted to take up to two courses per semester for reduced hours. Syllabi for CJP classes will outline course assignments for reduced hours when applicable or will note if the class is not appropriate to be taken for reduced hours. Please note that 2 and 3 SH courses cannot be taken for 1 SH. Also note that changes to the number of credit hours a student is registered for in the course follow the normal drop/add periods.

Credit hour limit

Graduate students are permitted to take up to 12 SH in the fall and spring terms. Taking more than 12 SH requires written permission to the academic program coordinator from the student's academic advisor. Students can take no more than two SPI courses (5-6 SH) if they plan to return full-time in the fall semester (only one course is recommended for students who plan to do an internship, work over the summer or complete extensive travel).

Directed/independent study coursework

Master's students may take up to two directed or independent study courses (up to 6 SH) during their course of study; graduate certificate students may take one. Approval for these credits to be used towards the master's (MA) degree or graduate certificate (GC) is given by the student's academic advisor. Refer to the transfer credit policy for more information.

Email accounts

Each graduate student is supplied with an EMU email address for the duration of their time of study and up to one year following graduation. EMU expects that while a student is enrolled in the program, the student will be responsible for the information sent to their EMU email address, which may include course expectations and deadlines, registration for classes, and community events. Students are welcome to forward their EMU emails to an alternate address or change their subscriptions (see https://emu.edu/broadcast/ to cut down on the number of emails received at that address).

Leave of absence

Graduate students who intend to interrupt their enrollment in the graduate program for more than one full year are required to submit a written request to the academic program coordinator and their academic advisor. This request will then be processed, and a decision will be given to the student. The program may choose to withdraw the student from the program for lack of sufficient academic progress. Acceptable reasons for requesting a leave of absence include, but are not limited to, medical circumstances, inadequate financial resources to continue, or family crises. If a student does not submit a written request for a leave of absence for review and approval, their admission into the program may be revoked, and the student would need to reapply should they wish to continue in the degree program

at a later date. Refer to the graduate program policy(see page 9) on time limits for completing degree requirements for more information.

Non-degree seeking students

Non-degree seeking students may enroll to take certain fall or spring courses for graduate credit when there is room in a course and with permission of the instructor. For non-degree seeking SPI students, permission to take the course will be granted by the academic program coordinator. Persons who are not currently degree-seeking students and wish to take CJP courses will be asked to submit a registration form to the academic program coordinator, including information on which course they wish to take and the reason for wanting to take the course. Full preparation for the course and fulfillment of all course requirements is required, in addition to regular attendance and participation.

Pass/Fail courses

For certain CJP courses like the practicum and Praxis courses, "Pass" is the highest grade possible. The "Pass" grade is not factored into the overall grade point average (GPA). Most classes are evaluated with a standard letter grade range: A, B, C. Refer to the graduate program policy(see page 9) on the grading system for more information.

Students switching MA to GC or GC to MA

In certain cases a student pursuing a master's degree (MA) at CJP may choose to only finish the graduate certificate (GC). In this case, they are asked to submit their plans in writing to the academic program coordinator and their academic advisor.

In the case where a student is enrolled in the GC program and wants to move to the MA program, this procedure will be followed:

1. The student will submit a written request to their academic advisor and the academic program coordinator.
2. Depending on the length of time they have been in the program, an additional letter of recommendation may be requested.
3. The academic program coordinator will circulate the request with the Admissions Committee for final approval of the internal transfer of program and then communicate the decision to the student and advisor.
4. The student is responsible for the master's curriculum as it exists when they are admitted into the full master's program (not what it was when they began their graduate certificate studies).

Transfer credit

Transfer credits may be applied to a student's program of study with the approval of the academic program coordinator, who will handle decisions on a case-by-case basis in consultation with the student's advisor.

Traditionally, a maximum of 6 SH may be applied to the MA degree (3 SH for a GC). Additional semester hours may be considered for transfer under special circumstances. All transfer work must have

a grade of A or B and have been completed for graduate credit at an accredited college or university. Transfer credit taken more than five years before a student is admitted may not be used to satisfy degree requirements. Students requesting to transfer work must submit the request in writing with an official transcript from the university which previously awarded the credit.

Please note that the normal expectation is that no more than 6 SH for a GC student and no more than 12 SH for an MA student would come from outside normal CJP coursework. Credits coming from outside CJP coursework might be comprised of transfer credits from outside EMU or courses taken in other EMU graduate programs or the seminary.

Transfer of credits completed at EMU to another institution is at the discretion of that institution. Candidates should check with the institution to which they wish to transfer regarding the transferability of EMU credits.

Student pursuing two GCs or a GC and an MA from CJP

This policy is intended to clarify the credit hour and curriculum requirements should a student wish to pursue completion of two graduate certificates (GC) at CJP or a GC and an MA degree both within CJP.

If a student wishes to pursue two graduate certificates – Conflict Transformation (CT) and Restorative Justice (RJ) - a total of 6 credit hours will be shared between the two programs. The core (Foundations I or Analysis and Practice/Formation for Peacebuilding Practice) will be satisfied for both programs. Outside of those 6 SH, the student will need to take the number of additional credit hours and the specific courses needed to satisfy GC requirements. If a student wishes to pursue a GC in CT alongside an MARJ or MATL, an additional 3 SH is required. If a student wishes to pursue a GC in RJ alongside the MACT or MATL, an additional 6 SH is required, and specific RJ requirements for the GC must be fulfilled. *In the instance that a student has already taken courses that are required courses in the second program being added, they do not have to retake those courses but will need to select additional courses to fill out the required credit hours and meet their learning objectives. The academic program coordinator will review individual cases and can make a decision on a case-by-case basis to accept more credit hours. Especially in cases where a recent GC graduate (like WPLP) wishes to add on the MA degree, it makes sense to consider bringing in all the credits.*

Degree Requirements- Center for Justice and Peacebuilding

Master of Arts in Conflict Transformation Requirements

Degree: Master of Arts
Semester Hours: 45

The Master of Arts in Conflict Transformation (MACT) is awarded upon successful completion of 45 semester hours (SH). This includes a 15 credit required core, a fall or spring skills assessment course, electives, and the practicum. Students work with a faculty advisor to establish a course of study that will meet that student's vocational goals. When pursued full-time, the program can be completed in two academic years; limited-residency students normally finish in three to five years. Normally all students

are required to spend at least one spring semester (January-April) on campus (in the 2020-21 academic year, all courses will be available to students in an online format).

To graduate the student must meet all course and practicum requirements, earn a minimum GPA of 3.00 for the master of arts (a minimum GPA of 2.75 for the graduate certificate program), master the program assessment criteria for competency, and obtain formal approval of the faculty for graduation.

Master of Arts Core (15 SH)

- PAX 534 Foundations for Justice & Peacebuilding 1 (6 SH)
- PAX 634 Foundations for Justice & Peacebuilding 2 (6 SH)
- PAX 535 Research Methods for Social Change (3 SH)

Conflict Transformation Required Courses (3 SH)
Choose one of the following:

- PAX 601 Mediation & Negotiation (fall)
- PAX 676 Restorative Justice Practices (spring)
- PAX 610 Facilitation: Process Design & Skills for Dialogue, Deliberation & Decision-making (spring)

Electives (18-21 SH)

Practicum (6-9 SH)

- PAX 682 Practicum (in select cases a student can petition to complete PAX 683 Thesis in lieu of the practicum)

Master of Arts in Restorative Justice Requirements

Degree: Master of Arts
Semester Hours: 45

The Master of Arts in Restorative Justice (MARJ) is awarded upon successful completion of 45 SH. This includes a 15 credit required core, required restorative justice courses, cross-disciplinary elective courses, and the practicum. Students work with a faculty advisor to establish a course of study that will meet that student's vocational goals. When pursued full-time, the program can be completed in two years; limited-residency students normally finish in three to five years. Normally all students are required to spend at least one spring semester (January-April) on campus (in the 2020-21 academic year, all courses will be available to students in an online format).

To graduate, the student must meet all course and practicum requirements, earn a minimum GPA of 3.00 for the Master of Arts (a minimum GPA of 2.75 for the graduate certificate program), master the program assessment criteria for competency, and obtain formal approval of the faculty for graduation.

Master of Arts Core (15 SH)

- PAX 534 Foundations for Justice & Peacebuilding 1 (6 SH)
- PAX 634 Foundations for Justice & Peacebuilding 2 (6 SH)
- PAX 535 Research Methods for Social Change (3 SH)

Restorative Justice Required Courses (9 SH)

- PAX 571 Restorative Justice: Principles, Theories & Applications (3 SH)
- PAX 676 Restorative Justice Practices (3 SH)
- PAX 677 Restorative Justice and Whole System Approaches (3 SH)

Electives (12-15 SH)

Practicum (6-9 SH)

- PAX 682 Practicum (in select cases a student can petition to complete PAX 683 Thesis in lieu of the practicum)

Master of Arts in Transformational Leadership Requirements

Degree: Master of Arts
Semester Hours: 36

The Master of Arts in Transformational Leadership (MATL) is awarded upon successful completion of 36 SH. This includes a 21 credit required core, required skills courses, and electives. To enroll in this degree, the student will need to have been working in a professional setting (paid or volunteer) for at least five years. Additionally, the student must have a location (work or community) where they are able to apply what they are learning.

To graduate the student must meet all course requirements, earn a minimum GPA of 3.00, and obtain formal approval of the faculty for graduation

Core Courses (21 SH)

- PAX 533 Analysis (3 SH) AND PAX 532 Formation for Peacebuilding Practice (3 SH) - *on-campus intensives*
  OR
  PAX 534 Foundations of Justice and Peacebuilding 1 (6 SH) - *online for Fall 2020*
- PAX 535 Research Methods for Social Change (3 SH) - *online*
- OLS 510 Leadership for the Common Good (3 SH) - *online*
- MBA 560 Stewardship, Innovation, and Entrepreneurship (3 SH) - *online*
- PAX 568 Transformational Leadership for Creating Change (3 SH)
- Praxis courses (1 SH each)
  - PAX 507 Praxis: Personal & Community Formation
  - PAX 508 Praxis: Project
  - PAX 509 Praxis: Integrative Capstone

Skills Electives (at least 6 SH)
A variety of courses focusing on leadership skills are available. Topics include:

- Group facilitation and designing facilitated processes
- Mediation and negotiation
- Program evaluation
- Circle processes
- Finance and accounting
- Project management and grant writing

Focus-Area Electives (9 SH)

These will be selected from CJP course offerings through consultation with program mentors to help students meet their professional development goals. Courses may include, but are not limited to:

- PAX 571 Restorative Justice
- PAX 677 Restorative Justice Whole Systems Change
- PAX 615 Leading Organizational Change
- OLS 530 Organizational Behavior
- Currently, other OLS and MOL courses can be completed upon request and with departmental permission.

Graduate Certificate Requirements - Center for Justice and Peacebuilding

Graduate Certificate in Conflict Transformation Requirements

Semester Hours: 15

This graduate certificate is designed for professionals who wish to develop secondary skills to further their work and organizational mission. The certificate can be completed in two semesters, two summers, or through a combination of summer, online and weekend courses. Students work with a faculty advisor to develop a program that meets their needs.

Required coursework (6 SH)

- PAX 534 Foundations 1 (6 SH)
  OR
  PAX 533 Analysis: Understanding Conflict (3 SH) AND PAX 532 Formation for Peacebuilding Practice (3 SH)

Electives (9 SH)

Chosen in consultation with the student's faculty advisor to meet their program goals and objectives.

Graduate Certificate in Restorative Justice Requirements

Semester Hours: 18

Restorative Justice (RJ) practitioners work with those affected by crime, violence and abuse to identify or create outcomes that heal relationships while holding those responsible accountable for the harms that were done.

Unique features of this certificate program:

- Earned through graduate courses also taken by master's degree students at CJP
- Allows working professionals to continue working while completing their studies
- May complement an existing graduate degree or build on an undergraduate degree
- Issued by EMU's Center for Justice and Peacebuilding, a recognized leader in the field

Are you a criminal justice professional, an educator, religious leader, or a community organizer feeling burnt out and unclear about how to really help individuals and groups that have been involved in harmful encounters? This certificate may be all you need to revitalize your vision and work.

Are you a restorative justice practitioner or an international transitional justice consultant? This certificate will help you reflect on your work and increase your knowledge and skills.

This graduate certificate is 18 SH, which consists of 6 SH in conflict analysis and formation for peacebuilding practice, 6 SH of restorative justice studies, and 6 SH of electives. The certificate can be completed in a variety of ways: through courses taken during the annual Summer Peacebuilding Institute (SPI), through the combination of one semester on campus and one summer term, or part-time studies over a longer period of time.

Required coursework (12 SH)

- PAX 534 Foundations for Justice & Peacebuilding 1 (6 SH)
  OR
  PAX 533 Analysis (3 SH) AND PAX 532 Formation for Peacebuilding Practice (3 SH) (in SPI)

- PAX 571 Restorative Justice: Principles, Theories & Applications (3 SH)
- Practice course PAX 676 Restorative Justice Practices OR SPI restorative justice skills course (3 SH)

Electives (6 SH)

Any CJP course can be beneficial depending on the student's area of interest. Advisor approval is necessary. Below are some suggested options:

- PAX 588 Nonviolent Mobilization for Social Change (3 SH) (spring)
- PAX 601 Mediation and Negotiation (3 SH) (fall)
- PAX 610 Facilitation (3 SH) (spring)
- PAX 672 Circle Processes (1 SH - fall/spring; 2-3 SH in SPI)
- Organizational leadership course (in SPI)
- Community Organizing (in SPI)
- STAR (fall, spring or SPI)
- Philosophy and Praxis of Forgiveness and Reconciliation (in SPI)
- MA in Education RJ courses (especially for those wanting to work within educational settings)

Course Descriptions - Center for Justice and Peacebuilding

Note that some courses contain a link to recent syllabi. Please do not rely on these syllabi for <u>upcoming</u> course information; it's likely the instructor and the time/day/ location listed in the syllabus won't be accurate. Additionally, the list below is regular course offerings (most of which are offered in the fall and spring semesters). Many additional electives are offered yearly through our Summer Peacebuilding Institute/ SPI[78].

PAX 507 Praxis: Personal and Community Formation (1 SH)

This pass/fail course for MA in Transformation Leadership (MATL) students contributes to creating a foundation for the student's personal development and supports the development of the learning community that supports students throughout their time at CJP and beyond. Learning in a community is a key brand differentiator for CJP. This course supports that community process while also supporting each student individually. This online course will include some one-on-one coaching from the instructors, as well as small group and class reflection and learning activities. This course will explore themes of identity, vocation, purpose, community creation and professional development.

View Syllabus[79]

PAX 508 Praxis: Project (1-2 SH)

This pass/fail required course for MATL students involves the online experience of connecting to a practice community of other transformational leaders and coaching faculty while implementing a project in their organization or home community. A mix of asynchronous assignments and synchronous meetings allow students to engage in course material, engage in collective brainstorming of practice challenges/barriers, view transformational leadership through an emergence lens, and refine leadership skills in complex projects and programs. *Praxis: Project* is designed to be taken alongside another course to help students think through projects, programs, and/or interventions. Throughout the course, students will explore the MasterMind methodology and receive training in leading and participating in MasterMind groups, explore Human Systems Dynamics and the concept of the "the next wise step," and live into trauma-informed and resilient interpersonal engagement.

PAX 509 Praxis: Capstone (1 SH)

This pass/fail required course for MATL students involves the online experience of integrating all MATL course materials and experiences in a reflective environment to assist students in mentally and physically documenting their work. A mix of asynchronous assignments and synchronous meetings allow students to reflect on their identities, theories of change, skill sets, challenges and barriers, and critical theory in their dynamic and ever-changing context. The course is designed to be taken in the

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78 https://emu.edu/spi/
79 https://resources.emu.edu/confluence/download/attachments/23528056/PAX507_Praxis1_Aquil.docx.pdf?
   api=v2&modificationDate=1597876146552&version=1

last semester of degree work. Critical theory lenses will guide students in reflecting on their experiences, theories of change, and project(s) as they prepare for their capstone presentations.

PAX 516 Program Evaluation Through Qualitative Research (3 SH)

This course helps students understand and practice the implementation of program evaluation through the methodologies of qualitative research. Historic and contemporary sociological and anthropological approaches (Western and Indigenous) will provide the theoretical and philosophical background for our work, but the focus will be on practical applications of qualitative methodology in evaluation. Students practice conducting structured and semi-structured interviews, focus group interviews, coding interview transcripts, and designing an evaluation, which includes working with a client, determining appropriate methods, collecting data, analyzing the data, interpreting the data, and communicating the findings. This course complements but does not take the place of other research and evaluation courses that focus entirely on either research or evaluation.

The course format is participatory, experiential, and adaptive. Students conduct an actual professional evaluation of an on-going program; consequently, students will find themselves leading and/or participating in processes with which they have no prior experience. Further, the syllabus, readings, and assignments may need to be adapted to meet the changing needs of the program. The course involves a significant amount of group work; each participant is advised to consider that requirement in relation to personal obligations, distance from campus, ease of meeting with other students and individual willingness to participate in a work team.

This course explores ideas and experiences that have caused harm and traumagenic responses in people's lives and communities when developing the program evaluation with the client. With this in mind, the course will utilize a Trauma-Informed Classroom Care Model [Cless, J. D. & Goff, B. 2017. Teaching trauma: A model for introducing traumatic materials in the classroom. *Advances in Social Work,* 18(1), 25-38.]. Elements of this model include:

- *Trauma Exposure* - Course objectives may expose students to elements of trauma and trigger traumatic stress.
- *Reactions to Trauma* - How a student responds to traumagenic information or events varies from student to student and depends on personal history. This course will utilize three phases of trauma recovery: Safety, Remembrance and Mourning, and Reconnection (integration).
- *Student Disclosure of Trauma* - Students have the opportunity to disclose personal experiences of trauma in a variety of ways. These might include: individual meeting with the instructor, during on-campus discussions, or in writing through personal reflection, email, writing/class assignments.
- *Flexibility* - Students with higher levels of reactivity to course content will be met with a higher level of flexibility.
- *Course Progression* - The instructor will inform students of the topics and progression of the course.
- *Assessment* - Assessments are used to not only measure progress toward stated objectives and student learning but also monitor student reactivity. This will be done through weekly warm-ups, reflection papers, circle processes, and projects.

Prerequisite: PAX 535 Research Methods for Social Change (graduate students) or permission of the instructor.

This course includes upper level undergraduate students and is offered every other year.

View Syllabus[80]

PAX 532 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.

In focusing on these four areas, we'll consider the roles we play, the skills we have and need, and the processes available to us for doing the work. The intensive online experience will make use of in-person instruction and conversation, video inputs, personal action and reflection, paired and plenary discussion, demonstration/presentation and a sampling of non-traditional forms of learning and integration (e.g arts-based methods, play, music/rhythm, etc). We will also plan and practice (as appropriate) selected strategies for structuring conversations and decision-making. Course participants will strengthen their abilities to understand and manage self, attend to self/communal care, and assess appropriateness of action. And in this unusual time globally, we will practice and reflect on physical, intellectual, emotional, social, and spiritual elements of well-being and growth. *This course is taught during our annual Summer Peacebuilding Institute and took place online in 2020 (*www.emu.edu/cjp/spi/ [81]*).*

View Syllabus[82]

PAX 533 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 analysis skills are a central component of designing effective strategies for conflict transformation and constructive social change.

In this unusual global time, it is especially important to consider the social systems and other variables that contribute to inequities, instability, and conflict as we determine ways to respond. We're offering this online course to provide practical tools for understanding and planning. We will highlight identity (gender, religion, nationality, etc.) culture and worldview; social systems and structures; power, influence and domination; human needs, human rights, and dignity; narratives and discourse, and others. We will engage with each other and with course materials (readings, video, assignments and activities) both simultaneously in real time (synchronous) and on our own schedule (asynchronous).

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[80] https://resources.emu.edu/confluence/download/attachments/23528056/PAX%20516%20Program%20Evaluation.pdf?
api=v2&modificationDate=1566084856502&version=1

[81] http://www.emu.edu/cjp/spi/

[82] https://resources.emu.edu/confluence/download/attachments/23528056/PAX%20532%20Formation%20online.pdf?
api=v2&modificationDate=1592515152198&version=1

Case studies of conflicts/social injustice will provide content and an opportunity to practice analysis skills. Participants will also practice self-analysis skills by paying attention to their own roles and biases in conflict and how that affects their ability to describe situations from multiple perspectives and plan for change. The class will include practical research strategies for gathering and organizing data and will utilize theories of change as an intermediate step from analysis to the design of effective social change. For the final project, participants will select a situation and conduct their own analysis. *This course is taught during our annual Summer Peacebuilding Institute and took place online in 2020 (*www.emu.edu/cjp/spi/).[83]

View Syllabus[84]

PAX 534 Foundations for Justice & Peacebuilding 1 (6 SH)

Foundations 1 and 2 give an overview of social justice and peacebuilding practice and its multi-disciplinary, multi-level aspects. This course, Foundations 1, addresses personal, interpersonal, small group, and organizational-level conflict transformation and social change. Foundations 1 will center on personal formation, basic action research, analysis for understanding conflict and injustice, peacebuilding and justice practice, theories of change, practitioner roles, essential skills and processes in our work, and basic process design. Foundations 2 focuses on communal and societal levels of conflict and social change, centering on critical theory, analysis, power, structural and macro-level engagement, larger group processes, process design and more. Whether you take one or both courses, you will integrate personal formation including self-awareness, critical self-assessment, self-management and self- and communal care, ethical application of theory, technical utilization of research and analysis tools, and systematic processes of planning and implementation for intervention or action across many sectors and at different levels of society.

Foundations 1 is constructed to assist you to integrate these vital elements - personal formation, theory, research, analysis and practical skills and processes – into your justice work and peacebuilding practice. You will be introduced to basic literature and theory of the fields; explore conflict transformation from an individual, interpersonal and organizational level; consider the dynamics of conflict and injustice, and experience the practice of peacebuilding through reading and discussions, video lectures and other engagements, group work, and interactive case study. Skills competencies are emphasized in the areas of personal formation, conflict analysis and assessment, communication, construction of theories of change, strategies for intervention in interpersonal, intra-and intergroup conflicts, and basic process design. Basic processes that help structure conversations (such as negotiation, mediation and facilitation), nonviolent social action, accompaniment and coaching strategies as well as informal and other transformative processes are highlighted and can be practiced. This course employs the action-reflection learning cycle as the undergirding educational framework throughout the semester. Foundations 1 cannot be taken for reduced credit or for professional education/training.

Foundations 1 cannot be taken for reduced credit or for professional education/training and is required for all CJP students (unless they have taken PAX 533 Analysis: Understanding Conflict and PAX 532 Formation for Peacebuilding Practice).

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83 http://www.emu.edu/cjp/spi/
84 https://resources.emu.edu/confluence/download/attachments/23528056/PAX%20533%20Analysis%20online.pdf?api=v2&modificationDate=1592515360735&version=1

View Syllabus[85]

PAX 535 Research Methods for Social Change (3 SH)

Leaders of peacebuilding and justice building require critical knowledge of research methods to design research projects that support social change. To this end, this course focuses on research design that centers the role of identity, power, worldview and context in the whole research process. This course opts for qualitative methods, because those are used more often in the field than quantitative methods. In addition, this course will introduce quantitative and mixed methods research so that students may be able to better read, interpret, and/or design appropriate studies depending on their aim. This 3-credit course is required for all MA students, and is not available for reduced credit or professional development/training. In addition to this course, students will be strongly advised to take one of the existing applied research project courses or complete a research project as part of another course or their practicum placement.

Qualitative inquiry – rooted firmly in the foundations of the social sciences, critical theory, and social justice – provides us with the tools to explore, unearth, understand, and make explicit the world within which we live: ourselves, others, social issues, interactions, and phenomenon. This course is designed to inspire, teach and engage you in the conceptualization and design of qualitative and mixed methods research. Through this course, you will:

- Identify the role of power, identity, worldview and context in research design and process;
- Contrast paradigms of inquiry and their philosophical tenets (post-positivist, constructivist, advocacy, pragmatist, indigenous research framework);
- Differentiate qualitative inquiry from quantitative analysis;
- Explore, identify, and evaluate qualitative and mixed methods research designs;
- Learn, distinguish, and practice methods (e.g., intensive interviewing, focus groups, observations, document analysis, etc.) commonly employed in qualitative inquiry;
- Learn and practice the steps involved in planning, designing, implementing, coding, and analyzing qualitative data;
- Propose, design, and present a research proposal that includes a masters-level literature review and trustworthiness (validity and reliability) standards.

View Syllabus[86]

PAX 540 STAR Level 1 (2-3 SH)

Whether working in advocacy, healthcare, education, government, care-giving, activism, or in any kind of leadership or community building capacity, stressors add up - particularly in this pandemic. Research and experience demonstrate that unaddressed trauma often leads to conflict and violence against self or with others, as trauma-affected people act out against others or become self-destructive. STAR combines theory with experiential learning to increase awareness of the impacts of trauma on the body,

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[86]https://resources.emu.edu/confluence/download/attachments/23528056/PAX%20535%20Research%20Methods.pdf?
  api=v2&modificationDate=1577995626762&version=1

brain, beliefs and behaviors. The course offers tools for addressing trauma and breaking cycles of violence.

STAR's multi-disciplinary framework draws on several fields of theory and practice to support healthy, resilient individuals and communities: trauma and resilience studies (including neurobiology), restorative justice, conflict transformation, human security, and spirituality. STAR centers participants' experience and insights, while offering activities, resources, and a theoretical model to support a journey toward understanding and interrupting cycles of violence at the individual, communal and societal levels.

Learn more about STAR on the STAR website[87]!

View Syllabus[88] section A

View Syllabus[89] section B

PAX 563 Forgiveness & Reconciliation (2-3 SH)

This course will explore the concepts of forgiveness and reconciliation, their various components, and the place they occupy in the spectrum of the various social science conflict-handling mechanisms. It will examine the concepts from different philosophical, cultural, and disciplinary perspectives and look at how they have been used for healing interpersonal relationships as well as addressing large-scale social (political, inter-ethnic or international) conflicts. Although the main emphasis will be on social conflicts, the personal, psychological, spiritual, and ecological dimensions of forgiveness and reconciliation and their interrelationships with one another will be explored. The course will involve lectures, discussion, group work, student presentations, and writing assignments. There are many methods for creating and facilitating trainings. In order to create a training that will not only be delivered successfully but where knowledge is retained, the facilitator needs to know the learners for the training, their experiences, and their own needs and interests. This course begins with the premise that learners must be empowered to learn in a way that works for them and that traditional educational methods simply are not well-suited for learning that lasts beyond the event itself. *This course is taught during our annual Summer Peacebuilding Institute (*www.emu.edu/cjp/spi/*).*[90]

View Syllabus[91]

PAX 568 Transformation Leadership for Creating Change (3 SH)

Organizations and their leaders can play a critical role in mitigating societal stressors, and organizations are locations where social conflicts can be transformed and injustices can be addressed effectively. Participants will review a range of organizational leadership theories and practices, identifying various approaches to leading people, systems, and organizations in ways that bring restoration, offer hope, and

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87 https://emu.edu/cjp/star/
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89 https://resources.emu.edu/confluence/download/attachments/23528056/PAX540B_STAR1_Mansfield.pdf?
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90 http://www.emu.edu/cjp/spi/
91 https://resources.emu.edu/confluence/download/attachments/23528056/PAX%20563%20Forgiveness%20and%20Reconciliation.pdf?
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work toward promoting the common good. Class focus will be on examining key equity drivers and their application in the work setting. The course will hold the tension between issues raised by critical theory and the approaches espoused by practitioners of appreciative inquiry and will encourage students to manage the polarity created by these approaches as an important transformational practice. *This class is a core requirement for all MATL students.*

PAX 571 Restorative Justice: Principles, Theories & Applications (3 SH)

This course provides a critical examination of the values, principles, and practices of restorative justice. It provides a unique opportunity to explore the philosophy of restorative justice from various perspectives, and as it is applied in various contexts. Our primary starting point is the U.S. criminal legal system and the problems posed by its dominant responses to harm and violence. We examine how restorative justice presents a contrasting philosophy of justice that addresses the needs of multiple stakeholders, draws from faith-based and indigenous approaches, and challenges interpersonal and structural forms of harm. We also explore intersections and applications of restorative justice with multiple fields and movements including racial justice, trauma healing, education, youth development, and transitional justice.

Fall 2020's iteration of the course will be taught in an asynchronous format via Voice Thread. Course participants will need to create a VoiceThread account (full name and email address required).

This is a core requirements for MA in Restorative Justice students. This course is offered every fall and in the Summer Peacebuilding Institute.

View Syllabus[92]

PAX 585 Global Development (3 SH)

This course introduces you 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. In this course we will explore what development means, how to measure it, and how to understand attempts to balance between economic, ecological, and equity concerns. The course engages the key propositions that emerge in contemporary development debates and offers frameworks for evaluating theories, interventions, and policies. The course focuses especially on who decides, how decisions are made, and what the impacts are of development strategies on the environment and on the most vulnerable members of society. With this attention to power relations, we will consider critiques of the development project sensitive to race, gender, ecology and other political economy traditions, in dialogue with the dominant understanding of development as technical interventions for enhancing the market mechanism. This will provide a foundation for uncovering and assessing social and political structures, institutions, inequalities, and development policies as theories meet practice. The course is

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[92] https://resources.emu.edu/confluence/download/attachments/23528056/PAX571_RestorativeJustice_Turner.pdf?
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primarily run in a seminar discussion format. Guest speakers as well as class participants will be invited to share their own stories from the field of global development and peacebuilding.

