

Graduate Catalog  
2016-17  
Eastern Mennonite University



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**SCHOOL OF GRADUATE &  
PROFESSIONAL STUDIES**

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# MA in Biomedicine

## About Our MA in Biomedicine Program

Our MA in Biomedicine program, approved by 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 masters degree can be earned after 48 SH of course work (two full years of study) or a certificate with 28 SH of study (one full year of study).

## Admission

### 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.

### [Apply online now](#)

### Admission Requirements

#### **Biomedicine graduate program entrance is based on:**

Baccalaureate degree from an accredited institution with a minimal undergraduate grade point average of 2.50.

At or above the minimal published score(s) on appropriate standardized test(s).

For **full admittance** into the graduate program, below are the list of prerequisite undergraduate science and mathematics courses (35 semester hours with 2.5 average GPA):

- a. Two general biology courses with laboratories (8 SH)
- b. Two general chemistry courses with laboratories (8 SH)
- c. Two organic chemistry courses with laboratories (8 SH)
- d. Two general physics courses with laboratories (8 SH)
- e. One mathematics course (calculus) (3 SH)

Selected undergraduate course requirement deficiencies (either missing courses or low grades for either organic chemistry or physics) can be rectified with **provisional admittance** to graduate status, while simultaneously taking these courses for graduate credit at Eastern Mennonite University. Up to 8 SH of credit can be received for these courses.

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

### Admission application procedure

1. **Complete and submit the [online admission form](#)** 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 MA in biomedicine program. Coursework from natural sciences and mathematics must have been completed within the last 5 years.
3. **Secure two letters of academic recommendation:** preferably one from a natural science professor from your most recent academic program; alternatively, one from a work supervisor is acceptable. 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 [ma-biomed@emu.edu](mailto:ma-biomed@emu.edu).

**4. Forward your most recent graduate standardized test results** (GRE, MCAT, DAT, OAT, PCAT, and/or VCAT) to EMU's MA in biomedicine program.

**5. Submit a brief essay** on why you wish to enroll in EMU's MA in biomedicine program, and what impact you believe the program will have on your career. Information regarding relevant volunteer or research work experiences in the health care field by the applicant can be included in the optional "other" essay section.

[Review EMU's Graduate School program policies](#)

#### Health History and Immunization Requirements for Enrollment

The university requires all graduate and seminary students enrolled on campus in nine (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.

#### Degree Requirements

##### MA in Biomedicine: Biomedical Science Concentration

Students who are service-oriented, compassionate, interested in health and human biology issues, and are academically competent can enter medical schools and become skilled health care professionals if they complete appropriate pre-requisite courses during their undergraduate years in college. Some students, who graduate with baccalaureate degrees in liberal arts, humanities, business, social work,

etc., later decide that they would like to go to medical school but lack the prerequisite coursework. Our postbaccalaureate biomedical program is designed to help those students realize their dream.

Currently, there is a shortage of health care professionals in most areas of the United States as well as internationally. During the next decade, the U.S. Department of Labor projects a growth of more than 25% in the health care industry (including family care physicians, physical therapists, pharmacists, etc), meaning more new jobs than most other industries.

Course Schedule (48 hours for MA)

[Biomedical Core Courses](#) (30 semester hours)  
*Natural Sciences (12 SH)*

BMC 551 Developmental Biology  
BMC 612 Human Anatomy  
BMC 561 Biochemistry  
*Another natural science course may be substituted for one of the above.*

*Cross Discipline (8 SH)*

BMC 613 Research Design & Statistics  
BMX 611 Biomedicine Faith & Ethics  
BMX 613 Behavioral & Social Science Principles

*Transdiscipline (10 SH)*

BMC 610 Interdisciplinary Seminar I  
BMC 611 Interdisciplinary Seminar II  
BMC 623 Research in Biomedicine  
BMC 598 Biomedicine Practicum  
BMX 603 Biomedical Cross Culture

*Biomedical Science Concentration (13 SH)*

*Courses in the science concentration may be substituted for students who have successfully completed the course as an undergraduate or to accommodate another course better suited for entrance into a program other than osteopathic*

or allopathic school.

BMC 562 Human Physiology  
BMC 572 Cognitive Psychology

*Please choose two of the following courses (6 SH) offered alternate years*

BMC 552 Cell Biology  
BMC 561 Immunology  
BMC 563 Molecular Genetics  
BMS 562 Neurobiology  
BMS 570 Medical Microbiology  
BMS 540 DRUGS: Discovery, Design, Action  
online/summer only

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

*Offered with adequate enrollment*

BMS 525 Medical Terminology  
BMS 531 Environmental Chemistry  
BMS 551 Conservation Biology  
BMS 552 Environmental Toxicology  
BMS 553 Sustainable Agriculture  
BMS 554 Natural History of the Shenandoah Valley  
BMS 555 Plant Ecophysiology  
BMS 556 Entomology  
BMS 557 Ecology & Field Biology  
+BMS 571 Abnormal Psychology  
BMS 573 Theories of Personality  
+BMS 574 Neuropsychology  
BMS 581 Analytical Chemistry  
BMS 582 Thermodynamics  
BMS 583 Quantum Mechanics  
BMS 680 Academic and Professional Writing  
+Recommended elective courses

Additional graduate level courses in education, business, counseling, Center for Justice and Peacebuilding, or seminary may be selected as electives.

#### Prerequisite Courses

Undergraduate science course program requirements (or equivalents)

For **full admission to graduate status**, students must have completed (35 SH):

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 general physics courses with laboratories (8 SH)

One mathematics course (Calculus) (3 SH)

#### MA in Biomedicine: Biomedical Teaching Concentration

This program provides preparation for a post-baccalaureate student to teach biomedical related courses in a community college or technical school. For this preparation, students typically select an academic emphasis such as biology, chemistry, or more broadly biomedicine and earn a minimum of 18 SH of graduate-level didactic and laboratory coursework, while completing a minimum of 15 SH of graduate education courses. Students who lack teaching experience are required to enroll in a teaching practicum (1-2 SH) during one of the academic sessions.

High school or junior high science teachers who are currently teaching can enroll in this track to enhance their teaching or their salary scale.

At many other graduate schools, the graduate coursework is focused on education or education administration courses without any courses in basic sciences. Our program uniquely provides both basic biology/chemistry graduate courses that enhance the teacher's ability to understand and teach new material such as molecular biology techniques as well as

selected educational pedagogy courses that promote effective teaching.

The MA in biomedical teaching program draws upon EMU's well-known [MA in education program](#) for the education pedagogy courses.

[Course schedule \(48 Course Hours\)](#)

[Biomedical Core Courses](#)

**(30 semester hours and 6 hours electives)**

*Natural Sciences (12 SH)*

*Another natural science laboratory course may replace of these three required courses.*

BMC 551 Developmental Biology  
BMC 612 Human Anatomy  
BMC 561 Biochemistry

*Cross Discipline (8 SH)*

BMC 613 Research Design & Statistics  
BMX 611 Biomedicine Faith & Ethics  
BMX 613 Behavioral & Social Science Principles

*Transdiscipline (10 SH)*

BMC 610 Interdisciplinary Seminar I  
BMC 611 Interdisciplinary Seminar II  
BMC 623 Research in Biomedicine  
BMC 598 Biomedical Practicum  
BMX 603 Biomedical Cross Culture

[Biomedical Teaching Concentration \(18 SH\)](#)

[Required Foundational Courses \(9 SH\)](#)

EDCC 501 Creating Cultures of Change  
EDCC 531 Social & Ethical Issues in Education

[Education Electives \(9 SH\)](#) *Select from the following:*

EDCI 511 Teaming and Collaboration  
EDCC 521 Peacebuilding and Conflict Resolution

EDDA 511 Teaching Diverse Learners  
EDSL 581 Language and Culture – online

\*EDCC 501 subject to an enrollment of at least six students.

[Prerequisite Courses](#)

Undergraduate science course program requirements (or equivalents)

For **full admission to graduate status**, students must have completed (27 SH):

Two general biology courses with laboratories (8 SH)  
Two general chemistry courses with laboratories (8 SH)  
One organic chemistry course with laboratory (4 SH)  
One general physics course with laboratory (4 SH)  
One mathematics course (calculus) (3 SH)

[Course Offerings](#)

Fall 2016

[BMC 551 Developmental Biology \(4 SH\)](#)

**August 30 – December 16, 2016**

**Instructor: Eva Pastalkova, PhD**

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. A research project and paper are required.

[BMC 561 Biochemistry Foundations \(3 SH\)](#)

**August 30- December 16, 2016**

**Instructor: Stephen Cessna, PhD**

A survey of structure-function relationships of biological molecules and systems. Emphasis is placed on enzymology, intermediary metabolism, and metabolic control. Laboratory focuses on protein chemistry and involves an extended independently guided research project in which students develop their own hypotheses and test them using the techniques learned early in the course. Three lecture periods and one lab per week.

*BMC 610 Interdisciplinary Seminar I (2 SH)*

**August 30- December 16, 2016**

**Instructors: Julia Halterman, PhD and Matthew Buchner, PhD**

This team-taught course involves a first orientation to the biomedicine program. Major discussion topics include library research techniques, technical writing practicums, creating an effective resume, survey of biomedicine-related careers, discovering biomedicine in the humanities, secular and religious approaches to bioethics, theologic themes in biomedicine, holistic healing, and complementary medicine.

*BMC 611 Interdisciplinary Seminar II (2 SH)*

**August 30 – December 16, 2016**

**Instructors: Carolyn Stauffer, PhD and Jan Emswiler, MPH**

This team-taught 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; strategies to effectively link leadership abilities with the social environment. Relational skills studied include: deep listening, empathic influence, compassionate communication, and the power of healing relationships. The course concludes with an emphasis on practicing professionalism as a future leader in the health field.

*BMS 501 Organic Chemistry I (4 SH)*

**August 30 – December 16, 2016**

**Instructor: Tara Kishbaugh, PhD**

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 511 Biomedical Physics I (4 SH)*

**August 30 – December 16, 2016**

**Instructor: Daniel King, PhD**

A course with a laboratory that surveys topics in classical physics including mechanics, vibrations, waves, thermodynamics, and fluid mechanics. Calculus based. (BMS 510 or equivalent is prerequisite)

*BMS 612 Human Gross and Microscopic Anatomy lecture (3 SH)*

**August 30 – December 16, 2016**

**Instructor: Greta Ann Herin, PhD**

Anatomical study of body systems using mammalian and human cadaver materials. Histological studies are correlated with the above anatomical studies. Laboratory work includes dissection, osteology, and microscopy. *Lab will be offered in the spring semester.*

*BMC 552 Cell Biology (3 SH)*

**August 30 – December 16, 2016**

**Instructor: Jeff Copeland, PhD**

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 understanding of cellular movements. 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. Two lecture periods and one extended lab per week.

*BMC 623 Research in Biomedicine (1 SH)*

**August 30 – December 16, 2016**

**Instructor: Julia Halterman, PhD**

Under the direction of a faculty member, this course guides a student through the process of library research. Each student selects a specific biomedicine-related topic and then researches primary and secondary literature to gain understanding and insight on their chosen topic. In addition to developing a mastery of the major components of the natural science aspect of the topic, the student is required to incorporate transdisciplinary elements of the topic that include social science, theology, and ethics. The outcome includes preparing an oral presentation and a review paper written in a CSE style. *This course is a continuation of library research conducted during the summer after the first year of course work.*

*BMS 571 Abnormal Psychology (3 SH)*

**August 30 – December 16, 2016**

**Instructor: TBD**

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.

*Spring 2017*

*BMC 562 Human Physiology (4 SH)*

**January 9 – April 28, 2017**

**Instructor: Eva Pastalkova, PhD**

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

*BMC 613 Biomedical Research Design & Statistics (2 SH)*

**January 9 – April 28, 2017**

**Instructor: Greg Koop, PhD**

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 (SPSS) 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 612 Human Anatomy lab (1 SH)*

**January 9- April 28, 2017**

**Instructor: Julia Halterman, PhD**

Anatomical study of body systems using mammalian and human cadaver materials. Histological studies are correlated with the

above anatomical studies. Laboratory work includes dissection, osteology, and microscopy.

*BMS 570 Medical Microbiology (3 SH)*

**January 9 – April 28, 2017**

**Instructor: Jeff Copeland, PhD**

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. Recitation section will pay particular emphasis on medically important bacteria and viruses and their associated diseases. Offered every other year.

*BMS 562 Neurobiology (3 SH)*

**January 9 – April 28, 2017**

**Instructor: Jeff Copeland, PhD**

This course explores the interdisciplinary field of neuroscience with an emphasis on the biology of the nervous system. It includes the structure of the nervous system, how neurons communicate electrically and chemically, sensory systems, motor systems, and the neural basis of behavior. Two lecture periods and two laboratory/recitation periods per week.

*BMS 572 Cognitive Psychology (3 SH)*

**January 9 – April 28, 2017**

**Instructor: Greg Koop, PhD**

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 502 Organic Chemistry II (4 SH)*

**January 9 – April 28, 2017**

**Instructor: Tara Kishbaugh, PhD**

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 512 Biomedical Physics II (4 SH)*

**January 9 – April 28, 2017**

**Instructor: Daniel King, PhD**

Continuation of BMS 511. Topics include electricity, magnetism, optics, and modern physics (relativity, atomic, nuclear, and quantum physics).

*BMX 613 Behavioral & Social Science Principles (3 SH)*

**January 9 – April 28, 2017**

**Instructor: Kim Brenneman, PhD**

An overview of the contribution of social and behavioral sciences to the understanding of the distribution, etiology, and solution of public health problems. Theoretical underpinnings of the most relevant explanation, planning, change, and evaluation theories will be

reviewed and illustrated with examples of the application of these models to health promotion and disease prevention with individuals, groups and communities. Basic principles from psychology, anthropology, sociology, and other social science disciplines are analyzed in relation to the causes, consequences and control measures for public health problems.

*BMX 611 Biomedicine, Faith & Ethics (3 SH)*

**January 9 – April 28, 2017**

**Instructors: Christian Early, PhD and Eva Pastalkova, PhD**

This team-taught 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.

[Academic policies](#)

[http://emu.edu/ma-biomed/current/2016-17\\_MA\\_in\\_Biomed\\_program\\_policies.pdf](http://emu.edu/ma-biomed/current/2016-17_MA_in_Biomed_program_policies.pdf)

# MA in Conflict Transformation

## About

The master's program in conflict transformation prepares students to creatively work for long-term sustained, structural change, whether in an organization or community or on a large-scale level. The program is practice-oriented; faculty come from the field and the student body is made up of peacebuilding practitioners from around the world.

Students may choose to focus their studies on restorative justice; psychosocial trauma; strategic peacebuilding; community development; or organizational leadership. Students may also choose to create a unique specialization. Students engage in local, mentored practice throughout the program; with faculty and staff support, students work in the local community to develop their skills in concrete ways while addressing key justice issues in the Shenandoah Valley. All students are encouraged to develop a portfolio of practice highlighting skills, research and publications.

## Application and Admission

In order to be considered for admission into the graduate program, you'll need to submit the following:

- A completed [application form](#). *This is a two-part form that includes an admissions essay\* (1000-1200 word requirement for the MA and 500 word requirement for a Graduate Certificate) and submission of a resume or curriculum vitae. Part 1 of the application must be submitted first. If*

*completed, access part 2 of the application [here](#).*

- Application fee of \$50 (U.S.). Can be paid online through [CashNet](#). (International payments can be made using [Flywire](#).) Cash and check are also accepted.
- Official transcripts from each college or university attended.
- Three references (including one academic and one professional). *Only two letters required when applying for a graduate certificate. **Download the letter of recommendation form [here](#).***

## International Applicants

- Submit a scanned copy of your passport ID page with your application.
- Applicants whose native language is not English must 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)
- A financial certificate demonstrating the student's ability to pay is required after admission in order for the program to issue a student visa application (I-20 form).
- After you are admitted and have your visa, fill out the [International Student arrival form](#) if you would like assistance with transportation to campus from the airport. *This service is available only in August at the start of the program.*

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

\*An arts-based option is accepted in lieu of the essay. Contact [ctprogram@emu.edu](mailto:ctprogram@emu.edu) for more details.

\*Reference forms must be submitted directly from the references and can be emailed to [ctprogram@emu.edu](mailto:ctprogram@emu.edu) or mailed to the Center for Justice & Peacebuilding, 1200 Park Rd., Harrisonburg, VA 22802, USA.

### Guidelines and Requirements

Applicants must have an undergraduate degree, preferably in the social sciences. Preference is given to those with at least two years of experience in mediation, community development or relief work, advocacy, restorative justice, working with traumatized populations or related areas.

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 makes a 3.0 GPA in his or her first semester of studies, the student's probation status is removed and he or she is considered fully admitted.

**Deadlines for admission:** Those wishing to start the program in the fall semester, as well as those wishing to be considered for some financial assistance should apply no later than February 15. After this date, applications will be reviewed on a rolling basis as long as there is space in the program. Submissions will not be reviewed until the application is complete.

If you have any questions, please contact Sarah Roth Shank via [email](#) or by calling 540-432-4689.

### Degree Requirements

The Master of Arts in Conflict Transformation is awarded upon successful completion of 45 semester hours. This includes a 15 credit

required core, a fall or spring practitioner skills assessment course, courses taken towards a specialization, 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. All students are required to spend at least one spring semester (January-April) on campus.

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

### Core Requirements

#### Master of Arts

[PAX 534 Foundations for Justice & Peacebuilding I](#) (6 credits)

[PAX 634 Foundations for Justice & Peacebuilding II](#) (6 credits)

(see [policy](#) for limited-residency students satisfying Foundations I)

[PAX 535 Research Methods for Social Change](#) (3 credits)+

(Prior to summer 2016, graduate students chose from a menu of research options)

Practitioner skills courses (Choose at least one):

- [Mediation & Negotiation](#) (3 credits)
- [Restorative Justice Practices](#) (3 credits)
- [Transforming Trauma](#) (3 credits)
- [Facilitation: Process Design & Skills for Dialogue, Deliberation & Decision-making](#) (3 credits)

[Practicum](#) (6-9 credit hours)

## Calendar

### Fall Semester 2016

#### August

- 24-26 – Graduate New Student Orientation
- 29 – Advising for new students and registration
- 30 – CJP FALL SEMESTER CLASSES BEGIN
- 31 – EMU Graduate student picnic

#### September

- 3 – Ropes Course (required for all Foundations I students)
- 3 – All-CJP potluck in Keezletown
- 17 – Ropes Course rain date
- 17 – Potluck rain date

#### October

- 8 – Writing workshop (required for all Foundations I students)
- 21 – Mid-Semester Recess begins at 5:30pm
- 26 – Classes resume at 8am

#### November

- 22 – Thanksgiving Recess begins at 5pm
- 28 – Classes resume at 8am

#### December

- 16 – Last day of CJP classes (and final day of the semester)

### Spring Semester 2017

#### January

- 9-13 – STAR Level I training (Transforming Trauma class begins)
- 16 – All other CJP SPRING SEMESTER CLASSES BEGIN

#### March

- 3 – Mid-Semester Recess begins at 5:30pm
- 13 – Classes resume at 8am

#### April

- 13 – Easter Recess begins at 5pm
- 18 – Classes resume at 8am
- 28 – Last day of CJP classes (and final day of the semester)
- 30 – EMU Annual Commencement/CJP Graduation Celebration

### Summer Peacebuilding Institute 2017 May 8 – June 16

Go to [SPI page](#) for course offerings and additional details

## Courses

Current CJP Fall or Spring courses (unless noted as an SPI offering)

### *PAX 516 – Program Evaluation Through Qualitative Methods*

Credit hours: 3

This course is designed to help students understand the basics of qualitative research, arts-based research, and program evaluation. Sociological and anthropological approaches will provide the theoretical and philosophical background for our work, but the focus will be on practical applications of arts-based and traditional qualitative methodology in evaluation. Students will practice conducting structured and semi-structured interviews, focus group interviews, coding interview transcripts, and will practice designing an evaluation: 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 entirely focus on either research or evaluation.

The course format is participatory, experiential and adaptive. Students will conduct an actual professional evaluation of a specific intervention that is nested in 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/team 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.

*Prerequisite for CJP graduate students: PAX 535 Research Methods for Social Change.*

This course includes upper level undergraduate students.

*PAX 532 – Formation for Peacebuilding Practice*  
Credit hours: 3

When we feel called to work for peace and social justice, we are the instrument of the work. Therefore, we need to cultivate our ability to engage conflict and injustice with compassion and clarity. This course explores various competencies needed for the vocational call of working for peace and social justice. Participants will strengthen their abilities to listen and communicate, create and maintain healthy boundaries, recognize and promote diversity and equity, lead from their vision and values, and engage people in dialogue and decision-making. We will also survey a range of roles and domains for conflict transformation and social change such as mediation, negotiation, and arts-based peacebuilding.

Course participants will gain a deeper understanding of self as person, practitioner, and leader as well as a menu of personal skills and processes for integrating analysis, theory

and practice within an assets-based approach to social change.

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

*PAX 533 – Analysis: Understanding Conflict*  
Credit hours: 3

This course focuses on the analysis of conflict and violence as the foundation for designing strategies for peacebuilding and conflict prevention and is taught during our annual Summer Peacebuilding Institute [www.emu.edu/cjp/spi/](http://www.emu.edu/cjp/spi/). Participants will learn a variety of tools to “map” and describe the nature and dynamics of conflict. Drawing from broad interdisciplinary theoretical bases, the course focuses on human needs theory as a central framework for examining the complex causes of conflict, crime, and violence. Participants will explore the role of group and individual identity; respect and the role of shame and humiliation in the cycle of violence; security and the role of attachment; and the impact of structural violence on other forms of conflict. Participants will practice power analysis, cultural analysis, and psychological analysis of conflict. Participants will develop their ability to “see” and describe conflict from different perspectives.

*PAX 534 – Foundations for Justice & Peacebuilding I*  
Credit hours: 6

Foundations I and II give a comprehensive overview of peacebuilding practice and its multi-disciplinary, multi-level aspects. This course (Foundations I) addresses personal, interpersonal, small group, and organizational-level transformation through research, analysis, theory and practice. Foundations II similarly focuses on communal and societal levels of transformation. Throughout the two courses, you will be required to learn and integrate critical self-assessment, 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.

This Foundations I course is constructed to assist you to integrate all three of these vital elements – theory, analysis and practice – into your peacebuilding practice. You will be introduced to the literature and theory of the field; explore conflict transformation from an individual, interpersonal and organizational level; consider the dynamics of conflict and experience the practice of peacebuilding through reading and discussions, intensive teamwork, interactive case study, role-plays, and simulated practice lab exercises.

Skills competencies are emphasized in the areas of self-awareness, team-building, conflict analysis and assessment, communication, and strategies for intervention in interpersonal, intra-and intergroup conflicts. Mediation, negotiation, facilitation, nonviolence strategies and other transformative processes are introduced as peacebuilding practices. This course employs the action-reflection learning cycle as the undergirding educational framework throughout the semester.

*PAX 535 – Research Methods for Social Change*  
Credit hours: 3

Leaders of peacebuilding, justice building and social change programs and projects require more sophisticated knowledge of research methods than they did even five years ago. We have always focused on DOING research projects with students, but they now require greater ability to design and justify research projects as part of their work. This course opts for qualitative methods, because those are used more often in the field than quantitative methods. In addition, this course will introduce you to quantitative and mixed methods research so that you may be able to better read, interpret, and/or design appropriate studies

depending on their aim. This course is required for all MA students. 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.