View Syllabus[93]

PAX 588 Nonviolent Mobilization for Social Change (3 SH)

What does it mean to create social change nonviolently? We will look at the power of ordinary people to effect change through social movements, community organizing, public activism, advocacy/lobby campaigns, and policy formation. The course will be framed by the theory and practice of social movements, mass mobilization, and community organizing. These course frameworks will be interrogated within the social change systems of violence and nonviolence. From this backdrop, we will take a careful and critical look at nonviolent strategic action, grapple with the inherent tensions between principled and functional nonviolence, and explore the possibilities of creating nonviolent forms of power, identifying tactics, and designing plans for social transformation. The final section of the course will delve into advocacy, lobbying, and methods for influencing public policy. Throughout the course, participants will have a choice to engage in a variety of assignments including reading reflections, presenting on nonviolence and religion, letter writing, applying nonviolent frameworks to real-life case scenarios or policy change, and facilitating nonviolence training. A weekend trip to Richmond, VA or Washington D.C. to participate in the advocacy and lobbying efforts with government representatives will be built into the learning experience.

View Syllabus[94]

PAX 601 Mediation and Negotiation (3 SH)

Negotiation is the fundamental process by which human beings discern how to resolve differences and move forward together—whether in a family, a local community, an organization, a society, or a world community. Mediation adds a third party to the negotiation process, and has proven remarkably effective in resolving and even transforming certain disputes. This course will train participants to be effective negotiators and to serve as impartial mediators, but will also explore the varying contexts in which these processes take place and the variety of perspectives and worldviews that parties bring to a negotiation or mediation process.

For CJP MA in Conflict Transformation students this course satisfies the skills assessment course requirement. Each student will be evaluated by the instructor and by class peers for competency in mediation and negotiation skills.

View Syllabus[95]

[93]https://resources.emu.edu/confluence/download/attachments/23528056/PAX%20585%20-%20PXD%20485%20Global%20Development.pdf?api=v2&modificationDate=1579031775049&version=3
[94]https://resources.emu.edu/confluence/download/attachments/23528056/PAX%20588%20Nonviolent%20Mobilization.docx.pdf?api=v2&modificationDate=1578579678473&version=3
[95]https://resources.emu.edu/confluence/download/attachments/23528056/PAX601_MediationNegotiation_Docherty_Aquil_Alabanza.pdf?api=v2&modificationDate=1597876417358&version=1

PAX 610 Facilitation: Process Design & Skills for Dialogue, Deliberation & Decision-Making (3 SH)

This course is designed to develop participants' capacities as skillful facilitators and to enable them to design and lead effective group processes for dialogue, deliberation, and decision-making. The course is structured around six all-day class sessions that are complemented by observation of real meetings and mentored, applied practice as facilitators in the community.

We will learn methods appropriate for guiding community and organizational meetings, conducting public processes, and for enabling difficult dialogues across conflict divides. Participants will learn how to assess the needs of the group and then to design processes to address them. This will include processes to help groups improve understanding, strengthen relationships, engage in collaborative problem solving, and make effective decisions. Participants will become familiar with a variety of methods and techniques to achieve process goals, with groups ranging in size from three to 3,000.

Through a variety of readings, exercises and reflections, the course will assist participants' formation as reflective practitioners assisting group processes. We will focus on developing self-awareness and awareness of group dynamics, while cultivating openness and offering a calm presence even in the midst of high levels of anxiety and conflict. We will consider a variety of facilitator roles and functions and critically assess the ethics and appropriateness of these for different types of situations. While rooted in a North American peacebuilding paradigm, we will aim to also explore facilitation in other cultural traditions and raise awareness of the challenges of facilitating cross-culturally.

This course is designed for participants enrolled in CJP's graduate studies program and presumes knowledge of basic conflict analysis and peacebuilding concepts and methods. As such, Foundations I or an equivalent course is preferred. *This class qualifies as a skills assessment course for the MA in Conflict Transformation program.*

View Syllabus[96]

PAX 615 Leading Organizational Change (3 SH)

Whether for-profit, not-for-profit, or governmental, every organization today exists in a rapidly changing set of environments. Organizations that fail to adapt to these changes face decline and eventual death. However, organizations that lurch reactively from crisis to crisis are equally vulnerable to being selected out. Needed are leaders able to steer an organization through adaptive change processes in ways congruent with the organization's deepest values. This seminar course will equip participants with the tools to understand organizational systems, to assess their changing environments, and to lead adaptive change processes. It is based on the theory and research of the organizational development field and the emerging literature regarding complex adaptive systems, as well as on the lived experience of participants. Seminar participants will accompany local organizations through assessment and intervention processes, gaining hands-on experience in leading change.

This is one of several seminar courses that are geared primarily to second year graduate students at the Center for Justice & Peacebuilding. They require that a student have taken Foundations 1 & 2 unless otherwise

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[96] https://resources.emu.edu/confluence/download/attachments/23528056/PAX%20610%20Facilitation.docx.pdf? api=v2&modificationDate=1577971955876&version=2

noted. These seminar courses will be capped at 15 students, with up to 18 students with special instructor permission. Students from other graduate programs should meet with the professor to determine the suitability of the course for their learning goals. In order to participate in this particular advanced seminar, students will be required to have completed either PAX 534 Foundations 1 (offered by CJP) OR MBA 564 Organizational Behavior (offered by EMU's MBA program).

View Syllabus[97]

PAX 634 Foundations for Justice & Peacebuilding 2 (6 SH)

Foundations 1 and 2 give a comprehensive overview of justice and peacebuilding practice and its multi-disciplinary, multi-level aspects. Foundations 1 centered on personal, interpersonal, small group and organizational transformation analysis, theory and practice. Foundations 2 focuses on communal, societal and global processes of transformation, with particular attention to the relationship between power and the production of justice and peacebuilding theories and practices. Throughout the two courses, you will be required to understand and integrate ethical application of theory, technical utilization of analysis tools, and systematic processes of planning and implementation for practice interventions across a myriad of sectors in society.

In **Foundations 2** faculty continue to coach students as they further develop their knowledge and skills for dealing with conflict and situations of injustice and building sustainable peace, with increased sensitivity to race and gender as well as history and political economy. Students work individually and in teams to learn new theories and concepts and to apply these ideas and skills to cases that progress in complexity from the community to the national and global levels (and back again). Throughout the course, we also examine the intersections and overlaps among the local and the global.

Students continue to develop their self-awareness as well as their capacity for professional judgment and reflective practice. Students become familiar with theories and frameworks that help explain the causes and dynamics of larger-scale conflicts, injustice, and structural violence. They explore the roles of social movement organizations, practitioner groups, and policy engagement for dealing with such situations. Students prepare for future employment by completing assignments that develop professional skills, including but not limited to communicating complex ideas clearly and succinctly, working in teams on complex projects, researching strategies and moving from analyzing a situation of injustice or conflict to designing, and preparing strategies to impact that situation. *Foundations 2 is required for all MA in Conflict Transformation and MA in Restorative Justice students.*

View Syllabus[98]

PAX 640 STAR Level 2 (2-3 SH)

Strategies for Trauma Awareness and Resilience (STAR) Level 2 invites people who have started to bring trauma awareness into their life and work for greater resilience to deepen their knowledge and skills. In Level 2, participants have a chance to:

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   api=v2&modificationDate=1579179478758&version=1

- review and deepen learning around trauma awareness and resilience
- grapple with the complex realities and implications of structural and historical harms
- practice and deepen capacity for trauma-informed facilitation, and
- share plans and questions, while connecting with others who are applying STAR learning in their lives and work.

STAR Level 1 provides foundational content for this course. In Level 2, we continue to focus on trauma's impacts on body, brain, beliefs and behavior; how those impacts often lead to cycles of violence; and possibilities for breaking free from cycles of violence and building resilience. Participants in STAR Level 2 will also have the opportunity to join the STAR Practitioner learning community for ongoing connection and exchange as well as conceptual and practical resources.

Participants must have applied STAR concepts personally or professionally since completion of STAR Level 1 training (normally for a period of about 3-6 months). STAR 2 is also offered in the Summer Peacebuilding Institute.

Learn more about STAR on the STAR website[99]!

View Syllabus[100]

PAX 648 Sexual Harms: Changing the Narrative (2-3 SH)

In this course we explore why sexual harm has become normalized in contemporary society and how we can generate change through practical actions that build more accountable and restorative environments. We scrutinize the power dynamics vested in institutions and organizational protocols looking at their impacts on norms, standards, and responses to sexual violence. We also examine best practices for addressing harms done and facilitating education for prevention. The goals for our time together are to become more proficient at facilitating spaces for truth-telling, justice-building, post-traumatic healing, and resilience-making. Through arts-based exercises, case studies, circle processes, media sharing, and guided reflection, we examine how to proactively break cycles of sexual harm. *This course will be taught next at Summer Peacebuilding Institute in 2021 (*www.emu.edu/cjp/spi/).[101]

PAX 671 Truth-Telling, Reconciliation & Restorative Justice (2 SH)

"Truth-telling" is paramount in the quest for justice, particularly against the backdrop of silenced historical harm. This course grapples with the form and function of truth telling in the pursuit of justice and critically explores linkages between the two. We will survey and analyze historical approaches to truth-telling in the international context, whether in the context of truth commissions or indigenous practices. Of particular interest in this course are the emerging truth-telling, racial healing and reparations initiatives in the United States to address racial violence against African-Americans. Together, using restorative justice-based and critical race pedagogical approaches, we will grapple with the following questions and more:

- What does truth-telling mean in the quest for justice?

99 https://emu.edu/cjp/star/
100https://resources.emu.edu/confluence/download/attachments/23528056/PAX640_STAR2_Mansfield.pdf?
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101 http://www.emu.edu/cjp/spi/

- How has truth-telling looked in historical international contexts and how is it looking in the contemporary domestic context?
- What form have truth and reconciliation processes taken historically?
- How do we distinguish restorative justice-based truth-telling processes from historical transitional justice processes?
- How might we envision a restorative justice-based truth, racial healing and reparations process to address racial violence in the US against African-Americans?

*This course is taught during our annual Summer Peacebuilding Institute (*www.emu.edu/cjp/spi/).[102]

View Syllabus[103]

PAX 672 Circle Processes (1 SH)

This course will introduce participants to the peacemaking circle process and explore:

- foundational values and philosophy of peacemaking circles,
- conflict as opportunity to build relationships,
- creating safe, respectful space for dialog
- consensus decision making,
- structure of the circle process,
- facilitation of the circle process
- practical applications of circle process,
- problems and challenges in circles.

This course will use the peacemaking circle process as the primary form of group work.

This course is intended to provide experience in the circle process as well as an understanding of the foundational values and key structural elements for designing and conducting peacemaking circles. The class will prepare students to design and facilitate peacemaking circles in a variety of situations.

*3 SH version of this class is offered during our annual Summer Peacebuilding Institute (*www.emu.edu/cjp/spi/).[104]

View Syllabus[105]

PAX 673 Independent Study (1-3 SH)

Course work undertaken through independent study must be approved by the student's academic advisor and completed in collaboration with a supervising instructor.

Please note: Directed/independent study courses will only be approved for students who have demonstrated the ability to do independent work (and therefore not approved in the first semester of a student's program). See the registrar or your advisor to learn about independent study options.

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102 http://www.emu.edu/cjp/spi/
103 https://resources.emu.edu/confluence/download/attachments/23528056/PAX%20671%20Truth-Telling.pdf?
   api=v2&modificationDate=1560443397200&version=1
104 http://www.emu.edu/cjp/spi/
50 https://resources.emu.edu/confluence/download/attachments/23528056/PAX%20672%20Circle%20Processes.docx.pdf?
   api=v2&modificationDate=1577971303053&version=2

PAX 676 Restorative Justice Practices (3 SH)

Restorative Justice originated as a practice-based discipline. However, the field has experienced exponential growth in the theory and research of RJ in the last decade. The course will be framed by four essential values of RJ: encounter, amends, reintegration and inclusion. The content of the course will be embedded in the key practice models that drive the Restorative Justice field – VOC/VOD, FGC, and Circle Processes. The class will also explore structural applications of RJ practice in the workplace, schools, prisons, religious institutions, community gang and public violence, dealing with historical harms, and in transitional justice processes globally. Conducted in a seminar format, students will have ample lab time to exercise the skills, complete assignments that are directly related to in-field competencies (e.g. policy reviews, writing program concept and funding documents, facilitating training sessions and engaging in self and peer assessments), as well as grapple with the theory and ethics that drive RJ practice. *For MA in Conflict Transformation students this course satisfies the skills assessment course requirement if taken for 3 credits. It is a required course for all students enrolled in the MA and Certificate in Restorative Justice programs. PAX 571 Restorative Justice is a prerequisite for this class unless special permission granted.*

View Syllabus[106]

PAX 677 Restorative Justice & Whole Systems Approaches (3 SH)

The recent expansion of the Restorative Justice (RJ) field is almost breathtaking. We are now seeing an exponential volume of research, writing and practice exploding on the scene. This is exciting on one hand, daunting on another. There is general consensus that RJ as a field is at the edge of a totally new level of impact and influence. While controversial, many leaders in the field feel that RJ will either fade away, or be co-opted by the legal system as long as we view it as only one more "social service reform." However, if we understand it as a "social justice movement" and study and apply it as such it has a great potential for both serious interpersonal and structural transformation. This course is geared toward empowering RJ practitioners and thinkers who are prepared to position themselves (both internally and externally) as change agents for political, legal and social justice systems shifts. Through intensive reading, structured debates, tailor-made research on critical and emerging RJ issues, and interaction with leaders in the field, we will explore whole system applications of RJ in public violence contexts, in realigning societal institutions such as in schools, prisons, courts, and governance structures, and in post-war reconstruction efforts through hybrid transitional justice processes.

Each student is required to identify a particular "real-time" case scenario that they will use as their source material for developing a comprehensive whole systems RJ approach to structural change. The Emergent-Adaptive Systems model introduced and used in Foundations I & II, along with the work around Human Systems Dynamics (HSD) - www.hsdinstitute.org/[107] will provide the primary frameworks for this course. Key terms and concepts that will be utilized to guide our thinking are:

- Chaos, disorganization & self-organizing theory
- Social capital networks and interdependencies (Network Weaving)
- Coalition building, social mobilization, and social movement theory & practice

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[106]https://resources.emu.edu/confluence/download/attachments/23528056/PAX%20676%20RJ%20Practices.pdf?
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[107] http://www.hsdinstitute.org/

- Systemic inputs & outputs, and
- Structural Information & Communication feedback loops.

The course is facilitated in a high-flex seminar format (both in-person and online) using student-led reading summaries & discussions, progressive portfolio presentations, group analysis & brainstorming (e.g. a think-tank model) and virtual interaction with various practice leaders in the fields of emergent-adaptive systems and restorative justice.

This is one of several seminar courses that are geared primarily to second year graduate students in the Center for Justice & Peacebuilding. These seminar courses will be capped at 15 students, with up to 18 students with special instructor permission. Students from other graduate programs should meet with the professor to determine the suitability of the course for their learning goals. In order to participate in this advanced seminar, students will be required to have completed either the Foundations 1 and 2 courses (offered by CJP) OR for MAED students either PAX 571 or PAX 676. This course satisfies a core requirement for MA in RJ students.

View Syllabus[108]

PAX 682 Practicum (6-9 SH)

The Center for Justice & Peacebuilding is a practice-oriented academic program. The theories of change and the practice skills offered at CJP are meant to prepare individuals for a career in real world settings of complex conflict and injustice. The practicum is a time for learning and preparing for a career through personal involvement in and reflection on initiatives in actual situations. It is also a time to learn new theories and practice skills at the practicum site. Overall this hands on experience, with extensive interaction with people outside the classroom, and in organizations dealing with the subjects of students' specializations, provides first-time or additional work experience for CJP students. Their experience is critical to employers as well as overall career development. Therefore, being prepared academically and having additional work experience through a practicum strengthens the individual student's ability and capacity to offer a full range of experience to the people they will eventually work for and serve. In addition to doing an organizational practicum, CJP students may do a research-based practicum (independent or nested within an organization). For more information, refer to the practicum webpage[109]. *The practicum is required for MA in Conflict Transformation and MA in Restorative Justice students.* In very select cases, a student may be granted permission to pursue a thesis (PAX 683 described below) in lieu of a practicum.

View Syllabus[110]

PAX 683 Thesis (6-9 SH)

CJP MA in Restorative Justice or MA in Conflict Transformation full-time, residential students are able to petition the Academic Committee for an exception to the general rule that all students will do a practicum (PAX 682). Students will be vetted based on their experience and the quality of their

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[80] https://resources.emu.edu/confluence/download/attachments/23528056/PAX677_RJWholeSystems_Stauffer.pdf? api=v2&modificationDate=1598564956289&version=3

[109] https://emu.edu/cjp/grad/practicum

[01] https://resources.emu.edu/confluence/download/attachments/23528056/Practicum%20Packet%20spring%202020%20revisions.pdf? api=v2&modificationDate=1592516030707&version=1

proposal. A maximum of two persons per year will be granted this thesis option. This option is normally available only for those students planning on doing their practicum/thesis in the spring of their second year and for those that will be in residence. An exception to these guidelines will be considered for a student who has proven themselves to be both an excellent writer and a self-initiator. A student can make the case to write from a distance or on an alternate time table if they have:

- Demonstrated capacity (at CJP) to complete complex research and writing projects in a timely manner.
- Adequate access to Internet and technology to support the process.
- Strong writing and editing skills so that there is limited or no need for writing support.

Applicants for a thesis option should identify their area of focus by the end of their second semester and should select seminar courses and electives in their third semester so that they are completing a robust literature review prior to the thesis semester. Once granted permission to do a thesis in lieu of a practicum, the student will:

- Formally ask two professors to serve as their thesis advisors (the student should have preliminary conversations with faculty members to gauge their interest).
- Research and write a publishable master's level thesis (for example, 40-50 pages for 6 credits).
- Present the thesis (both a thesis defense and capstone to broader CJP and EMU community).
- Submit thesis to be bound and placed in the EMU library collection.

View Syllabus[11]

PAX 684 Ending Violence, Shifting Power (3 SH)

Get ready to engage with activists and scholars advancing feminist, queer, and anti-racist perspectives through their books, zines, digital stories, webinars, blog posts, art, toolkits and workshop curricula! This course introduces students to the rich body of thinking and practice emerging from feminist, antiracist and LGBTQ anti-violence movements. Using resources from these movements, we will examine critical, intersectional approaches for understanding interpersonal violence, systemic oppression, and institutional harm. We will also explore strategies for addressing interpersonal violence that involve grassroots organizing, cultural activism, and nonviolent collective action. We will place this work within the context of feminist activism led by women of color in the Global South and North, and draw further inspiration from indigenous movement-building to reclaim one's own traditions.

We will give special attention to the analysis, principles and practices emerging from the contemporary transformative justice and community accountability movement. The transformative justice movement works to prevent, intervene and respond to harm without reliance on incarceration, policing, and other punitive interventions. Transformative justice (TJ) is an approach that seeks safety, healing and accountability by addressing root causes of violence, while building personal and collective capacity for transformation that furthers individual and social change. TJ shares principles and values of restorative justice, but is also distinctive in its origins, analysis, social vision and key areas of focus. While much of

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this praxis emerges from and focuses on U.S. and North American spaces in the 21st century, we will also be attentive to its implications for other geographic, social and political contexts.

As an advanced seminar course, most class time will be spent in learner-centered discussion.

This course will be offered for the first time in fall 2020 as an advanced seminar course available to students who have taken PAX 634 Foundations 2 or have received permission of the instructor.

View Syllabus[112]

PAX 685 Designing Processes for Conflict Transformation (3 SH)

Many of the systems in which we live and work are dysfunctional and mired in conflict. One strategy for transforming them is through deliberative dialogue processes that engage the whole system: whether community, organization or society. Such processes can enable us to respond creatively to our most complex challenges and move us toward more equitable, just and positive relationships and structures. Through this class, we will explore how complexity and identity theories, conflict analysis, and power assessment inform collaborative process design. We ask tough questions about what kind of processes are relevant for cultivating different phases of change and explore ethics underpinning the praxis of process design rooted in awareness of our 'positionality' in the system. We will learn about many process methodologies such as Appreciative Inquiry, Courageous Conversations, Emergent Strategies, Narrative Practice, Open Space, Polarity Management, Transformative Scenario Planning, World Café, and others. We will assess their underlying theories of change and theories of practice in ways that enable participants to become more creative and astute process designers. This class will be most appropriate for participants who already have some familiarity working with groups and is ideal for those with some facilitation practice experience.

This course will be offered for credit online for the first time in spring 2021.

View DRAFT Syllabus[113]

PAX 688 Justice, Peace and the Biblical Story (3 SH)

The Bible has often been used to justify war and other forms of violence. The biblical story has also been read and interpreted as pertaining to only personal beliefs and behavior rather than communal concerns or social issues. The intent of this course is to explore the biblical story and what it says about issues of violence, justice, and peace. How are people who embrace the biblical story called to apply these understandings to their lives, personally and collectively? How have Christian communities around the world made use of the biblical story as a core component of their efforts to work for safety, emancipation, self-determination, and healing? How can we use biblical narratives in our work to build peace and justice within communities? As we examine these questions, we will center perspectives and traditions of reading the Bible birthed by people experiencing direct violence and oppression. *This course is an elective at EMS and CJP. It will not be offered in the 2020-21 academic year.*

2|1 https://resources.emu.edu/confluence/download/attachments/23528056/PAX684_EndingViolence_Turner.pdf?
    api=v2&modificationDate=1597876489980&version=1
3|1 https://resources.emu.edu/confluence/download/attachments/23528056/
    PAX%20685%20Designing%20Processes%20for%20CT%20DRAFT.docx?api=v2&modificationDate=1607563706457&version=2

View Syllabus[114]

PAX 684 - PAX 694 (1-3 SH)

CJP attempts to offer a wide variety of courses on critical issues and skills needed in the peacebuilding field. Especially in our Summer Peacebuilding Institute (SPI) each May and June, we offer new topics courses based on what we are hearing is needed most out in the field. These topics courses are one time offerings that may or may not be offered again but are not a required part of the graduate program (though students may take these courses as elective credits). Recent offerings include Christian Spirituality for Social Action, Designing Facilitated Processes, Sexual Harms: Changing the Narrative, and Transformative Leadership.

PAX 692 Re-Imagining Identity (3 SH)

When reflecting on your various identities and those ascribed to you, how does experiencing them shape the way you see yourself and view the world? In this course, we will journey together to explore some of the narratives we hold surrounding our various identities. We will individually and collectively dissect some of the impacts of these narratives and examine their psychosocial effects on ourselves and the communities to which we belong. We will boldly create safe spaces for one another to explore what healing may look like within ourselves and our communities. This will be done through a process of re-naming, re-claiming, re-shaping and re-imagining how we show up in the world. In this way, dignity and its power of honoring the value and worth of self and other, will become part of the fabric of our understanding and experience. Using Talibah Aquil's Arts Based Research Practicum presentation "Ghana, Remember Me…" as a guide, you will also have the opportunity to creatively explore how to share in class your journey of re-imagining identity, using whatever medium you feel most connected to. *(This course will not be offered in the 2020-21 academic year).*

View Syllabus[115]

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41 https://resources.emu.edu/confluence/download/attachments/23528056/
  PAX%20688%20Justice%20Peace%20and%20the%20Biblical%20Story.docx.pdf?
  api=v2&modificationDate=1568372142421&version=2

51 https://resources.emu.edu/confluence/download/attachments/23528056/PAX%20692%20Reimagining%20Identity.pdf?
  api=v2&modificationDate=1566825165809&version=2

Master of Arts in Counseling

About MA in Counseling

The Master of Arts in Counseling[116] program strives to achieve the highest standards of training for clinical mental health counselors, emphasizing professionalism, counselor identity formation, reflective self-awareness and the exploration of spirituality and values in a community environment.

Dedicated, Dynamic Faculty

Our dynamic faculty members are real-world practitioners who are dedicated to mentoring students. Whether collaborating on research endeavors, reading groups, conference presentations and attendance or clinical supervision, faculty members are committed to preparing students to be strong clinicians. Each student is paired with an advisor, and in addition to regular meetings each semester, each student receives continuous feedback regarding strengths and growing edges. **All faculty members maintain a clinical practice,** which contributes to an active and engaging conversation about the work of counseling.

Ethical Standards in Counseling

Our students learn about the **ethical standards** of the counseling profession and the American Counseling Association[117].[118] Mentors encourage and guide students in the formation of their professional counselor identity, nurturing innate gifts and strengths, while cultivating new skills and the capacity to hold the complexities of the human experience. Ethics workshops are offered during the continuing education series each spring.

Program Features

The Master of Arts in Counseling program is a 60 semester hour, CACREP-accredited[119] Clinical Mental Health Counseling program, designed for men and women with busy lives. Our students are working individuals who need to balance work or family while returning to school. Some commute from Roanoke, Winchester, Charlottesville, and Washington D.C. to participate in our program's cohort model and experiential training. The two-day back-to-back course schedule (usually Tuesday/Wednesday or Wednesday/Thursday) during the academic year is designed to accommodate even the busiest schedule.

Program highlights include:

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116 https://emu.edu/graduate-counseling/
117 https://www.counseling.org/
118 https://www.counseling.org/
119 http://www.cacrep.org/

- Practical skills and training
- Emotionally focused therapy (EFT)
- Psychoanalytic perspectives
- Contemplative practice and mindfulness
- Expressive Arts
- Focusing
- CACREP accreditation
- Continuing education (CE) each year for regional clinicians and practitioners

Admission Requirements - MA in Counseling

Application Deadline: March 1st

All of the following must be completed by the application deadline:

1. **Complete the MA in Counseling** online application[120], which will ask for
   a. **letters of reference.** Please supply the names and information of at least three references on the online application. At least two must be academic references. MA in Counseling will contact the references directly.
   b. **a non-refundable application fee of $50.00.**

2. **Arrange for official transcripts** to be mailed to MA in Counseling, 1200 Park Road, Harrisonburg, VA 22802 or sent electronically directly to counseling@emu.edu[121].
   a. **Foreign Degree Translation:** If you have a degree from a college or university outside of the United States, you must have your coursework evaluated by a professional association. The evaluation must be a detailed report that includes course designations (lower & upper division). This detailed report should meet most transcript requirements for employment purposes. Here is a list of transcript/translation evaluation services.[122] Please note that there is a fee for the evaluation service, and this list is for your information only.

3. **Submit a Statement of Purpose** by writing a 1-3 page narrative that describes your (a) academic/research interest and professional goals, (b) volunteer and professional experiences, (c) life experiences that have influenced your desire to become a counselor, and (d) view of compassionate service and social justice.

4. **Indicate nationality and country of birth:** International applicants currently residing in the United States must indicate status with the U.S. Citizenship and Immigration Services. In addition, international applicants must submit a completed International Student Sponsor Agreement if accepted to the MA in Counseling program.

5. **For applicants whose native language is not English:** We require that applicants receive at least a 79 on the internet-based Test of English as a Foreign Language (TOEFL). This score is comparable to a 550 on the paper-based test and a score of 213 for the computer-based test. EMU's institutional code is 5181. Applicants who have studied and received a degree from a college or university where all instruction is in English are not required to submit TOEFL scores.

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120 https://my.emu.edu/ICS/Admissions/Graduate_Studies.jnz?portlet=Graduate_and_Professional_Studies_Application&formid=181
121 mailto:counseling@emu.edu
122 https://emu.edu/graduate-counseling/docs/evaluation-services.pdf

Admission Timeline

Application due: March 1st
Notification of interview: TBA
Interview day: TBA

Admission Interview Process
To help both the candidate and the program discern fit and readiness, we have developed an admissions interview procedure that involves applicants, faculty members, and current students in an intensive sample experience of the training program. We invite current students to participate in this process each year by volunteering to provide applicants with helpful information and support.

How We Notify You of the Decision
All applicants are notified of admission decision within one week after the interview day. An official decision letter will be mailed to your address.

If You Are Accepted
If you are offered admission, you must notify the MA in Counseling administrative assistant of your enrollment decision by email or mail within 15 days of your receipt of the acceptance letter. If we do not hear back from you by then, we will assume that you have declined the offer of admission, and your application record will be withdrawn.

Deferral of Admission
Applicants who are notified of admission have the option to defer their enrollment for one year. Those considering deferment are asked to counsel with the program director and complete an application for deferment form.

Conditional Admission
Conditional admission is granted to a limited number of students each fall semester who fall just below the requirements for unconditional admission but who otherwise demonstrate the ability and motivation to adequately perform graduate level work. At the end of the fall semester, their admission status is reviewed by the faculty, and a decision is made to either lift the conditional status or deny continuing enrollment.

Requirements
Expectations include an undergraduate GPA of at least 3.00, references indicating clear support for graduate work, a clear and relevant essay, and the ability to present oneself clearly and effectively in the interview. Additional factors considered in the admission decision include undergraduate field of study, performance in previous graduate level study, related counseling work experience, and other evidence of success in academic and professional endeavors. The admissions committee may make exceptions to admission requirements in special cases.

Enrollment and class size
Program enrollment is limited to the equivalent of 15 full-time students per class. Part-time students are encouraged to apply. Part-time status is defined as taking less than nine semester hours in a semester.

New students are admitted for the fall semester. After the deadline of March 1, the admissions committee will continue to review applications if space remains available.

Transfer Credit

Transfer credits may be considered for inclusion in the program of study upon the approval of the director of the program. A grade of "B" or better must be earned in courses requested for transfer credit. Courses considered for transfer credit must be applicable toward a comparable degree at the institution offering the course. Application for consideration of transfer credit taken more than five years before the date at which the student is admitted must be accompanied by substantial documentation of prior work and evidence of continued and current competence. Transfer credit taken more than ten years before the date at which the student is admitted may not be used to satisfy degree requirements. No practicum or internship credits are eligible for transfer credit. Decisions with respect to number of transfer hours accepted will be handled by the Admissions Committee on a case-by-case basis, but normally a maximum of 12 hours of credit obtained from an accredited college or university may be applied to the degree.

Degree Requirements - MA in Counseling

Degree: Master of Arts
Semester Hours: 60

The MA in Counseling program is a **60 semester hour**, CACREP-accredited clinical mental health counseling program. The curriculum meets educational requirements for professional licensure in accordance with the regulations of the Virginia Board of Behavioral Sciences.

Curriculum Focus

Our curriculum includes study in the areas of professional identity, counseling theories, group counseling, counseling techniques, abnormal behavior, appraisal, career development, human growth and development, social and cultural functions, research, social and multicultural issues, ethics, spirituality and religion, addictions, marriage and family counseling, and supervised clinical work.

To graduate, the student will have met all course requirements with a minimum GPA of 3.00, obtained satisfactory internship references, met program assessment criteria for competency, and obtained the formal approval of the faculty for graduation.

Curriculum Details (60 SH)

Full-time students should be able to complete the program in two years (the equivalent of five semesters of full time study)

- COUN 507 Professional Identity, Function and Ethics (3 SH)
- COUN 508 Counseling Techniques (3 SH)
- COUN 509 Supervision and Consultation (3 SH)
- COUN 517 Human Growth and Development (3 SH)
- COUN 518 Integrated Counseling Process (3 SH)
- COUN 527 Psychopathology (3 SH)
- COUN 528 Practicum (100 hours field work) (3 SH)
- COUN 530 Advanced Psychopathology (2 SH)

- COUN 536 Foundations in Research & Program Evaluation: Theory, Design and Foundational Statistics (3 SH)
- COUN 547 Counseling Theories (3 SH)
- COUN 557 Assessment and Evaluation Procedures (3 SH)
- COUN 567 Group Counseling (3SH)
- COUN 587 Crisis Counseling (2 SH)
- COUN 607 Multicultural Counseling (3 SH)
- COUN 610 Advanced Multicultural Counseling (2 SH)
- COUN 617 Counseling Children and Adolescents (10 weeks) (2 SH)
- COUN 627 Marriage and Family Counseling (3 SH)
- COUN 637 Career Development (3 SH)
- COUN 689 Internship I (2 semesters totaling 600 total hours of field work) (3 SH)
- COUN 690 Internship II (3 SH)
- COUN 697 Addictions Counseling (3 SH)
- Elective Courses (choose one)
  - COUN 687 Expressive Arts (1 SH)
  - COUN 698 Mindfulness and Psychotherapy (1 SH)
  - COUN 699 Sec A Topics: Sexual Health (1 SH)
  - COUN 699 Sec B Topics: Psychoanalysis (1 SH)

Co/prerequisites

- Counseling Techniques, Theories, PIFE - prerequisite for Practicum
- Counseling Techniques - prerequisite for Integrated Counseling Process
- CRPE during last two semesters
- Admission to Internship - prerequisite for Internship Practicum and Integrated Counseling Process are corequisites

*Students on a three year or longer plan are required to register for a 1 SH Skill Development course in the year that they are not in practicum or internship. This will increase the credits required for graduation to 61 SH.

Course Descriptions - MA in Counseling

COUN 507 Professional Identity, Function & Ethics (3 SH)

This course addresses counselor professional identity formation, ethical and legal issues related to the practice of professional counseling, and components of sound ethical decision making. Students will explore development of their own personal counselor identity formation. Within this course students will be introduced to the counseling profession and given opportunity to examine current ethical and legal issues related to the practice of professional counseling. The course will provide students with an overview of the historical development of counseling as a profession, discussion of counselor licensure, and an overview of major professional organizations, specialties and credentialing options available to mental health professionals. Discussion of professional mental health codes of ethics relevant to

counselors will assist students to explore and articulate the process of ethical decision making within the context of professional counseling.

View Syllabus[123]

COUN 508 Counseling Techniques (3 SH)

An intensive practical experience in the arts of forming a counseling relationship. Personal feedback on interpersonal interactions and supervision of videotaped interviewing are used to help the student attain competency in the wise use of techniques in the counseling encounter and the counseling relationship.

View Syllabus[124]

COUN 509 Supervision and Consultation (3 SH)

This course provides an exploration of the theory and practice of counseling supervision and consultation, including models, techniques, process, case conceptualization, ethical issues, multicultural competency, and legal considerations. The format of this course will combine lecture, class discussion, and experiential activities. The course will only be offered to advanced students, those students who have completed a counseling practicum and are currently enrolled in counseling internship, and will be paired with COUN 508 Counseling Techniques, which is offered to beginning students, to facilitate and experiential learning process between the two classes. Students will also use their internship placement site as an opportunity to experience supervision and consultation.

View Syllabus[125]

COUN 517 Human Growth and Development (3 SH)

This course provides an advanced overview of current research and theory on life-span human development, and will enhance students' understanding of significant developmental changes that occur over the life span. Emphasis will be placed on standard physical, cognitive, emotional, and social development as well as on issues such as diversity and socialization in relation to perceptions of human development. Professional, clinical, legal, and ethical issues will also be addressed.

View Syllabus[126]

COUN 518 Integrated Counseling Process (3 SH)

This course provides an overview of various approaches to working with clients emphasizing emotion theory and the role of empathic attunement in healing. Class sessions and readings will explore the interpersonal therapy process and demonstrate various ways to implement experiential techniques in

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[32] https://resources.emu.edu/confluence/download/attachments/23527934/COUN507%202019%20Syllabus%20-%20PIFE.pdf?api=v2&modificationDate=1566999426444&version=1

[42] https://resources.emu.edu/confluence/download/attachments/23527934/COUN508%202019%20Syllabus%20-%20Counseling%20Techniques.pdf?api=v2&modificationDate=1566999423333&version=1

[52] https://resources.emu.edu/confluence/download/attachments/23527934/COUN509%202019%20Syllabus%20-%20Supervision%20and%20Consultation.pdf?api=v2&modificationDate=1566999423784&version=1

[62] https://resources.emu.edu/confluence/download/attachments/23527934/COUN517%202019%20Syllabus%20-%20Human%20Growth%20and%20Development.pdf?api=v2&modificationDate=1566999423891&version=1

therapy. Students will work to further define their theory and use this to apply a variety of counseling approaches and techniques. Each student will construct a research paper that integrates their theoretical approach with techniques, interventions and applicable counseling approaches. Class sessions will emphasize experiential exercises, technique based role-plays and skill enhancement group Praxis. Students are encouraged to take risks and develop their personal style in applying experiential methods in treatment.

View Syllabus[127]

COUN 527 Psychopathology (3 SH)

This course will provide an overview of psychopathology and treatment planning with an emphasis on children and adolescents. An interactive, developmental perspective for conceptualizing psychopathology as well as resilience will be employed. In particular, the influence of development, neurobiological mechanisms, and contextual features on the emergence, exacerbation, and alleviation of psychopathology will be discussed. Contemporary diagnostic and treatment issues will be critically reviewed.

View Syllabus[128]

COUN 528 Practicum (3 SH)

The practicum experience is designed to give beginning students in counseling the opportunity to put into practice the skills and knowledge that they are developing throughout their counseling program. Prerequisites: COUN 507, COUN 508.

View Syllabus[129]

COUN 530 Advanced Psychopathology (2 SH)

Advanced psychopathology works to build skills in integrating theory with diagnosis an intervention planning by looking at treatment of key diagnostic categories through a number of theoretical lenses, emphasizing evidence-based practices but also providing support for alternative approaches.

COUN 536 Foundations in Research and Program Evaluation: Theory, Design, and Foundational Statistics (3 SH)

This course will offer an overview of the research methods used in counseling and program evaluation. Students will gain experience with literature databases, research ethics, research methodologies, basic

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127 https://resources.emu.edu/confluence/download/attachments/23527934/COUN518_Integrated_Counseling_Process_Czyszczon.pdf?api=v2&modificationDate=1580233294921&version=1

128 https://resources.emu.edu/confluence/download/attachments/23527934/COUN527_Psychopathology_Hammond.pdf?api=v2&modificationDate=1580233294927&version=1

129 https://resources.emu.edu/confluence/download/attachments/23527934/COUN528_Practicum_Sections_abc_Hammond_Czyszczon_Blauch.pdf?api=v2&modificationDate=1580233294931&version=1

statistics and statistical software such as SPSS, and communicating research findings, and proposing research to an Institutional Review Board.

View Syllabus[130]

COUN 538 Skill Development (1 SH)

This course is designed to meet your specific needs regarding advanced counseling skills. Skill development also provides a space for students on 3 and 4 year tracks to continue to practice skills between their practicum and internship experiences.

COUN 547 Counseling Theories (3 SH)

This course is designed to provide students with an overview of central theories of counseling and psychotherapy. Key counseling theory concepts are introduced through readings, lecture, videos and small group exercises. Students will become familiar with the central tenets of each theory and engage in practical application and skill development exercises. Co-requisite: COUN 507.

View Syllabus[131]

COUN 557 Assessment and Evaluation Procedures (3 SH)

This course provides an overview of various approaches to assessment and procedures for evaluation. Special emphasis is given to counseling decision-making, and treatment planning. Theoretical and applied material will be integrated in order to provide the student with an understanding of the context of assessment and evaluation. Emphasis will be placed on equipping students to understand technical terms in professional journals, test manuals, and test reports.

COUN 567 Group Counseling (3 SH)

The purpose of this course is to introduce students to the theory and practice of group counseling. The course will provide information about and training in establishing, leading, and evaluating counseling groups of various types. Within this course students will explore different theoretical approaches to counseling groups, basic principles of group dynamics which include leadership tasks, group developmental stages, and member roles. Consideration will be given to ethical, legal, and professional issues as well as special needs such as multiculturalism, life-span development concerns, and the therapist's personal leadership style. View[132]

View Syllabus[133]

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[130] https://resources.emu.edu/confluence/download/attachments/23527934/COUN536%202019%20Syllabus%20-%20Foundations%20in%20Research.pdf?api=v2&modificationDate=1566999424344&version=1

[131] https://resources.emu.edu/confluence/download/attachments/23527934/COUN547%202019%20Syllabus%20-%20Counseling%20Theories.pdf?api=v2&modificationDate=1566999425126&version=1

[132] https://resources.emu.edu/confluence/download/attachments/23527934/COUN567_Group_Counseling_Cline.pdf?api=v2&modificationDate=1580233294939&version=1

[133] https://resources.emu.edu/confluence/download/attachments/23527934/COUN567_Group_Counseling_Cline.pdf?api=v2&modificationDate=1580233294939&version=1

COUN 587 Crisis Counseling (2 SH)

This course is designed to introduce students to basic crisis intervention strategies. The course addresses fundamental crisis intervention theory and offers practical applications in various crisis situations. Students will explore various assessment, intervention and crisis treatment issues. Special emphasis will be placed on the impact of trauma on the individual, family and community. Students will engage in crisis intervention role-plays and practice applying specific interventions in crisis scenarios. Each student will engage in researching and compiling a comprehensive community resource guide for the local community.

COUN 607 Multicultural Counseling (3 SH)

Multiculturalism is both an intellectual movement and an ethical imperative within the counseling and psychology fields. This course provides an introduction to multicultural knowledge, skills and awareness that will support your work with clients. Through activities, discussion, reading and media, you will be exposed to both the theoretical movements in multiculturalism, develop skills for working with clients who differ from you. You will also explore your own values, beliefs and cultural identity and make connections to how these aspects of your personhood influence your relationship and intervention with clients.

View Syllabus[134]

COUN 617 Counseling Children and Adolescents (2 SH)

This course is designed to give students an overview of theoretical and practical approaches to working with children and adolescents. Special populations and issues identified by course participants will be explored. In addition, students will be required to participate in off- campus collaboration with an agency devoted to meeting the mental health needs of children and adolescents.

View Syllabus[135]

COUN 610 Advanced Multicultural Counseling (2 SH)

Multiculturalism is both an intellectual movement and an ethical imperative within the professional fields of counseling and psychology. This course provides advanced multicultural knowledge, skills and awareness that will support your work with clients. Through activities, discussion, reading and media, you will be exposed to the theoretical movements in multiculturalism and develop skills for working with clients who differ from you. You will also explore your own values, beliefs and cultural identity and make connections to how these aspects of your personhood influence your relationship and intervention with clients.

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[43] https://resources.emu.edu/confluence/download/attachments/23527934/COUN607%202019%20Syllabus%20-%20Multicultural%20Counseling.pdf?api=v2&modificationDate=1566999425565&version=1

[53] https://resources.emu.edu/confluence/download/attachments/23527934/COUN617%202019%20Syllabus%20-%20Counseling%20Children%20%26%20Adolescents.pdf?api=v2&modificationDate=1566999426073&version=1

COUN 627 Marriage and Family Counseling (3 SH)

This course provides an overview of marital and family counseling from a systems perspective. A survey of the predominant systems theories essential in working with couples and families will be presented. Special emphasis is given to evidence based treatments and the current research on attachment theory and the role of attachment in couple and family distress. Students will become familiar with attachment issues, working from an emotion focused perspective and gain proficiency in assessment and intervention. Students will engage in learning exercises and role-plays in order to facilitate application of course content. Each student will construct a personal family genogram and engage in analyzing their family using a systems approach and use case conceptualization and treatment planning from various theories.

View Syllabus[136]

COUN 637 Career Development (3 SH)

Students will be introduced to career development recognizing the importance and uniqueness of various facets of career counseling. Emphasis is given to developmental considerations and the role of testing, educational and career development program planning and implementation. Technology-based career development applications and strategies will be explored. The interrelationships among and between work, family and other life role factors will be considered with a special emphasis on gender, diversity and working with specific populations. Legal and ethical issues will be discussed as well as issues of personal faith and values.

View Syllabus[137]

COUN 677 Independent Studies

This refers to studies of specific issues or areas not covered by any of the standard offerings. These studies may be requested by the student or suggested by an instructor. Approval by the instructor and the director is required. Methodology may involve assigned readings, written reports or any other methods the supervising instructor chooses. A student should have credit for three courses, and must qualify academically for independent study in the judgment of the director before approval is granted. A limited number of hours in independent study will be applied toward a degree.

COUN 687 Expressive Therapies: Archetypal Explorations (1 SH)

This course is an experiential introduction to the creative process in counseling through the lens of archetypal symbol and mythology. Participants will be invited to explore the literal and figurative context in which archetypes emerge, will identify through the use of metaphor, imagery, and poetry the power of creative expression, and will find ample opportunity to discuss, reflect, and process with peers.

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[136] https://resources.emu.edu/confluence/download/attachments/23527934/COUN627%202019%20Syllabus%20-%20Marriage%20and%20Family.pdf?api=v2&modificationDate=1566999426335&version=1

[137] https://resources.emu.edu/confluence/download/attachments/23527934/COUN637_Career%20Development_Phillips.pdf?api=v2&modificationDate=1580233343665&version=1

Instructor will be drawing on a range of literature with specific guidance from the work of Dr. Carl Jung and Dr. Clarissa Pinkola Estés.

COUN 689/690 Internship (3 SH)

The internship experience is designed to give advanced students in counseling the opportunity to put into practice the skills and knowledge they have developed throughout their counseling program. Students will meet weekly to review cases, discussing areas of growth and present specific theory, intervention and technique questions. The student may select an internship site from a variety of supervised field experiences in mental health related settings. Minimum of 600 counseling hours. Prerequisite: Admission to Internship.

View COUN 689 Syllabus[138], COUN 690 Syllabus[139]

COUN 697 Addictions Counseling (3 SH)

This course is designed to help the student understand the personal, social, emotional, physiological, and environmental factors related to addictions, with the main emphasis on chemical addictions. Student will be exposed to the varied aspects and challenges involved in the evaluations, diagnosis and treatment process of addiction, as well as, the specific qualities and efforts of the main mood altering drugs. This course will also look at the many professional, ethical, and legal issues unique to the field of addictions counseling.

View Syllabus[140]

COUN 698 Mindfulness & Psychotherapy (1 SH)

This course will provide a foundation for the use of mindfulness, meditation and mindful self-compassion and their applications in therapy. The course will be built on three primary pillars: personal practice of mindfulness and meditation, an understanding of the applications and populations with which one can use mindfulness and meditation in therapy, and skill-building through enactments and role play. Students participating in this course can expect to gain a breadth of mindfulness, meditation and self-compassion practices for use in therapy as well as exposure to the theory and research that supports these practices.

View Syllabus[141]

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[138] https://resources.emu.edu/confluence/download/attachments/23527934/COUN689%202019%20Syllabus%20-%20Internship.pdf?api=v2&modificationDate=1566999383642&version=1

[139] https://resources.emu.edu/confluence/download/attachments/23527934/COUN690_Internship_II_Czyszczon_Petkus_George.pdf?api=v2&modificationDate=1580233343669&version=1

[140] https://resources.emu.edu/confluence/download/attachments/23527934/COUN697_Addictions_Counseling_Cline.pdf?api=v2&modificationDate=1580233343673&version=1

[141] https://resources.emu.edu/confluence/download/attachments/23527934/COUN698_Mindfulness_and_Psychotherapy_Hammond.pdf?api=v2&modificationDate=1580233372458&version=2

COUN 699 Topics Sec. A - Psychoanalysis (1 SH)

This course frames psychoanalysis as a practice of deep listening. Listening has the capacity to transform sensation into feeling and feeling into an emotionally-informed thought. While the emphasis on listening has always been present, the influences of object-relations, intersubjectivity and field theory have radically shifted the way contemporary psychoanalysts listen in session. In light of this, questions about a person's unique capacity to feel, dream, play, and learn from experience set the stage for therapy. In this course, an introduction to these theories will be provided. Students will have the opportunity to reflect on and articulate the way these theories and techniques inform their emerging identity as a professional counselor.

View Syllabus[142]

COUN 699 Topics: Sec. B - Sexual Health and Wellness (1 SH)

This course will introduce students to the various components of sexual health and wellness that impact the practice of counseling. Students will learn about sexual health, wellness, and the important role clinical mental health practitioners have in fostering overall wellness.

View Syllabus[143]

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[142] https://resources.emu.edu/confluence/download/attachments/23527934/
COUN699_Section_A_Topics_%20Psychoanalysis_Nafziger.pdf?api=v2&modificationDate=1580233372472&version=1
[143] https://resources.emu.edu/confluence/download/attachments/23527934/COUN699_Section_B_Topics_Sexual_Health_Petkus.pdf?
api=v2&modificationDate=1580233372475&version=1

Doctor of Nursing Practice

About Doctor of Nursing Practice

The Doctor of Nursing Practice (DNP) is an academic designation. The DNP is the first practice doctorate available for nurses. Practice doctorates apply knowledge gained from evidence-based practice to patient care. **The DNP offered by Goshen College and Eastern Mennonite University (EMU) is a post-MSN two-year program (33 credit hours, 10 courses).**

The DNP is a practice doctorate, not a research doctorate. Rather than writing a dissertation based on original research, the DNP graduate completes an evidence-based practice (EBP) project. This project requires that the student spend a significant amount of time examining an EBP question based on the student's specific area of interest. Students might choose to focus their DNP project on the care of individuals, aggregate, systems, or organizational level. The DNP educates nurses to improve safety, effectiveness, and efficiency in patient care. Essentially, the DNP graduate translates evidence into a project that influences their practice and effects change in the healthcare setting.

Students may enroll at either Eastern Mennonite University or Goshen College; their diploma will reflect that choice.

Mission, Vision, and Values

Although rooted in the Anabaptist-Mennonite traditions of peacemaking, service, and community, the majority of EMU nursing students do not belong to the Mennonite Church USA. In fact, students enrolled across EMU nursing programs and beyond represent a wide range of faith traditions, including students who choose not to embrace a particular faith.

Regardless of your beliefs, ***you are welcome here!***

Our values strongly inform the DNP curriculum, offering a unique and nuanced approach to nursing and spirituality. You will find the program emphasizes:

- Servant leadership
- Innovative problem-solving
- Intercultural competency

EMU nursing programs are unique in their holistic view of nursing as a calling to service to others. We believe that nurses and patients form mutually-beneficial bonds, each providing gifts to the other. This relationship is echoed in the student-teacher dynamic, again, with one providing benefit to the other. We call this approach to nursing practice and higher education the Sacred Covenant Model of Nursing[144].

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144 https://emu.edu/nursing/covenant/

Admission Requirements - DNP

Students may enroll at either Eastern Mennonite University or Goshen College; their diploma will reflect that choice.

Admission Criteria and Application Process

- Earned a Master of Science in Nursing from a CCNE- or NLNAC-accredited program with a cumulative GPA of 3.3 or higher
- Provide documentation of post-baccalaureate supervised practice hours from an accredited MSN p rogram. If there are fewer than 400 supervised practice hours, the DNP program will be tailored to achieve the required 1,000 hours of post-baccalaureate supervised practice.
- Evidence of an unencumbered RN license in the state of practice
- Evidence of currency in nursing practice
- Interview with program co-directors via video conference

Application process

- DNP application online [145]
- Completed reference form[146] from three (3) individuals who are able to address the applicant's ability to succeed in a DNP program. Individuals completing the reference form should be from among the following:
  - nurse faculty member who has knowledge of the applicant's academic ability
  - a professional work-related colleague or supervisor
  - If practicing as an APRN, at least one reference form should be completed by an APRN.
  - If practicing as a nurse leader/executive, one reference form should be completed by a supervisor who can address the applicant's leadership abilities.
- Personal essay of 500 words or less that explains the applicant's career goals related to pursuing the clinical doctorate. The essay addresses the applicant's current thoughts on their preferred focus for the evidenced-based scholarly project.
- Current resume or curriculum vitae

Residency Requirements

A required residency will be held each year in September or October.

Degree Requirements - DNP

Degree: Doctor of Nursing Practice
Semester Hours: 33
Program may be completed fully online

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[145] https://my.emu.edu/ICS/Admissions/Graduate_Studies.jnz?portlet=Graduate_and_Professional_Studies_Application&formid=182
[146] https://emu.edu/cms-links/dnp/docs/EMU-DNP-evaluation-2017.pdf

To graduate with the Doctor of Nursing Practice degree, students must meet the following requirements:

1. Completion of 33 semester hours (SH) accepted by Goshen College and Eastern Mennonite University for the Doctor of Nursing Practice degree
2. Completion of courses as listed in the DNP curriculum plan including successful completion of DNP project
3. Full financial settlement

Required courses (33 SH)

- NURS 700 Foundations for Clinical Scholarship (3 SH)
- NURS 702 Health Information Technology (3 SH)
- NURS 704 Biostatistics (3 SH)
- NURS 706 Population Health & Epidemiology (3 SH)
- NURS 710 Healthcare Policy (3 SH)
- NURS 708 Translational Science (3 SH)
- NURS 712 Organizational & Systems Leadership (3 SH)
- NURS 800 DNP Project Development (3 SH)
- NURS 802 DNP Project Implementation (6 SH)
- NURS 804 DNP Project Analysis & Dissemination (3 SH)

Course Descriptions - DNP

NURS 700 Foundations for Clinical Scholarship (3 SH)

This course assists the student transition from practice into doctoral education from a sacred covenant philosophical framework. Additional topics to be considered are practice approaches based on theoretical, philosophical and historical underpinnings, scholarly writing, and introduction to grant writing. A guided executive summary is the major writing assignment for this course. There is a required residency in this course. Practicum hours: 20.

NURS 702 Health Information Technology (3 SH)

This course covers key topics in changes in technology, policies, and innovations that have occurred, historically and recently. Topics also include health informatics (HI) overview, electronic health records, healthcare data analytics, health information exchange, architecture of information systems, evidence based practice, consumer health informatics, HI ethics, and quality improvement strategies for HI.

NURS 704 Biostatistics (3 SH)

Provides an overview of principles, practices and influences of biostatistics. Topics include ability to critique relevance of statistical methods, basic data management skills, and application of research to the clinical setting. Students will use quantitative measures to determine risk and association with health outcome rates. Practicum hours: 20.

NURS 706 Population Health & Epidemiology (3 SH)

Provides an overview of principles, practices and influences of epidemiology on health and health care delivery. Content includes identifying and evaluating key population health issues; exploring the roles of local, state, and federal governments in relationship to the core functions of population health; examining health disparities at the local, state, and federal levels; analyzing health systems' approach to health promotion and disease prevention; and exploring practice models that result in interprofessional collaborations for improved health outcomes.

NURS 708 Translational Science (3 SH)

The course focuses on critically appraising existing quantitative and qualitative evidence from the literature. The overarching theme is for students to critically appraise existing evidence to develop methods to affect change in practice. Students will develop a literature review matrix in preparation for their DNP project.

NURS 710 Healthcare Policy (3 SH)

This course examines various systems to eliminate health disparities; utilization and case management; healthcare budget and financing; and demonstrate leadership in the development and implementation of health policy.

NURS 712 Organizational & Systems Leadership (3 SH)

A variety of topics are explored in this course: leadership theory, risk management in organizations, leading Interprofessional teams, relationship management, shared decision-making, working within a diverse workforce, change management, and developing restorative organizations. Practicum hours: 20.

NURS 800 DNP Project Development (3 SH)

This is the first of three courses leading to the completion of the DNP project. Included in this course are 120 practicum hours working on the DNP project. Topics to be addressed include ethics in project development and implementation, completion of a systematic review of the relevant literature, and design and approval of the DNP project.

NURS 802 DNP Project Implementation (6 SH)

This is the second of the three DNP project courses. The DNP project is implemented in clinical practice; 300 practicum hours are required. Formal peer critique is included in this course. Students will synthesize knowledge from previous coursework and apply concepts to their DNP project.

NURS 804 DNP Project Analysis & Dissemination (3 SH)

This is the final course in the program. The focus of this course is for the student to analyze and disseminate their project. This course requires 120 practicum hours.

NURS 898 Final Project Research & Writing (1 SH)

Registration for this course gives students access to library and computer resources while finishing the requirements for the DNP project. It may only be taken after all other requirements have been satisfied and may be taken as many times as needed until the project is completed. This is a 14-week course.

NURS 690 DNP Practicum (1-9 SH)

Students enroll in this course when they transfer in less than 400 practicum hours from their Master's program. Tuition for these hours is set at a lower rate than other courses in the program.

Dual Degrees

- Master of Divinity and Master of Arts in Conflict Transformation or Master of Arts in Restorative Justice Dual Degree
- MDiv and MA in Counseling Dual Degree
- MDiv and MBA Dual Degree
- MSN and MBA Dual Degree
- MBA and Health Care Management Dual Degree
- MS in Biomedicine and MA in Health Care Management Dual Degree
- MDiv and MA in Organizational Leadership

Master of Divinity and Master of Arts in Conflict Transformation or Master of Arts in Restorative Justice Dual Degree

About Master of Divinity and Master of Arts in Conflict Transformation or Master of Arts in Restorative Justice Dual Degree

This degree[147] combines study in Eastern Mennonite University's world-renowned Center for Justice and Peacebuilding with theological and practical preparation for ministry. Those interested in working in conflict transformation and peacebuilding or restorative justice with a ministry focus would be well-suited for this degree.

Degree Requirements

- 70 credit hours of coursework for the Master of Divinity[148] degree - 51 SH of the MDiv core curriculum and 19 SH of electives AND
- 33 credit hours of coursework for the Master of Arts in Conflict Transformation[149] degree - 15 SH from core requirements and 18 SH of CJP electives, a skills assessment course, and the practicum (chosen in consultation with an academic advisor)
  OR
  33 credit hours of coursework for the Master of Arts in Restorative Justice[150] degree - 15 SH from core requirements and 18 SH of CJP electives, RJ required courses, and the practicum (chosen in consultation with an academic advisor)

Seminary Core Curriculum[151] **(43 credits)**

- FS 501/502 Formation in God's Story I and II (6 SH)
- BVOT 511 Old Testament: Text in Context (3 SH)
- BVNT 512 New Testament: Text in Context (3 SH)
- CTH 501/512 Christian Tradition I and II (6 SH)

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147 https://emu.edu/seminary/degree-programs/mdiv-mact#restorative
148 https://resources.emu.edu/confluence/display/SemCat/Master+of+Divinity
149 https://emu.edu/cjp/grad/conflict-transformation
150 https://emu.edu/cjp/grad/restorative-justice
151 https://resources.emu.edu/confluence/display/SemCat

- FS 701/702 Formation in Missional Leadership I & 11 (4 SH)
- CTT 634 Living Theology (3 SH)
- CM 643 Missio Dei in Cultural Context (3 SH)
- CTE 702 Christian Ethics (3 SH)
- 12 hours of Biblical studies (12 SH)

For the MDiv, several integrative courses as designated electives (8-9 SH).

- CM 631 Churches and Social Transformation (3 SH)
- CTE 640 Topics in Ethics (3 SH)
- Anabaptist Studies course or CM 671 United Methodist History (2-3 SH)

Additional MDIV electives (18 SH), including

- at least one SMCL course and one CM course.

Master of Arts in Conflict Transformation Curriculum (33 credits)

- PAX 534 and PAX 634 Foundations for Peacebuilding 1 and 2 (12 SH)
- PAX 535 Research Methods for Social Change (3 SH)
- PAX 682 Practicum (6-9 SH)
- Skills assessment courses - choose at least one:
    - PAX 601 Mediation & Negotiation (3 SH)
    - PAX 676 Restorative Justice Practices (3 SH)
    - PAX 610 Facilitation: Process Design & Skills for Dialogue, Deliberation & Decision-making (3 SH)

OR

Master of Arts in Restorative Justice (33 credits)

- PAX 534 and PAX 634 Foundations for Peacebuilding 1 and 2 (12 SH)
- PAX 535 Research Methods for Social Change (3 SH)
- PAX 682 Practicum (6-9 SH)
- PAX 571 Restorative Justice: Principles, Theories & Applications (3 SH)
- PAX 676 Restorative Justice Practices (3 SH)
- PAX 677 Restorative Justice and Whole System Approaches (3 SH)

MDiv and MA in Counseling Dual Degree

About Master of Divinity and Master of Arts in Counseling Dual Degree

A dual degree student will graduate with two master's degrees in less time than it would take to complete those degrees individually. The dual degree Master of Divinity and Master of Arts in Counseling[152] combines the theological, biblical, and pastoral training of a Master of Divinity[153] with the psychologically and spiritually grounded professional counseling training of the Master of Arts in Counseling degree.