*PAX 540 – STAR Level I*  
Credit hours: 2

This course presents an integrated theoretical and training approach to the trauma, conflict, and violence caused by nature, human beings, or societal institutions and structures. Research and experience demonstrate that unaddressed trauma often leads to conflict and violence against self or others as traumatized people act out against others or become self-destructive. STAR combines theory with experiential learning to increase awareness of the impact of trauma on the body, brain, emotions, spirit and relationships. The course offers tools for addressing trauma and breaking the cycles of violence. The STAR multidisciplinary framework draws on the fields of neurobiology, restorative justice, trauma healing, conflict transformation, and spirituality for building healthy, resilient individuals and communities. The theoretical and practical focus of the course provides a model to understand and interrupt cycles of violence at the individual, communal and societal levels.

*PAX 541 – Transforming Trauma: Individual and Collective Approaches*  
Credit hours: 3

This course offers students the unique opportunity of combining STAR with practical approaches to engaging trauma both individually and collectively. Students will participate in STAR during their first week of the course where they will learn tools for addressing trauma and breaking the cycles of violence. The STAR multidisciplinary framework draws on findings from the fields of neurobiology, restorative justice, trauma

healing, conflict transformation, and spirituality for building healthy, resilient individuals and communities. These course topics will then be applied and practiced throughout the semester as students engage basic counseling and practical intervention skills in working with trauma. This course will meet for STAR- January 11-15 in Strite Auditorium and twice a month on Tuesdays, 8:45-11:45 a.m. in Sem 003. Course sessions following STAR will focus on developing skills for working with trauma in a variety of contexts. Course evaluation will be based on class participation, readings, and assignments.

### *PAX 571 – Restorative Justice*

**Credit hours: 3**

This course provides a critical examination of the values, principles, and practices of restorative justice. It provides a unique opportunity to explore both the promise and the challenge of the restorative justice field in various contexts and from various perspectives. Our primary starting point is the U.S. criminal legal system and the problems posed by its dominant responses to crime and violence. We examine how restorative justice presents an alternative 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.

This fall 2016 we are offering an online section of this course: This section of Restorative Justice meets asynchronously via Moodle. Optional synchronous sessions take place Wednesdays from 1 – 3 pm. EST using the Zoom platform: September 7 and 21, October 5 and 19, November 2, 16, and 30. During this time, students will bring issues and questions to the instructor and other course members for critical

discussion. Sessions will be recorded and posted online for access by any student in the course.

### *PAX 585 – International Development*

**Credit hours: 3**

The goal of this course is to expose participants to some of the issues, dilemmas, and strategies in international development. This course will approach the phenomenon of development in its broadest sense as the study of change, with attention to global justice and equity, rather than in its narrow conceptualization as technical interventions in social worlds. In this respect, we will work to cultivate an intellectual space investigating alternative ways of seeing and being in the world. The course is roughly structured into two sections: intellectual history and contemporary issues. In the first section, participants will be exposed to an overview of the history, players and competing philosophies in the development field. A set of theoretical frameworks for analyzing and designing international development projects will be presented including an exploration of embedded assumptions and best practices for each framework. In the second section, participants will study contemporary issues within the development field and the implications for future directions. The course is primarily run in a seminar discussion format, and guest speakers as well as class participants will be invited to share their own stories from the fields of community and international development and peacebuilding.

This course includes upper level undergraduate students.

### *PAX 588 – Nonviolent Mobilization for Social Change*

**Credit hours: 3**

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 courses 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 with an emphasis on theories for policy change. Throughout the course, participants will have a choice to engage in a variety of assignments including reading reflections, presentations on nonviolence and religion, letter writing, applying nonviolent frameworks to real-life case scenarios and analysis of policy reports. A weekend trip to Washington DC to participate in the advocacy training and lobbying meetings with government representatives will be built into the learning experience.

#### *PAX 590 – Peacebuilding & Public Policymaking*

**Credit hours: 3**

This course is designed to develop participants' understanding and skills for effectively influencing policymaking processes on peacebuilding issues. We will explore policymaking within local, national and international contexts. Moving from an exploration of “what is governance” and “what is policy” and their relevance to peacebuilding, we will learn basic approaches for policy analysis and policy formation. We will map the diverse actors involved in policymaking and assess factors that influence their decisions. We will explore strategies to influence policy development—including advocacy, public campaigning and policy dialogue—and practice key skills for effective engagement, including crafting policy briefs and advocacy

communication. Students will have the opportunity to give specific attention to their chosen area of specialization with course work geared to applying what is being learned. Participants will choose a key issue of interest to them and will critique existing policy, identify and advocate alternatives, and develop materials to support their case.

#### *PAX 601 – Mediation and Negotiation*

**Credit hours: 3**

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 students this is a skills assessment course. Each student will be evaluated by the instructor and by class peers for competency in mediation & negotiation skills.

#### *PAX 610 – Facilitation: Process Design & Skills for Dialogue, Deliberation & Decision-Making*

**Credit hours: 3**

This course is designed to develop participants' capacities as skillful facilitators and to enable them to design and conduct 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 a prerequisite. This class qualifies as a skills assessment course for the CJP MA degree.

*PAX 615 – Leading Organizational Change*  
Credit hours: 3

Whether for-profit, not-for-profit, or governmental, every organization based anywhere in the world today exists in a rapidly changing set of environments. Organizations

that fail to adapt to these changes face decline and eventual death. But organizations that lurch reactively from crisis to crisis are equally vulnerable to being selected out. What is most 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 will be 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.

*This is one of four 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 I & II unless otherwise 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 the Foundations I course (offered by CJP) OR the Organizational Behavior course (offered by EMU's MBA program).*

*PAX 617 – War-to-Peace Transitions: Systemic Peacebuilding*  
Credit hours: 3

This course will address many of the dilemmas in developing and sustaining processes to end armed conflict and make the transition to durable peace and more inclusive states and societies. We will deepen our understanding of key challenges and opportunities, risks and

resources typically operating in these conflict systems, exploring leverage points for justice and peacebuilding interventions.

We will explore some of the characteristics of war and protracted organized violence in the 21st century, seeking to identify the strategic implications. We will learn about how people have worked to increase civilian protection, engage with armed groups, promote confidence building, identify comprehensive agendas for transforming conflict. We will study the 'design' of processes aimed at ending fighting and creating the frameworks for peaceful settlement, with special attention to processes that enable public participation in political negotiations. We will explore dilemmas, principles and comparative experiences in fostering transitional justice – including retributive, redistributive and restorative models – and promoting reconciliation. We will use case studies, group exercises, simulations and discussion of specific dilemmas participants have encountered in their own work / context. Each participant will choose a specific context and, through a range of class assignments, will develop elements of a strategic framework for supporting transitional processes in that context.

*This is one of four Seminar courses that are geared primarily to second year graduate students in the Center for Justice and Peacebuilding. They require that a student have taken Foundations I & II unless otherwise 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.*

## *PAX 634 – Foundations for Justice & Peacebuilding II*

Credit hours: 6

Foundations I and II give a comprehensive overview of peacebuilding practice and its multi-disciplinary, multi-level aspects. Foundations I centered on personal, interpersonal, small group and organizational transformation analysis, theory and practice. Foundations II focuses on communal, societal and global processes of transformation. Throughout the two courses, you will be required to understand and integrate ethical application of theory, technical utilization of analysis tools, and systematic process of planning and implementation for practice interventions across a myriad of sectors in society.

In this course, 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. 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). 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 difficult projects, researching strategies and moving from analyzing a situation of injustice or conflict to designing and preparing to implement an intervention for that situation.

*PAX 669 – Psychosocial Trauma, Identity and Dignity*

Credit hours: 3

The course will examine psychosocial trauma and well-being within a dynamic peacebuilding framework, addressing the causes of traumatic events and individual, group and social responses to these events. A thorough overview of the complexity of trauma and related psychosocial factors will be addressed in regard to war and other complex situations of violence, as well as the related, though different, psychosocial trauma issues of natural disaster. Identity and dignity will be examined as ways of understanding their roles in the creation of conflict and trauma; and how they might be used in transformational peacebuilding processes. In this regard, individual and community assets and resilience will be studied as further means of transforming trauma and enhancing psychosocial well-being after complex violence and disaster situations. Self-care connected to Compassion Fatigue and Burnout of those working with traumatized persons will be another important component of the course. Through various research methods, case studies, personal narratives and group work, participants will begin the integration of the analytical, theoretical and practical components of the course in order to see how they might be applied to their own contexts and/or to the many sectors of the peacebuilding field.

*This is one of four Seminar courses that are geared primarily to second year graduate students in the Center for Justice & Peacebuilding. They require that a student have taken Foundations I & II unless otherwise 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.*

*PAX 672 – Circle Processes*

Credit hours: 1

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.

*PAX 673 – Independent Study*

Credit hours: 1-3

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).

*PAX 676 – Restorative Justice Practices*

Credit hours: 3

Restorative Justice is a practice-based discipline. 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, FGC, Circles, RJ in the workplace, schools, prisons, religious institutions, community gang and public violence, transforming historical harms, and applications 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 our practice.

For CJP MA students this satisfies the skills assessment course requirement. In order to take this course, students need to have taken PAX 571 Restorative Justice or receive special instructor permission to register.

### *PAX 677 – Restorative Justice & Whole Systems Approaches*

*Credit hours: 3*

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 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 another "social service reform." However, if we understand it as a "social 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 justice systems shifts. Through intensive reading, structured debates, tailor-made research on critical and frontier RJ issues, and interaction with leaders

in the Field, we will explore whole system applications of RJ in urban/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 II, along with the work around Human Systems Dynamics (HSD) – [www.hsdsinstitute.org/](http://www.hsdsinstitute.org/) 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
- Coalition building, social mobilization, and social movement theory & practice
- Systemic inputs & outputs, and
- Structural Information & Communication feedback loops.

The course is facilitated in a seminar format using circle process, reading summaries, 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 four Seminar courses that are geared primarily to second year graduate students in the Center for Justice & Peacebuilding. They require that a student have taken Foundations I & II unless otherwise 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 advanced seminar, students will be required to have completed either the Foundations I & II courses (offered by CJP) OR for MAED students either PAX 571 or PAX 676.*

## Academic Policies

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

### Advisors

When a faculty member goes on sabbatical or is otherwise absent for part/all of the academic year, the Academic Director will assume advising responsibilities in their absence unless alternate arrangements have been made. In the case of certain specialized Graduate Certificate programs where mentors are used no academic advisor will be assigned. Refer to the graduate program policy on "Advising" for additional related information.

### Class participation and absences

Students should be aware of the importance of regular class attendance, particularly in the case of CJP classes that meet weekly or over several weekends. 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 of respect for the learning process, fellow students and faculty. Refer to the graduate program policy on "Class Attendance" for related information.

## Course extensions, incompletes and continued coursework

### Course extensions

For fall and spring semesters, all coursework is due by the end of the semester. For SPI classes, all course work (for non-degree or part-time students or students doing the graduate program through SPI) 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 W under unusual circumstances and with the approval of the Program Director).

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 for the course work.

Follow these procedures if you need to request an extension for a fall, spring or summer course.

Send an email to the instructor of the course, your academic advisor 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: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks, unless special arrangements have been agreed upon, any outstanding coursework will be reduced by ½ letter grade. 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 CJP Program Director, 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 and a copy to the Academic Program Coordinator at least one week before the end of the first extension. A student is encouraged to use this only when absolutely necessary.

\*Request the policy "Analysis and Practice substitute for Limited-Residency MA students" for deadlines for these students.

### *Grading*

In cases where students receive extensions for fall and spring courses, instructors are expected to do everything possible to turn in grades 1 month after all coursework has been submitted to them – if this will not be possible they will let the student know (and the Academic Program Coordinator) when to expect the grade and feedback. For all summer coursework, grades should be submitted and feedback to students

within a month of the course completion deadline.

### *Registration*

If a student has outstanding coursework this may impact his/her registration in future terms. Prior to registering a student the CJP 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. This will provide an opportunity to discuss their plans for completion of outstanding coursework. Also, as the deadline for an Incomplete approaches, the CJP Academic Program Coordinator will inform the student, with a copy to the instructor, of the upcoming deadline and of the consequences if work is not completed.

### *Courses for reduced credit hours*

Students are welcome to take non-core classes for reduced credit hours with permission of the instructor. However, a student is only permitted to take 1 course per semester for reduced hours and no more than 3 during the student's program. 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 SPI courses cannot be taken for 1 credit hour. Please 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 the 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 2 SPI courses (5-6 SH) if they plan to return full-time in the fall semester (only 1

course is recommended for students who plan to do an internship/work over the summer or extensive travel).

#### Directed/Independent study coursework

MA students may take up to 2 directed or independent study courses (up to 6 SH) during their course of study and Graduate Certificate/GC students may take 1. For GC students 3 out of the 15 SH can come either from a directed or independent study or a course taken outside the CJP program. Approval for these credits to be used towards the MA or GC is given by the student's academic advisor. Refer to "Transfer credit" policy for additional related information. Please note that the normal expectation is that no more than 6 credits for an MA student would come from outside normal CJP coursework (with a maximum of 12 being accepted) unless the student is doing a Certificate or Masters program with another EMU program and bringing in up to 12 credits from that program.

#### 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. The expectation is that while a student is enrolled in the program, they will be responsible for the material sent to their EMU email address. That address is seen as the primary mode of communication with students. Programmatic information, including information regarding course expectations and deadlines, registration for classes, and community events are circulated to students via email. Students are welcome to forward their EMU emails to an alternate address or change their subscriptions to mass EMU email listserves (see <https://mail.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 CJP academic program coordinator and academic advisor. This request will then be processed with the academic director and a decision 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 on "Time limits for completing degree requirements" for additional related information.

#### Non-degree seeking students

Non-degree seeking students may enroll to take fall or spring classes for graduate credit when there is room in a class and with permission of the instructor. For non-degree seeking SPI students, permission to take the courses will be granted by the Academic Director. Persons who are not currently degree-seeking students wishing to take CJP courses, will be asked to submit the request to the CJP Academic Program Coordinator, including information on what class(es) they wish to take and the reason for wanting to take the class. If permission is granted to take the class, the student will be asked to fill out a one page registration form to complete the registration process. Full preparation for the class and fulfillment of all course requirements is required, in addition to regular attendance and participation. Guidelines for each class for those students taking courses for academic credit will be outlined in the syllabus for the course.

## Pass/Fail courses

For certain CJP 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. However, for the practicum (required of all MA students) and some courses, this type of evaluation is less appropriate. For example, while a faculty member supervises the practicum student, a practicum is usually accomplished by working with another organization or program outside our community, making a nuanced evaluation difficult.

## Students switching MA to Graduate Certificate or Graduate Certificate to MA

In certain cases a student pursuing an MA at CJP may choose to only finish the Certificate. In this case, they are asked to submit their plans in writing to the Academic Program Coordinator and to their academic advisor. In the case where a student is enrolled in the Certificate program and wants to move to the MA program, they need to follow these procedures:

1. 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 MA curriculum as it is when they are admitted into the full MA program (not what it was when they began their Certificate studies).

## Transfer Credit

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

Traditionally, a maximum of 6 credit hours may be applied to the degree. Additional credits 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.

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.

# MA in Counseling

## About

The MA in counseling program strives to achieve the **highest standards of training** for clinical mental health counselors emphasizing **professionalism, counselor identity formation, reflective self-awareness** and 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](#). 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](#) Clinical Community 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 was designed to accommodate even the busiest schedule.

Program highlights include:

- **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

## Application

Application packets are available from the Master of Arts in Counseling office. Contact graduate admissions for more information, 800-710-7871. A complete application should contain:

1. A completed Master of Arts in Counseling [application](#)
2. A non-refundable **application fee** of \$50.00.
3. [Official transcripts](#) from each college or university attended.
4. Three [letters of reference](#) (at least two of which must be academic).

5. **Statement of purpose** : write a narrative (1-3 pages) that describes your:
  1. academic/research interest and professional goals
  2. volunteer and professional experiences
  3. life experiences that have influenced your view of compassionate service and social justice.
6. **In addition to the requirements above, international applicants should submit the following information:**
  1. Nationality and country of birth (international applicants currently residing in the United States must indicate status with the U.S. Citizenship and Immigration Services)
  2. A completed International Student Sponsor Agreement. Please contact Amanda Williams at 540-432-4243 or amanda.k.williams@emu.edu for form and current costs.
7. **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 compares 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).

#### **Admissions timeline 2017**

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

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.

#### Degree requirements

##### MAC Curriculum and Course Information

**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.

*\*\*The Clinical Mental Health Counseling program at Eastern Mennonite University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The accreditation runs through October 31, 2017. (Note: The Clinical Mental Health Counseling program is currently accredited under the 2001 standards for Community Counseling programs as a Community Counseling program. The CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs. The counseling program intends to seek accreditation for this program as a Clinical Mental Health Counseling program when it comes up for reaccreditation, per CACREP guidelines.)*

#### 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, will have obtained satisfactory internship references, met program assessment criteria for competency, and obtained the formal approval of the faculty for graduation.

### Curriculum Details

**Full-time students should be able to complete the program in two years** (the equivalent of five semesters of full time study, [two year curriculum plan](#)). However, many find a [three year curriculum plan](#) helpful to integrative learning.

\*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 Schedules

- [Fall 2016 Course Schedule](#)
- [Spring 2017 Course Schedule](#)
- Summer 2017 Course Schedule Coming Soon

### Course Descriptions

#### *COUN 507 Professional Identity, Function & Ethics 3SH*

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.

#### *COUN 508 Counseling Techniques 3SH*

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.

#### *COUN 517 Human Growth and Developmental 3SH*

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.

#### *COUN 518 Integrated Counseling Process 3SH*

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 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.

### *COUN 527 Psychopathology 3SH*

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.

### *COUN 528 Practicum 3SH*

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.

### *COUN 537 Counseling Research and Program Evaluation 3SH*

A review of the research methods used in counseling. Included are experiences in searching research literature databases, understanding basic statistics and using statistical software, planning research, and communicating research findings. Includes a *community action project*, implementing and

assessing a prevention project, an advocacy project, or a counseling outreach project. A written paper and presentation of the community action project is presented to faculty and peers in a spring semester conference.

### *COUN 538 Skill Development 1SH*

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 542 Psychology of Religious Experience 3SH*

This seminar style course entails an exploration of religious/spiritual/faith experience from the perspective of psychological realities and insights. Both classical and contemporary material in the field of the psychology of religion will be utilized in this exploration. Students will have an opportunity to reflect on their own religious/faith/spiritual experience as well as that of others. Both individual and corporate dimensions of religious/spiritual/faith experience will be analyzed.

### *COUN 547 Counseling Theories 3SH*

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.

### *COUN 557 Assessment and Evaluation Procedures 3SH*

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 3SH*

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.

### *COUN 577 Spirituality & Religion in Counseling 1SH*

This course is focused on an exploration of spirituality and religion in counseling. The spiritual dimensions of counseling involve ethical practice in a context of multicultural and pluralistic trends that support diversity of religious beliefs. We work at the integration of the ethical vision of the counseling profession and the Anabaptist vision of offering healing and hope in our diverse world, actualizing the values of Christian discipleship, community,

service, and peacebuilding. We will examine how counseling praxis informs our spirituality and our religious commitments. Students will be expected to address these issues of integration from their own experience of spirituality and their own religious tradition.

### *COUN 587 Crisis Counseling 3SH*

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 3SH*

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.

*COUN 617 Counseling Children and Adolescents  
1SH*

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.

*COUN 618 Transforming Trauma with Couples  
and Families 3SH*

This seminar course is offered in the last semester of student training in conjunction with internship. It provides an opportunity to integrate academic and applied learning in a consultation conversation with peers and all full-time faculty. Various counseling topics will be addressed emphasizing counselor identity, professionalism and ethics. This unique context provides a bridge between academic training and professional life.

*COUN 627 Marriage and Family Counseling 3SH*

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.

*COUN 628 Advanced Diagnosis & Treatment  
Planning 3SH*

The primary focus of this course is on the supervision of the student's practical work in assessment, diagnosis, and intervention. Designed for the beginning to intermediate intern, this course enters the student into intensive learning and supervision with regard to diagnostics, the counseling relationship, counseling theory and style, and advanced skill training. Emphasis will be upon developing a conceptual framework that enlightens treatment, and is consistent with diagnosis and the student's theory of personality development and change.

*COUN 637 Career Development 3SH*

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.

*COUN 677 Independent Studies Arr.*

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 2SH*

This course is an experiential introduction to the creative process in counseling. Participants will be invited to explore the literal and figurative context in which creativity emerges, 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. Instructor will be drawing on a range of literature and clinical practice.

### *COUN 689/690 Internship 3SH*

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.

### *COUN 697 Addictions Counseling 3SH*

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.

### *PAX 533 Analysis: Understanding Conflict 3 (program elective)*

This course will provide a broad introduction to the field of conflict transformation. We will be reviewing skills and concepts for responding to conflict in a variety of settings. Through readings, lecture, class discussion, and papers the course will develop awareness of individual styles of responding to conflict and increase personal skills for responding effectively to others in situations of interpersonal conflict. The student will become familiar with the basic literature available in the field and the particular understanding of conflict transformation found at the Center for Justice and Peacebuilding (CJP). In today's world the skills developed are instrumental for peacebuilding venues of many types.

[http://emu.edu/graduate-counseling/handbook/Website\\_Program\\_Calendar.pdf](http://emu.edu/graduate-counseling/handbook/Website_Program_Calendar.pdf)

[http://emu.edu/graduate-counseling/handbook/2\\_year\\_Curriculum\\_plan.pdf](http://emu.edu/graduate-counseling/handbook/2_year_Curriculum_plan.pdf)

[http://emu.edu/graduate-counseling/handbook/3\\_year\\_curriculum\\_plan.pdf](http://emu.edu/graduate-counseling/handbook/3_year_curriculum_plan.pdf)

## Academic Policies

### Philosophy

The curriculum for the Master of Arts in Counseling degree encompasses a wide diversity of experiences, values, and perspectives. The curriculum is much more than

the courses offered. It includes the advising and supervision processes, which are deeply concerned with the character and ethical identity of the counselor-in-training, and the initiation into an ethical community of practitioners. It includes peer resourcing and peer collaboration, fostered in daily collaborative work and student membership in professional organizations such as the American Counseling Association and the Virginia Counseling Association. The curriculum connects students to the broader community in many ways, including most importantly, the practicum and internship counseling placements. Finally, the curriculum includes more than these structured components in giving expression to nothing less than the character and practices of our total life together as a counselor mentoring community.

The counseling curriculum seeks to model self-aware counseling practice informed by empirically validated assessment and intervention strategies. In extensive practice opportunities in various community counseling placements our goal is to model and promote self-reflective practice by utilizing multiple levels of supervision and feedback. The content courses in the curriculum work diligently to help students understand and become intelligent utilizers of counseling research. We work constantly to find new ways to bring research and practice into productive dialog.

While the counseling curriculum takes seriously the importance of shared counseling language and generalizable theoretical orientations, we teach and model our belief in the sacredness of individual lives. We seek to help students uncover and develop their own special and unique gifts. Embedded throughout the curriculum is an emphasis on the particularity of clients' personal, family and cultural identities. We teach systems perspectives, which honor unique identities at every level, from personality to family to culture, religion, and nationality. We strive to genuinely integrate multicultural understanding and experiences

across the entire structured and non-structured curriculum.

The curriculum is firmly situated in the broader context of the Mennonite faith tradition. This tradition sensitizes us to an ethic of mutual caring and community building that emphasizes both individual adjustment and just social structures. This orientation applies equally to clients and their life contexts, and to counselors' personal identities and the ethical aspirations of their profession.

### Counselor Formation

Counselor formation is the process of internalizing a professional counselor identity. Counselor formation refers to both inner and outer development, being inclusive of development in self-awareness and maturity in articulating personal identity as well as adequate ability in meeting professional standards in counseling and an organized and articulate reflection on ones own approach to counseling.

The performance of the student through this counselor formation process forms the basis on which the faculty assesses the level of character and competency required for admission to internship and nomination for graduation. These expectations are further defined in the following list of over-arching student objectives.

### Program Objectives

Four overarching objectives guide our program training. A graduate of the Eastern Mennonite University Master of Arts in Counseling program will:

1. Be prepared academically and possess the requisite clinical and professional skills to begin work as Resident in Counseling (the name given to the graduate completing supervision hours before licensure) toward professional counseling licensure;

2. Meet program expectations in the areas of professional responsibility, theoretical and procedural knowledge, and personal and professional development; be an informed member of the relevant professional organization(s);
3. Utilize self-examination and supervision effectively to improve counseling effectiveness; and
4. Have internalized and be able to articulate an effective and theoretically grounded clinical mental health counselor identity; convey effective ways to take care of themselves in this difficult work, experiencing joy and a sense of purpose in their counseling calling.

### Clinical Mental Health Counseling

The Clinical Mental Health Counseling program at Eastern Mennonite University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The accreditation runs through October 31, 2017. (Note: The Clinical Mental Health Counseling program is currently accredited under the 2001 standards for Community Counseling programs as a Community Counseling program. The CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs. The counseling program intends to seek accreditation for this program as a Clinical Mental Health Counseling program when it comes up for reaccreditation, per CACREP guidelines.)

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) is the national accrediting body for professional counseling. To be accredited a program must demonstrate high standards in a wide variety of programmatic areas. [www.cacrep.org](http://www.cacrep.org)

### Coursework

The content of the counseling coursework is largely structured through the standards of the Commonwealth of Virginia and CACREP. Copies of the Virginia standards are kept in the main office and may be obtained through the administrative assistant. CACREP standards can be found on their web site ( [www.cacrep.org](http://www.cacrep.org) ). The CACREP standards in particular help to standardize educational requirements across states, so that degree work should meet educational requirements for professional counselors in most states. There are differences among states, however, that the student should carefully research if they plan to work in another state.

Curriculum plans may be found in this handbook. For students doing the degree in two years, very little to no deviation from these plans is possible. The two-year program is very demanding: students planning a two-year program should have the financial resources to permit full-time study, and have a high degree of emotional maturity. Students extending their studies to three or more years should work with a faculty advisor to plan a personalized course of study. 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.

The [rating sheet](#) is the way course requirements and grades are documented within the program. The Rating Sheet is a helpful way to review curriculum course requirements and current status. The Administrative Assistant keeps each student's Rating Sheet up to date, and copies are placed in the student's departmental file.

### Endorsement and Recommendation Policy

The Eastern Mennonite University M.A. in Counseling program will only recommend and/or endorse students and graduates for

employment or credentialing for positions for which they were trained.

Program endorsement for LPC licensure in any state will be granted only upon full completion of the M.A. in Counseling degree. The program will assist the graduate with the licensure application process and complete paperwork certifying satisfactory completion of the practicum and internship experiences required for licensure.

The program will recommend for counseling related employment in counseling agencies those qualified students, who, as part of their practicum or internship placements, have followed all the procedures for such placements described in this handbook.

Character references for employment for non-professional counseling positions will be given by individual faculty on the basis of their personal knowledge of the student or graduate.

### Writing Standards

The style standard for written work within the program is APA. A copy of the APA Publication Manual is kept in the main office for student use, and students are encouraged to purchase their own copy. A helpful synopsis of the APA standards may be found here: <http://www.apastyle.org/apa-style-help.aspx>.

The graduate programs of the university have also formulated [standard guidelines for quality graduate student writing](#), which serve as a reference point for professors' grading of written work.

While professors may be very helpful in editing written work, the expectation is that any work submitted is largely grammatically correct and structured in correct APA style. Professors have the prerogative of not accepting written work that falls substantially below these standards.

The Academic Support Center in the library provides assistance specially geared to graduate student writing.

### Professional Development Advising

Each student enrolled in the program is assigned a faculty advisor. At orientation, students are familiarized with the advising process, the Mastery Competencies Portfolio system, admission to internship, nomination for graduation, and the Counselor Assessment Scale.

Midway through the first semester in the program, the faculty advisor meets with their advisees (either individually or in a group according to faculty preference) to discuss personal strengths, growth edges, and goals.

At this meeting students will also be asked to submit a form certifying that they have read and understand the program's Student Handbook and the Graduate School Catalog. They will also be asked to identify on this form the professional organization they have joined.

The focus of professional development advising is on progress toward admission to internship until such time as that goal is accomplished. Subsequent mentoring is focused on professional development and nomination for graduation.

The first advising meeting, with all students, is initiated by the faculty advisor. Subsequent meetings are initiated by the faculty advisor only if there are identified concerns; otherwise, the student can ask for an advising meeting as desired.

*Mastery Competency Portfolio.* Each student will maintain their own Mastery Competency Portfolio, to be available for faculty review. The Mastery Competency Portfolio is described more completely in Counselor Formation Assessment section of this handbook.

## Academic Advising

The primary goal of academic advising is to help the student with course planning, determination of transfer credit, or other academic matters. Students are asked to take responsibility to consult with their academic adviser as they have need. Note that the program's administrative assistant handles all routine registration matters and can respond to course scheduling questions.

## Procedures

"Admission to Internship" refers to the point in graduate studies when faculty decide whether a student is a suitable candidate for an internship placement. (This decision point is the Admission to Internship process referred to in the EMU Graduate Catalog.)

The student should normally have met all requirements for admission to internship upon completion of 30 graduate credits. Admission to internship is required for work in the program beyond 36 semester hours.

To be admitted to internship the student must have completed 30 semester hours in the counseling program with a 3.00 minimum GPA, obtained satisfactory practicum references, met the Mastery Competency assessment criteria, and obtained the formal approval of the faculty of the Master of Arts in Counseling program.

While we value the importance of academic success and a solid grasp of concept and theory, we also feel that fostering personal growth and attending to personal characteristics is equally important and crucial to the formation of competent counselors. As stated in the *Journal of Counseling & Development*, the qualities that comprise competent counselors include, "emotional security, sincerity, extroversion, positive self-concept, patience, interpersonal competence, openness to professional self-development, understanding, goodwill, recognition, acceptance of one's personal

power, a willingness to be open, self-respect, and a sense of humor" (Duba, Paez, & Kindsvatter, 2010, p.155). We therefore not only assist students with academic skills, but also address interpersonal dynamics and incongruencies as they relate to a student's work with others in the program and to their clinical work.

Admission to internship is a central decision point. Admission to internship marks an important movement from "student" toward "colleague."

Students are reviewed for admission to internship during the semester in which they expect to complete requirements for admission to internship.

A student must complete the Master of Arts in Counseling degree within three years after admission to internship.

If a student does not meet the criteria for admission to internship the faculty may, at their discretion, propose a timetable for remedial work prior to admission to internship. Any remedial work, and full admission to internship must be obtained before the student can begin an internship assignment.

## *Admission to Internship Procedures*

The following schedule applies to students completing the admission to internship process during the spring semester. In the less typical case of someone ready for admission to internship during some other time period, the following procedures should still be followed in the order given, with a timetable agreed upon by the student and faculty.

1. The admission to internship process is initiated in the semester during which the student expects to complete requirements for admission to internship. The process is finalized

after the student completes all requirements for admission to internship.

2. Students in practicum will complete all Mastery Competency Portfolio requirements, including a self-evaluation of readiness for admission to internship. The self-evaluation should include both strengths and growth edges, and respond to all advising feedback and growth goals identified in the student-advisor portfolio review process.

[Admission to Internship Letter of Readiness](#)

3. The student gives their practicum site supervisor the Counselor Assessment Scale to complete, following the process and timetable detailed in the practicum syllabus. The student then returns the completed CAS to their practicum group supervisor and puts a copy in their Mastery Competency Portfolio.

4. The student's advisor will lead the faculty in reviewing the student's academic performance, practicum assessment, advising history, Mastery Competency Portfolio, and any other materials deemed pertinent to admission to internship. The faculty will 1) move to admit to internship provisional on satisfactory completion of requirements, 2) require further work or documentation of work prior to admission to internship, or 3) advise the student of potential denial of admission to internship.

5. The student will be notified in writing by the program director of action taken.

6. In case of a deferred decision or potential denial of admission to internship, the faculty will devise further review and decision processes as appropriate, and the student will be advised by the director, in writing, of such processes. Upon completion of the required work, a final letter of admission to internship, or denial of admission to internship, will be written by the program director.

Exceptions to these procedures must be approved by action of the faculty, with alternate procedures, and their rationale recorded in the students records.

## **Personal and Professional Development Activities**

### *Personal Counseling*

All students are strongly encouraged to undertake personal counseling work while enrolled in the program. EMU Counseling Services provides students with a certain number of free counseling services. The campus pastors are also available for counseling. EMU Career Services is another resource students may use for career counseling.

Program faculty and students do not provide personal counseling services to students in the program. Counseling program faculty can assist students in referral to professional counseling.

### *Professional Development*

Students are required to join a professional counseling association. The major professional organizations students have been affiliated with in the past include the American Counseling Association (ACA), the Virginia Counseling Association (VCA), and the American Association of Pastoral Counselors (AAPC). A record of professional membership is indicated on the student's rating sheet.

ACA is a professional membership organization representing nearly 60,000 counselors and human development specialists. Student membership is open to any graduate student enrolled more than half time. Students are required to obtain professional liability insurance prior to any fieldwork in the program, and students normally obtain this insurance as an automatic benefit of ACA student membership. As a student member of ACA, benefits include an annual subscription to the Journal of Counseling and Development and

Counseling Today, ACA's official newspaper. At the end of the first year of membership, student members are required to join at least one division or organizational affiliate. ACA applications are available at [www.counseling.org](http://www.counseling.org). Within the ACA, at the state level, Virginia counselors are organized as the Virginia Counseling Association. The annual VCA conference is held in the fall.

### *Other Professional Development Opportunities*

Students are encouraged to take advantage of the multiple opportunities for personal and professional development. Tangible encouragement and support of selected seminars and conferences includes scheduling seminars as part of course content and working with peers and faculty to help arrange transportation to conferences. Significant conferences include the AAPC Atlantic Regional Conference, the Virginia Counseling Association fall conference, and the Networker conference. Students are encouraged to attend and present at VCA and at the annual Virginia Counseling Graduate Student Association (VCGSA) Conference.

On-campus, students participate in hosting seminars, arranging special colloquia and forums, organizing social events, and planning the annual commissioning service for graduates.

In addition to events actively promoted or sponsored by the program, many other professional development opportunities are regularly posted on the departmental bulletin board. The bi-weekly Seminary chapel frequently hosts speakers of interest to counselors, as does the weekly series of undergraduate chapels. The Seminary hosts an annual School for Leadership Training each spring semester which often offers lectures and workshops of interest to counselors.

### *Counselor Formation Assessment*

While the material in this section of the handbook may be redundant with material elsewhere, it is important to collate assessment information in one section.

The distinction between formative and summative assessment is important to understanding the process of counselor formation development. Formative assessment refers to the feedback to the student that is designed to foster awareness and growth, to give support and encouragement. This formative assessment is the most frequent type of assessment the student will experience. Summative assessment, on the other hand, is an assessment of achievement, with an outcome consequence. Course grades, admission to internship, and approval to implement a Community Action Project are examples of summative assessment.

Counseling faculty tend to be more comfortable with formative assessment than with summative assessment. We like being in a supportive and encouraging role. Summative assessment may in contrast feel too blunt and even harsh. For this reason we do try as much as possible to use formative assessment to give students a clear understanding of their strengths and growing edges well in advance of critical summative evaluation points. Ideally, any summative evaluation will be just that – a summary of work and competencies, with no surprises.

In addition to course grades, the times at which the summative evaluation of the student comes into clearest focus are those times of decision by the faculty and staff regarding the students demonstrated competence and potential to succeed as a professional counselor: the process of admission to the program, the admission to internship decision, and approval to graduate. Each process involves documentation of preparation and readiness, and each process also involves the less

quantifiable professional judgments by the faculty.

Admission to internship is a central decision point. Admission to internship marks an important movement from “student” toward “colleague.”

### *Coursework*

Course grading is an important summative assessment. Most courses are given a letter grade. In cases where it is difficult or counter-productive to objectively quantify performance with respect to course objectives, pass and fail grades are given.

### *Student self-evaluation*

Student self-evaluation is an important part of the process of internalizing a counselor identity, and comparing self-perceptions with the professional evaluations of teachers, their advisor, and supervisors. Self-evaluation is a constant part of the clinical feedback process in practicum and internship. Students are also invited to engage in extensive self-awareness projects in many courses.

### *Writing and presentation assessment*

Professional writing and presentation skills are essential competencies for the counselor. Many classes provide opportunity to work on both writing and presentation skills. As noted earlier, the university adheres to standards for graduate level writing, and these standards are the basis for faculty assessment of student writing.

Group supervision is an important forum for working on presentation skills, particularly in the task of presenting case material to the group.

Other opportunities for professional presentations exist in classroom guidance,

various educational group-work, and conference presentations.

The Community Action Project is the culminating opportunity to demonstrate competencies in a substantial paper and project presentation.

### *Clinical assessment – supervisor evaluation*

The student’s faculty group supervisor and the individual site supervisor have weekly opportunities to provide the student with formative evaluation. The evaluative work in these settings is the core of the assessment of student clinical competence and professional identity, and this ongoing and regular work is conducted in the context of the shared evaluative understandings described in the Counselor Assessment Scale and the Practicum and Internship Performance Evaluation Forms.

[The Counselor Assessment Scale \(pdf\)](#) is used by the faculty as a summary assessment instrument of performance in the clinical setting.

The CAS categories are Academic Competency, Professional Behavior, Counselor Identity, and Counseling Skills. Counseling Skills are further divided into categories of Empathic Attunement, Intervention Skills, Theory, and Case Conceptualization and Management.

It is important to explicitly recognize that a high percentage of the criteria students are assessed on go beyond academic performance, and address the personality and character of the counselor. While we value the importance of academic success and a solid grasp of concept and theory, we also feel that fostering personal growth and attending to personal characteristics are equally important and crucial to the formation of competent counselors. As stated in the *Journal of Counseling & Development*, the qualities that comprise competent counselors include, “emotional security, sincerity, extroversion, positive self-

concept, patience, interpersonal competence, openness to professional self-development, understanding, goodwill, recognition, acceptance of one's personal power, a willingness to be open, self-respect, and a sense of humor" (Duba, Paez, & Kindsvatter, 2010, p.155). We therefore not only assist students with academic skills, but also address interpersonal dynamics and incongruencies as they relate to work with others in the program and to clinical work.

### *Student competency to practice*

Counselor education programs have an ethical and legal obligation to assess student competency to practice, and to remediate or sanction impaired student counselors. The ACA Code of Ethics mandates that counselor educators and supervisors monitor student progress in the areas of both professional and personal development. CACREP standards state that it is the responsibility of faculty to counsel out students who are inappropriate for the profession. The [Student Competency to Practice \(pdf\)](#) policy details how the program fulfills this responsibility.

### *Mastery Competency Portfolio*

All of the above particular formation assessments, others as described in this portfolio section, and individual goals and activities negotiated between faculty and student are brought together in the student's Mastery Competency Portfolio.

Critical components of the degree program require demonstrated mastery level competence.

Clinical competence, as defined in the CAS, is assessed through the collaborative feedback/evaluation processes in practicum and internship, described in the Professional Practice Policies & Procedures section of this Student Handbook.

Academic competence is defined in course syllabi and assessed through course assignments and exams.

There is an additional cluster of competencies that extend beyond the boundaries of a particular course and/or serve to integrate all these components into professional level competence and professional identity. These include, but are not limited to, writing competence and use of APA style, demonstrated capacity to do both literature based research and project assessment/research, specific clinical skill/technique competencies, capacity to self-reflect with respect to personal/professional identity, demonstrated ability to write a clinical case conceptualization feeding into a coherent, theoretically grounded treatment plan, and demonstration of consistent professional behavior in all program settings.

It is each student's responsibility to keep a record of mastery of these competencies in a portfolio. It is the student's responsibility to use their advisor or other faculty as appropriate for consultation and guidance throughout their progress through the program, including making appointments with faculty at suggested portfolio review times.

All these mastery competencies help faculty follow student progress toward admission to internship during the practicum semester, and nomination for completion of the program in the fall of the final year. The portfolio is the primary repository for documentation of work that is reviewed for admission to internship and nomination for degree completion.

Competencies that are anticipated to be met in courses are indicated as follows. If a competency is not mastered in the time frame of that course, it is the student's responsibility to work with the faculty to create and follow through on a plan to expeditiously complete the mastery requirement.

## [Competencies Checklist](#)

**Following the successful completion of all competencies in final semester, students will be approved for Completion of the Program and Graduation and will receive a letter confirming their approval for Graduation.**

### **Mastery Competency Portfolio Timeline**

**Orientation:** Students are oriented to the portfolio assessment system during program orientation and during their first advising session.

**Required Portfolio Meetings:** In *September*, returning students will be required to meet for portfolio review. In *January*, first year students will meet for portfolio review of the first semester requirements. In *April*, graduating students will meet for portfolio review. Instructors of each competency will need to sign off indicating the student has met the competency requirements and has achieved an A or a B.

**Advising:** Students will meet several times a semester with their advisors. Advisors will check in on the competency requirements and will note this on the ***Advisory Conference Feedback form***.

**Throughout:** It is the student's responsibility to add relevant materials to the portfolio in a timely manner. Students should keep copies of all documents in the unfortunate case that the portfolio is lost.

## [Program Evaluation](#)

### [Student Evaluation of the Program](#)

The Master of Arts in Counseling program places a high priority on nurturing and mentoring students as they become professional peers, and helping students evaluate other students as professional peers.

With these goals in mind, we value collegial relationships with students. This perspective is shared with students at orientation in discussion of how we understand students' identity and relationship to faculty – we ask our students to think of the relationship not so much as a typical student – teacher relationship but as a professional work relationship, where the faculty are professional colleagues and supervisors.

Translating these ideals and goals into practice requires both an atmosphere that conveys shared program ownership and concrete ways for students to participate in ownership activities. It is in this context we consider student opportunities to evaluate the program as essential. Our goal is to maintain a balance between formative and summative evaluation opportunities, and a balance between our soliciting affirming and critical feedback.

A standardized university course evaluation form is used in all classes. There are opportunities to rate the course and professors on several scaled dimensions, and also more open-ended questions. These course evaluations are administered on-line at the end of each semester. The teacher and program director are provided a summary tabulation after the course grades are recorded. A copy of each course evaluation summary is kept on file in the program.

Students provide the clinical coordinator an evaluation of their site at the end of each semester. These evaluations are treated confidentially within the program.

As the program deals with significant curricular changes, program policy, teaching or other professional issues, students are informed and involved through meetings called as needed.

The exit interview is an opportunity for students to give an overall program assessment.

Student evaluation of supervision and faculty are processed in discussions between faculty and program director. The feedback from each of these assessments is shared among the faculty during weekly faculty meetings, and used to inform the annual review of curriculum, load planning, orientation, and advising.

#### *Supervisor Program Evaluation*

Supervisors are in a unique position to provide program feedback, understanding the requirements of the professional work setting (like employers) as well as having an understanding of program philosophy and goals (like faculty). Supervisors have the opportunity to evaluate the program through their work with the evaluation of their students, in weekly feedback to group supervisors, and through a more formal survey conducted every three years.

#### *Faculty and Staff Program Evaluation*

Faculty and staff evaluate the program in an ongoing way through regular review of curriculum, both during weekly faculty meetings and in curriculum work retreats. The clinical instruction focus of the program is evaluated in faculty meetings, through annual reviews of the various evaluation results described above, through more focused review of the three year survey of supervisors, graduates, and employers, and during SACS (Southern Association of Colleges and Schools) and CACREP reviews.

#### *External Program Evaluation*

The program is evaluated externally in the SACS and CACREP accreditation reviews. A survey of supervisors, graduates, and employers is conducted every three years to assess perceptions of the program and its graduates.

## Grievances

### *Open Communication 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, such complaint 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 complaint in writing, the [Student Complaint Form](#) is to be submitted to the administrator of the department which is the subject of the complaint.

The administrator will respond in writing to written complaints, normally within ten days. The administrator will submit copies of the written complaint and response to the president's office for filing and monitoring.

In the event that a student is not satisfied with the response to the complaint, the student may choose to follow the grievance procedure for resolution.

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 grievance procedure for resolution and reconciliation.

Approved by Presidents Cabinet, March 12, 2007

Revised February 11, 2009

## *Grievance Procedures*

The grievance procedures are applicable to all students, faculty and staff of Eastern Mennonite University as well as applicants for faculty, staff or student status. These procedures comply with the requirements of Title IX of the Federal Health, Education, and Welfare procedures and the general employee grievance policy of the Mennonite Education Agency.

The main concern in any grievance procedure is to bring reconciliation and growth in ways that enhance community. To implement this goal, the American Council on Education definition of grievance is adopted: "Grievable issues are those in which there is the possibility of an error in the institutional policies (or lack of them), in its prescribed procedures for carrying out the policies, in the administration of those procedures, or in varying combinations of these." If it is determined that an institutional error has occurred, the second function of the grievance procedure is to provide a process to determine appropriate redress for the grievant.

The first approach to any grievance should be non-adversarial and open, undertaken with careful attention to fostering understanding, problem-solving attitudes. The expectation is that the majority of grievances can be resolved through a flexible process of conflict resolution. These procedures are based on the understanding that differences can be resolved within the institutions of the church without adopting adversarial positions and that the resources of the wider church community are available when mediation is requested. If it is determined that an institutional error has occurred, the second function of the grievance procedure is to provide a process to determine appropriate redress for the grievant. A complete copy of these procedures is available upon request from the Presidents Office.

## *Counseling Suite and Equipment*

The counseling suite includes a waiting room and four counseling rooms equipped with permanently mounted video cameras and microphones. Each room is equipped with video recorders and monitors. Three of the rooms have observation capacity through two-way mirror windows. There is a telephone in the waiting room. The entire suite was constructed to provide reduction of sound transmission. Classrooms and faculty offices are also equipped with video playback equipment.

The counseling rooms are furnished with upholstered chairs and sofas, and lit with table and floor lamps, to provide a comfortable and conducive counseling environment. A sand tray and various tools to use with that form of therapy are available. One of the rooms is equipped for use with children.

The use of the counseling labs is regulated through a signup system managed by the administrative assistant. Use of the labs is restricted to counseling activities with clients and in class assignments. In addition to this permanent facility, portable video cameras, and audiocassette recorders are available to check out from the department, and additional equipment is available for checkout as needed from the university Learning Resources department. Also provided by the program for student use are cases of sand tray toys.

Within the department, one faculty member and the administrative assistant are available to provide technical assistance. In addition the support of staff from Learning Resources, the Information Systems Department, and Physical Plant is available as needed.

## *Audiovisual Confidentiality*

With regard to the use of recordings, please consider the following as our program policy on confidentiality:

1. Remember that the release form signed by your client is a legal document so the assurance of all layers of confidentiality is extremely important!
2. It is ultimately your responsibility to ensure confidentiality of all recordings.
3. Do not place names or other identifying client information on recordings.
4. Never leave a recording in a machine or lying around in a room.
5. Erase all media after use.
6. When you view recordings in a classroom in the department, make sure you have the machine facing away from the door so no one walking by can see the screen.
7. Be careful when carrying recordings back and forth from your site to school so as not to leave one somewhere.
8. The only people able to see your recordings are your individual site supervisor, student supervisors, our program faculty, and your practicum/internship group.