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152 https://emu.edu/graduate-counseling/dual-degree
153 https://emu.edu/seminary/degree-programs/mdiv

Admissions Requirements

To be admitted to the dual-degree program, students must be accepted to both the Master of Divinity program and the Master of Arts in Counseling program. Students may fill out one application for both programs. Applicants are strongly encouraged to communicate how they will integrate the two degrees in their essay. They must also choose an academic reference, a pastoral reference, and a professional reference. Applications for the MDiv/MAC dual degree are requested by March 1. Applications may be accepted after this date.

Degree Requirements (120 credits)

- 60 credit hours of coursework for the Master of Divinity degree. Advisors will help students decide how the Master of Divinity core requirements will be reduced.
- 60 credit hours toward the Master of Arts in Counseling degree. Three of these credits are designated as a counseling elective, which could occur in the seminary context.

The dual degree advisor will work with each student on a case-by-case basis to determine which course substitutions are more suitable in light of schedule constraints and individual needs.

Students will generally spend two full years in the Master of Arts in Counseling program. The sequencing of the seminary studies will be decided on an individual basis.

Seminary core requirements[154] **(60 credits)**

- FS 501 Formation in God's Story I (3 SH)
- FS 502 Formation in God's Story II (3 SH)
- FS 601 Formation in Ministry I (3 SH)
- FS 602 Formation in Ministry II (3 SH)
- BVOT 511 Old Testament: Text in Context (3 SH)
- BVNT 512 New Testament: Text in Context (3 SH)
- CTH 501 Christian Tradition I (3 SH)
- CTH 512 Christian Tradition II (3 SH)
- CTT 634 Living Theology (3 SH)
- CM 643 *Missio Dei* in Cultural Context (3 SH)
- CTE 702 Christian Ethics (3 SH)
- 12 hours of Biblical languages or the alternate language track[155]

Master of Arts in Counseling core requirements(see page 86) **(60 credits)**

- COUN 507 Professional Identity, Function and Ethics (3 SH)
- COUN 508 Counseling Techniques (3 SH)
- COUN 509 Supervision and Consultation (3 SH)
- COUN 517 Human Growth and Development (3 SH)
- COUN 518 Integrated Counseling Process (3 SH)
- COUN 527 Psychopathology (3 SH)

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154 https://emu.edu/seminary/degree-programs/mdiv.html/languages
155 https://www.emu.edu/seminary/degree-programs/mdiv/languages/

- COUN 536 Foundations in Research & Program Evaluation: Theory, Design and Foundational Statistics (3 SH)
- COUN 547 Counseling Theories (3 SH)
- COUN 557 Assessment and Evaluation Procedures (3 SH)
- COUN 567 Group Counseling (3SH)
- COUN 587 Crisis Counseling (2 SH)
- COUN 607 Multicultural Counseling (3 SH)
- COUN 617 Counseling Children and Adolescents (2 SH)
- COUN 627 Marriage and Family Counseling (3 SH)
- COUN 637 Career Development (3 SH)
- COUN 687 Expressive Therapies: Archetypal Explorations (1 SH)
- COUN 697 Addictions Counseling (3 SH)
- Clinical Mental Health: Health and Philosophy
- Internship and practicum experiences are also required.

MDiv and MBA Dual Degree

About Master of Divinity and Master of Business Administration Dual Degree

A dual degree student will graduate with two master's degrees in less time than it would take to complete those degrees individually. The dual degree Master of Divinity[156] and Master of Business Administration[157] combines the theological, biblical, and pastoral training of a Master of Divinity with business and organizational leadership training that focuses on the values of stewardship, sustainability, justice, and social entrepreneurship.

Admissions Requirements

Students must be admitted to both the seminary and the MBA program to be enrolled in this dual degree program. Students may fill out one application for both programs but are strongly encouraged to communicate how they will integrate the two degrees.

The Graduate Management Admissions Test (GMAT) is the preferred entrance exam for the MBA. Other graduate exams may also be considered, and no entrance exam is required for students already in possession of a graduate degree. Candidates who do not have a background in business may need to take a few prerequisite courses (offered by EMU); all prerequisites may also be waived with a strong GMAT score.

Degree Requirements (106 credits)

- 70 semester hours of study in the Master of Divinity program (45 hours of core curriculum and 25 electives)
- 36 semester hours in the MBA program (21 hours of core curriculum, 9 hours of integrative electives, and 6 hours of MBA electives)

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156 https://emu.edu/seminary/degree-programs/mdiv.html/languages
157 https://emu.edu/mba/

Seminary core requirements[158]

- FS 501 Formation in God's Story I (3 SH)
- FS 502 Formation in God's Story II (3 SH)
- FS 601 Formation in Ministry I (3 SH)
- FS 602 Formation in Ministry II (3 SH)
- BVOT 511 Old Testament: Text in Context (3 SH)
- BVNT 512 New Testament: Text in Context (3 SH)
- CTH 501 Christian Tradition I (3 SH)
- CTH 512 Christian Tradition II (3 SH)
- CTT 634 Living Theology (3 SH)
- CM 643 *Missio Dei* in Cultural Context (3 SH)
- CTE 702 Christian Ethics (3 SH)
- 12 hours of Biblical languages or the alternate language track[159]

Suggested Seminary electives

- BVG 541 (MBA 541) Biblical Foundations for Justice and Peacebuilding (3 SH)
- CTE 640 Topics in Ethics (3 SH)
- MOL 620: Transformative Leadership in Dynamic Contexts (3 SH)
- Other electives to total 25 SH

MBA requirements

- MBA 629 Data Analytics (3 SH)
- MBA 640 Managerial Finance and Accounting II (3 SH)
- MBA 650 Sustainable Organizations for the Common Good (Costa Rica Capstone Course) (3 SH)
- OLS 510 Leadership & Management for the Common Good (3 SH)
- OLS 515 Introduction to Leadership Studies (3 SH)
- OLS 530 Organizational Behavior (3 SH)
- OLS 540 Managerial Finance and Accounting I (3 SH)

MBA electives

Choose 6 SH from among the following:

- MBA 555 Human Resource Management (3 SH)
- MBA 560 Stewardship, Innovation, and Social Entrepreneurship (3 SH)
- MBA 625 Strategic Marketing Management (3 SH)
- OLS 560 Leadership Seminar (3 SH)
- OLS 665/670 Project Management and Grant Writing/Intrapreneurship (3 SH)

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158 https://resources.emu.edu/confluence/display/SemCat
159 https://www.emu.edu/seminary/degree-programs/mdiv/languages/

MSN and MBA Dual Degree

The Master of Science in Nursing courses are delivered online with the exception of two residency requirements for orientation to the program (1.5 days), as well as during NURS 503 Conflict course (3 days). The Master of Business Administration courses are delivered online.

Admission Requirements

- Students must be accepted to both the MSN and MBA programs.
- MSN requirement: a 3.0 GPA in undergraduate nursing courses plus 2 acceptable references
- MBA requirement: students have at least two years working experience and achieved satisfactory performance on the Graduate Management Admissions Test (GMAT)
- Students without a background in business may take a prerequisite course (all offered by EMU) including coursework in accounting, finance, and economics.

Course Requirements

Semester Hours: Total of 56 SH (reduction of 17 SH in the dual degree)

Shared Courses Between the MBA Health Care Track and the MSN (9 SH)

- NURS 515 Health Care Delivery System[160] (3 SH)
- NURS 516 Application of Legal & Ethical Principles to Health Care[161] (3 SH)
- NURS 626 Managing in a Complex Environment[162] (3 SH)

MSN Requirements (see page 151)**(23 SH)**

- NURS 501 Conceptual Framework for Sacred Covenant[163] (1 SH)
- NURS 503 Practice Skills for Conflict Transformation[164] (3 SH)
- NURS 510 Historical, Philosophical and Theoretical Foundations of Nursing[165] (3 SH)
- NURS 511 Translational Scholarship for Evidence-Based Practice[166] (3 SH)
- NURS 512 Knowledge Development: Informatics, Epidemiology and Outcomes[167] (3 SH)
- NURS 620 Safety, Risk Reduction, and Quality Care[168] (4 SH)
- NURS 629 Instructional Methodologies Nurse Leaders[169] (2 SH)
- NURS 630 Leadership Project[170] (4 SH) (with the addition of an MBA faculty advising the project to ensure the presence of sustainability content)

MBA Requirements (see page 170) **(24 SH)**

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160 https://emu.edu/msn/courses/#515
161 https://emu.edu/msn/courses/#516
162 https://emu.edu/msn/courses/#626
163 https://emu.edu/msn/courses/#501
164 https://emu.edu/msn/courses/#503
165 https://emu.edu/msn/courses/#510
166 https://emu.edu/msn/courses/#511
167 https://emu.edu/msn/courses/#512
168 https://emu.edu/msn/courses/#620
169 https://emu.edu/msn/courses/#629
170 https://emu.edu/msn/courses/#630

- OLS 510 Leadership & Management for the Common Good (3 SH)
- OLS 515 Introduction to Leadership Studies (3 SH)
- OLS 530 Organizational Behavior (3 SH)
- OLS 540 Managerial Finance and Accounting I (3 SH)
- MBA 555 Human Resource Management or
  OLS 665 Project Management and Grant Writing (3 SH)
- MBA 629 Data Analytics (3 SH)
- MBA 640 Managerial Finance and Accounting II (3 SH)
- MBA 650 Sustainable Organizations for the Common Good (3 SH)

MBA and Health Care Management Dual Degree

Expand your career options and enhance your leadership skills with a dual MBA and Health Care Management degree[171]. This degree provides students with the relevant business skills for effective decision making and ethical leadership to improve the quality of health care in hospitals, insurance and managed care companies, pharmaceuticals, public health organizations, biotech firms, and a variety of health care settings.

Admission Requirements

- Baccalaureate degree from an accredited institution with a minimum undergraduate grade point average of 2.50
- GMAT or GRE or equivalent entrance exam results that meet program minimums
- Prerequisite undergraduate courses in finance and accounting for those who do not have relevant undergraduate coursework or do not exceed GMAT or GRE thresholds

Course Requirements

Semester Hours: Total of 60

Dual MBA/HCM Core Curriculum (21 SH)

- OLS 510 Leadership & Management for the Common Good (3 SH)
- OLS 515 Introduction to Leadership Studies (3 SH)
- OLS 530 Organizational Behavior OR NURS 628 Systems Approach to Organizational Behavior (3 SH)
- OLS 540 Managerial Finance and Accounting I (3 SH)
- NURS 515 The Health Care Delivery System (3 SH)
- NURS 516 Application of Legal & Ethical Principles to Health Care (3 SH)
- NURS 626 Managing in a Complex Health Care Environment (3 SH)

Additional MBA course requirements (12 SH)

- MBA 555 Human Resource Management (3 SH)
- MBA 560 Stewardship, Innovation, and Social Entrepreneurship (3 SH)
- MBA 629 Data Analytics (3 SH)

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171 https://emu.edu/healthcare-management/mba-healthcare

- MBA 640 Managerial Finance and Accounting II (3 SH)

Additional HCM course requirements (27 SH)

- BMC 603 Cross Cultural Health Care (plus additional MBA 650 video project requirement) (3 SH)
- BMC 610 Interdisciplinary Seminar I (2 SH)
- BMC 611 Interdisciplinary Seminar II (2 SH)
- BMC 613 Research Design & Statistics (2 SH)
- BMS 571 Abnormal Psychology OR BMS 572 Cognitive Psychology (3 SH)
- BMS 598 Health Care Internship (3 SH)
- BMX 611 Biomedicine, Faith & Ethics (2 SH)
- MHM elective (3 SH)
- MHM elective (3 SH)
- Natural science elective (4 SH)

MS in Biomedicine and MA in Health Care Management Dual Degree

Our Master of Science in Biomedicine and Master of Arts in Health Care Management (HCM) dual degree program uniquely challenges students to take courses broadly from several disciplines. Not only will you take courses to prepare you for a fast-paced and ever-evolving health care landscape, but you will also be introduced to concepts around infectious diseases, bioethics, and health care management in a cross-cultural setting. A Master's in Health Care Management from EMU provides students with the relevant business skills for effective decision making and ethical leadership to improve the quality of health care in hospitals, insurance and managed care companies, pharmaceuticals, public health organizations, biotech firms, and a variety of health care settings.

Admission Requirements

- Baccalaureate degree from an accredited institution with a minimal undergraduate grade point average of 2.50
- MCAT or GRE or equivalent entrance exam
- Prerequisite coursework (8 courses, 32 hours total):
    - Two general biology courses with laboratories (8 SH)
    - Two general chemistry courses with laboratories (8 SH)
    - Two organic chemistry courses with laboratories (8 SH)
    - Two physics courses with laboratories (8 SH)

Course Requirements for the Biomedicine/HCM Dual Degree

Semester Hours: Total of 72

Dual Biomedicine/HCM Core Courses (24 SH)

- BMC 598 Biomedicine Practicum (1-2 SH)
- BMC 610 Interdisciplinary Seminar I (2 SH)
- BMC 611 Interdisciplinary Seminar II (2 SH)

- BMC 613 Research Design & Statistics (2 SH)
- BMC 623 Research in Biomedicine (3 SH)
- BMC 670 Health Care Internship (3 SH)
- BMX 603 Cross Cultural Health Care (3 SH)
- BMX 611 Biomedicine Faith & Ethics (2 SH)
- one Natural Science course (3-4 SH)
- one Social Science course (3-4 SH)

Natural Sciences (18-19 SH)
Select from the following:

- BMC 517 Developmental and Stem Cell Biology (4 SH)
- BMC 612 Advanced Human Gross and Microscopic Anatomy (4 SH)
- BMC 562 Advanced Human Physiology (4 SH)
- BMC 561 Biochemistry (3 SH)
- BMC 552 Advanced Cell Biology (3 SH)
- BMS 561 Immunology (3 SH)
- BMC 563 Molecular Genetics (3 SH)
- BMS 562 Neurobiology
- BMS 570 Medical Microbiology (3 SH)
- BMS 585 Infectious Diseases (3 SH) (summer and online)
- BMS 540 Drugs: Discovery, Design, Action (2 SH) (online)

Biomedicine Electives (5-6 SH)*
Offered with adequate enrollment. Select from the following:

- BMS 530 MCAT Preparation Course (3 SH)
- BMS 525 Medical Terminology
- BMS 531 Environmental Chemistry
- BMS 551 Conservation Biology
- BMS 552 Environmental Toxicology
- BMS 556 Entomology
- BMS 557 Ecology & Field Biology
- BMS 571 Abnormal Psychology (3 SH)
- BMS 573 Theories of Personality
- BMS 574 Neuropsychology
- BMS 579 Analytical Chemistry I
- BMS 580 Analytical Chemistry II
- BMS 582 Thermodynamics
- BMS 583 Quantum Mechanics

* An elective course can be taken in any other master's program at EMU[172]

Required Health Care Management Courses (18 SH)

- OLS 510 Leadership & Management for the Common Good OR OLS 515 Introduction to Leadership Studies (3 SH)

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172 https://emu.edu/graduate/

- OLS 530 Organizational Behavior (3 SH)
- OLS 540 Managerial Finance and Accounting I (3 SH)
- NURS 515 The Health Care Delivery System (3 SH)
- NURS 516 Application of Legal & Ethical Principles to Health Care (3 SH)
- NURS 626 Managing in a Complex Health Care Environment (3 SH)

Health Care Electives (6 SH)

Select from the following:

- MBA 555 Human Resource Management (3 SH)
- MBA 625 Strategic Marketing Management
- MBA 670 Project Management and Intrapreneurship (3 SH)
- NURS 503/PAX 503 Practice Skills for Conflict Transformation (3 SH)
- NURS 702 Health Information Technology (3 SH)
- OLS 560 Leadership Seminar
- OLS 665 Project Management and Grant Writing (3 SH)

MDiv and MA in Organizational Leadership

Program Requirements:

For a Dual Degree MDiv/MAOL, a total of 83 SH is required

MDiv: a total of 53 SH required (44 SH of the MDiv core curriculum, 9SH required electives). From the MDiv core, the alternative track is the default set of courses to complete the 12SH Biblical Language/Studies requirement. In conversation with their advisor, students could substitute the Primary Language track for this requirement.

MAOL: 15 SH from core, the 12 SH of required electives, and 3 SH electives (chosen in consultation with academic advisor) for a total of 35 SH.

Joint program details:

- There are 12SH of dual electives that apply towards each program's degree requirements
- The mentorship and capstone program requirements for the MAOL are satisfied by FS 601/602 and FS 701/702. The director of the MAOL program or designated faculty will serve as an additional advisor on the capstone project.

MDIV Courses

Formation Courses (14 sh)

- FS 501 Formation in God's Story I   (2 sh)
- FS 502 Formation in God's Story II   (2 sh)
- FS 601 Formation in Ministry I   (3 sh)
- FS 602 Formation in Ministry II   (3 sh)
- FS 701 Formation in Missional Leadership I (2 sh)
- FS 702 Formation in Missional Leadership II (2 sh)

Other Required Courses (18 sh)

- BVOT 511 Old Testament: Text in Context (3 sh)
- BVNT 512 New Testament: Text in Context (3 sh)
- CTH 501 Christian Tradition I   (3 sh)
- CTH 512 Christian Tradition II   (3 sh)
- CTT 634 Living Theology (3 sh)
- CM 643 *Missio Dei* in Cultural Context (3 sh)

Biblical Language/Studies (12 sh)

Take one of these:

- BVOT 532 Elementary Hebrew (3 sh) or
- BVNT 531 Elementary Greek   (3 sh)

And all of these

- BVG 621 Interpreting the Biblical Text
- BVOT course O.T. Biblical Book Study (3 sh)
- BVNT course N.T. Biblical Book Study (3 sh)

*Students could substitute the Biblical languages track

MAOL Courses

<u>**OLS Core Courses (15 sh)**</u>

- OLS 510 Leadership & Management for Common Good (3 sh)
- OLS 520 Introduction to Leadership Studies (3 sh)
- OLS 530 Organizational Behavior (3 sh)
- OLS 540 Managerial Finance & Accounting I (3 sh)
- OLS 560 Leadership Seminar (3 sh)

Required Electives for Dual MDiv & MAOL (12 sh)

CTT 546 Justice, Peace & the Biblical Story (3 sh)

MOL 620 Transformative Leadership in a Dynamic Context (3 sh)

CTE 702 Christian Ethics (3 sh)

CM 631 Churches & Social Transformation (3 sh)

Electives (12 sh)

Choose courses that work toward your capstone

Eastern Mennonite Seminary

Eastern Mennonite Seminary is a division of Eastern Mennonite University. There are several dual degrees and graduate certificates available between Eastern Mennonite University graduate programs and Eastern Mennonite Seminary.

All courses, degrees, and certificates available with Eastern Mennonite Seminary are available in the Eastern Mennonite Seminary catalog[173].

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173 https://resources.emu.edu/confluence/display/SemCat

Master of Arts in Health Care Management

About Master of Arts in Health Care Management

Our Master of Arts in Health Care Management (HCM) program, approved by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), uniquely challenges students to take courses broadly from several disciplines. Students will take courses in EMU partner programs MBA and MSN in Leadership & Management. Some of the trans-disciplinary aspects are evident in a required cross-cultural component, trans-disciplinary seminars, social science and bioethics courses, and finally in a thesis project.

Distinctives of our HCM degree:

- Course work is multidisciplinary, requiring a summer cross-cultural experience, cross-discipline studies, and internship experiences.
- Small class size: some science lecture periods are integrated with undergraduate students with separate laboratory or graduate experiences.
- Expert faculty and new science facilities
- Terminal master's degree (48 graduate semester hours) or one-year certificate (24 program semester hours). Review the gainful employment disclosure for the biomedicine certificate program.

Admission Requirements - Master of Arts in Health Care Management

Application Timeline

We begin reviewing applications for fall in February and March of the calendar year for which you are applying. Notifications of early acceptance or rejection will be sent in March by mail.

Admission Requirements

Health Care Management graduate program entrance is based on:

- Baccalaureate degree from an accredited institution with a minimal undergraduate grade point average of 2.50
- Prerequisite undergraduate courses:
  - One natural science course (biology, chemistry, or physics) OR
  - One social science courses(sociology or psychology) AND
  - One college mathematics course

An admissions committee will evaluate student applications and make recommendations for admissions.

Admission application procedure

1. Complete and submit the online application[174] with the $50 application fee (non-refundable), also payable online.
2. Request official transcripts (not student copies) from each college or university you have attended. The official transcripts should be sent to Eastern Mennonite University's Master's in Health Care Management program.
3. Secure two letters of recommendation: one from a professor from your most recent academic program and one from a work supervisor OR one from a work supervisor and one from a colleague if you have been employed for the last five years. Applicants must provide titles, correct email addresses, and telephone numbers for all references. Applicants are responsible for requesting recommendation letters. Letters can be sent electronically to mhm@emu.edu[175].
4. Submit a brief essay on why you wish to enroll in EMU's Master of Health Care Management program and what impact you believe the program will have on your career. Information regarding relevant volunteer or work experiences in the healthcare field by the applicant can be included in the optional "other" essay section.

Degree Requirements - Master of Arts in Health Care Management

Degree: Master of Arts
Semester Hours: 47-49

Our Master of Arts in Health Care Management program uniquely challenges students to take courses broadly from several disciplines. Students will take courses in EMU partner programs: MBA, MSN, and Leadership & Management. Some of the transdisciplinary aspects are evident in a required cross-cultural component, interdisciplinary seminars, social science and bioethics courses, and finally in a thesis project.

Curriculum

Required Health Care Management Courses (18 SH)

- NURS 515 The Health Care Delivery System
- NURS 516 Application of Legal and Ethical Principles to Health Care
- NURS 626 Managing in a Complex Healthcare Environment
- OLS 510 Leadership and Management for the Common Good **OR** OLS 515 Introduction to Leadership Studies
- OLS 530 Organizational Behavior **OR** NURS 628 Systems Approach to Organizational Behavior
- OLS 540 Managerial Financial and Accounting I

Health Care Electives (9 SH)
Select from the following:

- NURS 503 (PAX 503) Practice Skills for Conflict Transformation

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174 https://my.emu.edu/ICS/Admissions/Graduate_Studies.jnz?portlet=Graduate_and_Professional_Studies_Application&formid=189
175 mailto:mhm@emu.edu?subject=

- NURS 702 Health Information Technology
- MBA 555 Human Resource Management
- OLS 610 Strategic Marketing Management
- OLS 665 Project Management and Grant Writing
- OLS 670 Project Management and Intrapreneurship

Cross Discipline (14-15 SH)

- BMC 598 Biomedicine Practicum
- BMC 610 Interdisciplinary Seminar I
- BMC 611 Interdisciplinary Seminar II
- BMC 613 Research Design & Statistics
- BMC 670 Healthcare Internship
- BMX 603 Cross Cultural Health Care
- BMX 611 Biomedicine, Faith & Ethics

Social Sciences (3 SH)
Select one of the following:

- BMS 571 Abnormal Psychology
- BMS 572 Cognitive Psychology

Natural Sciences (3-4 SH)
Select one of the following:

- BMC 551 Developmental Biology
- BMC 562 Human Physiology
- BMC 612 Human Gross & Microscopic Anatomy
- BMS 570 Medical Microbiology
- BMS 585 Infectious Diseases

Certificate Requirements - Health Care Management

Semester Hours: 28-29

The certificate in Health Care Management is a 28 hour certificate that includes the following from the Health Care Management curriculum:

Natural and Social Sciences, 3 SH (choose 1)

- BMC 551 Developmental Biology
- BMC 562 Human Physiology
- BMC 612 Human Gross & Microscopic Anatomy
- BMS 570 Medical Microbiology
- BMS 571 Abnormal Psychology
- BMS 572 Cognitive Psychology
- BMS 585 Infectious Diseases

Cross Discipline, 7-8 SH

- BMC 598 Biomedicine Practicum

- BMC 610 Interdisciplinary Seminar I
- BMC 611 Interdisciplinary Seminar II
- BMC 613 Research Design & Statistics
- BMC 670 Health Care Internship
- BMX 603 Cross Cultural Health Care
- BMX 611 Biomedicine, Faith & Ethics

Required Health Care Management Courses, 15 SH

- NURS 515 The Health Care Delivery System
- NURS 516 Application of Legal and Ethical Principles to Health Care
- NURS 626 Managing in a Complex Health Care Environment
- OLS 510 Leadership and Management for the Common Good OR OLS 515 Introduction to Leadership Studies
- OLS 530 Organizational Behavior OR NURS 628 Systems Approach to Organizational Behavior
- OLS 540 Managerial Financial and Accounting I

Health Care Electives, 3 SH (choose 1)

- NURS 503 (PAX 503) Practice Skills for Conflict Transformation
- NURS 702 Health Information Technology
- OLS 550 Technology, Information and Data Analysis
- OLS 555 Human Resource Management
- OLS 610 Strategic Marketing Management
- OLS 665 Project Management and Grant Writing
- OLS 670 Project Management and Intrapreneurship

Course Descriptions - Master of Arts in Health Care Management

NURS 515 The Health Care Delivery System (3)

This course provides a conceptual model of the American health care system and the governmental system of developing and implementing health policy. This includes a theoretical framework as well as a delineation of the functions and roles of the major sectors of the U.S. health care system.

NURS 516 Application of Legal & Ethical Principles to Health Care (3)

This course examines legal and ethical issues nursing and other health care managers negotiate as they manage the delivery of health care. Themes throughout the course include the manager as the steward of ethics and the importance of ethical awareness for all staff and staff inclusion in ethical decision making. The use of an organizational ethics committee will be practiced utilizing an ethical decision-making model which focuses on the importance of organizational values/mission, personal ethics, professional standards, and evidence-based decision-making. The influence of faith-based values on ethical decision-making will be outlined with students expected to identify and reflect how their own personal values shape their ethical positions. The context of the ethical response of management to medical errors and malpractice claims also will be examined. Multiple case studies that reflect these

issues will be used to engage the students in decision-making regarding an appropriate managerial response.

OLS 540 Managerial Finance and Accounting I (3)

Managers, executives and boards carry fiduciary responsibility for their organizations. It is therefore imperative that they know how to read financial statements, analyze financial health, and communicate this knowledge effectively to others. This course teaches how financial data is generated and reported, as well as how it is used at the managerial level for decision-making, analysis and valuation. Topics include: understanding and reading financial statements, financial statement analysis, ratio analysis – what the numbers really mean, budgeting, and organizational governance.

NURS 626 Managing in a Complex Health Care Environment (3)

This course examines the dynamics of leading the health care organization in times of rapid change during the 21st century. That change can be used to leverage effective organizational performance. The premise for leading healthcare organizations will be examined to include understanding the stakeholders, fulfilling the goals of the mission statement, utilization of evidence-based decision making to achieve goals, and sharing the rewards of improvement. The development of a culturally competent workforce that is focused on the delivery of care that exceeds expectations of a culturally diverse client base will be explored. The manager's role in shaping the organization for effective leadership will be a major theme throughout the course. Theories of servant leadership and transformational leadership will be examined.

OLS 530 Organizational Behavior (3)

All organizations are organic, interconnected systems that take on a life of their own regardless of the individuals that occupy various roles in the system. Leaders need to understand their organizational systems and the behavior of those systems if they hope to effectively lead or change them. This course will explore organizational behavior and organizational development from a systems perspective, including concepts of change and conflict. It will rely heavily on case studies and student participation.

NURS 628 Systems Approach to Organizational Behaviour (3)

All organizations are organic, interconnected systems that take on a life of their own regardless of the individuals that occupy various roles in the system. Leaders need to understand their organizational systems and the behavior of those systems if they hope to effectively lead or change them. This course will explore organizational behavior and organizational development through metaphors and from a systems perspective, including concepts of change and conflict. It will rely heavily on student participation. Learning topics include motivation theory, group behavior, leadership, decision-making, organizational structure and culture, emotional intelligence and communication. This course affirms a systemic perspective and approach to organizational behavior and the content is applicable to students in for-profit, not-for profit, church, and educational organizations. During the course you will read, respond to forum questions, meet with the CEO or board chair, discuss content with classmates, analyze a meeting and write three papers in our quest to meet course objectives.

OLS 510 Leadership & Management for the Common Good (3)

Students will study contemporary and forecasted societal stresses—from community level to global—and learn of the critical role of organizations in both contributing toward, and helping to mitigate,

these stresses broadly classified as ecological, social, and economic. Students will then learn a broad range of organizational leadership and management theories, styles, and practices to identify approaches to leading people, systems, and organizations in ways that bring restoration, that offer hope, and that work toward promoting the common good.

OLS 515 Introduction to Leadership Studies (3)

The course is an overview of various leadership theories, examining models of leadership, philosophies of leadership and different leadership styles. The advantages and disadvantages of various approaches will be studied.

NURS 702 Health Information Technology (3)

This course covers key topics in changes in technology, policies, and innovations that have occurred, historically and recently. Topics also include health informatics (HI) overview, electronic health records, healthcare data analytics, health information exchange, architecture of information systems, evidence based practice, consumer health informatics, HI ethics, and quality improvement strategies for HI.