#### *Building & classroom rules*

##### *Animal policy*

By EMU policy (p. 12 of the EMU student handbook), "Except for service animals, no animals are permitted in university buildings or facilities."

##### *Allergies*

We want to provide a welcoming environment that does not trigger allergic reactions. Please refrain from wearing any perfume, cologne, scented lotions or scented deodorant while attending classes.

#### *Cell phones & laptops*

Cell phones are to be turned off during class time. No text messaging.

Students using laptop computers for note-taking are asked to refrain from surfing the net and/or managing email during class time. When the class is engaged in interactive conversation (e.g. large or small group discussion) laptop computers should be closed so as to remove the relational barrier they create.

# Masters of Science in Nursing

## About

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 MSN Program?

- **An interprofessional focus** means you'll study business, education, conflict transformation, *and* nursing.
- Our **sacred covenant framework of nursing is based on faith and values**, high professional standards, and bringing people to wholeness and healing.
- **Small class sizes** enhance community-building.
- **Earn your clinical hours in your own work setting!**
- **Our hybrid program is primarily online distance learning** with some virtual classes.
- **EMU's expert nursing faculty** often have extensive cross-cultural experience\*.
- **Clinical hours are arranged near the student's residence** in collaboration among student, faculty, agency, and preceptor.
- **Students develop leadership skills** while being mindful of what is just, culturally competent, respectful and sacred.

You'll be part of a community of adult learners collaborating and finding strategic ways to improve the healthcare system. Many students, part time or fulltime, earn a majority of the

required 250 clinical hours in their own work setting!

## Admissions

### Application process

A completed application includes all of the following:

- EMU [MS in nursing application submitted online](#)
- 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

### [MSN Leadership and Management deadlines](#)

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. (See calendar below for dates.)

## Application

Applicants are accepted to the program on a rolling basis, with preference given to applicants who will study full time. The admissions committee meets quarterly to review complete applications. Applicants will be notified as committee decisions are made.

## MSN Leadership and School Nurse deadlines

February 1 for submission of all application materials, with final decision of admissions by February 15. The program begins with a mandatory on-campus orientation in Lancaster, Pennsylvania, in early May, with classes starting in mid-May. In addition, students strongly encouraged to attend a day and a half on-campus orientation to the entire MSN program in Harrisonburg, Virginia, in early August.

## Academic Year 2016 – 2017 Key Dates

|                 |   |
|-----------------|---|
| August 29, 2016 | Fall semester classes begin   |
| January 9, 2017 | Spring semester classes begin   |
| May 5 & 6, 2017 | Mandatory Orientation at Lancaster, PA site for new School Nurse Certificate Students |
| April 29, 2017  | Baccalaureate   |
| April 30, 2017  | 99th annual commencement  |

## Application requirements

1. Bachelor's degree from a regionally accredited institution
2. License to practice as a registered nurse
3. Minimum of 2080 hours (equivalent to one year full-time) of work experience as a registered nurse
4. At least a 3.0 grade point average

## Additional application requirements for MSN Leadership & School Nurse applicants

- Current licensure as a registered nurse in Pennsylvania with 2000 hours of experience
- Proof of current:
  - CPR certification
  - Immunizations and tuberculin testing
  - Liability insurance
- Documentation of current:
  - ACT 151 criminal history check

- 114 FBI clearance, including fingerprinting
- ACT 34 child abuse clearance forms
- Applicants with an active RN license and a bachelor's degree in a field other than nursing will be considered on an individual basis. Prospective applicants should note that because the minimum education requirement for a Level I certification is a BSN, a Level I certification will not be approved by the Pennsylvania Department of Education until ALL MSN requirements are met.
- Visit [Pennsylvania Department of Education](#) website for details on school nurse certification

## Curriculum

### Leadership and Management Concentration Overview

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 will 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 institution- such as safety, infection control 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.

### Curriculum (Full-Time)

#### Year one

##### Summer

NURS 501 [Introduction, Sacred Covenant Conceptual Framework](#) (1)

##### Fall

NURS 510 [Historical, Philosophical and Theoretical Foundations of Nursing](#) (3)

NURS 516 MBA 615 [Application of Legal & Ethical Principles to Health Care Administration](#) (3)

**Spring**

NURS 515 MBA 615 [Health Care Delivery System](#) (3)

NURS 628/ MBA 628 [Systems Approach to Organizational Behavior](#) (3)

**Summer**

NURS 626 MBA 626 [Managing in a Complex Environment](#) (3)

NURS 512 [Knowledge Development: Epidemiology and Infomatics](#) (3)

Year two

**Fall**

NURS 511 [Translational Scholarship for Evidenced Based Practice](#) (3)

NURS 503 PAX 503 [Practice Skills for Conflict Transformation](#) (3)

**Spring**

NURS 620 [Safety, Risk Reduction, and Quality Care](#) (4)

NURS 629 [Instructional Methodologies Nurse Leaders](#) (2)

**Summer**

NURS 622 [Nursing Administration Finance](#) (2)

NURS 630 [Leadership Project](#) (4)

**TOTAL CREDITS 37**

*NOTE: For both full-time and part-time students, NURS511 is a prerequisite to NURS620 which is a prerequisite to NURS630. 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.*

**Curriculum (Part-Time)**

Year one

**Summer**

NURS 501 [Introduction, Sacred Covenant Conceptual Framework](#) (1)

**Fall**

NURS 510 [Historical, Philosophical and Theoretical Foundations of Nursing](#) (3)

**Spring**

NURS 515 MBA 615 [Health Care Delivery System](#) (3)

**Summer**

NURS 626 MBA 626 [Managing in a Complex Environment](#) (3)

Year two

**Fall**

NURS 516 MBA 615 [Application of Legal & Ethical Principles to Health Care Administration](#) (3)

**Spring**

NURS 628 [Systems Approach to Organizational Behavior](#) (3)

**Summer**

NURS 512 [Knowledge Development: Epidemiology and Infomatics](#) (3)

Year three

**Fall**

NURS 503 PAX 503 [Practice Skills for Conflict Transformation](#) (3)

**Spring**

NURS 629 [Instructional Methodologies Nurse Leaders](#) (2)

**Summer**

NURS 622 [Nursing Administration Finance](#) (2)

Year four

**Fall**

NURS 511 [Translational Scholarship for Evidenced Based Practice](#) (3)

**Spring**

NURS 620 [Safety, Risk Reduction, and Quality Care](#) (4)

**Summer**

NURS 630 [Leadership Project](#) (4)

**TOTAL CREDITS 37**

Leadership and School Nursing  
Concentration  
Overview

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 will 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.

Curriculum (Full-Time)

Year one

**Summer**

\*NURS 504 [School Nursing: Legal Mandates](#) (3)

\*EDDS 601 [Advocacy Issues Within Special Education](#) (3)

NURS 501 [Introduction, Sacred Covenant Conceptual Framework](#) (1)

**Fall**

NURS 510 [Historical, Philosophical and Theoretical Foundations of Nursing](#) (3)

\*NURS 505 [School Nursing: Theory and Diverse Learners](#) (3)

**Spring**

EDCC 531 [Social & Ethical Issues in Education](#) (3)

\*NURS 506 [School Nursing Practicum](#) (3)

Year two

**Summer**

EDDA 631 [Research in Risk and Resiliency](#) (3)

EDCC 521 [Peacebuilding & Conflict Resolution](#) (3)

**Fall**

NURS 503 [Practice Skills for Conflict Transformation](#) (3) – if not taking EDCC521.

NURS 511 [Translational Scholarship for Evidenced Based Practice](#) (3)

**Spring**

NURS 620 [Safety, Risk Reduction, and Quality Care](#) (4)

NURS 628 [Systems Approach to Organizational Behavior](#) (3)

**Summer**

NURS 630 [Leadership Project](#) (4)

**Total Credit Hours:** 38 or 39

\*required 12 credits for the PA Department of Education Educational Specialist Level I Certification: School Nurse

*NOTE: For both full-time and part-time students, NURS511 is a prerequisite to NURS620 which is a prerequisite to NURS630. 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 NURS630.*

Curriculum (Part-Time)

Year one

**Summer**

\*NURS 504 [School Nursing: Legal Mandates](#) (3)

NURS 501 [Introduction, Sacred Covenant Conceptual Framework](#) (1)

**Fall**

\*NURS 505 [School Nursing: Theory & Diverse Learners](#) (3)

## Spring

\*NURS 506 [School Nursing: Clinical Practicum](#) (3)

Year two

## Summer

\*EDDS 601 [Advocacy Issues Within Special Education](#) (3)

## Fall

NURS 510 [Historical, Philosophical and Theoretical Foundations of Nursing](#) (3)

## Spring

EDCC 531 [Social & Ethical Issues in Education](#) (3)

Year three

## Summer

EDDA 631 [Research in Risk & Resiliency](#) (3)

## Fall

NURS 503 [Practice Skills for Conflict Transformation](#) (3) if not taking EDCC 521 [Peacebuilding & Conflict Resolution](#) (3) in Year 4, summer semester

## Spring

NURS 628 [Systems Approach to Organizational Behavior](#) (3)

Year four

## Summer

EDCC 521 [Peacebuilding & Conflict Resolution](#) (3)

## Fall

NURS 511 [Translational Scholarship for Evidence Based Practice](#) (3)

## Spring

NURS 620 [Safety, Risk Reduction and Quality Care](#) (4)

## Summer

NURS 630 [Leadership Project](#) (4)

**Total credit hours:** 38 or 39

\*Required 12 credits for the PA Department of Education Educational Specialist Level I Certification: School Nurse

## Degree Requirements

Curriculum (Full time)

Interested in the [part time course schedule?](#)

Year one

## Summer

NURS 501 [Introduction, Sacred Covenant Conceptual Framework](#) (1)

## Fall

NURS 510 [Historical, Philosophical and Theoretical Foundations of Nursing](#) (3)

NURS 516 MBA 615 [Application of Legal & Ethical Principles to Health Care](#) (3)

## Spring

NURS 515 MBA 615 [Health Care Delivery System](#) (3)

NURS 628 [Systems Approach to Organizational Behavior](#) (3)

## Summer

NURS 626 MBA 626 [Managing in a Complex Environment](#) (3)

NURS 512 [Knowledge Development: Epidemiology and Infomatics](#) (3)

Year two

## Fall

NURS 511 [Translational Scholarship for Evidenced Based Practice](#) (3)

NURS 503 PAX 503 [Practice Skills for Conflict Transformation](#) (3)

## Spring

NURS 620 [Safety, Risk Reduction, and Quality Care](#) (4)

NURS 629 [Instructional Methodologies Nurse Leaders](#) (2)

## Summer

NURS 622 [Nursing Administration Finance](#) (2)

NURS 630 [Leadership Project](#) (4)

**TOTAL CREDITS 37**

## Calendar

### Fall 2016

- Fall semester begins  
NURS 503 Practice Skills for  
Conflict Transformation  
NURS 510 Historical,  
Philosophical and Theoretical  
Foundations of Nursing  
August 29 NURS 511 Translational  
Scholarship for Evidence Based  
Practice  
NURS 516 Application of Legal  
and Ethical Principals to Health  
Care
- November  
24, 25 Thanksgiving recess
- December  
17 Last day of Fall semester

### Spring 2017

- Spring semester begins  
NURS 515 The Health Care Delivery  
System  
NURS 620 Safety, Risk Reduction and  
Quality Care  
January 9 NURS 628 Systems Approach to  
Organizational Behavior  
NURS 629 Instructional  
Methodologies Nurse Leaders  
EDCC 531 Social and Ethical Issues in  
Education
- April 28 Last day of Spring semester
- April 29 Baccalaureate
- April 30 99th annual commencement

### Summer 2017

- NURS 512 Knowledge Development:  
Epidemiology and Informatics  
July 3 – August 18, 2017
- NURS 622 Nursing Administration  
Finance  
May 8 – June 3, 2017

- NURS 626 Managing in a Complex Environment  
May 8 – June 23, 2017
- NURS 630 Leadership Project  
May 8 – August 11, 2017
- EDCC 521 Peace building and Conflict Resolution  
(Dates to be announced)
- EDDA 631 Research in Risk & Resiliency  
(Dates to be announced)

*NOTE: Every reasonable effort is made to present current and accurate information above. However, information on this website is subject to change.*

#### 2016-17 School Nurse Certificate Program Calendar

##### Fall 2016

|                 |   |
|-----------------|---|
|                 | Fall semester begins                                |
| August 29       | NURS 505 School Nursing Theory and Diverse Learners |
| November 24, 25 | Thanksgiving recess                                 |
| December 17     | Last day of Fall semester                           |

##### Spring 2017

|           |   |
|-----------|---|
| January 9 | Spring semester begins<br>NURS 506 School Nursing Practicum |
| April 29  | Last day of Spring semester                                 |

##### Summer 2017

\*EDDS 601 Advocacy Issues Within Special Education  
(Dates TBD)

#### Courses

#### *NURS 501 Conceptual Framework for Sacred Covenant*

This one semester hour course is an introduction to the cohort as a community of learners, to master's level education, and to the conceptual framework of the 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. Cohort members will deepen effective communication strategies. We will discuss the logistics of an online educational model along with the procedures and policies of the program. Class members will 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*

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 relationships. Specific attention will be paid to the means through which nurses can advance the profession of nursing individually and collectively.

#### *NURS 516/MBA 616 Applications of Legal & Ethical Principles to Healthcare Management*

This course examines legal and ethical issues nursing and other health care managers negotiate as they manage the delivery of health care. The manager as the steward of ethics weaves throughout the course. A second thread involves the importance of education 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.

#### *NURS 515/MBA 615 Health Care for Practice & Advocacy*

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 511 Translational Scholarship for Evidence-Based Practice*

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 EBP, determine resources needed for EBP, and use technology for EBP.

#### *NURS 503/PAX503 Practice Skills for Conflict Transformation*

This course focuses on essential skills and knowledge for a reflective leader/practitioner

facilitating conflict transformation in interpersonal and small group settings. Students will be introduced to basic processes including negotiation, mediation, group facilitation, advocacy, team building, trauma healing, and restorative practices. Students will practice the skills of self-awareness, listening, issue identification, appreciative inquiry, nonviolent communication, problem-solving, methods for structuring conversation in group settings, and awareness of the impact of self on others. Students will participate in online discussions, reading, case studies, and interactive activities and role plays.

#### *NURS 512 Knowledge Development: Informatics, Epidemiology and Outcomes*

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. How informatics technology can be applied to enhance outcomes on an individual, group and population level will be examined. Students will understand how knowledge is acquired, processed, generated, and disseminated.

#### *NURS 626/MBA 626 Managing in the Complex Healthcare Environment*

This course focuses on the dynamics of leading the health care organization in times of rapid change during the 21st century and how 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 with the stakeholders. The development of a workforce throughout the healthcare organization 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 for effective leadership will be woven in as a theme throughout the course. In addition, the theories of servant leadership and transformational management will be examined as a way to be an effective leader and manager in organizations.

#### *NURS 628/MBA 628 Organizational Behavior*

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 student participation and case studies.

#### *NURS 620 Safety, Risk Reduction, and Quality Care*

This course examines issues of safety, risk reduction and quality of care. 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 three sections. The first section covers principles and methods for safety, risk reduction and quality of care. The second section reviews the science and application of science for safety, risk reduction and quality of care for nurses in general and more specifically for nurse leaders. The final section covers equitable (geographic and disparities), efficient

(volume and cost), and timely care. The IOM criteria of safe, effective, and patient-centered care are covered within the first two sections of the course.

#### *NURS 622 Nursing Administration Finance*

Course Description: Equips master's students with tools and methods for financial management, analysis, and allocation from a stewardship perspective. Course Objectives: 1) Articulate the linkages between fiscal context, policy, access to health care. 2) Discuss principles of stewardship and management. 3) Integrate understanding of cost analysis, funding sources, decision-making tools, with applied operational constraints. Topical Outline: Principles of financial management; Faith-based stewardship; Funding sources and constraints; financial decision-making instruments and operation management; Budgeting, reimbursement, cost containment, and marketing.

#### *NURS 629 Instructional Methodologies for Nurse Leaders*

The aim of this course is for the nurse leader to develop a working knowledge of principles of instructional design than 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*

This course integrates master's prepared executive skills with the challenge of a new role or setting, in partnership with the adviser and a

nurse preceptor in situ, for 150 clinical hours. The student will partner with a nurse leader preceptor in either a different role or in a different setting than their current role or setting. During this course each student works with an advisor and preceptor to apply content and approaches studied during the program in a particular role and setting. All projects must include a system change with a financial plan that projects the cost-benefit for the agency. Application includes analysis of the system challenges, ethical questions, prevention to projected outcome, the lack of social, distributive and interactional justice, and the nurses' voice.

#### *NURS 504: School Nursing: Legal Mandates*

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.

#### *EDDS 601: Advocacy Issues Within Special Education*

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 a wiki or brochure to use in their professional practice when working with families and colleagues, and develop a personal position on advocacy.

#### *NURS 505: School Nursing: Theory and Diverse Learners*

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*

This course follows the School Nursing: Theory and Diverse Learners course. In addition to the on-line 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.

#### *EDCC 521: Peacebuilding & Conflict Resolution*

Explores peacebuilding and conflict resolution within educational contexts. Focuses on peaceable climates and conflict transformation approaches and integrates peace curricula for individual classroom settings and within specific schools.

#### *EDDA 631: Research in Risk and Resiliency*

Analyzes research bases for understanding risk and resiliency and explores protective factors within the child, family, and community which enable resilience and mitigate risk factors.

*EDCC 531: Social & Ethical Issues in Education*

Examines educational and ethical values through discussion of case studies and current issues in education. Analyzes how public policy in education is shaped via the community's social and ethical concerns.

# MA Interdisciplinary Studies

## About

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.

## Program Description

### 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.

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

[Biomedicine](#)  
[Business administration](#)  
[Church leadership](#)

[Conflict transformation](#)  
[Counseling](#)  
[Education](#)  
[Health services administration](#)  
[Humanitarian action leadership](#)  
[Nonprofit leadership and social entrepreneurship](#)  
[Nursing leadership](#)  
[Organizational leadership](#)  
[Restorative justice](#)  
[Seminary](#)

- Choose an advisor from our **long list of outstanding faculty** to shepherd you through your program. Learn more about our [graduate school core values](#).
- **Finish the degree in as little as 24 months**, attending classes part time.

## MA in Interdisciplinary Studies Program Calendar

Students in the MA in Interdisciplinary Studies program select courses from a variety of EMU's graduate programs. As such, a student's calendar may be a combination of dates from the programs they are drawing from. See the links below for more information:

- [Center for Justice & Peacebuilding calendar](#)
- [MA in biomedicine calendar](#)
- [MA in counseling calendar](#)
- [MA in education calendar](#)
- [MA in healthcare management calendar](#)
- [MA in organizational leadership calendar](#)
- [MBA calendar](#)
- [MS in nursing calendar](#)
- [Seminary calendar](#)

# MA Organizational Leadership

## About

Are you a manager who desires to solve problems and help others? Does your organization lack direction and focus?

MA in organizational leadership (or MAOL) students are part of a cohort that works through the program together, providing mutual support and encouragement. Students focus on their personal development while EMU worries about details like hassle-free parking and personal academic advising. MAOL classes include a combination of **one evening per week (Thursdays) for several hours on-campus, and online collaborative creative exchange.**

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 an on-site writing assessment. [Learn more about applying](#) to the MA in Organizational Leadership program!

Which degree? MA in organizational leadership or MBA?

What's the difference between a master of business administration and a master of organizational leadership? **The MBA and MA in organizational leadership share core values and many courses.** MBA students pursue a

track focused on quantitative skills where the MA in organizational leadership develops more of a focus on inter-personal skills. EMU offers an [excellent master of business administration](#).

## Employer assistance

**Cost for the entire program is under \$20,000.** Many area employers recognize the value of an EMU education for their employees, particularly in the field of leadership development. [Contact EMU's MA in organizational leadership program administrators](#) for their help in exploring an employee assistance package with your employer, if your HR department doesn't already have one.

## Application

Rolling admission with applications accepted at any time.

## Admission Process and Criteria

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

1. A completed MA in organizational leadership [application](#) with a non-refundable \$50 application fee.
2. Official transcripts listing all college or university courses taken.
3. 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.
4. 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.
5. Applicants must provide documentation of having had two years of work experience with supervision or significant collaborative responsibilities.
6. Applicants must arrange a personal interview with the director of the MA in

organizational leadership program and complete the writing assessment.

## Courses

### *MBA 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 520: 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.

### *MBA 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.

### *MBA 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.

### *MOL 510: 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)

*[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.

*[Elective \(3SH\)](#)*

# MBA

## About

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 in 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 multi-cultural and global perspectives.

## Programs of study

As part of the program, students may choose a concentration in [Nonprofit Entrepreneurial Management](#) or in [Health Services Administration](#) in addition to [General Management MBA studies](#).

Designed with the working professional in mind, EMU MBA students typically join cohorts who take their core classes together one night a

week. Classes are delivered in a variety of formats including lecture, case study, and group discussion. The program includes 9 prerequisite hours, and 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](#). The certificate is intended for students seeking highly pragmatic, as well as marketable, training.

## 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 courses on 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. [Review the full faculty list](#)

## 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.

For more information, contact...

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## Calendar

## Program Description

### General Management MBA Program Curriculum

The program (36 credit hours) takes two years, usually in 24 consecutive months, including a three credit hour capstone course in the final semester. 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 desire to replace an old requirement with a new one, he/she must petition the co-directors for the change to occur.*

### Prerequisites (9 SH)

Students are expected to complete the following prerequisites as a condition for admission to the EMU MBA program:

- [Survey of Economics](#)
- [Financial Accounting](#)
- [Introduction to Finance](#)

All prereqs offered in an online format in the fall, spring, and summer

### MBA Program (36 SH)

- OLS 510 – [Leadership and Management for the Common Good](#)

- OLS 520 – [Introduction to Leadership Studies](#)
- OLS 530 – [Organizational Behavior](#)
- OLS 610 – [Strategic Marketing Management](#)
- MBA 550 – [Technology, Information and Data Analysis](#)
- MBA 560 – [Stewardship, Innovation, and Social Entrepreneurship](#)
- OLS 540 – [Managerial Accounting and Finance I](#)
- MBA 555 – [Legal Aspects of Human Resources](#)
- MBA 630 – [Managerial Economics](#)
- MBA 640 – [Managerial Finance and Accounting II](#)
- MBA 650 – [Sustainable Organizations for the Common Good](#)
- OLS 665 – [Project Management and Grant Writing](#) (Non-profit concentration)
- OLS 670 – [Project Management and Intrapreneurship \(3 SH\) or Elective](#) (general and health administration concentrations)

### Concentration in Nonprofit Entrepreneurial Management

The nonprofit sector represents one of the fastest growing sectors of the U.S. national economy. The nonprofit sector encompasses many types of mission-driven and results-oriented organizations that increasingly demonstrate innovations in management, leadership, and stewardship initiatives.

Our focus on entrepreneurial management training responds to a growing expectation that nonprofit organizations – whether they be churches, hospitals, other non-governmental organizations (NGOs), or international governmental organizations (IGOs) – need to be managed effectively for results and for stewardship of social, economic, and natural capital. In addition, social entrepreneurs are leading the charge on the Triple-E bottom line for investments that demonstrate that they are

economically viable, environmentally sound, and socially equitable (and ethical).

In today's environment, nonprofit management requires a capacity to serve as a good steward of organizational and community values and resources, to lead and work with people effectively, and to manage well through the requisite skills of financial, personnel, and project management. Through these enhancements we equip our students with the skills to be successful in their leadership and management roles.

The Nonprofit Entrepreneurial Management concentration provides the theory and practice for managing and leading nonprofit organizations to achieve innovation, effectiveness, and sustainability in the stewardship of social, economic, and natural capital. The program serves reflective practitioners who seek to do good and to do well in these endeavors. Please see the section on Curriculum for information about specific course offerings.

### General Curriculum

The program (36 credit hours) takes 2 years, usually in 24 consecutive months, including a three credit hour capstone course in the final semester. 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 desire to replace an old*

requirement with a new one, he/she must petition the co-directors for the change to occur.

#### Prerequisites (9 SH)

Students are expected to complete the following prerequisites as a condition for admission to the EMU MBA program:

- [Survey of Economics](#)
  - [Financial Accounting](#)
  - [Introduction to Finance](#)
- All prereqs offered in an online format in the fall, spring, and summer

#### Concentration in Nonprofit Entrepreneurial Management (36 SH)

- OLS 510 – [Leadership and Management for the Common Good](#)
- OLS 520 – [Introduction to Leadership Studies](#)
- OLS 530 – [Organizational Behavior](#)
- OLS 610 – [Strategic Marketing Management](#)
- MBA 550 – [Technology, Information and Data Analysis](#)
- MBA 560 – [Stewardship, Innovation, and Social Entrepreneurship](#) or ELECTIVE
- OLS 540 – [Managerial Accounting and Finance I](#)
- MBA 555 – [Legal Aspects of Human Resources](#) or ELECTIVE
- MBA 630 – [Managerial Economics](#)
- MBA 640 – [Managerial Finance and Accounting II](#)
- MBA 650 – [Sustainable Organizations for the Common Good](#)
- OLS 665 – [Project Management & Grantwriting \(Every other year odd\)](#)

Latest News

#### Concentration in Health Services Administration

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 organizations 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.

#### General Curriculum

The program (36 credit hours) takes two years, usually in 24 consecutive months, including a three credit hour capstone course in the final semester. 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 desire to replace an old*

requirement with a new one, he/she must petition the directors for the change to occur.

#### Prerequisites (9 SH)

Students are expected to complete the following prerequisites as a condition for admission to the EMU MBA program:

- [Survey of Economics](#)
  - [Financial Accounting](#)
  - [Introduction to Finance](#)
- All prereqs offered in an online format in the fall, spring, and summer

#### MBA with Concentration in Health Services Administration (36 SH)

- OLS 510 – [Leadership & Management for the Common Good](#)
- OLS 520 – [Introduction to Leadership Studies](#)
- OLS 530 – [Organizational Behavior](#)
- OLS 540 – [Managerial Finance and Accounting I](#)
- MBA 550 – [Technology, Information, and Data Analysis](#) (3 SH)
- NURS 515 – [The Health Care Delivery System](#)
- NURS 516 – [Application of Legal&Ethical Principles to Health Care](#)
- NURS 626 – [Managing in a Complex Health Care Environment\\*](#)
- MBA 555 – [Legal Aspects of Human Resources](#) or \*
- OLS 665 – [Project Management & Grantwriting\\*](#) or ELECTIVE (3 SH)
- MBA 630 – [Managerial Economics](#)
- MBA 640 – [Managerial Finance and Accounting II](#)
- MBA 650 – [Sustainable Organizations for the Common Good](#)

\*alternating year courses

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.

#### Concentration in Health Services Administration

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 organizations 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.

#### General Curriculum

The program (36 credit hours) takes two years, usually in 24 consecutive months, including a three credit hour capstone course in the final semester. 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 desire to replace an old requirement with a new one, he/she must petition the directors for the change to occur.*

#### Prerequisites (9 SH)

Students are expected to complete the following prerequisites as a condition for admission to the EMU MBA program:

- [Survey of Economics](#)
  - [Financial Accounting](#)
  - [Introduction to Finance](#)
- All prereqs offered in an online format in the fall, spring, and summer

#### MBA with Concentration in Health Services Administration (36 SH)

- OLS 510 – [Leadership & Management for the Common Good](#)
- OLS 520 – [Introduction to Leadership Studies](#)
- OLS 530 – [Organizational Behavior](#)
- OLS 540 – [Managerial Finance and Accounting I](#)
- MBA 550 – [Technology, Information, and Data Analysis](#) (3 SH)
- NURS 515 – [The Health Care Delivery System](#)
- NURS 516 – [Application of Legal&Ethical Principles to Health Care](#)
- NURS 626 – [Managing in a Complex Health Care Environment\\*](#)
- MBA 555 – [Legal Aspects of Human Resources](#) or \*
- OLS 665 – [Project Management & Grantwriting\\*](#) or ELECTIVE (3 SH)
- MBA 630 – [Managerial Economics](#)
- MBA 640 – [Managerial Finance and Accounting II](#)
- MBA 650 – [Sustainable Organizations for the Common Good](#)

\*alternating year courses

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.

#### Calendar

##### Fall 2016

|                                |   |
|--------------------------------|---|
|                                | Fall semester classes begin   |
|                                | OLS 510 Leadership & Management for the Common Good (1st year)                                  |
|                                | OLS 520 Introduction to Leadership Studies (1st year)   |
| August 30 (1st year classes),  | OLS 665/670 Project Management & Grant Writing/Project Management & Intrapreneurship (2nd year) |
| September 1 (2nd year classes) | NURS 516 Application of Legal and Ethical Principles to Health Care (online course)             |
| October 27                     | Fall Break (1st year only)  |
| November 24                    | Thanksgiving recess   |
| December 1                     | Classes resume  |
| December 13/15                 | Last day of classes   |

## Spring 2017

|   |  |
|---|--|
|   | Spring semester classes begin                            |
|   | OLS 530 Organizational Behavior                          |
|   | OLS 540 Managerial Finance and Accounting I              |
| January 10 (1st year classes)/January 12 (2nd year classes) | OLS 610 Strategic Marketing Management                   |
|   | NURS 515 The Health Care Delivery System (online course) |
| March 9   | Spring break, no class (2nd year)                        |
| April 27  | Last day of class  |
| April 29  | Baccalaureate  |
| April 30  | 99th annual commencement                                 |

## Summer 2017

- MBA 650 Sustainable Organizations for the Common Good (Dates TBA)
- MBA 550 Technology, Information and Data Analysis (Dates TBA)
- MBA 560 Stewardship, Innovation, and Social Entrepreneurship (Dates TBA)
- NURS 626 Managing in a Complex Health Care Environment (online course)
- Class sessions late in the term likely to be substituted or reduced in length in lieu of one or two Saturday sessions for class or field experience(s) within the first six weeks of the term. Students should plan for the dates above; any adjustments will impact these final one or two sessions, and students will be

alerted as soon as an alternate plan is confirmed.

## Courses

### *PMBA 411 Survey of Economics (3 SH)*

This course introduces the field of economics, emphasizing the key components of a mixed market economy. Topics include quantity and price determination, business and household decision making, market failures, macroeconomic measurement, and explanations of the business cycle. The course will also assess the pros and cons of government intervention under various settings. [Course Syllabus](#)

### *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) [Course syllabus](#)

### *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) [Course syllabus](#)

*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.

[Course syllabus](#)

*OLS 520 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.

[Course Syllabus](#)

*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)

[Course syllabus](#)

*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.

[Course syllabus](#)

*MBA 550 Technology, Information and Data Analysis (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 decision-making strategies. Topics include research design, survey development, defining data and information requirements, how and where data is stored, statistical models and tools, informatics and business intelligence, critical thinking, and transforming data into meaningful information. (Year 1 Summer Course) [Course syllabus](#)

*MBA 555 Legal Aspects of Human Resources (3 SH)*

Provides an overview of the legal aspects of business. Includes topics such as agency relationships, business organizations, contracts, sales and leases and debtor-creditor relations.

Special emphasis on human resource issues and applicable law. (Year 1 Summer Course)

[Course syllabus](#)

*OLS 610 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)

[Course syllabus](#)

*MBA 630 Managerial Economics (3 SH)*

Analyzes household and business decisions using economic concepts. Microeconomic theory and quantitative methods are applied to managerial decisions regarding consumption, profits, and output. Emphasis is placed on computer spreadsheets as a decision tool. (Year 2 Spring Course)

[Course syllabus](#)

*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. [Course syllabus](#)

*MBA 650 Sustainable Organizations for the Common Good (Capstone Course) (3 SH)*

The course integrates the three pillars of EMU’s MBA program of management, leadership and stewardship for organizational effectiveness and serving the common good. Course content will include case studies and readings on sustainable development and collaborative innovation. Students will engage as reflective practitioners in completing individual as well as group projects. Projects will include specific “live” business cases to demonstrate students’ creative mastery of the MBA curriculum and the triple bottom line. (Year 2 Summer Course)

[Course Syllabus](#)

*MBA 560 Stewardship, Innovation, and Social Entrepreneurship (3 SH)*

A theory and practice 3 SH course including a combination of field trips, classroom and online discussion, and case studies focusing on systems approaches to stewardship, innovation, and social entrepreneurship. The course objectives include developing a strategic framework for understanding stewardship design principles found in natural and human ecologies and how to apply them to become more effective organizational leaders; increasing theoretical and practical understanding of the sources of socio-tech innovation; co-designing, influencing and leading innovation; and developing an understanding of social entrepreneurship (SE) and how corporations, benefit corporations, public agencies, and nonprofit organizations apply SE strategies to more effectively achieve

their missions and objectives. (Year 2 Fall Course)

### [Course Syllabus](#)

#### *OLS 665 Project Management and Grant Writing (3 SH)*

This course will cover the basics of grant writing and standard project management practice. From finding applicable granting organizations, proposal writing, and accurate estimating through the launch of a project, team building, implementation, QA, and delivery this course will focus on non-profit funding and project delivery. This course will focus primarily on traditional project management but will also offer an introduction to Agile methodology project management. Core goals and objectives: At the end of the class students should have a clear understanding of the common steps that go into a good grant process, be able to analyze and adapt their project to the grant criteria, know what a good grant proposal consists of, and have a better understanding of the organizations offering grants in their fields of work or study. Students should also be familiar with the standard PMI project breakdown structure, be able to understand and implement a project plan, be familiar with non-PMI project management processes and their associated benefits and pitfalls. Students should also be able to craft a project plan including everything from the initial charter to steps for proper closing of a project at the end of this course. Core requirements: At the conclusion of the grant writing portion of the course students will submit (to the instructor) a fully prepared grant application based on a real-life project and meeting the criteria of the organization of their choosing. As part of this requirement students will also provide the appropriate information from the granting organization as to the requirements of the grant. Presentation: Students will give a short presentation on the granting organization they chose, why they chose that organization, and a brief summary of their project. Analysis / Critique: Post

presentation students will prepare an analysis and critique of their proposal and granting organization choice based on their work and the work of their classmates. Literature review: During the course of the class students will review a recent popular or literary work on Project Management of their choosing. This review will consist of a short summary of the book, a detailed analysis of the salient points, processes, and/or recommendations of the book. Not to exceed 5 pages. Project Plan: At the conclusion of the class students will submit a fully formed project plan covering every aspect of their approved project from project charter to project closing documents. Generally speaking these documents are no shorter than 20 pages, and can be considerably longer than that. Presentation: 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. Online vs. traditional: The course is a blended on/off line course with built-in asynchronous activities to engage students in the material.

#### *OLS 670 Project Management and Intrapreneurship (3 SH)*

This course will cover the basics of standard project management practice with a focus on developing internal projects and programs. From the conceptualization of the idea, pitch, proposal through the launch of a project, team building, implementation, QA, and delivery, this course will cover the whole lifecycle of Intrapreneurship practices. This course will focus on traditional project management but will also offer an introduction to Agile methodology project management. Core goals and objectives: At the end of this course students should have an excellent grasp of the process of developing a new project or division within a company, the risks associated with doing so, and the challenges associated with financing these endeavors. Students will

also be familiar with the standard PMI project breakdown structure, be able to understand and implement a project plan, be familiar with non-PMI project management processes and their associated benefits and pitfalls. Students should also be able to craft a project plan including everything from the initial charter to steps for proper closing of a project at the end of this course. Core requirements: During the course students will submit a complete proposal pitching their idea, explaining the organizational fit and function, providing a cost estimate, proposing funding options, and listing a detailed risk analysis of the proposal. Presentation: During the intrapreneurship portion of the course students will pitch their ideas to the class / instructor as well as take questions on their proposals. Clarity, brevity, and quality of the pitch will be evaluated. Analysis / Critique: Following the presentation students will submit a short analysis and critique of their pitch based on what questions were posed, what techniques their peers presented, and their overall presentation style. Literature review: During the course of the class students will review a recent popular or literary work on Project Management of their choosing. This review will consist of a short summary of the book, a detailed analysis of the salient points, processes, and/or recommendations of the book. Not to exceed 5 pages. Project Plan: At the conclusion of the class students will submit a fully formed project plan covering every aspect of their approved project from project charter to project closing documents. Generally speaking these documents are no shorter than 20 pages, and can be considerably longer than that. Presentation: 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.

### *MBA 675 Project Management (2 SH)*

This course will cover the basics of standard project management practice. From the launch of a project, team building, implementation, QA, and delivery, project management as a field has become increasingly standardized in the past 20 years. However, within software and other technology intensive fields traditional “waterfall” project management has taken a back seat to “Agile” methods of project management. This course will focus on traditional project management but will also offer an introduction to Agile methodology project management.

Core goals and objectives: Project Management: At the completion of this course students should be familiar with the standard PMI project breakdown structure, be able to understand and implement a project plan, be familiar with non-PMI project management processes and their associated benefits and pitfalls. Students should also be able to craft a project plan including everything from the initial charter to steps for proper closing of a project at the end of this course.

Core requirements: Literature review: During the course of the class students will review a recent popular or literary work on Project Management of their choosing. This review will consist of a short summary of the book, a detailed analysis of the salient points, processes, and/or recommendations of the book. Not to exceed 5 pages.

Project Plan: At the conclusion of the class students will submit a fully formed project plan covering every aspect of their approved project from project charter to project closing documents. Generally speaking these documents are no shorter than 20 pages, and can be considerably longer than that.

Presentation: 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.

#### *MBA 685 Grant Writing (1 SH)*

This course will cover the basics of professional level grant writing for for-profit and non-profit applications both intra and extra-organizational. Covering topics from polishing your idea, organizational / application fit, guideline analysis, background research, and crafting the perfect application in an imperfect system.

Core goals and objectives: Grant Writing: At the end of the class students should have a clear understanding of the common steps that go into a good grant process, be able to analyze and adapt their project to the grant criteria, know what a good grant proposal consists of, and have a better understanding of the organizations offering grants in their fields of work or study.

Core requirements: Grant application: At the conclusion of the course students will submit (to the instructor) a fully prepared grant application based on a real-life project and meeting the criteria of the organization of their choosing. As part of this requirement students will also provide the appropriate information from the granting organization as to the requirements of the grant.

Presentation: During the last class period students will give a short presentation on the granting organization they chose, why they chose that organization, and a brief summary of their project.

Analysis / Critique: Post presentation students will prepare an analysis and critique of their proposal and granting organization choice based on their work and the work of their classmates.

#### *MBA 690 Intrapreneurship (1 SH)*

This course will cover the concept of intrapreneurship within good business practice. Focusing on developing and idea, pitching it, funding it, and communicating with stakeholders as the project progresses. The course will allow students to explore the concepts around the ideation, innovation, implementation of new ideas in the business setting.

Core goals and objectives: Intrapreneurship: At the end of this course students should have an excellent grasp of the process of developing a new project or division within a company, the risks associated with doing so, and the challenges associated with financing these endeavors.

Core requirements: Intrapreneurship proposal: At the conclusion of the course students will submit a complete proposal pitching their idea, explaining the organizational fit and function, providing a cost estimate, proposing funding options, and listing a detailed risk analysis of the proposal.

Presentation: During the last session of the course students will pitch their ideas to the class / instructor as well as take questions on their proposals. Clarity, brevity, and quality of the pitch will be evaluated.

Analysis / Critique: Following the presentation students will submit a short analysis and critique of their pitch based on what questions were posed, what techniques their peers presented, and their overall presentation style.

#### *NURS 515 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)

[Course syllabus](#)

*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)

[Course syllabus](#)

*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)

[Course syllabus](#)

# Collaborative MBA

## About

### Our Program Values

Following are the values we bring to leadership education:

**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** – We recognize that all human beings need 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.

**Planning for Sustainability** – Business, organizational, community and global economic success, as well as an acknowledgement of our interdependence with our environment, are vital for healthy societies.

**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.

## Admissions

### Admissions Requirements

- 1. Bachelor's degree** from an accredited institution or equivalent.
- 2. Proficiency in and access to Microsoft Word, PowerPoint, and Excel.**
- 3. A computer with weekly access to high speed internet.**

### General Requirements

Any computer or laptop purchased in the past three years will meet the minimum specs.

### Specific Details

- *Operating System:* Windows 7 or 8; or Mac OS X Version 10.8 (Mountain Lion). Version 10.10 encouraged.
- *Processor* Minimum: Dual-core processor at 2GHz; Recommended: Intel Core i5 or i7, or equivalent.
- *RAM:* 4 GB or more recommended.
- *Webcam and one-piece headset with "noise-cancelling microphone"*(for synchronous class sessions)
- *Microsoft Office software:*
  - MS Office (including MS Word, PowerPoint, & Publisher) preferable Office 2010 or 2013.
  - For MAC users, Office 2008 or 2011 are sufficient.
- *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 videoconferencing. Satellite can work for accessing Moodle and forum discussions. Optimal Zoom (video conferencing requirements are listed below:

- For 1:1 video calling: 600kbps (up/down) for HQ video and 1.2 Mbps (up/down) for HD video
- For group video calling: 600kbps/1.2Mbps (up/down) for HQ video. **For gallery view: 1.5Mbps/1.5Mbps (up/down).**
- For screen sharing only (no video thumbnail): 50-75kbps
- For screen sharing with video thumbnail: 50-150kbps
- For audio VoIP: 60-80kbps

#### **4. Strong written and oral communication and quantitative skills.**

**5. For applicants with less than seven years of work experience,** GMAT or GRE scores are required. Those with seven years of work experience are encouraged to take either the GMAT or GRE *if* their academic and workplace records do not show strong quantitative and communication skills.

**6. Two recommendations.** One recommendation must be from your current supervisor. The second recommendation can be from an individual who can comment on your professional and/or academic qualities. Please utilize our college-specific recommendation forms:

[Bluffton University](#) | [Canadian Mennonite University](#) | [Eastern Mennonite University](#) | [Goshen College](#)

**7. Interview with program director** or other designated person.

#### *Additional details*

In determining admission into the program, we look at the overall strength of academic preparation and current and past managerial and leadership responsibilities. Depending on undergraduate preparation and/or scores on the GMAT or GRE tests we may require prerequisites prior to full entry into the program. These could include:

- Macroeconomics
- Microeconomics
- Financial Accounting
- Managerial Accounting
- Finance

#### The Seven Steps of Our Admissions Process

A completed application includes the items below.

**Step 1: Contact us.** If you would like more information, [call or email us](#). We're happy to answer any question you may have.

**Step 2: [Complete our application \(PDF\)](#) and submit the \$25 USD non-refundable application fee.**

**Step 3: Send us your most recent resume.**

**Step 4: Request official transcripts** from all undergraduate institutions and have them send them directly to your selected school.

**Step 5: Provide two recommendations.**

One recommendation must be from your current supervisor. The second recommendation can be from an individual who can comment on your professional and/or academic qualities. Both recommendations will become part of your application file and will not be disclosed to any unauthorized individual without your consent. Please utilize our college-specific recommendation forms: [Bluffton University](#) | [Canadian Mennonite University](#) | [Eastern Mennonite University](#) | [Goshen College](#)

**Step 6: Submit via email a two-page**

**personal statement** answering the following three questions: 1) What goals and objectives do you have for yourself in completing this program? 2) What contributions will you make to this program based on your life and work experiences, your commitments and your values? 3) The Collaborative MBA involves reading, studying, writing and “attending” class sessions. How will you structure your weekly schedule in order to accommodate these activities?

**Step 7: Interview with the MBA director** at your school.

**TOEFL Requirements**

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

- 6.5-7.0 on the IELTS

**Degree requirements**

**Curriculum and Concentrations**

The program is divided into nine core courses that everyone takes and three concentration courses. Each student chooses their area of concentration and declares that to their advisor by the end of the first semester of their first year in the program.

**Core Courses**

|   |
|---|
| Leadership and Management for the Common Good |
| Technology, Information, and Data Analysis    |
| Global Sustainability                         |
| Organizational Behavior                       |
| Managerial Finance and Accounting I           |
| Managerial Finance and Accounting II          |
| Sustainable Organizations for the Common Good |
| Strategic Marketing Management                |
| Managerial Economics                          |

**[Review the core course descriptions](#)**

**Concentration Areas**

|                                     |
|-------------------------------------|
| Leadership                          |
| Health Care Management              |
| Accounting and Financial Management |
| Leading Non-profits                 |
| Conflict Transformation             |

|  |  |
|--|--|
| Sustainable Organizations  | The hybrid course format consists of two week-long residencies and courses taken one at a time that use both synchronous and asynchronous methods. The program starts with a one-week residency. |
| Community Development and Social Action  |  |
| Self Designed – student chooses three courses from list of concentration courses |  |

[Review the concentration course descriptions](#)

### International Residency

One of our program 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 and on-going case study for the entire MBA curriculum. In addition, it is also a resume enhancing hands-on experience 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 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.

[Calendar](#)

The courses are six to eight weeks long. Core courses are offered Wednesday night at 6 p.m. EST while concentrations courses are offered Monday, Tuesday, or Thursday nights at either 6 p.m. or 8 p.m. EST.

[Cohort #3 program schedule beginning August 8, 2016 \(PDF\)](#)

[Cohort #2 program schedule beginning August 10, 2015 \(PDF\)](#)

[Cohort #1 program-schedule beginning August 11, 2014 \(PDF\)](#)

### Course Descriptions

#### *Leadership and Management for the Common Good*

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.

### *Technology, Information, and Data Analysis*

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.

### *Global Sustainability*

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.

### *Organizational Behavior*

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.

### *Managerial Finance and Accounting I*

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.

### *Managerial Finance and Accounting II*

The second course of this sequence examines more of 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.

### *Sustainable Organizations for the Common Good*

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 is designed as a capstone course, even though it is scheduled about halfway 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

### *Strategic Marketing Management*

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.

### *Managerial Economics*

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.

## **Concentration Course Descriptions**

### **Accounting and Financial Management Concentration**

#### **Auditing**

This course is based primarily on the Auditing section of the uniform Certified Public Accounting (CPA) exam. The course is designed to provide students an in-depth understanding of the auditing process, from a theoretical perspective. Topics covered in this course will also be reinforced through case analyses.

## **Business Environment**

This course is based primarily on the Business section of the uniform Certified Public Accounting (CPA) exam. The course is designed to provide students an in-depth understanding of the business environment. The course will explore cost and managerial accounting topics as well as corporate governance and information systems.

## **Business Regulation**

This course is based primarily on the Regulation section of the uniform Certified Public Accounting (CPA) exam. The course is designed to provide students an in-depth understanding of issues related to business law, corporate structures, and individual and corporate taxation.

## **Conflict Transformation**

### **Mediation and Negotiation**

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. Each student will be evaluated by the instructor and by class peers for competency in mediation & negotiation skills.

## **Narratives and Systemic Change or Conflict Coaching**

Stories (narratives) shape conflicts and conflicts shape our narratives about the world and our places in it. Deep transformation of any conflict system requires changing our stories about ourselves and about others in the conflict system. In this course, we will learn to listen for and analyze the narratives drivers of conflict at multiple levels of social organization. We will practice techniques for working with and changing stories at all social levels from the intra- and interpersonal level to the national and supranational levels. The course includes exploration of various narrative theories, but the primary focus is on working with stories to promote change.