MBA 555 Human Resource Management (3)

Properly managing human resources should be a critical part of any organization's overall strategy for success. This course will provide the student with a comprehensive introduction to Human Resource Management (HRM) by exploring today's Human Resource (HR) environment including current trends in HRM. The course examines the principles of employee recruitment and selection, job design and job analysis, employment law, employee compensation, training and development, and safety and health. The goal of this HRM course is to provide current and emerging managers with a deeper insight into their crucial role in the management of people and with an understanding of current best practices in the field of human resources.

OLS 610 Strategic Marketing Management (3)

Provides an introduction to 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.

OLS 665/OLS 670 Project Management and Grant Writing/Intrapreneurship (3)

Most organizations manage their work and accomplish their missions through a multitude of projects. Organizational success takes effective management skills to not only manage individual projects but also direct the web of complex programs of multiple, interrelated projects, skillfully working with diverse stakeholders, demanding deadlines, and available resources. Focusing on the promotion of leadership for the common good as a project manager adds another level of complexity. Course participants will improve their capacity to balance the art and science of managing projects by building technical competencies, adopting practices of leadership and self-management, and focusing on leadership for the common good competencies.

NURS 503/PAX 503 Practice Skills for Conflict Transformation (3)

This course focuses on understanding conflict, and on the roles, skills, strategies, processes and personal awareness needed for reflective leaders/practitioners facilitating conflict transformation in interpersonal and small group settings. Participants will be asked to consider their personal responses to conflict and their professional roles and responsibilities in relation to conflict. The course will include an overview of basic processes of conflict transformation including negotiation, mediation, group facilitation, and circle processes among others. Students will practice/evaluate the skills of listening, issue identification, appreciative inquiry, nonviolent communication, methods for structuring conversation in group settings, and awareness of the impact of self on others. The course is delivered through online discussions, reading, case studies, and an on-campus component with interactive activities and role plays.

BMC 610 Interdisciplinary Seminar I (2)

This course involves a first orientation to the biomedicine program. Major discussion topics include the current status of biomedicine and healthcare in the United States, quality improvement in healthcare, discovering biomedicine in the humanities, secular and religious approaches to bioethics, holistic healing, and integrative medicine.

BMC 611 Interdisciplinary Seminar II (2)

This course challenges students to grow in capacity for leadership in the medical field. Strategies include: reflection on leadership history, aptitudes and style; creating an inventory of current leadership skills while identifying gaps for future growth. Special attention is also given to addressing population management risks as well as public health promotion opportunities. The course concludes with transformative medical leadership applications on the individual and collective levels.

BMC 613 Biomedical Research Design & Statistics (2)

This course covers basic principles of research methodology and experimental design. Topics include research design, measurements, hypothesis testing, statistical significance and the analysis of data. A computer statistical package is used to analyze data. Students critically evaluate published reports of biomedical studies with specific attention to their experimental design and the application of statistics.

BMC 598 Biomedicine Practicum (1) (optional)

This course features experiential community learning in areas related to future vocation. Assigned shadowing or interactive experiences require 30 hours per semester credit hour outside of class as well as completing assigned related readings, maintaining a journal of experiences, and providing feedback to other students. Typical experiences may involve interactions within hospitals, with health care professionals, biomedical organizations, clinics, rescue squads, health departments, or in life science education settings. A maximum of 4 SH of practicum credit can be applied toward a degree.

BMX 603 Cross Cultural Health Care (3)

This summer course is experiential based and requires involvement and study in another cultural-setting for a three-week period. Students, under guidance from the instructor, explore values, methods, and outcomes of health care or the practice of biomedicine in a unique cultural setting. Differentiation of resources, social, psychological, and spiritual ideas contrasting the student's personal culture with the explored culture are examined. Involvements with alternative medicine and healing practices are considered as are examination of traditional health care delivery methods in the studied culture. Cross-

cultural settings may vary but frequently include trips to Guatemala, Honduras and/or Peru. A 3.0 GPA is required at the end of fall semester to be eligible to take BMX 603 the following summer.

BMX 611 Biomedicine, Faith, and Ethics (2)

This course explores relationships between science and Christian faith by investigating scientific foundational ideas and their interaction with theology. 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 Scripture, theology, and natural science. Students will be led to form and articulate a multidimensional world view that incorporates the realities of science and a holistic Christian faith.

BMC 670 Health Care Internship (3)

The Health Care Internship provides a hands-on opportunity for students to study and experience healthcare management in a real-world setting. The Internship requires a minimum of 120 contact hours, supervision by a designated onsite mentor and ongoing faculty oversight. The Internship's primary goals are: (1) to expose students to a variety of healthcare management practices and platforms, and (2) to provide students with the opportunity to problem-solve around a meaningful onsite project that they can contribute to. Under the guidance of faculty and their onsite mentor, students will identify and tackle a specific outcomes-based project around which they then produce a project brief and a set of operational recommendations culminating in a final oral presentation.

BMS 572 Cognitive Psychology (3)

The field of cognitive psychology involves studying and thinking about thinking. Questions are asked about how we acquire, store, retrieve, and use knowledge. Students will actively study and apply various theories about human thinking. Topics such as models of memory, imaging, language comprehension, problem-solving, creativity and cognitive development will be covered.

BMS 571 Abnormal Psychology (3)

An interdisciplinary approach to understanding abnormal (maladaptive) behavior emphasizing the crucial roles of learning and life stressors in the development and maintenance of abnormal behaviors. The clinical characteristics, causal factors, and treatments of maladaptive behavior patterns are examined, including the areas of assessment, therapy and prevention. Positive emotions and strengths that promote mental health will be integrated throughout the course.

BMS 585 Infectious Diseases (3)

BMS 585 is a course for graduate students interested in epidemiology and infectious disease. This course presents introductory information on human infectious disease and the immune system to provide a foundation for understanding health promotion, infection control and diagnosis, and related public health issues. This is an intensive online class that meets synchronously via Zoom Monday, Wednesday, and Friday mornings from May 8, 2019 - June 4, 2019. Online time involves some lecture and team-based discussion of relevant clinical cases.

BMS 570 Medical Microbiology (3)

A comprehensive study of the field of microbiology, emphasizing the principles of medical microbiology and human symbioses. Included in the discussion will be additional focus on disease,

treatment, emerging infectious diseases, biotechnology and global public health. Topics will be discussed using lectures, short lab periods, case studies and problem-based learning.

BMC 612 Human Gross and Microscopic Anatomy (4)

A comprehensive overview of the anatomy of the human body, both on the microscopic and whole-organ level. The laboratory section of this course will utilize human cadaver dissection for the hands-on identification of the structures discussed in lecture.

BMC 562 Human Physiology (4)

An investigative study of selected body systems including neuro-muscular, cardiovascular, respiratory, renal, and endocrine physiology. Extensive laboratory work emphases quantification and experimentation while using live materials and physiologic instrumentation.

BMC 551 Developmental Biology (4)

An investigative study of the topics of gametogenesis, fertilization, embryogenesis, and organogenesis. Molecular influences and cell interactions involved in differentiation and development are emphasized. Laboratory investigations use both descriptive and experimental approaches to study amphibian, bird, and mammal development.

Master of Arts in Interdisciplinary Studies

About Master of Arts in Interdisciplinary Studies

Established on the principle that solving problems and producing knowledge in the 21st century often requires crossing disciplinary boundaries, the student is an active participant in proposing a curriculum that supports an individualized and scholastically rigorous academic goal while customizing coursework to their specific areas of interest.

Students may choose classes from the existing curriculum within our graduate programs, in an undergraduate course with a master's-level syllabus, through the creation of new classes within a graduate program, or directed studies with faculty offering mentoring and training in an area of expertise.

Admission Requirements - Master of Arts in Interdisciplinary Studies

All applicants are required to provide the following documents and information:

1. A completed Master of Arts in Interdisciplinary Studies (MAIS) application with a non-refundable $50 application fee
2. Official transcripts from all colleges or university attended
3. A personal statement of career goals and how they relate to pursuing the MAIS degree
4. A resume
5. Two references complete and return a letter of recommendation
6. Applicants must hold a bachelor's degree from an accredited institution with a cumulative GPA of at least 2.5 on a 4.0 scale.
7. Applicants must arrange a personal interview with the MAIS Program Director at which time they will together complete the Learning Goals exercise.
8. An MAIS Course Plan Schedule must be developed with the MAIS Program Director and signed by members of the MAIS Admissions Committee.
9. Payment of the $100 individualized master's fee will be collected prior to acceptance.

Program Policies - Master of Arts in Interdisciplinary Studies

1. The name of the degree listed on the transcript will be Master of Arts in Interdisciplinary Studies. In addition, students will choose one or two areas of specialization from the graduate programs of study.
2. Students are admitted to the Master of Arts in Interdisciplinary Studies (MAIS) program by the MAIS admissions committee consisting of the MAIS program director, the program director of the student's primary program of study, and the program director of the secondary program of study.

3. The course plan must include a minimum of 12 semester hours and a maximum of 18 semester hours from the primary program and a minimum of 9 semester hours and a maximum of 12 semester hours from the secondary program. The 12 to 18 semester hours from the primary program is best fulfilled by requiring that MAIS students be steered towards an existing graduate certificate in their primary program.

4. A coherently designed plan that does not follow these guidelines is an additional option but requires the Dean of Social Sciences and Professions' approval. This policy regarding credits in the course plan and the admissions committee will be reviewed annually.

5. The proposal for individualized study must come through the MAIS program director. Admission in the program is contingent on a MAIS course plan schedule being developed by the student and the MAIS program director. The MAIS course plan schedule must then be approved and signed by each member of the MAIS admissions committee. The MAIS program director is responsible to oversee consultation between the graduate programs included in the course of study.

6. Once the plan of study is completed, assuming all other admission criteria are met (See admission criteria on website), the MAIS program director sends the applicant a letter of acceptance. The Primary program director will provide on-going advising throughout the student's enrollment.

7. The MAIS degree must include a minimum of 36 semester hours of graduate level work. Prerequisite courses may be negotiated within the proposed course of study. Such courses do not count toward the 36 semester hour degree requirements.

8. An individualized program can be designed for any area that is mutually agreed upon by the MAIS program director, the sponsoring graduate departments, and the student.

9. The MAIS program director will oversee the development of a set of core student specific competencies, such as research skills, and ethical reasoning, that will be expected to be met within the MAIS degree.

10. Students may request to transfer credits from other regionally accredited colleges or universities based on the credit transfer policy of their primary graduate program. A transfer of credit request form must be completed. Requests for transfer credit should be directed to the MAIS program director and will be considered on a course by course basis.

11. The degree must include some capstone or thesis project. Such a project can satisfy up to 6 hours of the degree. Options for fulfilling the capstone requirement include completing a practicum, designating a specific project in a course as a capstone, or writing a supervised thesis. The capstone requirement should be specified in the initial course plan, and should take place within the student's primary program.

12. MAIS students are subject to all the policies pertaining to graduate students.

13. Given an approved course of study, MAIS students have the same access to those courses within a program as other degree students within that program.

14. The cost of the degree will include an individualized master's fee of $100 paid to the Office of the Dean of Social Sciences and Professions. The fee is to cover individualized advising and other overhead associated with managing the individualized course of study. The MAIS student will be responsible for any additional fees associated with the primary program. In addition there will be a $50 application fee that will also be paid to the Office of the Dean of Social Sciences and Professions.

15. Tuition will be the charge per course of the program in which the course is taken.

16. Assessment of student learning objectives will be the responsibility of the primary program in which the MAIS student is enrolled. The MAIS program director will provide a rating sheet to confirm completion of the student's primary and secondary coursework, as well as a rubric to assess the student's own learning objectives using their capstone assignment.

Degree Requirements - Master of Arts in Interdisciplinary Studies

Degree: Master of Arts
Semester Hours: 36

Interdisciplinary Studies Program Highlights

- A 36-hour program that offers an individualized curriculum created by the student, overseen by a faculty advisor from university faculty appropriate to the course of study.
- Customize your curriculum from over 100 courses.
- Choose an advisor from our long list of outstanding faculty to shepherd you through your program.
- Finish the degree in as little as 24 months, attending classes part time.

Customize a master's degree from these areas of concentration:

- Biomedicine
- Business administration
- Church leadership
- Conflict transformation
- Counseling
- Education
- Health services administration
- Nonprofit leadership and social entrepreneurship
- Nursing leadership
- Organizational leadership
- Restorative justice
- Seminary

Master of Arts in Education

About Graduate Teacher Education

As a teacher, you're eager to make a difference in your classroom, school district and community. EMU's graduate education program provides quality professional opportunities that will help you influence decision making and prepare you to handle a wide range of instructional and non-instructional tasks.

Given the tremendous sociological changes in our modern world, teachers are now social change agents, collaborating within the home and community to address issues like literacy and diversity. It's both the social and ethical responsibility of today's teacher to make a difference in the classroom, and we're ready to help!

EMU's teacher education programs are National Council for Accreditation of Teacher Education (NCATE) accredited by the Council for the Accreditation of Educator Preparation[176] (CAEP).

Course Offerings Year-Round

We offer courses in several locations as well as online! An EMU graduate education remains an excellent value in the higher education marketplace at **$475 per semester hour**, whether you're working on a degree, a certificate, recertification, or professional development.

- http://www.emu.edu/maed/courses/
- https://emu.edu/lancaster/graduate-teacher-education/courses/

Mission Statement

The mission of the EMU graduate teacher education program is to increase professional knowledge and competence among current practitioners by developing leadership, becoming agents of change who advocate for children and youth, promoting caring learning environments, and teaching boldly in a changing world through an ethic of care and critical reflection.

The teacher education program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These reflective educators will offer healing and hope in a diverse world.

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176 http://www.caepnet.org/

Goals and Outcomes

Scholarship: to acquire advanced knowledge through core curriculum courses and to organize and integrate that knowledge into professional practice.

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change and student learning enhancement.

Professional Knowledge: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices.

Communication: to develop communication strategies (verbal, nonverbal, and technological) that support collaboration and resourcefulness to advocate for self as teacher, colleagues, parents, and students.

Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes restorative peacebuilding in diverse settings.

Leadership: to act as a social change agent by working collaboratively to bring about fair and just systemic change within educational contexts.

Admission Requirements - Graduate Teacher Education

Completed applications for admission into the graduate program are reviewed regularly throughout the year.

Application To Master of Arts In Education

The Teacher Education Admissions Committee (TEAC) makes admissions decisions and annually reviews admissions policies. A completed application for degree or licensure/endorsement areas includes the following:

1. Completed application[177] to the graduate teacher education program with a nonrefundable application fee of $50.00 (fee waived in PA).
2. Official transcripts from each college or university attended.
3. Two academic recommendations on EMU-provided forms[178] from (a) a building level administrator/supervisor and (b) someone qualified to speak to the applicant's academic ability and potential.
4. A bachelor's degree from an accredited institution with at least a cumulative 3.0 GPA (based on 4.0). If this condition is not met, a graduate GPA of six or more credits will be considered.
5. A valid teaching license, a copy of which must be submitted by the applicant for the graduate file. Applicants applying for the TESL concentration with PreK-12 initial licensure in VA, the Trauma and Resilience in Educational Environments certificate and concentration, or the Restorative Justice in Education certificate and concentration are exempt from the teaching license requirement.

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177 https://my.emu.edu/ICS/Admissions/Graduate_Studies.jnz?portlet=Graduate_and_Professional_Studies_Application&formid=187
178 https://emu.edu/maed/docs/application-recommendation.pdf

6. Evidence of one year of licensed teaching in a public or private school setting (preferred) or evidence of one year of successful work with youth in a public or private school setting pursuant to employment with a non-school entity (for example, a non-profit organization).
   a. Applicants applying for the TESL emphasis with K-12 initial licensure in VA are exempt from the teaching experience requirement.
   b. Applicants who seek admission without meeting this criteria must provide a written explanation of their relevant experience, rationale for seeking admission, and their relevant post-program goals for consideration by TEAC (this does not automatically satisfy requirement #6).
7. Applicants seeking initial licensure in Virginia through EMU's graduate teacher education program are required to pass the Virginia Communication and Literacy (VCLA) Assessment and meet the mathematics entry requirement prior to admission (see required licensure/endorsement exam score information[179]).
8. A personal interview with the director or assistant director of the graduate teacher education program or designee.
9. Full time students must submit an EMU graduate student health evaluation[180].

In addition to the requirements above, <u>international applicants</u> must submit the following information:

1. Nationality and country of birth. A financial certificate demonstrating the student's "ability to pay" is required in order for the program to issue a student visa application (I-20 form). International applicants currently residing in the U.S. must indicate status with the U.S. Citizenship and Immigration Services.
2. For applicants whose native language is not English, one of three conditions may be used to satisfy English proficiency.
   a. A score of 550 on the paper-based or 80 on the internet-based Test of English as a Foreign Language (TOEFL). EMU's institutional code is 5181. OR
   b. A written recommendation from qualified personnel from EMU's Intensive English Program. OR
   c. Evidence that the applicant studied and received a degree from a college or university where degree instruction was in English.

Application to Graduate Certificate Programs

1. A completed application[181] to the graduate teacher education program with a nonrefundable application fee of $50.00 (fee waived in PA).
2. Official transcripts from the college or university attended for highest degree earned with evidence of degree conferred.
3. A personal interview with the director or assistant director of the graduate teacher education program or, in the case of a school cohort participant, recommendation of district administrator.
4. Evidence of one year of licensed teaching in a public or private school setting (preferred), or evidence of one year of successful work with youth in a public or private school setting pursuant

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179 https://emu.edu/education/test-scores/
180 https://emu.edu/studentlife/docs/grad-health-form.pdf
181 https://my.emu.edu/ICS/Admissions/Graduate_Studies.jnz?portlet=Graduate_and_Professional_Studies_Application&formid=209

to employment with a non-school entity (for example, a non-profit organization). Applicants applying for the TESL emphasis with K-12 initial licensure in VA are exempt from the teaching experience requirement. Applicants who seek admission without meeting this criteria must provide a written explanation of their relevant experience, rationale for seeking admission, and their relevant post-program goals for consideration by TEAC (this does not automatically satisfy requirement #4).

For All Education Applicants

Only completed applications will be considered by the Teacher Education Admissions Committee.

Persons who are denied admission may appeal in writing to the Teacher Education Admissions Committee for consideration of full admission, providing additional information pertinent to an admission decision. Prospective students may appeal a second denial of admission to the Dean of the School of Social Sciences and Professions, whose determination for admission is final.

Persons holding a bachelor's degree who are pursuing personal or educational development may enroll in graduate education courses, special institutes, or site-based curricular offerings without being admitted into the MA in Education program.

Persons taking more than nine semester hours are encouraged to apply to the program to ensure that subsequent hours can be counted toward the master's degree.

Candidates who wish to enroll in more than ten hours per term must request, in writing, permission from the director or associate director. Consideration of a request to enroll in more than ten hours per term is considered on a case-by-case basis and may include consideration of factors such as prior academic performance.

Changes to program/certificate concentrations are subject to TEAC approval. Candidates must submit a written request to TEAC that provides the current concentration, the requested concentration, and the reason for the request to change concentrations. Candidates must also submit evidence that admission criteria for the requested concentration are met to the extent it was not provided in the underlying application, which may include (but is not limited to) evidence of a teaching license, teaching experience, and test results.

Degree Requirements - Graduate Teacher Education

Master of Arts in Education: Curriculum & Instruction

Degree: Master of Arts
Semester Hours: 36

This component of EMU's graduate teacher education program provides a course of study for elementary, middle, and high school practitioners to enhance existing skills and meet the challenges found in today's schools. Emphasis is placed upon adapting and designing curriculum for diverse populations, designing integrated interdisciplinary instruction, upgrading professional knowledge in

recent research in current issues, teaming with school and community professionals, and enhancing specific professional and concentration area competencies.

Participants may choose one of three routes toward completion of this concentration area:

1. elementary school emphasis
2. middle school emphasis
3. high school emphasis

Curriculum & Instruction Curriculum and Course Plan

NOTE: Course requirements may change as the program evolves. Candidates are accountable for completing the program of study listed in the catalog for the year in which they entered the program.

Learn more about the core curriculum of EMU's graduate teacher education at https://emu.edu/maed/curriculum-design.

Program Core (12 SH)

[Early in program]

- EDCC 501 Creating Cultures of Change (3 SH)
- EDCC 521 Peacebuilding & Conflict Transformation (3 SH)
- EDCC 531 Social & Ethical Issues in Education (3 SH)

[Later in program]

- EDCC 551 Action Research in Educational Settings (Prerequisite: Admission to Candidacy) (3 SH)

Concentration Area (15 SH required + 6 SH electives = 21 SH)

- EDCI 501 Curriculum and Instructional Strategies (3 SH)
- EDCI 511 Teaming and Collaboration (3 SH)
- EDCI 561 Neuro-Education: Application of Research on the Brain, Trauma, Resilience, and Learning (3 SH)
- EDDA 511 Teaching Diverse Learners (3 SH)
- A Literacy course: *The following courses are recommended:*
  - Elementary: EDLA 501 Foundations of Literacy (3 SH)
  - Middle and High: EDLA 521 Integrated Literacy Instruction (3 SH)
- Electives chosen from other MA in Education concentrations (6 SH)

Reflective Practice (3 SH)

- EDPC 611 Action Research Project: Elementary, Middle or High School (3 SH)

Master of Arts in Education: Literacy/Reading Specialist

Degree: Master of Arts
Semester Hours: 36-40

Practitioners concentrate on the study of literacy in a broader sense than traditionally encountered in schools of the past. Literacy is approached beyond reading and writing into integrated approaches for the development of communication, thought, and interpersonal interaction. Emphasis is placed upon literacy programs from emergent to adult, integrated literacy instruction, literacy in community and family arenas, and classroom assessment of literacy.

Literacy concentration has six hours of elective options.

Reading Specialist: Endorsement/Licensure as a reading specialist may be obtained with additional coursework and a clinical practicum.

Literacy Curriculum and Course Plan

NOTE: Course requirements may change as the program evolves. Candidates are accountable for completing the program of study listed in the catalog for the year in which they entered the program.

Program Core (12 SH)

[Early in program]

- EDCC 501 Creating Cultures of Change (3 SH)
- EDCC 521 Peacebuilding & Conflict Transformation (3 SH)
- EDCC 531 Social & Ethical Issues in Education (3 SH)

[Later in program]

- EDCC 551 Action Research in Educational Settings (Prerequisite: Admission to Candidacy) (3 SH)

Concentration Area (21 SH)

- EDLA 501 Foundations of Literacy (3 SH)
- EDLA 511 Literacy Assessment (3 SH)
- EDLA 521 Integrated Literacy Instruction (3 SH)
- EDLA 531 Literacy in Community and Family Arenas (3 SH)
- EDSL 581 Language and Culture (3 SH)
- Electives chosen from other MA in Education concentrations (6 SH)

Reflective Practice (3 SH)

- EDPC 611 Action Research Project: Literacy (3 SH)

Reading Specialist Curriculum and Course Plan

Program Core (12 SH)

[Early in program]

- EDCC 501 Creating Cultures of Change (3 SH)
- EDCC 521 Peacebuilding & Conflict Transformation (3 SH)
- EDCC 531 Social & Ethical Issues in Education (3 SH)

[Later in program]

- EDCC 551 Action Research in Educational Settings (Prerequisite: Admission to Candidacy) (3 SH)

Concentration Area (24-25 SH required)

- EDLA 501 Foundations of Literacy (3 SH)
- EDLA 521 Integrated Literacy Instruction (3 SH)
- EDLA 531 Literacy in Community and Family Arenas (3 SH)
- EDLA 601 Multicultural Children's Literature or OR EDLA 611 Adolescent/Young Adult Literature (3 SH)
- EDSL 581 Language and Culture (3 SH)
- *(in Virginia)* EDLA 511 Literacy Assessment (3 SH)
- *(in Virginia)* EDPC 601 Literacy Practicum (3 SH)
- *(in Virginia)* EDLA 581 Word Study (1 SH)
- *(in Pennsylvania)* EDPC 602 Clinic I: Diagnosis of Reading & Writing Difficulties (3 SH)
- *(in Pennsylvania)* EDPC 603 Clinic II: Integrative Approach to Assessment & Instruction (3 SH)

Reflective Practice (3 SH)

- EDPC 611 Action Research Project: Literacy (3 SH)

Master of Arts in Education: Diverse Needs-Trauma & Resilience, Special Education, or Teaching English as a Second Language

Degree: Master of Arts
Semester Hours: 36-39

Practitioners concentrate on special needs of diverse populations, with further focus in one of four areas of emphasis:

1. Teaching English as a Second Language (TESL) for MA degree and initial teaching license (in Virginia only)
2. Teaching English as a Second Language (TESL) for MA degree and/or add-on certification
3. Trauma and Resilience in Educational Environments
4. Special Education

This component contains a common core of courses that address language/literacy competence with diverse populations, intervention strategies for diverse learners, and developing leadership skills in teaming, collaboration and consultation with parents, school and community social agencies. In Virginia, initial teaching licensure is available in TESL with additional coursework, a supervised practicum, and an internship. A foundations course in Curriculum and Instruction is required of candidates without a teaching license as an elective prior to taking EDDA 511 Teaching Diverse Learners and EDCC 501 Creating Cultures of Change.

Diverse Needs: Teaching English as a Second Language (TESL) Curriculum and Course Plan

NOTE: Course requirements may change as the program evolves. Candidates are accountable for completing the program of study listed in the catalog for the year in which they entered the program.

Program Core (12 SH)

[Early in program]

- EDCC 501 Creating Cultures of Change (3 SH)
- EDCC 521 Peacebuilding & Conflict Transformation (3 SH)
- EDCC 531 Social & Ethical Issues in Education (3 SH)

[Later in program]

- EDCC 551 Action Research in Educational Settings (3 SH) (Prerequisite: Admission to Candidacy)

Concentration Area (24 SH)

- EDSL 551 Methods of Teaching ESL/FL (3 SH)
- EDSL 571 Language Acquisition and Grammar (3 SH)
- EDSL 581 Language and Culture (3 SH)
- EDDA 511 Teaching Diverse Learners (3 SH)
- EDCI 511 Teaming and Collaboration (3 SH)
- *(in Virginia)* EDLA 501 Foundations of Literacy (3 SH)
- *(in Virginia)* EDLA 521 Integrated Literacy Instruction (3 SH)
- *(in Virginia)* EDPC 601 Practicum: TESL (3 SH) (for initial license only)
- EDSL 591 ESL Assessment and Support (3 SH)
- *(in Pennsylvania)* EDSL 541 Foundations of ESL (3 SH)
- *(in Pennsylvania)* EDSL 611 Professional Development Portfolio (1 SH)

Reflective Practice (3 SH)

- EDPC 611 Action Research Project: TESL (3 SH)

All candidates must take Praxis #5362 English to Speakers of Other Languages.

NOTE: In addition, candidates who have not reached a level of proficiency in a foreign language at Intermediate Level II must take additional hours of foreign language to achieve that level or submit a successful ACTFL assessment. Candidates who have had equivalent coursework may substitute elective replacements.

*For TESL licensure, students must have an English linguistics course and a specialized practicum to meet licensure requirements. A 14-week student teaching internship (7 semester hours) is required for candidates seeking TESL as an initial license.