### **Summer Peace Building Institute (choose one course that meets in residency)**

#### [Summer Peace Building Institute Courses](#)

### **Health Care**

#### **Health Care Economics and Policy**

An overview of the macro environment as it relates to health care organizations. Addresses issues related to health care policy/regulation/laws and fundamental concepts of health care economics.

#### **Health Care Informatics**

This course studies the collection, organization and utilization of public data bases and patient records in structuring the provision of care and overall management of health care systems.

## **Health Care Financial Management**

An overview of financial issues for health care organizations including budgeting, planning, and financing.

## **Community Development and Social Action**

Courses in this concentration are part of Goshen College's Masters in Intercultural Leadership and are online courses. You will not have a Wednesday night Zoom session like you have in your core MBA courses. However, you are expected to have regular online interactions with the professor and other students in the course.

## **Community Development and Social Action**

This course provides basic knowledge and skills in community outreach, education, and social mobilization for self-help and advocacy in community based organizations. This course focuses on the professional roles of leaders in community based groups including the role of founder, developer, manager, and other supervisory roles in which development activities are required in order to support social action and social change.

## **Action Research and Program Evaluation**

This course provides an overview of action research theory and methods and describes how action research can be used for assessing community needs and program effectiveness. The steps for conceptualizing, designing, implementing, and analyzing an action research project will be examined. Particular attention will be given to the

study of these elements for program evaluation within organizations.

## **Strategic Human Resource Management**

In the increasingly diverse environment of the 21st century, human resources are key resources for change and innovation. Unfortunately, few organizations successfully include HR in strategic planning. This course will introduce HR's role in strategy development and implementation. Topics include aligning HR with organizational values and management strategy, creating high performance work systems, implementing HR planning, and managing HR in contexts such as non-profit organizations, community service groups, and community development.

## **Leadership**

### **Assessing and Developing Leadership Skills**

This course explores the dynamics of the relationship between leaders and followers using both current leadership theory and widely used self-assessment tools.

### **Leading Innovation and Change**

This course will examine the literature on change management and innovation. Students will develop an understanding of their roles as leaders who seek to create conditions within organizations to support and motivate adaptation, innovation and change.

### **Managing People in Organizations**

Surveys selected topics related to the management of people in organizations,

including personnel selection and training, motivation, leadership, team building, the organization of work hours and space.

### Leading Non-profits

#### **Stewardship, Innovation, and Social Entrepreneurship**

A theory and practice 3 SH summer course including a combination of field trips, classroom and online discussion, and case studies focusing on systems approaches to stewardship, innovation, and social entrepreneurship. The course objectives include developing a strategic framework for understanding stewardship design principles found in natural and human ecologies and how to apply them to become more effective organizational leaders; increasing theoretical and practical understanding of the sources of socio-tech innovation, and in co-designing, influencing and leading innovation; and developing an understanding of social entrepreneurship (SE) and how corporations, public agencies, and nonprofit organizations apply SE strategies to more effectively achieve their missions and objectives. Students will be encouraged, at their sole option, to contribute to the field either through service (1 SH elective practicum) or research (1 cu publishable paper).

#### **Ethics and International NGO's**

This course is prepared for students who envision themselves as practitioners in the global humanitarian enterprise, working in, with, or through, international non-governmental organizations (INGOs). INGOs confront many ethical challenges, dilemmas, and considerations as they work to meet their objectives of providing

assistance to individuals, groups, and countries, often across differences of culture, wealth, power, and world view. This course aims to help students build a framework for understanding universal and contextual ethics within the broad INGO arena, both internally within organizations, and externally as impact on others. A significant challenge of this course is to help students recognize and identify their own biases and blinders, learn from the practical experiences of others, and effectively widen their view to the opportunities, possibilities, and pitfalls of the INGO humanitarian enterprise.

#### **Project Management and Grant Writing**

Organizations are increasingly utilizing projects to perform activities and operations, creating a growing requirement for specific management skills and tools in areas of project management. Applying theory and practice, this course explores management needs through each phase of the project life-cycle, from initiating, planning, performing, and closing projects. Projects are often funded differently than ongoing operations, and this course provides special consideration of that reality, and what it means to organizations and project managers.

### Sustainability

Courses in this concentration are part of Goshen College's Business Program and have a weekly class in Zoom on Wednesday nights like you have in your core MBA courses.

#### **Sustainable Business Models**

This course explores sustainability models, reporting approaches and corporate structures. These models and tools are utilized to create a sustainable platform that serves as a base for students to apply across the Sustainability concentration. Students will learn about the theory, analytical and applied approaches to drive the changes required to promote a sustainable economy. Mastery of the tenets of Natural Capitalism and Natural Step for Business provide students foundational knowledge for driving sustainability application and practice

### **Economics of Sustainability**

This course explores the transformation necessary to create a sustainable economy using a triple-bottom-line perspective: planet, people and profit. Students will learn about the organizational and structural changes required to promote a sustainable economy, focusing on the objectives of sustainable scale, just distribution and efficient allocation as well as public- and private-sector strategies to support the transition from carbon-based resources to renewables.

### **Applied Business Sustainability**

In this course students apply the knowledge of sustainability models, systems and economics to a sustainability project they design. Students will apply the sustainability tools learned during the previous concentration courses and will synthesize all facets of sustainability into their sustainability project. Assessment will be based on students' comprehension of the challenges presented by the project and their ability to evaluate effective options to drive sustainable gains. This course requires

more independent work and may require fewer Wednesday night class sessions.

### **Self-designed**

Choose three of any of the above courses. Note that some of these courses may be scheduled at the same time. Refer to the [academic calendar](#) to determine course time.

### **Academic Policies**

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](#)

#### **Eastern Mennonite University**

- [School of Graduate and Professional Studies Handbook](#)
- [School of Graduate and Professional Studies Policies](#)
- [Additional resources for EMU students](#)

#### **Goshen College**

- [Goshen College Graduate Catalog](#)

# MA in Restorative Justice

## Degree Requirements

The Master of Arts in Restorative Justice is awarded upon successful completion of 45 semester hours. 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. All students are required to spend at least one spring semester (January-April) on campus.

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

## Core Course Requirements

### Master of Arts

[PAX 534 Foundations for Justice & Peacebuilding I](#) (6 credits)

[PAX 634 Foundations for Justice & Peacebuilding II](#) (6 credits)

[PAX 535 Research Methods for Social Change](#) (3 credits)

## Restorative Justice Required Courses (15-18 hours):

- [Restorative Justice: the Promise, the Challenge](#) (3 credits)
- [Restorative Justice Practices](#) (3 credits)

- [Restorative Justice and Whole System Approaches](#) (3 credits)

- [Practicum](#) (6-9 credit hours)

## Cross-Discipline Elective Courses (12-15 hours):

- [Mediation & Negotiation](#) (3 credits)
- [Facilitation: Process Design & Skills for Dialogue, Deliberation & Decision-making](#) (3 credits)
- [Conflict Coaching](#) (3 credits)
- [Justice in Transition: Restorative and Indigenous Applications in Post-war Contexts](#) (3 credits)
- [Transforming Trauma: Individual and Collective Approaches](#) (3 credits)
- [Working with Narrative Change](#) (3 credits)
- [Circle Processes](#) (1 credit)
- [War-to-Peace Transitions: Systemic Peacebuilding](#) (3 credits)
- [Psychosocial Trauma, Identity and Dignity](#) (3 credits)
- [Nonviolent Mobilization for Social and Policy Change](#) (3 credits)
- [Independent Study](#) (1-3 credits)

## Course Overview

[Fall 2016](#) | [Spring 2017](#) | [Academic Calendar](#) | [Practicum Overview & Forms](#) | [Course Descriptions](#)

CJP seeks to be sensitive to students' religious beliefs. If you have a conflict due to a religious commitment, please let CJP administration know immediately and we will try to accommodate your schedule.

The following lists only include CJP courses; if you are interested in electives in other graduate programs at Eastern Mennonite University, please contact CJP's academic program coordinator or check out the [EMU School of Graduate & Professional Studies](#).

Some courses require prerequisites or simultaneous enrollment in other courses. Some courses require permission of instructor for enrollment of students not in the CJP MA degree or Graduate Certificate programs. Please read the course descriptions carefully.

Courses

Fall courses start August 30 and end December 16.

| #                  | Class Name   | Meeting Time/Location   | CHs | Instructor(s)                             |
|--------------------|--|---|-----|---|
| PA<br>X<br>51<br>6 | <a href="#">Program Evaluation through Qualitative Methods</a>     | Mondays<br>1:45-4:45 p.m.<br>Hartzler Library/LB 121                    | 3   | <a href="#">Roger Foster</a>              |
| PA<br>X<br>60<br>1 | <a href="#">Mediation &amp; Negotiation</a>                        | Mondays<br>6:00-9:00 p.m.<br>LB 121                                     | 3   | <a href="#">Amy Knorr, David Brubaker</a> |
| PA<br>X<br>53<br>5 | <a href="#">Research Methods for Social Change</a>                 | Tuesdays,<br>8:45-11:45 a.m.<br>LB 121                                  | 3   | <a href="#">Roxy Allen Kioko</a>          |
| PA<br>X<br>57<br>1 | <a href="#">Restorative Justice</a>                                | Tuesdays,<br>1:45-4:45 p.m.<br>Online section also available!<br>LB 121 | 3   | <a href="#">Johonna Turner</a>            |
| PA<br>X<br>66<br>9 | <a href="#">Psychosocial Trauma, Identity &amp; Dignity</a>        | Wednesdays<br>, 8:45-11:45 a.m.<br>LB 121                               | 3   | <a href="#">Barry Hart</a>                |
| PA<br>X<br>67<br>7 | <a href="#">Restorative Justice &amp; Whole Systems Approaches</a> | Wednesdays<br>, 1:45-4:45 p.m.<br>LB 121                                | 3   | <a href="#">Carl Stauffer</a>             |

|                    |  |   |   |  |
|--------------------|--|---|---|--|
| PA<br>X<br>53<br>4 | <a href="#">#Foundation for Justice &amp; Peacebuilding I</a>    | Thursdays,<br>8:45 a.m-4:45 p.m.<br>LB 121  | 6 | <a href="#">Gloria Rhodes, Carl Stauffer</a> |
| PA<br>X<br>61<br>7 | <a href="#">War to Peace Transitions: Systemic Peacebuilding</a> | Thursdays,<br>1:45-4:45 p.m.<br>up to 3 all day intensives<br>Martin Store upstairs classroom | 3 | <a href="#">Catherine Barnes</a>             |
| PA<br>X<br>61<br>5 | <a href="#">Leading Organizational Change</a>                    | Thursdays,<br>6-8 p.m.<br>Hybrid: week on-campus, week on-line<br>LB 121                      | 3 | <a href="#">David Brubaker</a>               |
| PA<br>X<br>59<br>0 | <a href="#">Peacebuilding &amp; Public Policymaking</a>          | Fridays,<br>1:45-4:45 p.m.<br>LB 121  | 3 | <a href="#">Tim Seidel</a>                   |
| PA<br>X<br>67<br>2 | <a href="#">Circle Processes</a>                                 | Nov 4-6<br>F 6-9p.m./S 8:30-5/Su 1-6 p.m.<br>Discipleship Center                              | 1 | <a href="#">Kay Pranis</a>                   |

Spring 2017 Courses

Spring classes other than the STAR training and MBA course begin the week of January 16, and end on April 28.

| #                    | Class Name   | Meeting Time/Location                      | CHs | Instructor(s)                                     |
|----------------------|--|--|-----|---|
| PA<br>X<br>54<br>0 B | <a href="#">STAR Level I (Materials fee \$100)</a> | Jan. 9-13,<br>8:30 a.m. – 5 p.m.<br>Strite | 2   | <a href="#">Annmarie Early, Elaine Zook Barge</a> |
| PA<br>X              | <a href="#">Nonviolent Mobilization for Social</a> | Mondays,<br>1:45-4:45 p.m.                 | 3   | <a href="#">Carl Stauffer</a>                     |

|    |  |                                |   |                            |
|----|--|--------------------------------|---|----------------------------|
| 58 | <a href="#">Change</a>                                   | <a href="#">Hartzler</a>       |   |                            |
| 8  | (Course fee \$90 – required March lobbying trip to D.C.) | <a href="#">Library/LB 121</a> |   |                            |
| PA | <a href="#">Research</a>                                 | Tuesdays,                      |   |                            |
| X  | <a href="#">Methods for</a>                              | 1:45-4:45                      | 3 | <a href="#">Roxy Allen</a> |
| 53 | <a href="#">Social</a>                                   | p.m.                           |   | <a href="#">Kioko</a>      |
| 5  | <a href="#">Change</a>                                   | LB 121                         |   |                            |
| OL | <a href="#">Organization</a>                             | Tuesdays, 6-                   |   |                            |
| S  | <a href="#">al Behavior</a>                              | 8 p.m.                         | 3 | <a href="#">David</a>      |
| 53 | ( <a href="#">Register</a>                               | <a href="#">Campus</a>         |   | <a href="#">Brubaker</a>   |
| 0  | <a href="#">through</a>                                  | <a href="#">Center 201</a>     |   |                            |
|    | <a href="#">MBA</a> )                                    |                                |   |                            |
| PA | <a href="#">Restorative</a>                              | Wednesdays                     |   |                            |
| X  | <a href="#">Justice</a>                                  | , 8:45-11:45                   | 3 | <a href="#">Carl</a>       |
| 67 | <a href="#">Practices</a>                                | a.m.                           |   | <a href="#">Stauffer</a>   |
| 6  |  | LB 121                         |   |                            |
| PA | <a href="#">Internationa</a>                             | Wednesdays                     |   |                            |
| X  | <a href="#">l</a>  | 1:45-4:45                      | 3 | <a href="#">Tim Seidel</a> |
| 58 | <a href="#">Developmen</a>                               | p.m.                           |   |                            |
| 5  | <a href="#">t</a>  | LB 121                         |   |                            |
| PA | <a href="#">#Foundation</a>                              | Thursdays,                     |   |                            |
| X  | <a href="#">s of Justice</a>                             | 8:45 a.m.-                     | 6 | <a href="#">Johonna</a>    |
| 63 | <a href="#">&amp;</a>                                    | 4:45 p.m.                      |   | <a href="#">Turner,</a>    |
| 4  | <a href="#">Peacebuildin</a>                             | LB 121                         |   | <a href="#">Jayne</a>      |
|    | <a href="#">g II</a>                                     |                                |   | <a href="#">Docherty</a>   |
|    |  | Fridays, 8:45                  |   |                            |
|    | <a href="#">Facilitation:</a>                            | a.m. – 4:45                    |   |                            |
|    | <a href="#">Process</a>                                  | p.m.                           |   |                            |
| PA | <a href="#">Design &amp;</a>                             | on 1/20,                       |   |                            |
| X  | <a href="#">Skills for</a>                               | 1/27, 2/10,                    | 3 | <a href="#">Catherine</a>  |
| 61 | <a href="#">Dialogue,</a>                                | 2/24, 3/17,                    |   | <a href="#">Barnes</a>     |
| 0  | <a href="#">Deliberation</a>                             | 4/21 (dates                    |   |                            |
|    | <a href="#">&amp; Decision-</a>                          | subject to                     |   |                            |
|    | <a href="#">Making</a>                                   | change)                        |   |                            |
|    |  | LB 121                         |   |                            |
| PA |  | March 24-26                    |   |                            |
| X  | <a href="#">Circle</a>                                   | F 6-9p.m./S                    |   |                            |
| 67 | <a href="#">Processes</a>                                | 8:30-5/Su 1-                   | 1 | <a href="#">Kay Pranis</a> |
| 2  |  | 6 p.m.                         |   |                            |
|    |  | <a href="#">Discipleship</a>   |   |                            |
|    |  | <a href="#">Center</a>         |   |                            |

If you are interested in registering for a spring CJP class, please fill out the [Center for Justice & Peacebuilding \(CJP\) Course Registration form](#) or email Academic Program Coordinator, Janelle Myers-Benner at [bennerj@emu.edu](mailto:bennerj@emu.edu) for more information.

#Core courses may be larger in size (more than 25 students)

Arranged with advisor or faculty member:

- [PAX 673 Independent Study](#) (1-3 hrs)
- [PAX 682 Practicum](#) (6-9 hrs)

All fall and spring CJP graduate course descriptions are found [here](#).\*

## Calendar

### Fall Semester 2016

August

- 24-26 – Graduate New Student Orientation
- 29 – Advising for new students and registration
- 30 – CJP FALL SEMESTER CLASSES BEGIN
- 31 – EMU Graduate student picnic

September

- 3 – Ropes Course (required for all Foundations I students)
- 3 – All-CJP potluck in Keezletown
- 17 – Ropes Course rain date
- 17 – Potluck rain date

October

- 8 – Writing workshop (required for all Foundations I students)
- 21 – Mid-Semester Recess begins at 5:30pm
- 26 – Classes resume at 8am

## November

- 22 – Thanksgiving Recess begins at 5pm
- 28 – Classes resume at 8am

## December

- 16 – Last day of CJP classes (and final day of the semester)

## Spring Semester 2017

### January

- 9-13 – STAR Level I training (Transforming Trauma class begins)
- 16 – All other CJP SPRING SEMESTER CLASSES BEGIN

### March

- 3 – Mid-Semester Recess begins at 5:30pm
- 13 – Classes resume at 8am

### April

- 13 – Easter Recess begins at 5pm
- 18 – Classes resume at 8am
- 28 – Last day of CJP classes (and final day of the semester)
- 30 – EMU Annual Commencement/CJP Graduation Celebration

## Summer Peacebuilding Institute 2017 May 8 – June 16

Go to [SPI page](#) for course offerings and additional details

## Courses

*PAX 516 – Program Evaluation Through Qualitative Methods*

*Credit hours: 3*

This course is designed to help students understand the basics of qualitative research,

arts-based research, and program evaluation. Sociological and anthropological approaches will provide the theoretical and philosophical background for our work, but the focus will be on practical applications of arts-based and traditional qualitative methodology in evaluation. Students will practice conducting structured and semi-structured interviews, focus group interviews, coding interview transcripts, and will practice designing an evaluation: 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 entirely focus on either research or evaluation.

The course format is participatory, experiential and adaptive. Students will conduct an actual professional evaluation of a specific intervention that is nested in 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/team 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.

*Prerequisite for CJP graduate students: PAX 535 Research Methods for Social Change.*

This course includes upper level undergraduate students.

*PAX 532 – Formation for Peacebuilding Practice*

*Credit hours: 3*

When we feel called to work for peace and social justice, we are the instrument of the work. Therefore, we need to cultivate our

ability to engage conflict and injustice with compassion and clarity. This course explores various competencies needed for the vocational call of working for peace and social justice. Participants will strengthen their abilities to listen and communicate, create and maintain healthy boundaries, recognize and promote diversity and equity, lead from their vision and values, and engage people in dialogue and decision-making. We will also survey a range of roles and domains for conflict transformation and social change such as mediation, negotiation, and arts-based peacebuilding.

Course participants will gain a deeper understanding of self as person, practitioner, and leader as well as a menu of personal skills and processes for integrating analysis, theory and practice within an assets-based approach to social change.

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

#### *PAX 533 – Analysis: Understanding Conflict*

*Credit hours: 3*

This course focuses on the analysis of conflict and violence as the foundation for designing strategies for peacebuilding and conflict prevention and is taught during our annual Summer Peacebuilding Institute [www.emu.edu/cjp/spi/](http://www.emu.edu/cjp/spi/). Participants will learn a variety of tools to “map” and describe the nature and dynamics of conflict. Drawing from broad interdisciplinary theoretical bases, the course focuses on human needs theory as a central framework for examining the complex causes of conflict, crime, and violence. Participants will explore the role of group and individual identity; respect and the role of shame and humiliation in the cycle of violence; security and the role of attachment; and the impact of structural violence on other forms of conflict. Participants will practice power analysis, cultural analysis, and psychological analysis of conflict. Participants will develop

their ability to “see” and describe conflict from different perspectives.

#### *PAX 534 – Foundations for Justice & Peacebuilding I*

*Credit hours: 6*

Foundations I and II give a comprehensive overview of peacebuilding practice and its multi-disciplinary, multi-level aspects. This course (Foundations I) addresses personal, interpersonal, small group, and organizational-level transformation through research, analysis, theory and practice. Foundations II similarly focuses on communal and societal levels of transformation. Throughout the two courses, you will be required to learn and integrate critical self-assessment, 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.

This Foundations I course is constructed to assist you to integrate all three of these vital elements – theory, analysis and practice – into your peacebuilding practice. You will be introduced to the literature and theory of the field; explore conflict transformation from an individual, interpersonal and organizational level; consider the dynamics of conflict and experience the practice of peacebuilding through reading and discussions, intensive teamwork, interactive case study, role-plays, and simulated practice lab exercises.

Skills competencies are emphasized in the areas of self-awareness, team-building, conflict analysis and assessment, communication, and strategies for intervention in interpersonal, intra-and intergroup conflicts. Mediation, negotiation, facilitation, nonviolence strategies and other transformative processes are introduced as peacebuilding practices. This course employs the action-reflection learning cycle as the undergirding educational framework throughout the semester.

### *PAX 535 – Research Methods for Social Change*

*Credit hours: 3*

Leaders of peacebuilding, justice building and social change programs and projects require more sophisticated knowledge of research methods than they did even five years ago. We have always focused on DOING research projects with students, but they now require greater ability to design and justify research projects as part of their work. This course opts for qualitative methods, because those are used more often in the field than quantitative methods. In addition, this course will introduce you to quantitative and mixed methods research so that you may be able to better read, interpret, and/or design appropriate studies depending on their aim. This course is required for all MA students. 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.

### *PAX 540 – STAR Level I*

*Credit hours: 2*

This course presents an integrated theoretical and training approach to the trauma, conflict, and violence caused by nature, human beings, or societal institutions and structures. Research and experience demonstrate that unaddressed trauma often leads to conflict and violence against self or others as traumatized people act out against others or become self-destructive. STAR combines theory with experiential learning to increase awareness of the impact of trauma on the body, brain, emotions, spirit and relationships. The course offers tools for addressing trauma and breaking the cycles of violence. The STAR multidisciplinary framework draws on the fields of neurobiology, restorative justice, trauma healing, conflict transformation, and spirituality for building healthy, resilient individuals and communities. The theoretical and practical focus of the course provides a

model to understand and interrupt cycles of violence at the individual, communal and societal levels.

### *PAX 541 – Transforming Trauma: Individual and Collective Approaches*

*Credit hours: 3*

This course offers students the unique opportunity of combining STAR with practical approaches to engaging trauma both individually and collectively. Students will participate in STAR during their first week of the course where they will learn tools for addressing trauma and breaking the cycles of violence. The STAR multidisciplinary framework draws on findings from the fields of neurobiology, restorative justice, trauma healing, conflict transformation, and spirituality for building healthy, resilient individuals and communities. These course topics will then be applied and practiced throughout the semester as students engage basic counseling and practical intervention skills in working with trauma. This course will meet for STAR- January 11-15 in Strite Auditorium and twice a month on Tuesdays, 8:45-11:45 a.m. in Sem 003. Course sessions following STAR will focus on developing skills for working with trauma in a variety of contexts. Course evaluation will be based on class participation, readings, and assignments.

### *PAX 571 – Restorative Justice*

*Credit hours: 3*

This course provides a critical examination of the values, principles, and practices of restorative justice. It provides a unique opportunity to explore both the promise and the challenge of the restorative justice field in various contexts and from various perspectives. Our primary starting point is the U.S. criminal legal system and the problems posed by its dominant responses to crime and violence. We examine how restorative justice presents an

alternative 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.