Diverse Needs: Trauma and Resilience in Educational Environments Curriculum and Course Plan

Program Core (12 SH)

[Early in program]

- EDCC 501 Creating Cultures of Change (3 SH)
- EDCC 521 Peacebuilding & Conflict Transformation (3 SH)
- EDCC 531 Social & Ethical Issues in Education (3 SH)

[Later in program]

- EDCC 551 Action Research in Educational Settings (3 SH) (Prerequisite: Admission to Candidacy)

Concentration Area (15 SH)

- EDDA 571 Trauma, Restoration & Resilience in Educational Environments (3 SH)+
- EDDA 631 Research in Risk and Resilience (3 SH)+
- EDDA 541 Self-Care and Resilience for Educators (3 SH)+
- EDCI 561 Neuro-Education: Application of Research on the Brain, Trauma, Resilience, and Learning in the K-12 Classroom (3 SH)+
- EDRJ 551 Foundations of Restorative Justice in Education (3 SH) or EDRJ 621 Restorative Discipline: Accountability & Restoration in Schools (3 SH)+

Reflective Practice (3 SH)

- EDPC 611 Action Research Project: Trauma & Resilience (3 SH)

Electives (6 SH)*

6 semester hours to be selected from the following or other approved courses by adviser:

> **Ed (Graduate Teacher Education) Courses**

- EDDA 501 Fostering Resilience through School and Community Partnerships (3 SH)
- EDDA 511 Teaching Diverse Learners (3 SH)
- EDRJ 551 Foundations of Restorative Justice in Education (3 SH)
- EDRJ 581 Analyzing Conflict in Educational Settings (3 SH)
- EDRJ 621 Restorative Discipline: Accountability & Restoration in Schools (3 SH)

> **CJP (Center for Justice & Peacebuilding) Courses**

- PAX 612 Building Resilience in Body, Mind, & Spirit (1, 2, or 3 SH)
- PAX 590 Peacebuilding & Public Policymaking (3 SH)
  > **OLS (Organizational Leadership) Courses**
- OLS 510 Leadership & Management for the Common Good (3 SH)

*decisions made in collaboration with academic adviser

+ required as part of the certificate program

Diverse Needs: Special Education Curriculum and Course Plan

Program Core (12 SH)

[Early in program]

- EDCC 501 Creating Cultures of Change (3 SH)
- EDCC 521 Peacebuilding & Conflict Transformation (3 SH)
- EDCC 531 Social & Ethical Issues in Education (3 SH)

[Later in program]

- EDCC 551 Action Research in Educational Settings (3 SH) (Prerequisite: Admission to Candidacy)

Concentration Area (21 SH)

- EDDS 611 Curriculum and Instructional Support for Special Education Students (3 SH)
- EDCI 511 Teaming and Collaboration (3 SH)
- EDDA 511 Teaching Diverse Learners (3 SH)
- EDDS 511 Foundations and Procedural Issues in Special Education (3 SH)
- Electives chosen from other MA in Education concentrations (9 SH)

Reflective Practice (3 SH)

- EDPC 611 Action Research Project: Special Education (3 SH)

Restorative Justice in Education (RJE)

Degree: Master of Arts
Semester Hours: 36

Long a pioneer in the field of restorative justice, Eastern Mennonite University is now the first in the country to offer restorative justice programs within a graduate teacher education program. EMU programs and offerings that are related to this interdisciplinary study track include:

- Center for Justice and Peacebuilding[182]
- Zehr Institute for Restorative Justice[183]
- Restorative Justice blog[184]

Making a Difference in Our Schools

We offer different focus options for K-12 educators, administrators and other school leaders, social workers, and school counselors. A variety of electives allows for focused study for each of these groups. You'll learn to:

- Promote positive student behavior and increase student achievement and attendance
- Replace suspensions and expulsions with strategies that work
- Improve relationships and school climate while increasing instructional time

Restorative Justice in Education Curriculum and Course Plan

Program Core (12 SH)

[Early in program]

- EDCC 501 Creating Cultures of Change (3 SH)
- EDCC 521 Peacebuilding & Conflict Transformation (3 SH)+
- EDCC 531 Social & Ethical Issues in Education (3 SH)

[Later in program]

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182 https://emu.edu/cjp/
183 https://emu.edu/cjp/grad/restorative-justice
184 https://emu.edu/now/restorative-justice/

- EDCC 551 Action Research in Educational Settings (3 SH) (Prerequisite: Admission to Candidacy)

Concentration Area Courses (12 SH)

- EDRJ 551 Foundations of Restorative Justice in Education (3 SH) +
- EDRJ 621 Restorative Discipline: Accountability and Restoration in Schools (3 SH) +
- EDRJ 581 Analyzing Conflict in Educational Settings (3 SH)
- EDRJ 601 Facilitating Circle Processes (3 SH) +

Reflective Practice (3 SH)

- EDPC 611 Action Research Project: Restorative Justice in Education (3 SH)

Electives (9 SH)*

9 semester hours to be selected from the following or other approved courses by adviser:

ED (Graduate Teacher Education) Courses

- EDCI 511 Teaming and Collaboration (3 SH)
- EDCI 541 Supporting Positive Classroom Behaviors (SPED focus) (3 SH)
- EDDA 501 Fostering Resilience through School and Community Partnerships (3 SH)
- EDDA 511 Teaching Diverse Learners (3 SH)
- EDDA 571 Trauma, Restoration, & Resilience in Educational Environments (3 SH)
- EDDA 631 Research in Risk and Resilience (3 SH)

CJP (Center for Justice & Peacebuilding) Courses

- PAX 533 Analysis: Understanding Conflict (3 SH)
- PAX 540 STAR: Strategies for Trauma Awareness & Resilience (3 SH)
- PAX 571 Restorative Justice: Principles, Theories, and Applications (3 SH)
- PAX 615 Leading Organizational Change (has prereqs) (3 SH)
MOL (MA in Organizational Leadership) Courses

- MOL 600 Developing Healthy Organizations: Team Building & Collaboration (3 SH)

*decisions made in collaboration with academic adviser

+ required as part of the certificate program

Transfer Credits

EMU graduate programs accept a limited amount of graduate transfer credit from other colleges and universities. The university registrar determines the eligibility of credits to transfer from another institution, and the director of the graduate program makes the final determination of the applicability of transfer credit to an individual's graduate program. See the graduate teacher education handbook[185] for additional transfer regulations. Transfer courses will be recorded with the same titles and grades as appear on the transcript from the previous school. Transfer grades will not apply toward the EMU grade point average.

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185 https://emu.edu/maed/docs/graduate-teacher-ed-handbook.pdf

Courses taken by EMU Students at Other Schools

A student should secure advance approval from the graduate program director/coordinator or advisor before enrolling for work in other universities, where credit is to be transferred back to EMU for graduation. The graduate program reserves the right to limit the amount of transfer credit which may be applied to degree requirements. In all cases the majority of credits must be earned through instruction offered by EMU.

Certificate Requirements - Graduate Teacher Education

Restorative Justice in Education Graduate Certificate

Semester Hours: 15

This graduate certificate is awarded through the graduate teacher education program as internal recognition for having obtained a focused area of coursework in restorative justice in education. Practitioners may complete 15 semester hours of course work for the certificate only or as part of their master's in education degree.

Certificate Requirements

To qualify for the graduate certificate in restorative justice in education, candidates must complete 12 required semester hours (SH) and 3 elective semester hours from the following courses.

Required (12 SH)

- EDCC 521 Peacebuilding and Conflict Transformation (3 SH)
- EDRJ 551 Foundations of Restorative Justice in Education (3 SH)
- EDRJ 621 Restorative Discipline: Accountability and Restoration in Schools (3 SH)
- EDRJ 601 Facilitating Circle Processes (3 SH)

Elective (3 SH)

Three semester hours of elective courses are to be taken from the following Education (ED), CJP (PAX), or MOL courses:

- EDCC 501 Creating Cultures of Change (3 SH)
- EDCC 531 Social and Ethical Issues in Education (3 SH)
- EDCI 511 Teaming and Collaboration (3 SH)
- EDCI 541 Supporting Positive Classroom Behaviors (SPED focus) (3 SH)
- EDDA 501 Fostering Resilience through School and Community Partnerships (3 SH)
- EDDA 511 Teaching Diverse Learners (3 SH)
- EDDA 571 Trauma, Restoration, and Resilience in Educational Environments (3 SH)
- EDDA 631 Research in Risk and Resilience (3 SH)
- EDRJ 581 Analyzing Conflict in Educational Settings (3 SH)
- PAX 540 STAR: Strategies for Trauma Awareness & Resilience (3 SH)
- PAX 571 Restorative Justice (3 SH)

- PAX 615 Leading Organizational Change (has prereqs) (3 SH)
- MOL 600 Developing Healthy Organizations: Team Building & Collaboration (3 SH)

Trauma and Resilience in Educational Environments Graduate Certificate

Semester Hours: 15
Program may be completed fully online

This graduate certificate is awarded through the graduate teacher education program as internal recognition for having obtained a focused area of coursework in trauma and resilience in educational environments. Practitioners may complete 15 semester hours of course work for the certificate only, or as part of their master's in education degree.

Certificate Requirements

To qualify for the graduate certificate in trauma and resilience in educational environments, candidates must complete 15 required semester hours (SH) as listed.

Required (15 SH)

- EDDA 571 Trauma, Restoration, and Resilience in Educational Environments (3 SH)
- EDDA 631 Research in Risk and Resilience (3 SH)
- EDDA 541 Self-Care and Resilience of Educators (3 SH)
- EDCI 561 Neuro-Education: Application of Research on the Brain, Trauma, Resilience, and Learning in the K-12 Classroom (3 SH)
- EDRJ 551 Foundations of Restorative Justice in Education (3) OR EDRJ 621 Restorative Discipline (3 SH)
  OR
  other elective per adviser

Reading Specialist Certificate (PA only)

Semester Hours: 24

This graduate certificate is awarded through the graduate teacher education program as internal recognition for having obtained a specialized area of coursework in reading specialist in education. Practitioners may complete 24 semester hours of course work for the certificate only or as part of their master's in education degree. Candidates who complete this graduate certificate are eligible to apply to add the Pennsylvania Department of Education (PDE) Reading Specialist (PK-12) Certification to their current teaching license.*

Certificate Requirements

To qualify for the graduate certificate in reading specialist, candidates must complete 24 required semester hours (SH).

Required (24 SH)

- EDLA 501 Foundations of Literacy (3 SH)

- EDLA 521 Integrated Literacy Instruction (3 SH)
- EDLA 531 Literacy in Community and Family Arenas (3 SH)
- EDSL 581 Language and Culture (3 SH)
- EDLA 601 Multicultural Children's Literature (3 SH) **OR** EDLA 611 Adolescent/Young Adult Literature (3 SH)
- EDPC 602 Clinic I: Diagnosis of Reading & Writing Difficulties (3 SH)
- EDPC 603 Clinic II: Integrative Approach to Assessment & Instruction (3 SH)
- EDLA 651 Developing an Effective Reading Program (3 SH)

*Note: PDE also requires all instructional and educational specialist preparation programs to include the following by January 1, 2011:

1. At least 9 credits or 270 hours regarding accommodations and adaptations for students with disabilities in an inclusive setting (instruction in literacy skills development and cognitive skill development for students with disabilities must be included).
2. At least 3 credits or 90 hours regarding the instructional needs of English language learners.

This requirement can be satisfied by coursework taken outside of the Certificate program, including prior coursework. These course requirements are not listed in the Certificate program but are listed as exit requirements for those wishing to pursue PDE Reading Specialist Certification.

English as a Second Language (ESL) Certificate (PA only)

Semester Hours: 16

This graduate certificate is awarded through the graduate teacher education program as internal recognition for having obtained a specialized area of coursework in English as a second language in education. Practitioners may complete 16 semester hours of course work for the certificate only or as part of their master's in education degree. Candidates who complete this graduate certificate are eligible to apply to add the Pennsylvania Department of Education (PDE) English as a Second Language (PK-12) certification to their current teaching license.*

Certificate Requirements

To qualify for the graduate certificate in ESL, candidates must complete 16 required semester hours (SH).

Required (16 SH)

- EDSL 551 Methods of Teaching ESL/FL (3 SH)
- EDSL 541 Foundations of English as a Second Language (3 SH)
- EDSL 571 Language Acquisition & Grammar (3 SH)
- EDSL 581 Language and Culture (3 SH)
- EDSL 591 ESL Assessment & Support (3 SH)
- EDSL 611 Professional Development Portfolio (1 SH)

*Note: PDE also requires all instructional and educational specialist preparation programs to include the following by January 1, 2011:

1. At least 9 credits or 270 hours regarding accommodations and adaptations for students with disabilities in an inclusive setting (instruction in literacy skills development and cognitive skill development for students with disabilities must be included).
2. At least 3 credits or 90 hours regarding the instructional needs of English language learners.

This requirement can be satisfied by coursework taken outside of the Certificate program, including prior coursework. These course requirements are not listed in the Certificate program but are listed as exit requirements for those wishing to pursue PDE Reading Specialist Certification.

Course Descriptions - Graduate Teacher Education

See schedule of course offerings at www.emu.edu/maed[186]

Core Courses (EDCC)

EDCC 501 Creating Cultures of Change (3 SH)

Emphasizes concepts such as reflective practice, student centered learning, and processes for transformative change. Applying a constructivist perspective, participants will learn how to become meaningful change agents in classrooms and educational settings.

EDCC 521 Peacebuilding and Conflict Transformation (3 SH)

Explores the theories and processes of conflict transformation and peacebuilding within educational contexts. Focus is on peaceable climates and conflict transformation approaches that integrate peace curricula for individual classroom settings and within specific schools. The goal is to nurture peaceful, just and caring relationships within communities through active processes of tending, friending and mending. As such, educators, nurses and counselors will examine educational systems and relational literacy approaches, as well as their own personal beliefs, conflict resolution style(s), relationships, communication skills, curriculum and instructional strategies, discipline systems and classroom organization processes.

EDCC 531 Social and Ethical Issues in Education (3 SH)

Examines historical, sociological, philosophical, ethical, legal, and multicultural issues in education. The course is designed to further equip students as a decision maker and leader in educational settings. Special attention is given to discussion of how public policy in education is shaped by the community's social and ethical concerns. Student presentations, round-tables, case studies, and large group discussion are used.

EDCC 551 Action Research in Educational Settings (3 SH)

Examines quantitative and qualitative research studies that impact education. Presents action research theory and design so that students may apply action research to their individual programs. Participants are taught within the course to use computer technology to conduct a literature review, collect, analyze

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186 https://emu.edu/maed/courses/

and interpret data. Participants prepare an action research proposal, ready to be fine-tuned with their program mentor. Prerequisite: Admission to Candidacy.

Curriculum and Instruction Courses (EDCI)

EDCI 500 Foundations of Curriculum Development (1-3 SH)

Explores curriculum development through the design and delivery of instruction for student learning. Students will learn how to plan for instruction including daily and unit lesson planning, how to create learning objectives, enabling activities and tasks, and how to develop formative and summative assessments.

EDCI 501 Curriculum and Instructional Strategies (3 SH)

Examines the philosophical foundations of curriculum development and implementation. Curriculum mapping, interdisciplinary inquiry, activity curricula and culturally responsive development will be discussed.

EDCI 511 Teaming and Collaboration (3 SH)

Focuses on collaborative strategies for learning among educators, parents, and community to collaboratively maximize students' achievement. Models of consensus building, team building, team planning, facilitation skills, and school-parent collaboration will be examined. Students will work in teams to research their own learning development.

EDCI 541 Supporting Positive Classroom Behavior (3 SH)

Explores current research-based best practices to support positive behavior development in children, particularly those identified as having specific learning and/or behavioral challenges. Through a restorative discipline approach lens, this course focuses on culturally sensitive strategies to prevent harmful behaviors and explores research and best practice interventions for reoccurring behavior.

EDCI 561 Neuro-Education: Application of Research on the Brain, Trauma, Resilience, and Learning in the K-12 Classroom (3 SH)

Explores research on how the brain processes, stores, and retrieves information, and on the impact of trauma and resilience on learning and behavior. In this regard, advances in neuroscience and the cognitive sciences provide insight into how life events, instructional design, instructional delivery, and educational environments can reshape brain structure and function in ways that can support or hinder a student's motivation, engagement, achievement, and behavior. Intended for K-12 teachers, educational specialists, and administrators.

Classroom Technology Courses (EDCT)

EDCT 501 Technology to Enhance Learning (3 SH)

Activities that offer choice, foster creativity, and inspire imagination promote a more personalized learning experience for students. Participants will explore and use technology tools to help them craft instruction to engage and captivate their students!

EDCT 531 Everything Google for the Classroom (3 SH)

Explores Google tools that can be built into lessons to assist with classroom management and instruction. Participants will collaborate on ways to use these tools to have the greatest positive impact in their classrooms. Participants should be comfortable with surfing the web.

EDCT 541 Instructional Technology for Problem- Based Learning (PBL) (3 SH)

Explores 21st century workplace success beyond basic knowledge and skills. In Problem-Based Learning, students not only understand content more deeply but also learn how to take responsibility and build confidence, solve problems, work collaboratively, communicate ideas, and be creative innovators. Participants will identify, use and evaluate technology resources in the context of designing and delivering instruction using the Problem-Based Learning instructional method.

EDCT 571 Becoming a Quality Online Educator (3 SH)

Develops teacher know-how to tailor online instruction for short and long term instruction to K-12 students. Teachers learn how to design lessons, short term, and long term units of study in highly applicable formats considering grade level and differentiation needs of students. Teacher friendly.

EDCT 611 Creating a Technology-Rich Learning Classroom (3 SH)

Participants will identify, use and evaluate technology resources in the context of designing and delivering instruction that is consistent with current best practices for integrating technology. The Virginia Computer/Technology SOLs and the National Educational Technology Standards for Teachers will be referenced throughout the course.

EDCT 681 Online Learning Tools for the Classroom (3 SH)

Explores online tools that can be used in the classroom to assist with classroom management and instruction. Participants will collaborate on ways to use these tools to have the greatest impact in their classrooms. Participants should be comfortable with surfing the web.

EDCT 691 "Creating" with 21st Century Tools (3 SH)

Participants will identify, use and evaluate 21st Century Learning Tools that can be used to address the top level of the "new" Bloom's Taxonomy – Creating. These tools will be used in the context of designing and delivering instruction that is consistent with current best practices for integrating technology.

Trauma and Resilience Courses (EDDA)

EDDA 501 Fostering Resilience through School and Community Partnerships (3 SH)

Partnerships between schools and community stakeholders play a vital role in fostering resilience in educational environments. This course serves as a forum for engaging dialogue among educators, counselors, law enforcement personnel, social service agents, and other community service workers regarding trauma and resilience. Participants will examine current trends and program development models that empower collaboration within communities.

EDDA 511 Teaching Diverse Learners (3 SH)

Focuses on the application of integrated strategies, differentiated instruction, curriculum compacting and adaptations for diverse populations, i.e. students served under alternative education, special education services, ESL and gifted/talented programs.

EDDA 571 Trauma, Restoration, and Resilience in Educational Environments (3 SH)

Introduces school personnel to the core concepts of adverse experiences, toxic stress, trauma, restoration, self-care, and resilience in the school environment, and provides a research-based, strength-based approach to creating a trauma-informed, resilience-fostering school environment.

EDDA 631 Research in Risk & Resilience (online) (3 SH)

Analyzes research bases for understanding risk and resilience and explores protective factors within the child, family, and community which enable resilience and mitigate risk factors.

Special Education Courses (EDDS)

EDDS 511 Foundations and Procedural Issues in Special Education (3 SH)

Traces the historical development of special education through landmark legislation and litigation, and the laws and regulations as they impact the practice of educating children with disabilities. Students will be able to demonstrate an understanding of the legal rights and responsibilities of the teacher related to special education referral and evaluation and the rights and procedural safeguards that students are guaranteed. Gives understanding of the reasons behind procedures required by law and provides practical applications of the required procedures.

EDDS 611 Curriculum & Instructional Support for Special Education Students (3 SH)

Addresses research and best practice in curriculum development, instructional planning and behavior management to support students with high incidence disabilities: cognitive (ID), learning (LD), and emotional needs (ED). Emphasizes culturally sensitive integration of students into family life, schools and community programs and services.

Literacy and Reading Specialist Courses (EDLA)

EDLA 501 Foundations of Literacy (3 SH)

Examines the psychological, social, cultural and linguistic components of the developmental processes of reading and writing. The focus of the course is to develop an understanding of how children learn to read; to understand the spelling system of English orthography and how that influences word knowledge in reading and writing; to acquire an ability to select materials appropriate to the child's developmental stage and to explore what teachers can do to provide appropriate instruction. Appropriate instruction is based on the findings of the National Reading Panel and feature research and its implications in phonemic awareness, phonics, fluency, comprehension and vocabulary.

EDLA 511 Literacy Assessment (3 SH)

Analyzes and uses research based assessment measures that enable the teacher to make wise instructional decisions and provide documentation of progress, identifying each student's needs from a developmental perspective. Participants will construct and use affective measure of literacy behaviors, administer running records of leveled text, administer an informal reading inventory which includes measurements of rate, fluency, oral reading accuracy and oral and silent comprehension, assess developmental word knowledge, phonemic awareness, phonics and vocabulary, and elicit and assess writing samples. National and state assessments will be examined and issues concerning their use will be addressed.

EDLA 521 Integrated Literacy Instruction (3 SH)

Focuses on literacy learning throughout the curriculum and addresses integrated, interdisciplinary approaches to learning in K-12 classrooms. The course will explore instructional strategies, materials, and issues that impact the development and extension of literacy across the curriculum. Students will use technology to share information and design appropriate instruction. Research in literacy instruction and specifically in oral language, reading, writing, and viewing will be a focus area.

EDLA 531 Literacy in Community & Family Arenas (online 3 SH)

Addresses literacy development in a larger scope than traditionally covered through school, focusing on personal, cultural and political issues related to adult literacy. Addresses adult literacy in the context of various settings, including family literacy, workplace literacy and community literacy programs.

EDLA 581 Word Study (1 SH)

Develops understanding for systematically teaching phonics, spelling, and vocabulary in beginning, transitional and intermediate readers. Major topics include the development of word knowledge across the curriculum, strategies for instruction, and the role of assessment. Participants will learn to administer the Developmental Spelling Analysis (DSA), a dictated word inventory that can be used to guide instruction and monitor student progress. Writing samples will also be analyzed for spelling errors that can inform instruction.

EDLA 591 Differentiated Literacy Instruction (3 SH)

Develops an understanding of how children in grades 3 to 8 learn to read and write with and emphasis on differentiation and best practices to assist a variety of learners--reluctant, low-performing, gifted and at the same time designed to increase fluency, phonics, vocabulary and comprehension. Examines current reading research based on the findings of the National Reading Panel; and consider its implication for classroom instruction.

EDLA 601 Multicultural Children's Literature (3 SH)

Explores multicultural children's literature for children in a variety of genre. Elementary classroom activities including critical thinking and writing are demonstrated. Introduces teachers to a wide spectrum of literature for children, focusing on literature by and about persons from a variety of ethnic and cultural groups. Participants will develop skills for evaluating the works as well as design curricula for their own classrooms. Students will be expected to examine their own beliefs and practices, examine the literature that they make available to the children in their classrooms, and to design curricula that will educate for a diverse world.

EDLA 611 Adolescent/Young Adult Literature (online 3 SH)

Concentrates on literature written for and by adolescent/ young adult readers while relying on works typically classified as young adult literature as well as literary "classics" found within the curriculum for middle, junior and senior high classrooms. Employs reader-response theory.

EDLA 651 Developing an Effective Reading Program (3 SH)

Provides practical knowledge about developing and implementing K-12 reading programs. Develops the strategies and understandings needed to provide a diverse student body with effective reading instruction and provides support for making changes in teaching and in program design to increase student achievement. Emphasis will be placed on examining the personal characteristics of literacy leaders as well as examining the organization and management of school environments needed to support literacy development. Emphasizes professional development, leadership and advocacy for reading professionals and provides opportunity to re-vision the classroom and school-wide reading program and current intervention programs in light of existing research and best practice.

EDLA 681 Reading and Writing Strategies for the Collaborative Classroom (3 SH)

Examines and implements current research and instructional strategies for incorporating reading, writing, vocabulary development and research in collaborative settings across the curriculum. Focuses on the reading/writing connection and the processes of teaching reading, writing, vocabulary, and research as tools for critical thinking. Attention is given to differentiating instruction for diverse student populations, adolescent literacy, and 21st century literacies. Emphasizes the need for teachers and students to become authors within educational settings and to write for authentic audiences.

Reflective Practice Courses (EDPC)

EDPC 601 TESL Practicum (3 SH)

Gives candidates field experience in teaching English as Second Language. The course accommodates candidates who are currently teaching as well as candidates seeking initial TESL licensure. Forty (40) contact hours of teaching and observation is required along with preparing a professional knowledge base for the TESL classroom.

EDPC 601 Literacy Practicum (3 SH)

Focuses on applying literacy knowledge and expertise in a clinical or classroom setting. School age students, who experience needs in reading and writing, will be paired with a tutor (graduate student) for structured tutoring under the supervision of a reading specialist. A case study method of assessing literacy progress will be implemented.

EDPC 611 Action Research Project (3 SH)

Incorporates a written report and delivery of a student-designed action research project. Under faculty supervision, Action Research Projects may take a variety of formats: curriculum restructuring projects, staff development projects, research for public policy change, research for publication, etc. Prerequisite: EDCC 551 Action Research in Educational Settings.

Restorative Justice in Education Courses (EDRJ)

EDRJ 551 Foundations of Restorative Justice in Education (3 SH)

Introduces Restorative Justice in Education (RJE) as a culture and a set of practices that are implemented to facilitate learning communities, supporting and respecting the inherent dignity and worth of all. Viewing RJE as a holistic approach, this course examines the three core components of RJE: creating just and equitable learning environments; nurturing healthy relationships; and repairing harm and transforming conflict. Class focuses on the underlying values of RJE and the foundational beliefs that guide RJE, and includes application of case studies and situations provided by class participants.

EDRJ 581 Analyzing Conflict in Educational Settings (3 SH)

Explores various models of understanding the nature of conflict, including but not limited to identity, human needs and motivations, power dynamics, structural violence, change theories, systems analysis, and trauma. Analytic frameworks will be applied specifically to educational situations. Historic cases drawn from news media will be used to practice analytical skills before applying the frameworks to more localized cases. Participants will strengthen their reflective practice skills, using self-assessments to consider how their own perspectives impact their ability to see and analyze conflicts.

EDRJ 601 Facilitating Circle Processes (3 SH)

Explores the use of circle processes to build and sustain healthy learning environments in schools or other educational settings. Theoretical foundations and core assumptions will be discussed and ways circles can be utilized to build community, resolve conflict, create safe learning spaces, and promote social and emotional competency. Participants, including educators, administrators, school counselors, or other school based personnel, will learn how to design and implement Circles in education related contexts.

EDRJ 621 Restorative Discipline: Accountability and Restoration in Schools (3 SH)

Designed for teachers, counselors, administrators, social workers and others who work with students, school climate, and student achievement in K-12 schools. Restorative discipline is based on restorative justice theory and fills the relationship gap in current school discipline practices. The model articulated in this course views misconduct first as a violation of relationships and secondarily as a violation of school rules and expectations. The misbehaving student has the primary responsibility of repairing the harm done. All of this is in the context of community building in the classroom and school to create positive human connection and relationships.

Teaching English as a Second Language Courses (EDSL)

EDSL 551 Methods of Teaching ESL/FL (3 SH)

Enables students to identify, compare, and contrast various approaches to language teaching, and underlying beliefs about language learning/teaching. There will be exposure to a variety of teaching techniques in each of the main language skills (listening, speaking, reading, writing, grammar, and vocabulary). Attention will be given to ways of assessing language proficiency and doing needs assessment for a variety of student populations in order to shape instruction effectively.

EDSL 561 The English Language (3 SH)

Explores the tools of linguistic analysis, including phonetics, phonology, morphology, and syntax, and examine broader concepts of language typology, variation, and the history of English.

EDSL 571 Language Acquisition & Grammar (online 3 SH)

Explores current topics and issues in the study of language acquisition, language development, and grammar. Explores first and second language acquisition, multiple second language teaching strategies, and support services to assist English Language Learners (ELLs) in language and content learning. Offers teachers practical ideas for teaching grammar in the context of today's classroom.

EDSL 581 Language and Culture (3 SH)

Enables students to gain a deeper understanding of the intricate ways in which culture and language influence each other. Surveys the basics of sociolinguistics and language policy through case studies

from communities around the world. Includes a critical evaluation of the role of culture in the second-language classroom.

EDSL 591 ESL Assessment and Support (3 SH)

Explores assessment tools and practices as they relate to second language learners. Emphasizes the assessing and monitoring of oral language, reading and writing and content area subjects. Examines support services both in language acquisition and content learning.

EDSL 611 ESL Professional Development Portfolio (1 SH)

Includes discussions and readings on professional development appropriate for teaching English as a Second Language Learners. Requires the development of a professional portfolio that includes three major components: (a) a personal educational philosophy for instructing English Language Learners, (b) a brief classroom action research project, and (c) a personal professional development plan.

Master of Science in Nursing

About Master of Science in Nursing

Be part of our **community of online learners**! Recent graduates praise the values-based program that provided a supportive network for their professional exploration and development.

What is unique about EMU's Master of Science in Nursing (MSN) program?

- Students develop leadership skills while being mindful of what is just, culturally competent, respectful and sacred.
- Course assignments are structured for direct application in the student's professional work setting.
- An interprofessional focus means you'll study business, education, conflict transformation, and nursing.
- Our sacred covenant framework[187] of nursing is based on faith and values, high professional standards, and bringing people to wholeness and healing.
- Small class sizes enhance community-building.
- Our program is primarily online distance learning with some synchronous classes.
- Many of EMU's expert nursing faculty have extensive cross-cultural experience.
- Earn up to 400 faculty supervised practicum hours that can be applied towards a future DNP degree.

Leadership and Management Concentration

Nursing is rapidly evolving as a profession along with health care in general. Graduates of a master of science in nursing leadership and management program can find jobs in the following areas:

- Unit managers in hospitals
- Supervisors or directors in public health, long-term care, or other agencies
- Specific roles in institutions, such as safety, infection control, case management, or patient education
- College-level teaching in nursing at an associate or baccalaureate level. If at the baccalaureate level, you will need to consider a PhD or DNP in the future.

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187 https://emu.edu/nursing/covenant

Leadership and School Nurse Concentration

The program is consistent with current Pennsylvania state and national school nurse standards and guidelines. It focuses on health care management for school-aged children and is designed to prepare registered nurses to meet the health needs of children of all ages in diverse school settings. Graduates of this program meet the requirements for a Pennsylvania certificate as a Level I Educational Specialist-School Nurse. However, school nurses from states other than Pennsylvania will find the program beneficial as well.

Graduates of a master of science in leadership and school nurse concentration can find jobs in the following areas:

- School and camp settings
- Supervisors or directors in public health, or other agencies
- College level teaching in nursing at an associate or baccalaureate level. If at the baccalaureate level, you will need to consider a PhD or DNP in the future.

School Nurse Certification Program

EMU Nursing offers a School Nurse Certification Program (SNCP) approved by the Pennsylvania Department of Education. The purpose of the School Nurse Certification Program is to prepare registered nurses to meet the health needs of children of all ages in diverse school settings. This postbaccalaureate program consists of 12 credits of coursework, including a practicum, leading to a certificate as a **Level I Educational Specialist-School Nurse** in Pennsylvania.

Courses are offered online. This certification program can be taken as part of the MSN with the leadership and school nurse concentration or independent of the MSN. For students wishing to pursue an MSN, the certification program provides an easy transition into the MSN Leadership and School Nurse concentration. Since courses are offered online and in a blended format this program can be **accessible to all nurses from any state**.

Upon completion of the School Nurse Certification Program curriculum, students who are RNs in Pennsylvania are eligible to apply for the School Nurse Certificate (Education Specialist I) issued by the Pennsylvania (PA) Department of Education. The PA DOE requires conversion to an Education Specialist Level II certificate within six service years as a Certified School Nurse.