This fall 2016 we are offering an online section of this course: This section of Restorative Justice meets asynchronously via Moodle. Optional synchronous sessions take place Wednesdays from 1 – 3 pm. EST using the Zoom platform: September 7 and 21, October 5 and 19, November 2, 16, and 30. During this time, students will bring issues and questions to the instructor and other course members for critical discussion. Sessions will be recorded and posted online for access by any student in the course.

#### *PAX 585 – International Development*

*Credit hours: 3*

The goal of this course is to expose participants to some of the issues, dilemmas, and strategies in international development. This course will approach the phenomenon of development in its broadest sense as the study of change, with attention to global justice and equity, rather than in its narrow conceptualization as technical interventions in social worlds. In this respect, we will work to cultivate an intellectual space investigating alternative ways of seeing and being in the world. The course is roughly structured into two sections: intellectual history and contemporary issues. In the first section, participants will be exposed to an overview of the history, players and competing philosophies in the development field. A set of theoretical frameworks for analyzing and designing international development projects will be presented including an exploration of embedded assumptions and best practices for each framework. In the second section, participants will study contemporary issues

within the development field and the implications for future directions. The course is primarily run in a seminar discussion format, and guest speakers as well as class participants will be invited to share their own stories from the fields of community and international development and peacebuilding.

This course includes upper level undergraduate students.

#### *PAX 588 – Nonviolent Mobilization for Social Change*

*Credit hours: 3*

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 courses 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 with an emphasis on theories for policy change. Throughout the course, participants will have a choice to engage in a variety of assignments including reading reflections, presentations on nonviolence and religion, letter writing, applying nonviolent frameworks to real-life case scenarios and analysis of policy reports. A weekend trip to Washington DC to participate in the advocacy training and lobbying meetings with government representatives will be built into the learning experience.

### *PAX 590 – Peacebuilding & Public Policymaking*

*Credit hours: 3*

This course is designed to develop participants' understanding and skills for effectively influencing policymaking processes on peacebuilding issues. We will explore policymaking within local, national and international contexts. Moving from an exploration of "what is governance" and "what is policy" and their relevance to peacebuilding, we will learn basic approaches for policy analysis and policy formation. We will map the diverse actors involved in policymaking and assess factors that influence their decisions. We will explore strategies to influence policy development—including advocacy, public campaigning and policy dialogue—and practice key skills for effective engagement, including crafting policy briefs and advocacy communication. Students will have the opportunity to give specific attention to their chosen area of specialization with course work geared to applying what is being learned. Participants will choose a key issue of interest to them and will critique existing policy, identify and advocate alternatives, and develop materials to support their case.

### *PAX 601 – Mediation and Negotiation*

*Credit hours: 3*

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 students this is a skills assessment course. Each student will be evaluated by the instructor and by class peers for competency in mediation & negotiation skills.

### *PAX 610 – Facilitation: Process Design & Skills for Dialogue, Deliberation & Decision-Making*

*Credit hours: 3*

This course is designed to develop participants' capacities as skillful facilitators and to enable them to design and conduct 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 a prerequisite. This class qualifies as a skills assessment course for the CJP MA degree.

### *PAX 615 – Leading Organizational Change*

*Credit hours: 3*

Whether for-profit, not-for-profit, or governmental, every organization based anywhere in the world today exists in a rapidly changing set of environments. Organizations that fail to adapt to these changes face decline and eventual death. But organizations that lurch reactively from crisis to crisis are equally vulnerable to being selected out. What is most 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 will be 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.

*This is one of four 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 I & II unless otherwise 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 the Foundations I course (offered by CJP) OR the Organizational Behavior course (offered by EMU's MBA program).*

### *PAX 617 – War-to-Peace Transitions: Systemic Peacebuilding*

*Credit hours: 3*

This course will address many of the dilemmas in developing and sustaining processes to end armed conflict and make the transition to durable peace and more inclusive states and societies. We will deepen our understanding of key challenges and opportunities, risks and resources typically operating in these conflict systems, exploring leverage points for justice and peacebuilding interventions.

We will explore some of the characteristics of war and protracted organized violence in the 21st century, seeking to identify the strategic implications. We will learn about how people have worked to increase civilian protection, engage with armed groups, promote confidence building, identify comprehensive agendas for transforming conflict. We will study the 'design' of processes aimed at ending fighting and creating the frameworks for peaceful settlement, with special attention to processes that enable public participation in political negotiations. We will explore dilemmas, principles and comparative experiences in fostering transitional justice – including retributive, redistributive and restorative models – and promoting reconciliation. We will use case studies, group exercises, simulations and discussion of specific dilemmas participants have encountered in their own work / context. Each participant will choose a specific context and, through a range of class assignments, will develop elements of a strategic framework for

supporting transitional processes in that context.

*This is one of four Seminar courses that are geared primarily to second year graduate students in the Center for Justice and Peacebuilding. They require that a student have taken Foundations I & II unless otherwise 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.*

#### *PAX 634 – Foundations for Justice & Peacebuilding II*

*Credit hours: 6*

Foundations I and II give a comprehensive overview of peacebuilding practice and its multi-disciplinary, multi-level aspects. Foundations I centered on personal, interpersonal, small group and organizational transformation analysis, theory and practice. Foundations II focuses on communal, societal and global processes of transformation. Throughout the two courses, you will be required to understand and integrate ethical application of theory, technical utilization of analysis tools, and systematic process of planning and implementation for practice interventions across a myriad of sectors in society.

In this course, 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. 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). 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 difficult projects, researching strategies and moving from analyzing a situation of injustice or conflict to designing and preparing to implement an intervention for that situation.

#### *PAX 669 – Psychosocial Trauma, Identity and Dignity*

*Credit hours: 3*

The course will examine psychosocial trauma and well-being within a dynamic peacebuilding framework, addressing the causes of traumatic events and individual, group and social responses to these events. A thorough overview of the complexity of trauma and related psychosocial factors will be addressed in regard to war and other complex situations of violence, as well as the related, though different, psychosocial trauma issues of natural disaster. Identity and dignity will be examined as ways of understanding their roles in the creation of conflict and trauma; and how they might be used in transformational peacebuilding processes. In this regard, individual and community assets and resilience will be studied as further means of transforming trauma and enhancing psychosocial well-being after complex violence and disaster situations. Self-care connected to Compassion Fatigue and Burnout of those working with traumatized persons will be another important component of the course. Through various research methods, case studies, personal narratives and group work, participants will begin the integration of the analytical, theoretical and practical components of the course in order to see how they might be applied to their own

contexts and/or to the many sectors of the peacebuilding field.

*This is one of four Seminar courses that are geared primarily to second year graduate students in the Center for Justice & Peacebuilding. They require that a student have taken Foundations I & II unless otherwise 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.*

#### *PAX 672 – Circle Processes*

*Credit hours: 1*

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.

#### *PAX 673 – Independent Study*

*Credit hours: 1-3*

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).

#### *PAX 676 – Restorative Justice Practices*

*Credit hours: 3*

Restorative Justice is a practice-based discipline. 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, FGC, Circles, RJ in the workplace, schools, prisons, religious institutions, community gang and public violence, transforming historical harms, and applications 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 our practice.

For CJP MA students this satisfies the skills assessment course requirement. In order to take this course, students need to have taken PAX 571 Restorative Justice or receive special instructor permission to register.

#### *PAX 677 – Restorative Justice & Whole Systems Approaches*

*Credit hours: 3*

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 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 another "social service reform." However, if we understand it as a "social 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 justice systems shifts. Through intensive reading, structured debates, tailor-made research on critical and frontier RJ issues, and interaction with leaders in the Field, we will explore whole system applications of RJ in urban/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 II, along with the work around Human Systems Dynamics (HSD) – [www.hsdinstitute.org/](http://www.hsdinstitute.org/) 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
- Coalition building, social mobilization, and social movement theory & practice
- Systemic inputs & outputs, and
- Structural Information & Communication feedback loops.

The course is facilitated in a seminar format using circle process, reading summaries, 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 four Seminar courses that are geared primarily to second year graduate students in the Center for Justice & Peacebuilding. They require that a student have taken Foundations I & II unless otherwise 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 advanced seminar, students will be required to have completed either the Foundations I & II courses (offered by CJP) OR for MAED students either PAX 571 or PAX 676.*

# MA in Education

## About

**As a teacher, you're eager to make a difference in your classroom, school district and community.** EMU's MA in 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 accredited by the [National Council for Accreditation of Teacher Education](#).

## 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 **\$425 per semester hour**, whether you're working on a degree, a certificate, recertification, or professional development.

- [EMU's main campus in Harrisonburg](#)
- [EMU at Lancaster](#)
- [Online 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.

## 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) which 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.

## Admissions

- [Application for Admission to the Master of Arts in Education Program](#) Paper applications can be picked up at the office or mailed upon request.
- [Recommendation form for Admission:](#) Please secure two forms of recommendation from people who are in a position to judge your potential as a graduate student. Teachers may provide one reference from a building-level administrator/supervisor, as well as someone in a supervisory capacity.

### How can I request an official transcript?

To request an official transcript(s) follow the registrar's instructions, which are outlined on the [registrar's website](#).

## Admission Requirements

Completed applications for admission into the graduate program are reviewed regularly throughout the year. The Teacher Education Admissions Committee (TEAC) makes admissions decisions and annually reviews admissions policies. A completed application includes the following:

1. Completed [application](#) to the Master of Arts in Education program with a nonrefundable application fee of \$50.00.
2. Official transcripts from each college or university attended.
3. Two academic recommendations on EMU provided forms: (a) building level administrator/supervisor and (b) someone qualified to speak to the applicant's academic ability and potential.

<http://www.emu.edu/maed/forms/>

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, graduate gpa of six or more credits will be considered.

5. A copy of a valid teaching license be submitted by the applicant for the graduate file. Applicants applying for the TESL concentration with K-12 initial licensure in VA, the At-Risk Populations concentration, and the Restorative Justice in Education certificate and concentration are exempt from the teaching license requirement.

6. Evidence of one year of successful teaching in public or private school/agency setting. Applicants applying for the TESL concentration with K-12 initial licensure in VA, the At-Risk Populations concentration, or the Restorative Justice in Education certificate and concentration are exempt from the teaching experience requirement.

7. A personal interview with the director or assistant director of the MA in Education program.

8. Full time students must submit an EMU graduate student Health Evaluation.

[www.emu.edu/studentlife/health/forms/](http://www.emu.edu/studentlife/health/forms/)

## Program Description

### MA in Education: Curriculum & Instruction

This component of EMU's MA in education program provides a course of study for elementary, middle or 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 master of arts in education](#).

#### A. Program Core (12 hrs.)

*[Early in program]*

- EDCC 501 Creating Cultures of Change: Constructivist Environments (3 hrs.)
- EDCC 521 Peacebuilding & Conflict Transformation (3 hrs.)
- EDCC 531 Social & Ethical Issues in Education (3 hrs.)

*[Later in program]*

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

#### B. Concentration Area (15 hrs. required + 6 hrs. electives = 21 hrs.)

- EDCI 501 Curriculum and Instructional Strategies (3 hrs.)
- EDCI 511 Teaming and Collaboration (3 hrs.)

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

#### C. Reflective Practice (3 hrs.)

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

#### MA in Education: Literacy/Reading Specialist

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.

1. Literacy concentration has six hours of elective options.
2. Reading Specialist: Endorsement/Licensure as a reading specialist may be obtained with additional course work 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.

Learn more about the [core curriculum of EMU's master of arts in education](#).

#### A. Program Core (12 hrs.)

*[Early in program]*

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

*[Later in program]*

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

#### B. Concentration Area (21 hrs.)

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

#### C. Reflective Practice (3 hrs.)

- EDPC 611 Action Research Project: Literacy (3 hrs.)

### Reading Specialist Curriculum and Course Plan

#### A. Program Core (12 hrs.)

*[Early in program]*

- EDCC 501 Creating Cultures of Change (3 hrs.)

- EDCC 521 Peacebuilding & Conflict Transformation (3 hrs.)
- EDCC 531 Social & Ethical Issues in Education (3 hrs.)

*[Later in program]*

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

#### B. Concentration Area (24-25 hrs. required)

- EDLA 501 Foundations of Literacy (3 hrs.)
- EDLA 521 Integrated Literacy Instruction (3 hrs.)
- EDLA 531 Literacy in Community and Family Arenas (3 hrs.)
- EDLA 601 Multicultural Children's Literature or EDLA 611 Adolescent/Young Adult Literature (3 hrs.)
- EDSL 581 Language and Culture (3 hrs.)
- *(in VA)* EDLA 511 Literacy Assessment (3 hrs.)
- *(in VA)* EDPC 601 Literacy Practicum (3 hrs.)
- *(in VA)* EDLA 581 Word Study (1 hr.)
- *(in PA)* EDPC 602 Clinic I: Diagnosis of Reading & Writing Difficulties (3 hrs.)
- *(in PA)* EDPC 603 Clinic II: Integrative Approach to Assessment & Instruction (3 hrs.)

#### C. Reflective Practice (3 hrs.)

- EDPC 611 Action Research Project: Literacy (3 hrs.)

### MA in Education: Diverse Needs—At-Risk Populations, Special Education, or Teaching English as a Second Language

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
2. Teaching English as a Second Language (TESL) for MA degree and add-on endorsement
3. At-Risk Populations
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 course work, a supervised practicum, and an internship.

#### Diverse Needs: Teaching English as a Second Language (TESL)

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 master of arts in education](#).

#### A. Program Core (12 hrs.) [Early in program]

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

#### [Later in program]

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

#### B. Concentration Area (24 hrs.)

- EDSL 551 Methods of Teaching ESL/FL (3 hrs.)
- EDSL 571 Language Acquisition and Grammar (3 hrs.)
- EDSL 581 Language and Culture (3 hrs.)
- EDDA 511 Teaching Diverse Learners (3 hrs.)
- EDCI 511 Teaming and Collaboration (3 hrs.)
- EDLA 501 Foundations of Literacy (3 hrs.)
- EDLA 511 Literacy Assessment (3 hrs.)
- EDPC 601 Practicum: TESL (3 hrs.)
- \*\*EDSL 591 ESL Assessment and Support (3 hrs.) (substitutes for EDLA 511)

#### C. Reflective Practice (3 hrs.)

- EDPC 611 Action Research Project: TESL (3 hrs.)

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. Candidates who have had equivalent course work may substitute elective replacements.

\*For TESL licensure, students must take an English linguistics course and a specialized practicum to meet licensure requirements. A 14-week internship (7 semester hours) is required for candidates seeking TESL as an initial license.

\*\*Required in Pennsylvania

#### Diverse Needs: At-Risk Populations

##### A. Program Core (12 hrs.) [Early in program]

- EDCC 501 Creating Cultures of Change (3 hrs.)

- EDCC 521 Peacebuilding & Conflict Transformation (3 hrs.)
- EDCC 531 Social & Ethical Issues in Education (3 hrs.)

*[Later in program]*

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

*B. Concentration Area (21 hrs.)*

- EDCI 511 Teaming and Collaboration (3 hrs.)
- EDDA 631 Research in Risk and Resiliency (3 hrs.)
- EDDA 501 At-Risk Issues in School and Community (3 hrs.)
- EDDA 511 Teaching Diverse Learners (3 hrs.)
- One course in literacy (3 hrs.)
- Electives chosen from other MA in Education concentrations (6 hrs.)

*C. Reflective Practice (3 hrs.)*

- EDPC 611 Action Research Project: At-Risk Populations (3 hrs.)

*Diverse Needs: Special Education*

*A. Program Core (12 hrs.)*

*[Early in program]*

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

*[Later in program]*

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

*B. Concentration Area (21 hrs.)*

- EDDS 611 Curriculum and Instructional Support for Special Education Students (3 hrs.)
- EDCI 511 Teaming and Collaboration (3 hrs.)
- EDDA 511 Teaching Diverse Learners (3 hrs.)
- EDDS 511 Foundations and Procedural Issues in Special Education (3 hrs.)
- Electives chosen from other MA in Education concentrations (9 hrs.)

*C. Reflective Practice (3 hrs.)*

- EDPC 611 Action Research Project: Special Education (3 hrs.)

## Restorative Justice in Education (RJE)

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. [Watch EMU's Kathy Evans on WHSV discussing restorative justice in education](#) on the local news.

EMU programs and offerings that are related to this interdisciplinary study track include:

- [Center for Justice and Peacebuilding](#)
- [Zehr Institute for Restorative Justice](#)
- [Restorative Justice blog](#)

*Making a Difference in Our Schools*

We offer different focus options for K-12 educators, administrators or other school leaders, community leaders, and social workers or 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

### RJE Concentration

Students in the MA in Education program can pursue an **interdisciplinary concentration in Restorative Justice in Education (RJE)** by taking courses through the education department as well as EMU's [Center for Justice and Peacebuilding](#). Learn more about [courses in the RJE concentration](#).

### RJE Graduate Certificate

Students who are not pursuing a graduate degree can earn a **15-hour graduate certificate in restorative justice in education**. Check out the [course requirements for the RJE certificate](#).

Review the [gainful employment disclosure for the graduate certificate for restorative justice in education](#).

### Concentration

EMU offers an interdisciplinary concentration in Restorative Justice in Education (RJE) by taking courses through the education department as well as EMU's [Center for Justice and Peacebuilding](#). Practitioners focus on helping teachers, administrators, and other school personnel to develop skills in peaceable and restorative ways of teaching and leading.

Emphasis is placed on infusing elements of restorative justice and peacebuilding providing teachers not just with tools to control student behavior, but by fostering the types of dispositions central to building healthy relationships within educational settings.

Courses are available in a variety of formats for practicing local and regional school personnel, community leaders, social workers, school counselors, international candidates, and persons serving in informal educational settings.

Learn more about the [core curriculum of EMU's master of arts in education](#).

### Program core (15 Credit Hours)

EDCC 501 Creating Cultures of Change (3)  
EDCC 521 Peacebuilding and Conflict Transformation (3) +  
EDCC 531 Social and Ethical Issues in Education (3)  
EDCC 551 Action Research in Educational Settings (3)  
EDPC 611 Action Research Project in some area of RJE (3)

### Concentration Area Courses (12 Credit Hours)

EDRJ 551 Foundations of Restorative Justice in Education (3) +  
EDI 621 Restorative Discipline: Accountability and Restoration in Schools (3) +  
PAX 533 Analysis: Understanding Conflict (3)  
EDRJ 601 Facilitating Circle Processes (3) +

### Elective\* Courses

9 Credit Hours to be selected from the following or other approved courses by adviser.

### Ed (MA in Education) Courses

EDCI 501 Curriculum and Instructional Strategies (3)

EDCI 511 Teaming and Collaboration (3)  
EDCI 541 Supporting Positive Classroom Behaviors (SPED focus) (3)  
EDDA 501 At-Risk Issues in School and Community (3)  
EDDA 511 Teaching Diverse Learners (3)  
EDDA 631 Research in Risk and Resiliency (3)  
EDLA 531 Literacy in Community and Family Arenas (3)  
EDLA 601 Multicultural Children's Literature (3)  
EDSL 581 Language and Culture (3)

### *CJP (Center for Justice & Peacebuilding) Courses*

PAX 532 Formation for Peacebuilding Practice (3) (SPI Only)  
PAX 540 STAR: Strategies for Trauma Awareness & Resilience (3)  
PAX 571 Restorative Justice (3)  
PAX 615 Leading Organizational Change (3) (has pre-reqs)  
PAX 654 Conflict Coaching (3)  
PAX 676 Restorative Justice Practices (3)

### *MOL (MA in Organizational Leadership) Courses*

MOL 600 Developing Healthy Organizations: Team Building & Collaboration (3)

\*decisions made in collaboration with academic adviser  
+ required as part of the certificate program

### Calendar

2016-17 MA in Education Program Calendar  
See [Course Information for class schedules](#).  
Fall Semester

MA in Ed Graduate Picnic and Orientation:

- August 31, 2016, 5:00 p.m.

Action Research presentations:

- December 3, 2016, in Harrisonburg

Offices are closed:

- November 23-27, 2016
- December 23, 2016 – January 2, 2017

### Spring Semester

Action Research presentations:

- April 8, 2017 in Harrisonburg

Graduation Ceremony: April 30, 2017, in Harrisonburg

- Diploma dates: Dec. 16, 2016; April 30, June 16, Aug. 18, 2017

Offices are closed:

- April 14-17, 2017
- May 29, 2017

### Summer Semester

Action Research presentations:

- July 21, 2017 Harrisonburg presentations

### *Restorative Justice in Education Academy*

- June 26-27, 2017

Offices are closed:

- July 4, 2017

### Courses

#### Course Offerings

[Main Campus in Harrisonburg, Va.](#)

Courses scheduled for upcoming semesters are listed below. Complete the registration form for [Main Campus, Harrisonburg, VA](#) for the courses below to be added to the class roster. Full payment for **tuition, \$440 per semester hour**

(unless noted otherwise), is due at the first class, or by payment through your myEMU CASHNet account.

### Spring 2017

#### **EDSL 581 Language and Culture (online) (3 SH)**

*Paul Yoder*

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. *Online Jan. 17-Apr. 25*

#### **EDCC 531 Social and Ethical Issues in Education (online) (3 SH)**

*Mike Young*

Examines educational and ethical values through discussion of case studies and current issues in education. Analyzes how public policy in education is shaped via the community's social and ethical concerns. *Online Jan. 9-Apr. 25; \$50 technology fee*

#### **EDI 621 Restorative Discipline: Accountability & Restoration in Schools (hybrid) (3 SH)**

*Bob Garrity*

Applies restorative justice principles to individual student, classroom, school and community practices that support safe, caring schools. Designed for teachers, counselors, administrators, social workers and others who work with discipline issues in K-12 schools. Participants learn how to facilitate classroom meetings and family group conferences. *Hybrid Jan. 9-Apr. 28*

#### **EDDA 631 Research in Risk & Resiliency (online) (3 SH)**

*John Gordon, III*

Analyzes research bases for understanding risk and resiliency and explores protective factors within the child, family, and community which enable resilience and mitigate risk factors. *Jan. 17 – Apr. 25*

#### **EDLA 511 Literacy Assessment (3 SH)**

*Tracy Hough*

Focuses on assessment as the basis for instruction. Teachers will learn to administer multiple assessments to diagnose and document a student's literacy development. Teachers will also examine the design and purpose of national, state and district assessments. (Prerequisite: EDLA 501 Foundations of Literacy or instructor's permission.) *Jan. 14, 28, Feb. 11, 25, Mar. 11, 25 (Saturdays, 8:30am-4:30pm)*

#### **EDLA 581 Word Study (1 SH)**

*Tracy Hough*

Explores the development of orthographic knowledge of spelling. Provides hands-on experience in designing, implementing and assessing developmentally appropriate tasks for students' needs in spelling phonics and vocabulary. *Apr. 1, (Saturday, 9:00am-3:30pm), Apr. 12, 19, May 3 (Wednesdays, 4:30-7:30pm)*

#### **Online Educational Technology Course Offerings\***

\*Course tuition is \$300 per semester hour for the following Spring 2017 technology courses.