Admission Requirements - Master of Science in Nursing

Application Requirements

- Bachelor's degree from a regionally accredited institution
- License to practice as a registered nurse
- Minimum of 2080 hours (equivalent to one year full-time) of work experience as a registered nurse
- At least a 3.0 grade point average

Application Process

A completed application includes all of the following:

- EMU's MS in Nursing (MSN) application[188]
- Non-refundable application fee of $50 paid online
- Two reference forms – one from an employer and one academic – submitted online
- Official transcripts from each college or university attended. Transcripts should be sent to Eastern Mennonite University Attn: MSN Program, 1200 Park Road, Harrisonburg VA 22802.
- Interview with the MSN director and/or the school nurse coordinator

MSN Leadership and Management deadlines

May 15 is the deadline for submission of all application materials, with final decision of admissions made by June 1. The program begins with a 1 semester hour course in August including a mandatory day and a half orientation in late July/early August at the Harrisonburg, Virginia, campus.

Application

Applicants are accepted to the program on a rolling basis. Applicants will be notified as committee decisions are made.

MSN Leadership and School Nurse and School Nurse Certification deadlines

For those students needing to obtain a Pennsylvania Level 1 School Nurse Certificate:

- February 1 for submission of all application materials, with final decision of admission by February 15. The program begins with a mandatory one and a half day on-campus orientation in Lancaster, Pennsylvania, in early May, with classes starting in mid-May.

For those students who already have a Level 1 School Nurse Certificate:

- May 15 is the deadline for submission of all application materials, with final decision of admissions by June 1. The program begins with a 1 semester hour course in August including a mandatory day and a half orientation in late July/early August at the Harrisonburg, Virginia, campus.
- If the Level 1 Certificate courses were completed at EMU within the last year, no additional program orientation is required. However, students are required to attend a video conference-based orientation to the first MSN course which occurs in late July.

Trauma and Resilience in Healthcare Settings Certificate Admissions

Applicants are accepted to the program on a rolling basis, with preference given to applicants who will study full time. The admissions committee will review complete applications. Applicants will be notified as committee decisions are made.

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[188] https://my.emu.edu/ICS/Admissions/Graduate_Studies.jnz?portlet=Graduate_and_Professional_Studies_Application&formid=191

Admission Requirements

- Bachelor's degree in any field from a regionally accredited institution.
- Minimum 3.0 GPA for application. Applicants with a GPA below 3.0 will be considered on an individual basis and may be required to demonstrate academic ability prior to enrolling in the program.

Application Procedure

A completed application includes all of the following:

- EMU Trauma and Resilience in Healthcare Settings application submitted online
- Request official transcripts (not student copies) from each college or university you have attended. The official transcripts should be sent to email: admissions.online@emu.edu[189]

Degree Requirements - Master of Science in Nursing

Degree: Master of Science
Semester Hours: 37-39
Program may be completed fully online

Leadership and Management Concentration

- NURS 501 Introduction, Sacred Covenant Conceptual Framework (1 SH)
- NURS 510 Historical, Philosophical and Theoretical Foundations of Nursing (3 SH)
- NURS 516 Application of Legal & Ethical Principles to Health Care Administration (3 SH)
- NURS 515 Health Care Delivery System (3 SH)
- NURS 628 Systems Approach to Organizational Behavior (3 SH)
- NURS 626 Managing in a Complex Environment (3 SH)
- NURS 512 Knowledge Development: Epidemiology and Informatics (3 SH)
- NURS 511 Translational Scholarship for Evidenced Based Practice (3 SH)
- NURS 503 Practice Skills for Conflict Transformation (3 SH)
- NURS 620 Safety, Risk Reduction, and Quality Care (4 SH)
- NURS 629 Instructional Methodologies Nurse Leaders (2 SH)
- NURS 622 Nursing Administration Finance (2 SH)
- NURS 630 Leadership Project (4 SH)

Total Credit Hours: 37

NOTE: For both full-time and part-time students, NURS 511 is a prerequisite to NURS 620 which is a prerequisite to NURS 630. In addition, these courses must be taken sequentially in the student's last year in the program. Finally, all work must be completed before one is eligible for enrollment in NURS 630.

Leadership and School Nursing Concentration

- *NURS 504 School Nursing: Legal Mandates (3 SH)

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[189] mailto:admissions.online@emu.edu

- *NURS 505 School Nursing: Theory and Diverse Learners (3 SH)
- *NURS 506 School Nursing Practicum (3 SH)
- *EDDS 601 Advocacy Issues Within Special Education (3 SH)
- NURS 501 Introduction, Sacred Covenant Conceptual Framework (1 SH)
- NURS 510 Historical, Philosophical and Theoretical Foundations of Nursing (3 SH)
- EDCC 531 Social & Ethical Issues in Education (3 SH)
- EDDA 571 Trauma Restoration and Resilience in Educational Environment (3 SH)
- EDCC 521 Peacebuilding & Conflict Resolution (3 SH) - *if not taking NURS 503*
- NURS 503 Practice Skills for Conflict Transformation (3 SH) – *if not taking EDCC 521*
- NURS 511 Translational Scholarship for Evidenced Based Practice (3 SH) Spring
- NURS 620 Safety, Risk Reduction, and Quality Care (4 SH)
- NURS 628 Systems Approach to Organizational Behavior (3 SH)
- NURS 630 Leadership Project (4 SH)

Total Credit Hours: 38 or 39

*required 12 SH for the PA Department of Education Educational Specialist Level I Certification: School Nurse

NOTE: For both full-time and part-time students, NURS 511 is a prerequisite to NURS 620 which is a prerequisite to NURS 630. In addition, these courses must be taken sequentially in the student's last year in the program. Finally, all work must be completed before one is eligible for enrollment in NURS 630.

Certificate Requirements - Nursing

Graduate Certificate: School Nurse Certification Program

Semester Hours: 12
Program may be completed fully online

The purpose of the School Nurse Graduate Certificate[190] is to prepare registered nurses to meet the health needs of children of all ages in diverse school settings. This postbaccalaureate program consists of 12 credits of coursework, including a practicum, leading to a post-baccalaureate certificate. This certificate may fulfill state CE requirements and is an excellent resource for practice.

Courses are offered online. This certificate program can be taken as part of the Master of Science in Nursing (MSN) with the leadership and school nurse concentration or independent of the MSN. For students wishing to pursue an MSN, the certification program provides an easy transition into the MSN Leadership and School Nurse concentration.

We strongly encourage you to investigate the prerequisites for school nurses in your state before applying to make sure this program meets the requirements.

The following courses are required for the PA Department of Education Educational Specialist Level I Certification: School Nurse:

- NURS 504 School Nursing: Legal Mandates (3 SH)

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[190] https://emu.edu/msn/school-nurse-certification

- NURS 505 School Nursing: Theory and Diverse Learners (3 SH)
- NURS 506 School Nursing Practicum (3 SH)
- EDDS 601 Advocacy Issues Within Special Education (3 SH)

Graduate Certificate: Trauma and Resilience in Healthcare Setting

Semester Hours: 15
Program may be completed fully online

This graduate certificate[191] is designed to educate and support bedside nurses and other healthcare professionals who are increasingly confronted by the impact of trauma in the course of routine patient or client care. Our experienced professors and collaborative online classroom environment can enhance your skills to respond effectively to your patients and build relationships that enhance patient care.

- MTRH 541 Trauma, Restoration and Resilience in Healthcare Settings (3 SH)
- MTRH 561 Neurobiology of Trauma (3 SH)
- MTRH 571 Self-care and Resilience for Healthcare Providers (3 SH)
- MTRH 621 Trauma-Informed Strategies for Healthcare Providers (3 SH)
- MTRH 631 Research in Risk and Resilience (3 SH)

Course Descriptions - MS in Nursing

NURS 501 Conceptual Framework for Sacred Covenant (1 SH)

This one semester hour course introduces new MSN students to master's level education and to the conceptual framework of the EMU Nursing program. Engagement with the approaches to leadership in nursing from an Anabaptist –Mennonite framework will enable the student to incorporate distributive justice, social justice, and relational justice into their practice. Students will become a community of learners, deepen effective communication strategies, and develop a plan for lifelong learning. Expectations and tools for graduate level writing and study will be reviewed.

NURS 510 Historical, Philosophical and Theoretical Foundations of Nursing (3 SH)

This course focuses on establishing emotionally intelligent nursing professionalism as a basis for fostering leadership within both the nursing profession and society. In considering aims for personal growth, students will evaluate the ways in which nurse theorists and other historical leaders role modeled professionalism and intelligent interpersonal and inter-professional relationships. Specific attention will be paid to nursing professionalism and the means through which nurses can advance the profession of nursing individually and collectively.

NURS 516 Applications of Legal & Ethical Principles to Healthcare Leadership (3 SH)

This course examines the legal and ethical issues nursing and other health care leaders negotiate as they manage the delivery of health care services. Themes throughout the course include the manager as the steward of ethics and the importance of ethical awareness for all staff and staff inclusion in ethical

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191 https://emu.edu/online/healthcare-trauma-resilience

decision making. The use of an organizational ethics committee will be practiced utilizing an ethical decision-making model which focuses on the importance of organizational values/mission, personal ethics, professional standards, and evidence- based decision-making. The influence of faith-based values on ethical decision-making will be outlined with students expected to identify and reflect how their own personal values shape their ethical positions. The context of the ethical response of management to medical errors and malpractice claims also will be examined. Multiple case studies that reflect these issues will be used to engage the students in decision-making regarding an appropriate managerial response.

NURS 515 Health Care for Practice & Advocacy (3 SH)

This course provides a conceptual model of the American health care system and the governmental system of developing and implementing health policy. This includes a theoretical framework as well as a delineation of the functions and roles of the major sectors of the U.S. healthcare system.

NURS 511 Translational Scholarship for Evidence-Based Practice (3 SH)

This course is designed to allow the learner to critically appraise research in order to translate current evidence into practice. Attention will be given to issues of research ethics, practice concerns, diverse populations and identifying gaps in evidence. The learners will investigate the role of the nurse leader in making the case for evidence-based practice. Learners will examine barriers to EBP, assess and work toward change as necessary to implement EBP, learn how to prepare staff for EBP, develop a structure for EPB, determine resources needed for EBP, use technology for EBP and complete a review of literature related to a quality improvement project. (NOTE: This course is a prerequisite to NURS 620)

NURS 503 Practice Skills for Conflict Transformation (3 SH)

This course focuses on understanding conflict, and on the roles, skills, strategies, processes and personal awareness needed for reflective leaders/practitioners facilitating conflict transformation in interpersonal and small group settings. Participants will be asked to consider their personal responses to conflict and their professional roles and responsibilities in relation to conflict. The course will include an overview of basic processes of conflict transformation including negotiation, mediation, group facilitation, and circle processes among others. Students will practice/evaluate the skills of listening, issue identification, appreciative inquiry, nonviolent communication, methods for structuring conversation in group settings, and awareness of the impact of self on others. The course is delivered through online discussions, reading, case studies, and an on-campus component with interactive activities and role plays.

NURS 512 Knowledge Development: Informatics, Epidemiology and Outcomes (3 SH)

This course combines concepts from Epidemiology and Informatics in a manner that allows the student to simultaneously apply content from both areas in an ongoing case study. Students will develop competence in the application of epidemiological tools and processes such as surveillance, incidence and

prevalence, mapping and risk to chronic or infectious disease conditions. An ecosocial approach to causality is explored. Students will demonstrate competence in use of data tools, databases, and interdisciplinary communication systems. The application of informatics technology to enhance outcomes on individual, group and population levels within an ethical framework is a major focus. Students will comprehend how knowledge is acquired, processed, generated, and disseminated.

NURS 626 Managing in the Complex Healthcare Environment (3 SH)

This course examines the dynamics of leading the healthcare organization in times of rapid change during the 21st century. That change can be used to leverage effective organizational performance. The premise for leading healthcare organizations will be examined to include understanding the stakeholders, fulfilling the goals of the mission statement, utilization of evidence- based decision making to achieve goals, and sharing the rewards of improvement. The development of a culturally competent workforce that is focused on the delivery of care that exceeds expectations of a culturally diverse client base will be explored. The manager's role in shaping the organization for effective leadership will be a major theme throughout the course. Theories of servant leadership and transformational leadership will be examined.

NURS 628 Organizational Behavior (3 SH)

All organizations are organic, interconnected systems that take on a life of their own regardless of the individuals that occupy various roles in the system. Leaders need to understand their organizational systems and the behavior of those systems if they hope to effectively lead or change them. This course will explore organizational behavior and organizational development through metaphors and from a systems perspective, including concepts of change and conflict. It will rely heavily on student participation. Learning topics include motivation theory, group behavior, leadership, decision-making, organizational structure and culture, emotional intelligence and communication. The content is applicable to students in for-profit, not-for profit, church, and educational organizations. During the course you will read, respond to forum questions, meet with an organizational leader, discuss content with classmates, analyze a meeting and write three papers.

NURS 620 Safety, Risk Reduction, and Quality Care (4 SH)

This course examines issues of safety, risk reduction and quality of care at all levels of the health care system, and the role of nurse leaders in this area. The Institute for Medicine [IOM] states that health care should be safe, effective, equitable, patient-centered, efficient, and timely. This course is structured to cover each of these criteria and is broken into two sections. The first seven weeks examine the science and application of science for quality improvement as a preventive process. In the second section, the principles and methods for quality and safety as well as how organizations respond to safety issues will be reviewed. A variety of other issues related to quality and safety will be integrated throughout the course including the role of nursing and nurse leaders in the establishment of a quality and safety culture; the interchange between quality, cost, and value; as well as how quality is impacted by and impacts global and cultural aspects of health care.

Concurrent with this content, students will be creating and finalizing the methodology for their MSN capstone evidence-based quality improvement project with the end-result being the completion of an official proposal to a designated Capstone Project Faculty Advisor. Once approved, this project will be implemented in the subsequent NURS 630 course during the following summer. In essence, the spring semester is the Plan phase of your QI project. (NOTE: Prerequisite to this course is NURS 511; this course is a prerequisite to NURS 630)

NURS 622 Nursing Administration Finance (2 SH)

The goal of this course is to equip master's students with enough knowledge about financial management in the context of health services to be successful in their day-to-day managerial activities. Only basic math is required (multiply, divide, add, and subtract) along with a willingness to ask questions and challenge the answers the math provides. Combining the basic mathematical skills, a questioning approach to problem solving, and the concepts/tools gained in this course students will gain the foundational knowledge needed to consider both "margin and mission".

NURS 629 Instructional Methodologies for Nurse Leaders (2 SH)

The aim of this course is for the nurse leader to develop a working knowledge of principles of instructional design that can be applied to the development of education for individuals or groups of patients, nursing staff or other members of the health care team. The practical demands of diverse audiences and inter-professional communication will be considered. Learners will explore principles of teaching and learning including theories of adult learning. Information and communication technologies as a means to delivery education will be explored. Learners will design, implement and evaluate a final teaching project within their work context.

NURS 630 Leadership Project (4 SH)

This course integrates master's prepared executive skills with the challenge of implementing a change process in a new role or setting. In addition to participating in discussion forums, the course involves literature review and reading, reflective and scholarly writing, and leading and evaluating a quality improvement project. The student will partner with a nurse-leader preceptor to implement a change project at either a higher level within the organization than the student's current practice level, in a different setting than their current role or setting, or in a multidisciplinary setting. Working with the faculty and preceptor to apply content and approaches studied during the MSN program, all projects must include a system change with analysis of the system and ethical challenges, consideration of primary, secondary, and tertiary strategies to accomplish projected outcomes, interpretation of the financial impact of the project, evaluation of potential social, distributive and interactional justice issues, and integration of the nurse's voice throughout the progression of the project. (NOTE: Prerequisite is NURS 511 & NURS 620)

NURS 504: School Nursing: Legal Mandates (3 SH)

This course examines the roles and responsibilities of school nurses and the laws governing the practice of school nursing. The importance of the school nurse's responsibility to promote the health of

students, enhance their ability to learn, and promote health among school personnel will be emphasized in this course. Current legal issues in school health as well as emerging roles and responsibilities of School Nurses will also be explored.

NURS 505: School Nursing: Theory and Diverse Learners (3 SH)

This course examines the roles and responsibilities of the school nurse in relation to promotion, restoration, and maintenance of health of school children. Management and evaluation of coordinated school health programs are discussed with an understanding for the need for outcome criteria. Principles of community health are applied. Significant emphasis will be placed on accommodations and adaptations for diverse learners.

NURS 506: School Nursing: Practicum (3 SH)

This course follows the School Nursing: Theory and Diverse Learners course. In addition to the online learning activities, students will complete a 120 hour clinical practicum in various school settings. The dissemination of hours is as follows: 30 hours in the elementary setting, 30 hours in the middle school setting, 30 hours in the high school setting, and 30 hours with the diverse learner population. Clinical practicum assignments are individually planned with the approval of the course instructor. (Prerequisites: NURS 504 and NURS 505)

EDDS 601: Advocacy Issues Within Special Education (3 SH)

This course is designed to assist the teacher/nurse practitioner in recognizing the impact and importance of decision-making and the dynamics of advocacy. This course includes, but is not limited to, current topics in special education, self-determination by and for students, development of the essential professional advocacy competencies, advocating for students with special needs, the rights of children, and the inclusive setting. Students will participate in an exploration of advocacy websites, develop an online product such as a wiki, blog, Facebook page, etc. or a brochure to use in their professional practice when working with families and colleagues. In addition, students will develop a personal position on advocacy.

EDCC 521: Peacebuilding & Conflict Resolution (3 SH)

This course is an introduction to the theories and processes of conflict transformation and peacebuilding within educational and/or counseling contexts. Creating a culture of peace in education goes beyond solving problems. The goal is to nurture peaceful, just and caring relationships within communities. As such, educators, nurses and counselors will examine educational systems and relational literacy approaches, as well as their own personal beliefs, conflict resolution style(s), relationships, communication skills, curriculum and instructional strategies, discipline systems and classroom organization processes. Participants will learn restorative teaching approaches and conflict resolution strategies and develop culturally sensitive peace curricula (modeling integrated, infused, or direct instruction) for specific classroom, clinical or community settings.

EDDA 571: Trauma Restoration and Resilience in Educational Environments

Most children experience traumatic events, and those events can profoundly influence their cognitive, physical, emotional, and social development. School staff may be unaware of the specific traumatic events impacting each child, and school environments may inadvertently exacerbate the impacts of trauma. Traumatic events may cause a child to have academic difficulty, behavior that interferes with learning or violates codes of student conduct, and troubled relationships with peers and school staff. Conversely, trauma-informed, resilience-fostering school environments can mitigate the impact of trauma and enhance the protective factors that provide the foundation for health, academic success, and positive peer and staff interactions. This course will introduce school personnel to the core concepts of adverse experiences, toxic stress, trauma, restoration, self-care, and resilience in the school environment, and provides a research-based, strength-based approach to creating a trauma-informed, resilience-fostering school environment.

EDCC 531: Social & Ethical Issues in Education (3 SH)

This course examines historical, sociological, philosophical, ethical, legal, and multicultural issues in education. The course is designed to further equip you as a decision maker and leader in educational settings. Special attention is given to discussion of how public policy in education is shaped by the community's social and ethical concerns.

MTRH 541 Trauma, Restoration and Resilience in Healthcare Settings (3 SH)

This course will introduce the core concepts of adverse experiences, toxic stress, trauma, restoration, self-care, and resilience in the healthcare setting and provide a research-based, strength-based approach to creating a trauma-informed, resilience-fostering healthcare setting. *Prerequisite:* Bachelor's Degree.

MTRH 571 Self-care and Resilience for Healthcare Providers (3 SH)

This course provides information and strategies for the development of self-care practices to address burnout, compassion fatigue, and promote resiliency. Strategies to serve students, meet professional goals, and maintain health and well-being will be developed.

MTRH 621 Trauma-Informed Strategies for Healthcare Providers (3 SH)

This course will provide strategies to intervene in trauma-informed and restorative way for healthcare providers, co-workers, and clients. Organizational environments that offer healing and restoration will be explored.

MTRH 561 Neurobiology of Trauma (3 SH)

This course will provide a foundational understanding of the neurobiology of the human stress response. Exploration of neuroscience as it applies to psychosocial stress, resilience, and the cultivation of well-being. Various heuristics of the brain and central nervous system will be presented. The course will present the frame of Interpersonal Neurobiology as an integrative method of applying neurobiological principles in the field.

MTRH 631 Research in Risk and Resilience (3 SH)

This course will examine current evidence-based research on trauma, risk and resiliency and protective factors for the healthcare provider and potential clients. Participants will research and review literature regarding the needs of the multiple populations and strategies to build resiliency in healthcare settings, for healthcare providers, co-workers, and clients.

Master of Business Administration, Online Collaborative

About MBA, Online Collaborative

Our Program Values

Following are the values we bring to leadership education:

- **Leading as Service** – Transformative leadership starts with self-awareness and leads to empowering and serving others.
- **Planning for Sustainable Organizations** – Business, organizational, community, and global economic success, as well as an acknowledgement of our interdependence with our environment, are vital for healthy societies.
- **Building Community** – We live, learn, grow, and thrive in relationship with others. We believe that learning occurs best in the context of diverse community.
- **Global Citizenship** – We are interdependent and mutually accountable to local, national, and global communities. As a result, we believe in interdisciplinary, cross-cultural, and interfaith engagement around world problems.
- **Growing Spiritually** – As leaders, we are on a journey of spiritual formation and growth, drawing on our spiritual resources to improve our communities and organizations.

Admission Requirements - MBA, Online Collaborative

Admission Requirements

1. Bachelor's degree from an accredited institution or equivalent.
2. Proficiency in and access to Microsoft Word, PowerPoint, and Excel.
3. Strong written and oral communication and quantitative skills.
4. Completed application materials. Select the institution in which you choose to enroll: B[192]luffton University[193]| Canadian Mennonite University[194] | Eastern Mennonite University[195] | Goshen College[196]

In determining admission into the program, we look at the overall strength of academic preparation and current and past managerial and leadership responsibilities.

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192 https://www.bluffton.edu/grad/gpb/require.htmlAC/registration/step_1
193 https://www.bluffton.edu/grad/gpb/require.html
194 http://www.cmu.ca/gradapp
195 https://emu.edu/mba/online
196 https://www.goshen.edu/graduate/apply/

Technical Requirements

Any computer or laptop purchased in the past three years will meet the minimum specs.

Specific Details

- Operating System: Windows 10; or Mac OS X Version 10.12 (Sierra)
- Hard drive of 250 GB or more
- RAM: 8 GB or more recommended
- Webcam and noise-cancelling headset or earbuds
- Microsoft Office software:

  ∘ MS Office (including MS Word, PowerPoint, and Publisher), Office 2013, or Office 365
  ∘ For MAC users, Office 20011 or Office 365

- Broadband/high speed Internet access: A corporate office or hospital internet system is sufficient for speed, however firewalls might prevent the student from accessing certain software such as Moodle. Recommended home-based Internet services are DSL or cable (ideal). Satellite or cellular-based services are not recommended, especially for video conferencing. Satellite can work for accessing Moodle and forum discussions.
- Optimal Zoom video conferencing: 600kbps/1.2Mbps (up/down) for HQ video. For gallery view: 1.5Mbps/1.5Mbps (up/down)

TOEFL

Applicants whose native language is not English must submit scores for either the TOEFL or IELTS test. We require a score of 550 on the paper TOEFL for admission into the program.

A paper-based TOEFL score of 550 is equivalent to:

- 79-80 on the internet-based TOEFL
- 213 on the computer-based TOEFL
- 5-7.0 on the IELTS

Academic Policies - MBA, Online Collaborative

Collaborative MBA students enroll within the academic policies frameworks of their respective institutions. The links below provide access to key policy documents for each school:

Bluffton University

- Bluffton University Academic Catalog[197]

Canadian Mennonite University

- Canadian Mennonite University Courses & Timetable[198]

Eastern Mennonite University

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197 http://www.bluffton.edu/catalog
198 http://www.cmu.ca/academics.php?s=gradstudies&p=courses

- Graduate Student Handbook[199]
- Graduate Catalog (see page 5)
- Additional resources for EMU MBA students[200]

Goshen College

- Goshen College Graduate Catalog[201]

Degree Requirements - MBA, Online Collaborative

Degree Requirements

Degree: Master of Business Administration
Semester Hours: 36
Program may be completed fully online (see details regarding international residency below)

The Collaborative MBA is 36 semester hours (SH) which includes North American and international residencies.

Core Courses

- MBA 522 Leadership and Management for the Common Good (3 SH)
- MBA 523 Human Capital Development (3 SH)
- MBA 541 Global Sustainability (3 SH)
- MBA 564 Organizational Behavior (3 SH)
- MBA 585 Financial and Managerial Accounting (3 SH)
- MBA 615 Narrative Leadership (3 SH)
- MBA 623 Financial Management (3 SH)
- MBA 647 Strategic Marketing Management (3 SH)
- MBA 663 Managerial Economics (3 SH)
- MBA 670 Strategic Leadership in a Multicultural World (3 SH)
- MBA 671 Data Analytics for Decision Making (3 SH)
- MBA 680 Sustainable Organizations and Global Citizenship (3 SH)

International Residency

One of our program's core values is **global citizenship**. We believe that organizations today are interdependent and mutually accountable to local, national, and global communities. As a result, we believe in interdisciplinary, cross-cultural, and interfaith engagement. To that end, a global perspective is important for today's business and organizational leaders. This one-week international residency not only provides students with a global perspective but also a context in an on-going case study for the entire MBA curriculum. In addition, this residency is also a resume enhancing, hands-on experience

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[199] https://resources.emu.edu/confluence/display/EMUHandbook/Graduate+and+Seminary+Student+Handbook
[200] http://emu.edu/mba/current/
[201] https://www.goshen.edu/catalog/

that provides perspective for student's day-to-day work and their development as leaders in their organization.

Some students have used the international residency as a launching point for further travel or holiday time in the same location or region, and this may include family members or friends. Students who take the opportunity to extend their experience for personal reasons should plan for their family/friend to arrive on location no earlier than the departure day of the residency.

Transfer Credit

Students may petition for transfer of up to two courses toward the requirements outlined above.

Course Descriptions - MBA, Online Collaborative

MBA 522 Leadership and Management for the Common Good (3 SH)

Complexity, globalization, and competing demands characterize the realities of leading and managing organizations in today's environment. The focus of the course is on developing systemic wisdom and long-term perspective. The course combines times for self-reflection, conversation, questioning, and integration of various leadership and management theories to identify approaches to leading people, systems, and organizations in ways that bring restoration, that offer hope, and that work toward promoting the common good.

MBA 523 Human Capital Development (3 SH)

Developing human capital means creating and nurturing organizational environments in which human beings can develop and apply new ideas, competencies, skills, attitudes, and behaviors. This course will enhance your knowledge and understanding of the value created by an engaged workforce. The course will focus on supporting employees developing skills and abilities in an intrinsically engaging environment. In addition we will study ways individuals and organizations benefit from well-managed conflict while limiting destructive conflicts that sap organizational creativity and energy.

MBA 541 Global Sustainability (3 SH)

The global economic system produces goods and services on a massive scale. Consumers benefit from access to necessities as well as increased comfort, convenience, and choice. Producers benefit from opportunities to innovate and invest, while also providing employment and generating returns to investors. The question many are asking, however, is simple: can the current system be sustained in the long run? To be sustainable, businesses and nonprofit organizations must find ways to generate value and minimize waste while simultaneously satisfying human needs and protecting ecological systems. This course examines the global economic system from a triple-bottom line perspective – planet, people, and profit. It utilizes systems thinking and explores seven forms of capital: financial, manufactured, natural, human, social, cultural, and spiritual.

MBA 564 Organizational Behavior (3 SH)

Utilizing an experiential case study method, this course surveys the evolution of theory, practice, and research in the areas of organizational behavior. Learning topics include motivation theory, group dynamics, leadership, decision-making, conflict transformation, change theory, organization structure, emotional intelligence and communication. This course affirms a systemic perspective and approach to organizational behavior and affirms the concepts implicit in the concept of Leadership for the Common Good.

MBA 585 Financial and Managerial Accounting (3 SH)

Managers and executives carry fiduciary responsibility for their organizations; it is therefore imperative that they know how to read financial statements, analyze financial health, assess financial risks, and communicate this knowledge effectively to others. The course emphasizes the role of the manager relating to finance and accounting through the analysis of quantitative information largely at the conceptual level. Topics include financial governance, understanding and reading financial statements, financial statement analysis, cost behavior, break-even analysis, budgeting, balanced scorecard, working capital management, and the use of short-term cash planning. The overall aim is to improve organizational decision-making based on financial, social, and ecological metrics.

MBA 615 Narrative Leadership (3 SH)

Effective leaders communicate to inspire talent to excel, to partner with investors and communities, to engage with customers and clients, and to grow their impact in the world as part of a global community. These communications are understood and acted upon based on the perceived context of the communication. Effective leaders are attentive to the ways that they shape the narratives that form the context for this communication. This course helps leaders to shape their own story and the organizational stories to cultivate an authentic, trustworthy, and compelling narrative whether oral or written, in person or embedded within social media, in small groups and with large audiences.

MBA 623 Financial Management (3 SH)

This course examines the quantitative tools managers use in decision making. Topics include an in-depth analysis of value chains, including supply chain and distribution channels, activity-based management, analysis of external funds needed, in-depth analysis of time value of money, and capital budgeting.

MBA 647 Strategic Marketing Management (3 SH)

This course focuses on the tasks of creating and communicating value and gaining loyal customers for an organization in today's dynamic global marketplace. Topics include marketing strategy and planning, marketing research, the impact of technology on strategic marketing decisions, consumer behavior, ethics in marketing, social media and its role in marketing, internet marketing, customer relationship management, database marketing, and marketing evaluation. Leadership for the Common Good concepts are also offered as a backdrop for an ethical marketing framework.

MBA 663 Managerial Economics (3 SH)

This course applies insights from economic theory to the functions of managerial planning and decision making within a market-oriented business context. Specific content includes an overview of the market system, consumer demand theory, cost analysis, profit analysis, pricing strategies, the economics of technical change and innovation, the architecture of the firm, employee incentives, international economic impacts, and government regulation. Leadership for the Common Good concepts are also offered as competing methods of improving the traditional market system.

MBA 670 Strategic Leadership in a Multicultural World (3 SH)

Historically the field of strategy has focused on strategies as mechanisms for winning and thus causing others to lose. Instead, we are learning that strategic partnerships and creation of manufacturing/service processes that develop human capabilities and use material resources wisely are needed to position the organization for sustained success in the marketplace. This course will help leaders develop approaches that strategically position their organizations to achieve this success. Theoretically this course will be grounded in Michael Porter's recent work on creating shared value.

MBA 671 Data Analytics for Decision Making (3 SH)

The quality of decision making in organizations is greatly influenced by the quality of data gathered and by information derived from that data. This course focuses on the use of tools and processes to enhance corporate decision making strategies. Topics include research design, survey development, defining data and information requirements, how and where data is stored, informatics and business intelligence, critical thinking, and transforming data into meaningful information.

MBA 680 Sustainable Organizations and Global Citizenship (3 SH)

This course integrates the three pillars of the Collaborative MBA Program; management, leadership and stewardship for organizational effectiveness, and serving the common good. The keystone of the course is an 8-day international residency designed to engage students as reflective practitioners and invite them to develop an openness to new ways of experiencing and thinking about the world through interactions and learning in a different country. One core value of the Collaborative MBA is global citizenship, recognizing that organizations are interdependent and mutually accountable to local, national, and global communities; this suggests that a global perspective is important for today's business and organizational leaders. This course is designed as a capstone course, even though it is scheduled midway through the program; it prompts students to test and apply what they have learned in their first year, then the experience becomes an ongoing case study for all subsequent work in the program.

Master of Business Administration, Harrisonburg

About the MBA, Harrisonburg

Organizations – and the people who manage and lead them – shape our world. People who understand and master good management and leadership skills increase their effectiveness and thus, their ability to shape our world. Our purpose is to build students' portfolio of management skills, leadership strengths, and stewardship strategies to enable our graduates, and their colleagues, to achieve greater success and to help shape our world.

EMU's mission and culture encompass the values of ethics, stewardship, and sustainability. Incorporating that culture and mission into the Master of Business Administration (MBA) curriculum means that EMU graduates are uniquely prepared to offer leadership with compassion, integrity, and the highest ethical standards.

The MBA program strengthens students' ability to analyze business situations and solve complex problems, as well as provide strategic direction to firms. Students will strengthen their management skills in accounting, economics, and financial management. Students will develop skills in team management, collaborative innovation, stewardship, and multicultural and global perspectives.

Programs of Study

Designed with the working professional in mind, EMU MBA students join cohorts who take their classes together one night a week. Classes are delivered in a variety of formats including lecture, case study, and group discussion. The program includes a 36 semester hour core, including a 3-hour capstone course. The MBA is usually completed in two years.

In collaboration with the graduate program in conflict transformation, the MBA program offers a 15 semester hour graduate certificate in nonprofit leadership and social entrepreneurship[202]. The certificate is intended for students seeking highly pragmatic, as well as marketable, training.

EMU also offers a certificate in business administration[203]. This 15 semester hour certificate is a subset of EMU's MBA program and is designed to provide administrative skills and tools to professionals who are in – or are seeking – organizational leadership roles. The 15-hour certificate may be completed in as little as one year, and all credits earned may be applied toward the EMU MBA.

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[202] https://emu.edu/mba/nonprofit-certificate/
[203] https://emu.edu/mba/graduate-certificate-in-business-administration

The EMU Difference

Consistent with EMU's purpose and core values, the EMU MBA program focuses on developing graduates' management skills, leadership strengths, and stewardship strategies that enable them to not only succeed as effective organizational leaders, but also to help shape the world.

Management Skills

The EMU MBA core program includes an array of courses that build analytical skills in business management. The program includes all the traditional MBA content areas of accounting, finance, economics, and operations research and also teaches the skills within the context of strong ethical behavior that focuses on profit, social good, and environmental sustainability.

Leadership Strengths

The EMU MBA core program includes many courses that build the qualitative skills necessary to lead in a changing environment, such as comparative perspectives, systems approach to organizational behavior, and business policy and strategy. The program places strong emphasis on communications skills, both oral and written, case studies, and team projects.

Stewardship Strategies

Throughout all courses, the faculty imbue students with the strategic directions, norms, and values that differentiate successful enterprises over the long term.

Courses include stewardship, innovation, and social entrepreneurship, along with a capstone on business as a calling.

MBA Faculty

EMU faculty bring unique experiences – many in international settings – to help students develop their manager-leader capabilities. They will introduce real-life experiences into the classroom, experiences that students complement with their own unique experiences

MBA Students

The MBA program targets mid-career professionals who seek to advance in their current career or change careers and who have a minimum of two years' work experience. Most students continue to work full time during the entire program.

EMU's MBA program assumes that students enter the program with experience, skills, and expertise. Regardless of the level of prior experience, students will continue the life-long process of strengthening their management skills, leadership strengths, and stewardship strategies necessary to achieve greater success in business.

Admission Requirements - MBA, Harrisonburg

Admission Criteria

Persons applying to the MBA program must hold a bachelor's degree from an accredited institution. The MBA program requires applicants to have a minimum of two years of work experience.

Application Process

A completed application includes:

1. A completed EMU MBA online application[204]
2. A non-refundable application fee of $50
3. Official transcript(s) from each college or university attended
4. Two letters of recommendation, including one from an employer
5. An interview with the MBA director

An MBA admissions committee composed of program faculty makes the final admission decision.

You can contact Patty Eckard[205], MBA administrative coordinator, for more information at eckardp@emu.edu[206].

Degree Requirements - MBA, Harrisonburg

Degree: Master of Business Administration
Semester Hours: 36
Program may be completed fully online

MBA - General Management Concentration (36 SH)

The program (36 credit hours) takes two years, usually in 24 consecutive months, including a three credit hour capstone course. The accelerated format assumes students spend more time on coursework out of class than in a traditional delivery format. Students are expected to take the courses in the order outlined below. Any deviation from this schedule must be approved by the MBA program director.

NOTE: Course requirements and order may change as the program evolves. Students are accountable to the sequence of course work under the catalog in which they entered the program and as updated from time to time on the MBA website. Should program courses change and the student desires to replace an old requirement with a new one, they must petition the director for the change to occur.

- OLS 510 Leadership & Management for the Common Good (3 SH)
- OLS 515 Introduction to Leadership Studies (3 SH)
- OLS 530 Organizational Behavior (3 SH)
- OLS 540 Managerial Finance and Accounting I (3 SH)
- OLS 560 Leadership Seminar (3 SH)

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204 https://businesscas.org/apply/
205 https://emu.edu/personnel/people/show/eckardp?ssi=mba
206 mailto:eckardp@emu.edu

- OLS 670 Project Management/Intrapreneurship OR OLS 665 Project Management/Grant Writing (3 SH)
- MBA 555 Human Resource Management (3 SH)
- MBA 560 Stewardship, Innovation, and Social Entrepreneurship (3 SH)
- MBA 625 Strategic Marketing Management (3 SH)
- MBA 629 Data Analytics (3 SH)
- MBA 640 Managerial Finance and Accounting II (3 SH)
- MBA 650 Sustainable Organizations for the Common Good (3 SH)

MBA- Health Services Administration Concentration (36 SH)

Health care services and health care management are among the strongest employment fields in the Shenandoah Valley, as well as nationally. Retiring baby boomers and the rising average age indicate an increased demand for health care and retirement services. The growing demand calls for innovative leadership in health services administration in all sectors of health care. Future leaders face challenges of meeting an organization's goals and providing adequate services.

The Health Service Administration concentration supports innovative delivery of services across a broad spectrum of health providers from church-related organizations to community-based organizations. The program serves practicing health care providers who desire to earn a graduate degree. Please see the section on Curriculum for information about specific course offerings

NOTE: Course requirements and order may change as the program evolves. Students are accountable to the sequence of course work under the catalog in which they entered the program and as updated from time to time on the MBA website. Should program courses change and the student desire to replace an old requirement with a new one, he/she must petition the directors for the change to occur.

- OLS 510 – Leadership & Management for the Common Good (3 SH)
- OLS 515 – Introduction to Leadership Studies (3 SH)
- OLS 530 – Organizational Behavior (3 SH)
- OLS 540 – Managerial Finance and Accounting I (3 SH)
- OLS 560 – Leadership Seminar (3 SH)
- NURS 515 – The Health Care Delivery System (3 SH)
- NURS 516 – Application of Legal & Ethical Principles to Health Care (3 SH)
- NURS 626 – Managing in a Complex Health Care Environment (3 SH)
- MBA 555 – Human Resource Management or
  OLS 665 – Project Management & Grant Writing or ELECTIVE (3 SH)
- MBA 629 – Data Analytics (3 SH)
- MBA 640 – Managerial Finance and Accounting II (3 SH)
- MBA 650 – Sustainable Organizations for the Common Good (3 SH)

Students may petition the co-directors to replace up to four semester hours of required courses with electives. The director will base the decision to grant the student's request on their professional experience and interests.

Transfer Credit Policy

Candidates may request to transfer up to nine hours of coursework from other regionally accredited colleges or universities. A transfer of credit request form must be completed. Requests for transfer credit approval may be directed to the program director and will be considered on a course by course basis as applicable to the particular concentration area. A candidate must submit an official transcript from the university that awarded the graduate credit.

All transfer credit must meet the following criteria:

1. The coursework was completed within five years of admission to the EMU program.
2. The credit must reflect applicability to EMU's MBA goals and program purposes.
3. All transfer work must have a grade of A or B from a regionally accredited college or university.

Transfer of credits completed at EMU to another institution is at the discretion of that institution. Candidates should check with the institution to which they wish to transfer regarding the transferability of EMU credits.

Certificate Requirements - Business

Graduate Certificate in Nonprofit Leadership and Social Entrepreneurship

Semester Hours: 15
Program may be completed fully online

This graduate certificate is an interdisciplinary, collaborative effort between the Master of Business Administration (MBA) and the Center for Justice and Peacebuilding (CJP) programs. Graduates will be prepared to organize, create, and manage organizations, or programs and projects, working to inspire and lead social change for the common good.

Requirements

The certificate is 15 semester hours, which is typically five 3-credit hour courses. These courses are selected in consultation with the certificate advisor to meet each student's interests or specific needs and to form a cohesive package that equips leaders to effectively manage and lead nonprofit and non-governmental organizations (NGOs). Students who want to earn both an MBA degree and the graduate certificate in nonprofit leadership must complete a minimum of 39 semester hours in a curriculum planned with their advisor.

Course Information and Schedule

Students should plan their curriculum to include at least three MBA courses and at least one PAX course.

Required courses (12 SH)

- OLS 510 Leadership and Management for the Common Good (3 SH)
- PAX 564 Developing Healthy Organizations **or** OLS 530 Organizational Behavior (3 SH)
- MBA 560 Stewardship, Innovation, and Social Entrepreneurship (3 SH)

Elective courses* (3 SH):

- OLS 515 Introduction to Leadership Studies (3 SH)
- MBA 555 Legal Aspects of Human Resources (3 SH)
- MBA 625 Strategic Marketing Management (3 SH)
- OLS 665 Project Management and Grant Writing (3 SH)
- MBA 650 Sustainable Organizations for the Common Good (open only to CJP masters students) (3 SH)
- PAX 533 Analysis: Understanding Conflict (3 SH)
- PAX 600 Three Dimensional Negotiation
- PAX 601 Mediation and Negotiation (3 SH)
- PAX 610 Facilitation: Process Design & Skills for Dialogue, Deliberation and Decision Making (3 SH)
- PAX 624 Monitoring, Evaluation, and Learning
- PAX 654 Conflict Coaching

*Other graduate courses may be proposed to the certificate advisor for consideration.

Graduate Certificate in Business Administration

Semester Hours: 15
Program may be completed fully online

Professionals with graduate degrees tend to work in and with organizations, and most are also called to lead and manage businesses, public agencies, or nonprofit entities. A graduate certificate in business administration will provide to professionals outside the business field some of the foundational skills and tools necessary to lead effectively. For professionals already in business or leadership roles, the graduate certificate is an intermediate step between a bachelor's and a master's degree in the field.

Requirements

Within the EMU Master of Business Administration (MBA) program, this certificate prepares graduates to make significant contributions to their organizations in ways that also benefit their communities and humanity. The MBA is distinct in its orientation toward promoting the common good and viewing organizational leaders as vital influencing agents in the turn toward a more sustainable future—social, ecological, and economic. This comprehensive lens includes a strong stakeholder approach and an emphasis on ethics and stewardship of the earth and its many resources. The graduate certificate in business administration is a subset of EMU's MBA program and is designed to provide administrative skills and tools to professionals who seek, or find themselves in, organizational leadership roles. The 15-hour certificate may be completed in as little as one year, and all credits earned may be applied toward the EMU MBA if students wish to complete the full master's degree. Certificate graduates are prepared to organize, create, and manage organizations, or programs and projects, working to inspire and lead social change for the common good.

Required Courses (15 SH):

- OLS 510 Leadership and Management for the Common Good (3 SH)
- OLS 530 Organizational Behavior (3 SH)
- OLS 540 Managerial Finance and Accounting I (3 SH)

- OLS 515 Introduction to Leadership Studies (3 SH) or select one from the elective course list
- An OLS or MBA elective selected from the elective course List

Elective Course List:

- MBA 625 Strategic Marketing Management (3 SH) (every spring)
- MBA 555 Legal Aspects of Human Resources (3 SH) (even-year summers)
- MBA 560 Stewardship, Innovation & Social Entrepreneurship (3 SH) (every summer)
- OLS 665 Project Management and Grant Writing (3 SH) (every fall)
- OLS 670 Project Management and Intrapreneurship (3 SH) (every fall)

No GMAT or prerequisite courses required

Course Descriptions - MBA, Harrisonburg

PMBA 431 Financial Accounting (2 SH)

Introduces accounting principles and practices and interpretation of financial statements. No background in accounting is assumed. The course includes a description and derivation of financial statements prepared by accountants and a discussion of a conceptual framework which provides rationale for accounting practices. The course also covers corporation accounting and examines the use of accounting information in the planning and controlling of the firm's operations. (Online prerequisite)

PMBA 441 Introduction to Finance (3 SH)

Provides an introduction to the theory and practice of business finance. The course emphasizes the problems faced by financial managers. Topics include the role of financial markets, interest rates, time value of money, valuation of securities, capital budgeting and working capital management. (Online prerequisite)

OLS 510 Leadership & Management for the Common Good (3 SH)

Students will study contemporary and forecasted societal stresses—from community level to global— and learn of the critical role of organizations in both contributing toward, and helping to mitigate, these stresses broadly classified as ecological, social, and economic. Students will then learn a broad range of organizational leadership and management theories, styles, and practices to identify approaches to leading people, systems, and organizations in ways that bring restoration, that offer hope, and that work toward promoting the common good.

OLS 515 Introduction to Leadership Studies (3 SH)

The course is an overview of various leadership theories, examining models of leadership, philosophies of leadership and different leadership styles. The advantages and disadvantages of various approaches will be studied.

OLS 530 Organizational Behavior (3 SH)

All organizations are organic, interconnected systems that take on a life of their own regardless of the individuals that occupy various roles in the system. Leaders need to understand their organizational systems and the behavior of those systems if they hope to effectively lead or change them. This course will explore organizational behavior and organizational development from a systems perspective, including concepts of change and conflict. It will rely heavily on case studies and student participation. (Year 1 Spring Course)

OLS 540 Managerial Finance and Accounting I (3 SH)

Managers, executives and boards carry fiduciary responsibility for their organizations. It is therefore imperative that they know how to read financial statements, analyze financial health, and communicate this knowledge effectively to others. This course teaches how financial data is generated and reported, as well as how it is used at the managerial level for decision-making, analysis and valuation. Topics include: understanding and reading financial statements, financial statement analysis, ratio analysis – what the numbers really mean, budgeting, and organizational governance.

OLS 560 Leadership Seminar (3 SH)

This course provides students with exposure to writings (both contemporary and classical) that address a wide variety of issues in leadership. The primary aim of the course is to offer students opportunities to engage in thought provoking and critical discussion of leadership issues.

MBA 555 Human Resource Management (3 SH)

Properly managing human resources should be a critical part of any organization's overall strategy for success. This course will provide the student with a comprehensive introduction to Human Resource Management (HRM) by exploring today's Human Resource (HR) environment including current trends in HRM. The course examines the principles of employee recruitment and selection, job design and job analysis, employment law, employee compensation, training and development, and safety and health.

The goal of this HRM course is to provide current and emerging managers with a deeper insight into their crucial role in the management of people and with an understanding of current best practices in the field of human resources.

MBA 625 Strategic Marketing Management (3 SH)

Provides an introduction to 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. (Year 2 Spring Course)

MBA 629 Data Analytics (3 SH)

Course description under construction.

MBA 640 Managerial Finance and Accounting II (3 SH)

This course is a continuation of OLS 540 – Managerial Finance and Accounting I. From the Finance discipline, this course covers the investment decisions managers make. Furthermore, the course examines the contributions of Activity Based Costing and Value Chain Analysis for decision making. The course digs deeper into financial statement analysis, including a thorough analysis of cash flows. We also examine the impact of time value of money on financial evaluations and capital budgeting decisions. Lectures, textbook and other readings, course management software, and cases help bring the relevant topics to life. The overall aim of the course is to continue to improve organizational decision-making based on financial, social, and ecological metrics.

MBA 650 Sustainable Organizations for the Common Good (Costa Rica Capstone Course) (3 SH)

This course integrates the three pillars of the MBA program; management, leadership and stewardship for organizational effectiveness and serving the common good. It includes an eight-day international residency designed to engage students as reflective practitioners and invite them to develop an openness to new ways of experiencing and thinking about the world through interactions and learning in a different country and culture. A core value of the program is global citizenship, recognizing that organizations are interdependent and mutually accountable to local, national, and global communities; this suggests that a global perspective is important for today's business and organizational leaders.

MBA 560 Stewardship, Innovation, and Social Entrepreneurship (3 SH)

Organizations, and people who manage them, shape our world. Those who understand and master innovation, stewardship and social entrepreneurship increase their effectiveness as civic leaders and as leaders in their own chosen field. This multidisciplinary theory and practice course provides students with a deeper appreciation for how we as individuals can make a difference as organizational stewards in co-creating the future for ourselves and for others.

The course includes a combination of a field trip, classroom, and online discussion, and case studies focusing on systems approaches to stewardship, innovation, and social entrepreneurship.   (Year 2 Fall Course)

OLS 665/670 Project Management and Grant Writing/Intrapreneurship (3 SH)

Most organizations manage their work and accomplish their missions through a multitude of projects. Organizational success takes effective management skills to not only manage individual projects but also direct the web of complex programs of multiple, interrelated projects, skillfully working with diverse stakeholders, demanding deadlines, and available resources. Focusing on the promotion of leadership for the common good as a project manager adds another level of complexity.

Course participants will improve their capacity to balance the art and science of managing projects by building technical competencies, adopting practices of leadership and self-management, and focusing on leadership for the common good competencies.

NURS 515 The Health Care for Practice and Advocacy (The Health Care Delivery System) (3 SH)

Gives the health care manager a broad overview of health care delivery within the United States, along with a brief perspective on the history of involvement in health care delivery by the Mennonite Church. The involvement of local, state, and federal agencies in the delivery of care, as well as its financing, will also be examined, along with an overview of the development of health policy. Technology's impact on the health care environment both currently and in the future will be outlined along with an exploration of healthcare informatics. In addition, comparison to other nations' health care systems will be made as well as projections for the future of the U.S. system. (Year 2 Spring Course)

NURS 516 Application of Legal & Ethical Principles to Health Care (3 SH)

Examines the legal and ethical issues health care managers will need to negotiate as they manage the delivery of health care both organizationally and clinically. The use of an organizational ethics committee will be outlined. Care delivery issues that emerge with changing technology will be discussed, which include procreational issues such as abortion, in vitro fertilization and the use of stem-cell technologies, end-of-life issues, advance directives and elder care. The influence of faith-based values on ethical decision making will be outlined with students expected to identify and reflect how their own personal values shape their ethical positions. The context of medical errors and resultant malpractice claims will also be examined. Multiple case studies that reflect these issues will be used to engage the students in decision making regarding an appropriate managerial response. (Year 2 Spring Course)

NURS 626 Managing in a Complex Health Care Environment (3 SH)

Focuses on the dynamics of leading the health care organization in times of rapid change and how that change can be used to leverage effective organizational performance. Continuous improvement and the use of data-driven decision making and national benchmarking, along with the fostering of a high level of employee involvement will be emphasized, as well as the effective use of organizational accountability for performance. The effective partnering with governing boards will be identified. The use of the planning process as a tool for positioning the organization for effective performance along with a review of that performance using annual performance tools will be analyzed. The use of marketing to enhance the organization's visibility in the community in which it serves will be outlined. The development of a workforce that is culturally competent and focused on the delivery of care that exceeds the expectations of a culturally diverse client base will be explored. The manager's role in shaping the organization and self-management and its importance for effective leadership will be woven in as themes throughout the course. (Year 2 Spring Course)

Master of Arts in Organizational Leadership

About Master of Arts in Organizational Leadership

Are you a manager who desires to solve problems and help others? Does your organization lack direction and focus?

Master of Organizational Leadership[207] (MAOL) students are part of an online cohort that works through the program together, providing mutual support and encouragement. Students focus on their personal development. MAOL classes are held one evening per week for 4 hours in an online format.

Reading, writing, guided reflection on your current and past practices, and group and individual projects are key components of the program. A one-on-one mentoring relationship with an established business leader is integral to the second year's study.

Admission criteria include a bachelor's degree from an accredited institution with a cumulative GPA of at least 2.5, two years work experience with supervision or significant collaborative responsibility, two letters of reference, and an interview with the program director which includes a writing assessment.

Which degree - MAOL or MBA?

What's the difference between a Master of Business Administration[208] and a Master of Organizational Leadership? The MBA and MAOL share core values and many courses. MBA students pursue a track focused on quantitative skills where the MAOL focuses more on interpersonal skills.

Admission Requirements - Master of Arts in Organizational Leadership

Application Timeline

Rolling admission with applications accepted at any time.

Admission Process

All applicants are requested to provide the following documents and information:

- A completed Master of Organizational Leadership application[209]
- A non-refundable $50 application fee
- Official transcripts listing all college or university courses taken

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207 https://emu.edu/ma-in-organizational-leadership/
208 https://emu.edu/mba/
209 https://businesscas.org/apply/

- Two letters of reference from people who are in a position to judge your potential as a graduate student. At least one reference should come from an employer.

Admission Criteria

- Applicants must hold a bachelor's degree from an accredited institution with a cumulative GPA of at least 2.5 on a 4.0 scale.
- Applicants must provide documentation of having had two years of work experience with supervision or significant collaborative responsibilities.
- Applicants must arrange a personal interview with the director of the Master of Organizational Leadership program and complete the writing assessment.

Degree Requirements - Master of Arts in Organizational Leadership

Degree: Master of Arts
Semester Hours: 35
Program may be completed fully online

This two-year, 35-semester hour, cohort-based MAOL program is designed for adults who have already been working in mid-level management or higher for at least two years and who already possess a bachelor's degree from an accredited school.

- OLS 510 Leadership & Management for the Common Good (3 SH)
- OLS 515 Introduction to Leadership Studies (3 SH)
- OLS 530 Organizational Behavior (3 SH)
- OLS 540 Managerial Finance and Accounting I (3 SH)
- OLS 560 Leadership Seminar (3 SH)
- PAX 615 Leading Organizational Change (3 SH)
- OLS 670 Project Management/Intrapreneurship OR OLS 665: Project Management/Grant Writing (3 SH)
- MOL 541 Mentorship Program I (1 SH)
- MOL 600 Developing Healthy Organizations: Team Building & Collaboration (3 SH)
- MOL 620 Transformative Leadership in Dynamic Contexts (3 SH)
- MOL 542 Mentorship Program II (1 SH)
- MOL 680 Appalachian Cross-Cultural Experience (3 SH)
- An elective (3 SH)

Transfer Credit Policy

Candidates may request to transfer up to nine hours of coursework from other regionally accredited colleges or universities. A transfer of credit request form must be completed. Requests for transfer credit approval may be directed to the program director and will be considered on a course by course basis as applicable to the particular concentration area. A candidate must submit an official transcript from the university that awarded the graduate credit.

All transfer credit must meet the following criteria:

1. The coursework was completed within five years of admission to the EMU program.

2. The credit must reflect applicability to EMU's MAOL goals and program purposes.
3. All transfer work must have a grade of A or B from a regionally accredited college or university.

Transfer of credits completed at EMU to another institution is at the discretion of that institution. Candidates should check with the institution to which they wish to transfer regarding the transferability of EMU credits.

Certificate Requirements - Organizational Leadership

Graduate Certificate in Organizational Leadership

Semester Hours: 15
Program may be completed fully online

Core Courses

- OLS 510 Leadership & Management for the Common Good (3 SH)
- OLS 530 Organizational Behavior <u>OR</u> PAX 615 Leading Organizational Change (3 SH)
- OLS 515 Introduction to Leadership Studies <u>OR</u> MOL 620 Transformative Leadership in Dynamic Contexts (3 SH)

Electives

Two electives (3 SH each) from any of our graduate programs

Course Descriptions - Organizational Leadership

OLS 510 Leadership & Management for the Common Good (3 SH)

Students will study contemporary and forecasted societal stresses—from community level to global— and learn of the critical role of organizations in both contributing toward, and helping to mitigate, these stresses broadly classified as ecological, social, and economic. Students will then learn a broad range of organizational leadership and management theories, styles, and practices to identify approaches to leading people, systems, and organizations in ways that bring restoration, that offer hope, and that work toward promoting the common good.

OLS 515 Introduction to Leadership Studies (3 SH)

The course is an overview of various leadership theories, examining models of leadership, philosophies of leadership and different leadership styles. The advantages and disadvantages of various approaches will be studied.

OLS 530 Organizational Behavior (3 SH)

All organizations are organic, interconnected systems that take on a life of their own regardless of the individuals that occupy various roles in the system. Leaders need to understand their organizational systems and the behavior of those systems if they hope to effectively lead or change them. This course

will explore organizational behavior and organizational development from a systems perspective, including concepts of change and conflict. It will rely heavily on case studies and student participation.

OLS 540 Managerial Finance and Accounting I (3 SH)

Managers and executives carry fiduciary responsibility for their organizations; it is therefore imperative that they know how to read financial statements, analyze financial health, assess financial risks, and communicate this knowledge effectively to others. The course emphasizes the role of the manager relating to finance and accounting through the analysis of quantitative information largely at the conceptual level. Topics include financial governance, understanding and reading financial statements, financial statement analysis, cost behavior, breakeven analysis, budgeting, balanced scorecard, working capital management, and the use of short-term cash planning. The overall aim is to improve organizational decision-making based on financial, social, and ecological metrics.

OLS 560 Leadership Seminar (3 SH)

This course provides students with exposure to writings (both contemporary and classical) that address a wide variety of issues in leadership. The primary aim of the course is to offer students opportunities to engage in thought provoking and critical discussion of leadership issues.

MOL 541-542 Mentorship Program (2 SH)

Students will be paired with mentors from the business community to meet at least every other month during each semester. The pairs will be provided with questions to guide their discussions, but pairs are encouraged to discuss any leadership-related topic that students are experiencing at work or with regard to the program material. Students will collaborate with their mentors to develop a final project that summarizes their mentoring experience, or an aspect of the experience

PAX 615 Leading Organizational Change (3 SH)

Using a case study approach, this course engages students in role playing and teams to explore the challenges of leading organizational change through a variety of scenarios in for-profit, not-for-profit, and NGO settings. Students will focus on their own case studies as well as those provided by the instructor. (Prerequisite: Organizational Behavior)

OLS 665/670 Project Management and Grant Writing/Intrapreneurship (3 SH)

Most organizations manage their work and accomplish their missions through a multitude of projects. Organizational success takes effective management skills to not only manage individual projects but also direct the web of complex programs of multiple, interrelated projects, skillfully working with diverse stakeholders, demanding deadlines, and available resources. Focusing on the promotion of leadership for the common good as a project manager adds another level of complexity.

Course participants will improve their capacity to balance the art and science of managing projects by building technical competencies, adopting practices of leadership and self-management, and focusing on leadership for the common good competencies.

During the last full class period each student will be expected to present their project plan to the class Presentations will likely be time-limited and as such will focus on knowledge of the material and delivery of the "elevator pitch" more than on the depth of plan presented.

MOL 600 Developing Healthy Organizations: Team Building & Collaboration (3 SH)

The focus of this course is skill development for working with others in the organization and outside the organization to accomplish shared goals. Topics include effective non-violent communication, the formation and development of teams, working with boards, appreciative inquiry, and interest-based negotiation.

MOL 620 Transformative Leadership in Dynamic Contexts (3 SH)

This course explores the newest dimensions and challenges of leadership that strengthen and extend leadership skills through practice in rapidly changing and complex, diverse, multi- generational, multi-cultural and multi-dimensional systems, such as health care, government, education, non-governmental organizations and multi-national for-profit organizations.

MOL 680 Appalachian Cross-Cultural Experience (3 SH)

This course integrates the three pillars of the MAOL program; management, leadership and stewardship for organizational effectiveness and serving the common good. It includes an eight-day residency designed to engage students as reflective practitioners and invite them to develop an openness to new ways of experiencing and thinking about the world through interactions and learning in a different setting and culture. A core value of the program is global citizenship, recognizing that organizations are interdependent and mutually accountable to local, national, and global communities; this suggests that a global perspective is important for today's business and organizational leaders.