#### **EDCT 531 Everything Google for the Classroom (online) (3 SH)**

*Timothy Taylor*

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. *Online Jan. 17-Apr. 25 (\*special tuition rate: \$300 per credit hour)*

#### **EDCT 611 Creating a Technology-Rich Learning Classroom (online) (3 SH)**

*Timothy Taylor*

Identifies, uses and evaluates technology resources in the context of designing and delivering instruction that is consistent with current best practices for integrating technology. The National Educational Technology Standards for Teachers will be referenced throughout the course. *Online Jan.*

17-Apr. 25 (\*special tuition rate: \$300 per credit hour)

**EDCT 541 Instructional Technology for Problem-Based Learning (PBL) (online) (3 SH)**

*Timothy Taylor*

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. *Online Jan. 17-Apr. 25 (\*special tuition rate: \$300 per credit hour)*

Summer 2017

**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. *June 13-Aug. 15; \$50 technology fee may apply*

**EDDA 631 Research in Risk & Resiliency (online) (3 SH) John Gordon, III**

Analyzes research bases for understanding risk and resiliency and explores protective factors within the child, family, and community which enable resilience and mitigate risk factors. *June 13–Aug. 15*

**EDCC 521 Peacebuilding and Conflict Transformation (3 SH) Judy Mullet**

Explores peacebuilding and conflict resolution within educational contexts. Focuses on peaceable climates and conflict transformation approaches and integrates peace curricula for individual classroom settings and within specific

schools. *June 19-23, 8am-4:30pm (Northern Tier Cohort); July 10-14, 8am-4:30pm (other students)*

**EDDA 511 Teaching Diverse Learners (3 SH) Lori Leaman**

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. *June 26-30, 8am-4:30pm*

**EDCI 501 Curriculum and Instructional Strategies (3 SH) Cathy Smeltzer Erb**

Examines the philosophical foundations of curriculum development and implementation. Curriculum mapping, interdisciplinary inquiry, activity curricula and culturally responsive development will be discussed. *July 17-21, 8am-4:30pm*

**EDLA 601 Multicultural Children’s Literature (3 SH) Tracy Hough**

Explores multicultural children’s literature for children in a variety of genre. Elementary classroom activities including critical thinking and writing are demonstrated. *TBA, 8am-4:30pm*

**EDSL 581 Language and Culture (3 SH) Paul Yoder**

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. *July 24-28, 8:00am-4:30pm*

**Educational Technology Course Offerings\***

\*Course tuition is \$300 per semester hour for the following Summer 2017 technology courses.

**EDCT 531 Everything Google for the Classroom (online 3 SH) Timothy Taylor**

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.

*Online June 13-Aug. 15 (\*special tuition rate: \$300 per credit hour)*

*The following technology course will be held at the Shenandoah County School Board Office.*

**EDCT 691 “Creating” with 21st Century Tools (3 SH) Timothy Taylor**

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. *July 10-14, 8am-4:30pm (\*special tuition rate: \$300 per credit hour)*

*Please note that course work typically extends beyond the last class session.*

Pre-register by completing and submitting the registration form for [Main Campus, Harrisonburg, VA](#). You will be put on the class roster. Official registration will take place prior to the first session of each course. Full payment will be due at the first session or through your myEMU CASHNet account.

Order your textbooks from [EMU bookstore](#), delivered to your home or to be picked up at EMU. The tuition rate for the Master of Arts in Education Program and the Graduate in Education Non-degree Program is **\$440.00 per semester hour** unless otherwise noted.\*

**Institutes and special courses contracted with school divisions may vary in tuition rate.**

## Policies

[https://emu.edu/maed/current-students/MA\\_Handbook\\_15-16.pdf](https://emu.edu/maed/current-students/MA_Handbook_15-16.pdf)

## MA in Healthcare Management

### About

Our Master's in Healthcare Management program, approved by Commission of the Southern Association of Colleges and Schools (SACS), 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, transdisciplinary seminars, social science and bioethics courses, and finally in a thesis project.

### *Distinctives of EMU healthcare management graduate studies*

- 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 M.A. degree (48 graduate semester hours) or one-year certificate (28 program semester hours).
- Review the gainful employment disclosure for the biomedicine certificate program.

### Admissions

#### Timeline

Applications for Fall 2016 are also being accepted and will be reviewed beginning in February or March. Notifications of early acceptance or rejection will be sent in March by mail.

### [Apply online now](#)

### Admission Requirements

#### **Healthcare Management graduate program entrance is based on:**

*Baccalaureate degree from an accredited institution with a minimal undergraduate grade point average of 2.50.*

*At or above the minimal published score(s) on appropriate standardized test(s) – GRE, GMAT, MCAT, etc. OR five years of minimum experience in healthcare or business.*

Pre-requisite 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](#) 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 Healthcare 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 mhcm@emu.edu.

4. Forward your most recent graduate standardized test results (GRE, GMAT, MCAT, etc) to EMU's Master's in Healthcare Management program.

5. Submit a brief essay on why you wish to enroll in EMU's Master's in Healthcare Management program, and what impact you believe the program will have on your career. Information regarding relevant volunteer or work experiences in the health care field by the applicant can be included in the optional "other" essay section.

## Courses

*Healthcare and Management Courses (24 SH)*

### **Required**

#### **NURS 515 The Health Care Delivery System – online (3)**

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.

#### **NURS 516 Application of Legal & Ethical Principles to Health Care – online (3)**

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.

#### **MBA 540 Managerial Finance and Accounting I (3)**

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.

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

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.

**MBA 510 Leadership & Management for the Common Good (3)**

(Tentative course description) 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.

**OR**

**MOL 510 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.

**MBA 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.

***Healthcare Electives (6 SH)***

**Select from the following:**

**MBA 520 Comparative Perspectives on Business and Society (3)**

Examines the range of perspectives for understanding the relationships between business and society. Anabaptist and other alternative frameworks, as well as classical and mainstream ethical frameworks, are presented and assessed from which critical issues in business are evaluated.

**MBA 550 Technology, Information, and Data Analysis (3)**

Explores the design, operation and control

of production and operations systems in manufacturing and service organizations, and explores how information resources support managerial decision making. Emphasis is given to the computer as a tool to process business data and provide timely information. Topics include data and information, capacity planning and design, process design and control, manpower and material planning, scheduling, inventory management and quality planning.

### **MBA 555 Human Resource Management (3)**

Provides an overview of the legal aspects of business. Includes topics such as agency relationships, business organizations, contracts, sales and leases and debtor-creditor relations. Special emphasis on human resource issues and applicable law. (Year 1 Summer Course)

### **MBA 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.

### **MBA 665 Project Management and Grant Writing (3)**

Organizations are increasingly utilizing projects to perform activities and operations, creating a growing requirement for specific management skills and tools in areas of project management. Applying theory and practice, this course explores management needs through each phase of the project life-cycle, from initiating, planning, performing,

and closing projects. Projects are often funded differently than ongoing operations, and this course provides special consideration of that reality, and what it means organizations and project managers.

### **MBA 670 Project Management and Intrapreneurship (3)**

This course will cover the basics of standard project management practice with a focus on developing internal projects and programs. From the conceptualization of the idea, pitch, proposal through the launch of a project, team building, implementation, QA, and delivery, this course will cover the whole lifecycle of Intrapreneurship practices. This course will focus on traditional project management but will also offer an introduction to Agile methodology project management.

Core goals and objectives: At the end of this course students should have an excellent grasp of the process of developing a new project or division within a company, the risks associated with doing so, and the challenges associated with financing these endeavors. Students will also be familiar with the standard PMI project breakdown structure, be able to understand and implement a project plan, be familiar with non-PMI project management processes and their associated benefits and pitfalls. Students should also be able to craft a project plan including everything from the initial charter to steps for proper closing of a project at the end of this course. Core requirements: During the course students will submit a complete proposal pitching their idea, explaining the organizational fit and function, providing a cost estimate, proposing funding options, and listing a detailed risk analysis of the proposal. Presentation: During the intrapreneurship portion of the course students will pitch their ideas to the class / instructor as well as take questions on their proposals. Clarity,

brevity, and quality of the pitch will be evaluated. Analysis / Critique: Following the presentation students will submit a short analysis and critique of their pitch based on what questions were posed, what techniques their peers presented, and their overall presentation style. Literature review: During the course of the class students will review a recent popular or literary work on Project Management of their choosing. This review will consist of a short summary of the book, a detailed analysis of the salient points, processes, and/or recommendations of the book. Not to exceed 5 pages. Project Plan: At the conclusion of the class students will submit a fully formed project plan covering every aspect of their approved project from project charter to project closing documents. Generally speaking these documents are no shorter than 20 pages, and can be considerably longer than that. Presentation: 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.

### **MGT 642 Health Care Infomatics (3)**

This course studies the collection, organization and utilization of public data bases and patient records in structuring the provision of care and overall management of health care systems.

### **NURS 503/PAX503 Practice Skills for Conflict Transformation (3)**

This course focuses on essential skills and knowledge for a reflective leader/practitioner facilitating conflict transformation in interpersonal and small group settings. Students will be introduced to basic processes including negotiation, mediation, group facilitation, advocacy, team building, trauma healing, and

restorative practices. Students will practice the skills of self-awareness, listening, issue identification, appreciative inquiry, nonviolent communication, problem-solving, methods for structuring conversation in group settings, and awareness of the impact of self on others. Students will participate in online discussions, reading, case studies, and interactive activities and role plays.

### *Core Courses in Biomedicine (24 SH)*

### *Natural and Social Science (2 courses)*

**Select one each from the following two areas or two from the natural sciences:**

#### **Natural sciences:**

#### **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. A research project and paper are required.

#### **BMC 612 Human Gross and Microscopic Anatomy (4)**

Anatomical study of body systems using mammalian and human cadaver materials. Histological studies are correlated with the above anatomical studies. Laboratory work includes dissection, osteology, and microscopy.

#### **BMC 562 Human Physiology (4)**

Investigative study of selected body systems including neuro-muscular, cardiovascular, respiratory, renal, and endocrine physiology. Extensive laboratory work emphasizes

quantification and experimentation while using live materials and physiologic instrumentation.

### **BMC 552 Cell Biology (3)**

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 understanding of cellular movements. 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. Two lecture periods and one extended lab per week.

### **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. Recitation section will pay particular emphasis on medically important bacteria and viruses and their associated diseases.

### **Social Sciences:**

### **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.

### ***Transdiscipline Core (10 SH)***

### **BMC 610 Interdisciplinary Seminar I (2)**

This team-taught course involves a first orientation to the biomedicine program. Major discussion topics include library research techniques, technical writing practicums, creating an effective resume, survey of biomedicine-related careers, discovering biomedicine in the humanities, secular and religious approaches to bioethics, theologic themes in biomedicine, holistic healing, and complementary medicine.

### **BMC 611 Interdisciplinary Seminar II (2)**

This course will challenge you to grow your capacity for leadership in the medical field. Beginning with a journey inward, you will reflect on your own personal leadership history, aptitudes and style. You will create an inventory of your current leadership skills and identify gaps and target areas for future growth. Through reading and application we will reflect on what makes leadership in the medical field uniquely challenging and/or rewarding. Next we will embark on a journey outward that engages strategies for effectively linking your leadership abilities with your surrounding social environment. Here you will practice skills related to deep listening, empathic influence, compassionate

communication and you will explore the power of healing relationships. The course will conclude with an opportunity for you to practice professionalism as a future leader in the health field.

### **BMX 603 Cross Cultural Health Care/Biomedicine (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. Students maintain reflective logs during the experience and ultimately create a reflective paper that summarizes and enlarges upon their experience. Cross-cultural settings may vary but frequently include areas such as a large inner city, native American, Appalachia, or a foreign country setting. A 3.0 GPA is required at the end of fall semester to be eligible to take BMX 603 the following summer.

### **HCM 670 Healthcare Internship (3)**

The Healthcare 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. Through this combined approach of field research twinned with active problem solving, the internship experientially equips students with skills necessary for management in a complex healthcare environment.

### **HCM 680 Healthcare Internship Presentation (1)**

This Healthcare Internship Presentation builds on the foundation of BMC 670 and adds skill enhancement in the areas of constituency mapping and public presentation. It includes the following two additions to the work required for BMC 670 (1) a constituency mapping exercise, and (2) an oral presentation of the student's project brief and recommendations to peers and agency leaders. The additional semester hour provides opportunity for gathering more information from the constituencies potentially impacted by the student's recommendations, and the public presentation encourages greater dissemination of the project's findings. This Internship extends the reach of students' findings in ways that build into potential job-seeking relationships that further their development of a marketable niche.

### **BMC 598 Biomedicine Practicum (1 SH)**

This course features experiential community learning in areas related to future vocation. Assigned shadowing or interactive experiences require 30-40 hours/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.

### ***Cross Discipline (8 SH)***

#### **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 (SPSS) 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.

#### **BMX 613 Behavioral and Social Science Principles (3)**

An overview of the contribution of social and behavioral sciences to the understanding of the distribution, etiology, and solution of public health problems. Theoretical underpinnings of the most relevant explanation, planning, change, and evaluation theories will be reviewed and illustrated with examples of the application of these models to health promotion and disease prevention with individuals, groups and communities. Basic principles from psychology, anthropology, sociology, and other social science disciplines are analyzed in relation to the causes, consequences and control measures for public health problems.

#### **BMX 611 Biomedicine, Faith, and Ethics in Context (3)**

This team-taught 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.

### **Calendar**

#### **Fall 2016**

|                |                             |
|----------------|-----------------------------|
| August 30      | Fall semester classes begin |
| October 24-25  | Fall Break                  |
| November 23-25 | Thanksgiving recess         |
| December 12    | Last day of classes         |
| December 16    | Last day of semester        |

#### **Spring 2017**

|                 |                               |
|-----------------|-------------------------------|
| January 9       | Spring semester classes begin |
| March 6-10      | Spring break, no class        |
| April 14 and 17 | Easter Break                  |
| April 24        | Last day of classes           |
| April 28        | Last day of semester          |
| April 29        | Baccalaureate                 |
| April 30        | 99th annual commencement      |

#### **Summer 2017**

Course calendar is course dependent. Contact program administrator 540-432-4338 for details.

# Graduate Certificate in Nonprofit Leadership and Social Entrepreneurship

## About

This graduate certificate is an interdisciplinary, collaborative effort between the Master of Business Administration (MBA) and 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.

## Degree requirements

The certificate is 15 semester hours, which is typically five 3-credit hour courses; these 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 wishing 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 together with their advisor.

## Course Information and Schedule

Students should plan their curriculum with at least three MBA courses and at least one PAX course:

### Required courses:

- MBA 510: Leadership and Management for the Common Good
- PAX 564: Developing Healthy Organizations **or** OLS 530 Organizational Behavior
- MBA 560: Stewardship, Innovation, and Social Entrepreneurship

### Elective courses\* (select two):

- MBA 520: Introduction to Leadership Studies
- MBA 555: Legal Aspects of Human Resources
- MBA 610: Strategic Marketing Management
- OLS 665: Project Management and Grantwriting
- MBA 650: Sustainable Organizations for the Common Good (open only to CJP masters students)
- PAX 533: Analysis: Understanding Conflict
- PAX 600: Three Dimensional Negotiation
- PAX 601: Mediation and Negotiation
- PAX 610: Facilitation: Process Design & Skills for Dialogue, Deliberation and Decision Making
- 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

## About

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 master's degree in the field.

## Degree Requirements

### Master of Business Administration and the Graduate Certificate Within

The EMU master's program in business administration (MBA) 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.

### Courses – Five 3-hour courses as follows:

OLS510: Leadership and Management for the Common Good (every fall)  
OLS530: Organizational Behavior (every spring)  
OLS540: Managerial Finance and Accounting I (every spring)  
OLS520: Introduction to Leadership Studies (every fall), or select from the Elective List OLS or MBA free elective selected from the Elective Course List

### Elective Course List:

MBA550: Technology, Information and Data Analysis (odd-year summers)  
OLS610: Strategic Marketing Management (every spring)  
MBA555: Legal Aspects of Human Resources (even-year summers)  
MBA560: Stewardship, Innovation & Social Entrepreneurship (every summer)  
OLS665: Project Management and Grant Writing (every fall)  
OLS670: Project Management and Intrapreneurship (every fall)  
No GMAT or prerequisite courses required

# Graduate Certificate in Conflict Transformation

This 15-credit 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 or two summers, or through a combination of summer, online and weekend courses. Participants work with a faculty advisor to develop a program that meets their needs.

Required coursework: PAX 534 Foundations I (6 credits) OR PAX 533 Analysis: Understanding Conflict AND PAX 532 Formation for Peacebuilding Practice (was PAX 503 Practice: Skills for Peacebuilding prior to SPI 2017).

Next step: [Admissions and application](#).

# Graduate Certificate in Restorative Justice

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.

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.

The certificate is 18 credit hours, which consists of six credit hours in conflict analysis and practice, six credit hours of restorative justice studies, and six credit hours of electives. The certificate can be completed in multiple graduate level courses taken through the annual [Summer Peacebuilding Institute](#) or through the combination of one semester on campus and one summer term.

Next step: [Admissions and application](#)

Learn more about the [Zehr Institute for Restorative Justice Curriculum](#)

Curriculum for 18 hour Graduate Certificate in Restorative Justice:

- PAX 534 Foundations for Justice & Peacebuilding I (or II – PAX 634 – with special permission, based on level student wants to work at and previous experience) – 6 credits  
*or*
- PAX 533 Analysis and PAX 532 Formation for Peacebuilding Practice (was 503 Practice prior to SPI 2017) in SPI – 6 credits
- PAX 571 Restorative Justice – 3 credits
- Practice course (PAX 676 Restorative Justice Practices or SPI advanced restorative justice course) – 3 credits

- Electives with advisor approval. Any CJP course can be beneficial depending on the student's area of interest. Below are some suggested options – 6 credits
  - Online restorative justice courses (when offered)
  - Justice in Transition/Building Justice (in SPI)
  - Circle Processes (Fall/Spring for 1 credit; SPI 2017 for 2 credits)
  - Organizational development courses (in SPI)
  - Community Organizing (in SPI)
  - Building Community (in SPI)
  - STAR (in SPI) or Transforming Trauma (Spring)
  - Philosophy & Praxis of Reconciliation (in SPI)
  - Nonviolent Mobilization for Social Change (Spring)
  - Mediation & Negotiation Skills (Fall)
  - Facilitation (Spring)
  - MA in Education RJ courses (especially for those wanting to work within educational settings)

### What makes this program unique?

Unique features of the certificate program:

- Degree is 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.

- Certificate is issued by Eastern Mennonite University's Center for Justice and Peacebuilding, a recognized leader in the field.

## RJE Graduate Certificate

This graduate certificate is awarded through the master of arts in 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 MA in Education degree.

To qualify for the graduate certificate in restorative justice in education, candidates must complete twelve required semester hours (SH) and three elective semester hours from the following courses.

### Required

EDCC 521 Peacebuilding and Conflict Transformation (3 hrs.)  
 EDRJ 551 Foundations of Restorative Justice in Education (3)  
 EDI 621 Restorative Discipline: Accountability and Restoration in Schools (3)  
 EDRJ 601 Facilitating Circle Processes (3)

### Elective

Three hours of elective courses are to be taken from the following CJP (PAX) or Education (ED) courses.  
 EDCC 501 Creating Cultures of Change (3)  
 EDCC 531 Social and Ethical Issues in Education (3)  
 EDCI 511 Teaming and Collaboration (3)  
 EDCI 541 Supporting Positive Classroom

Behaviors (3)  
EDDA 501 At-Risk Issues in School and Community (3)  
EDDA 511 Teaching Diverse Learners (3)  
EDDA 631 Research in Risk and Resiliency (3)  
EDI 611 The Bullying Phenomenon in Schools (3)  
PAX 532 Formation for Peacebuilding Practice (3) (SPI Only)  
PAX 533 Analysis: Understanding Conflict (3)  
PAX 540 STAR: Strategies for Trauma Awareness & Resilience (3)  
PAX 565 Leadership for Healthy Organizations (3)  
PAX 571 Restorative Justice (3)  
PAX 615 Leading Organizational Change (3) (has pre-reqs)  
PAX 654 Conflict Coaching (3)  
PAX 676 Restorative Justice Practices (3)  
PAX 677 Restorative Justice & Whole Systems Approaches (3) (has pre-reqs)  
PAX 688 Developing Restorative Organizations (3)

## MA in Organizational Leadership Graduate Certificate

Review course descriptions for student earning a graduate certificate in organizational leadership.

### Course Descriptions for MAOL Graduate Certificate

[\*MBA 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.

[\*MBA 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.

[\*MOL 520: 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.

[\*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)

#### *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

#### *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

## **Graduate Certificate in Humanitarian Action Leadership**

### [About](#)

The Humanitarian Action Leadership program offers an 18 semester hour online graduate certificate that can be completed in 15 months. This course work is applicable

for mid-career and entry level individuals and cohorts.

**This certificate includes specific disaster, sustainable development and leadership courses.** Threads through all courses include conflict analysis and peacebuilding, justice issues, faith based development and relief, capacity building, resiliency and climate change. Best practices and preparation for certification where available are emphasized.

Classes are delivered online with a one-week residency in Harrisonburg, Virginia. Should visas become a problem, this residency may be modified.

Applications are now being accepted.

### [Admissions](#)

1. A bachelor's degree from an accredited institution with at least a cumulative 2.75 GPA (based on 4.0). If this condition is not met, a graduate GPA including six or more credits will be considered.\*
2. Strong written and oral communication skills.
3. Proficiency in and access to word processing, spreadsheet and presentation software.
4. Regular and frequent access to high speed Internet.
5. Two references (one academic, one professional)
6. A 500 word essay outlining why you are interested in this program, your objectives in pursuing this certificate, and how the program fits into your long-term goals.
7. A current resume or curriculum vita.
8. A completed application form.
9. Official transcripts from each college or university attended. (Mail to Humanitarian Action Leadership, Eastern Mennonite University, 1200 Park Road, Harrisonburg,

Virginia. 22802.)

10. Application fee of \$50.00(U.S.)

#### International Applicants

(These requirements are for individuals who apply for the graduate certificate. If an organization is sending a cohort and courses will be on site in a setting other than EMU, these do not apply.)

1. Submit a scanned copy of your passport ID page with your application.

2. Applicants whose native language is not English must submit scores for either the TOEFL or IELTS test. EMU requires a 550 on the paper TOEFL or its equivalent (Institutional code: 5181).

3. A financial certificate demonstrating the applicant's ability to pay is required after admission in order for the program to issue a student visa application (I-20 form).

\*For students whose studies have been disrupted a non- baccalaureate entry will be considered by the admissions committee.

#### Deadlines for Admission

Applications, including scholarship applications are due October 15. After this date, applications will be reviewed on a rolling basis as long as there is space in the program. Submissions will not be reviewed until the application is complete.

#### Degree Requirements

##### Humanitarian Action Leadership Curriculum

##### **Leadership in Crisis, Humanitarian Aid and Disaster Recovery (3SH)**

This course provides the background of and current responses to humanitarian crises.

The scope includes the history, categories, theoretical models, prevention, mitigation and response to disasters caused by a complex mix of natural hazards and human action or inaction. Climate considerations are explored in each type of crises. Humanitarian response and disaster recovery efforts that can best promote resilience by reducing vulnerability and risk are highlighted. The prevailing assumption is that local communities are the first partners in response and outside agencies are in a supportive role offering resources and collaboration. The interaction between humanitarian response and long term development is included. An underlying thread is the analysis of leadership in humanitarian need situations to provide the student with an understanding of the opportunities and challenges for leadership.

##### **HAL Collaborative Sector Analysis and Assessment (3 SH)**

Successful engagement in humanitarian landscapes requires an understanding of the big picture at the community, regional and national levels. In this course emphasis will be placed on processes and tools to create a robust and holistic picture of assets, needs and opportunities. Major sectors addressed include civil, economic, educational, engineering, governmental, health, housing, natural science and social science. A focus on the world view and values of each sector enables the student to understand, work with and create partnerships between sectors with potentially cross cutting approaches to reach similar goals.

##### **Trauma, Vulnerability and Resilience (3 SH)**

Individuals and communities in crisis experience intense trauma and are amazingly resilient. Leaders in the

humanitarian context must be equipped to understand and work within these complexities for themselves, the people they lead and the communities to which they respond. Individual and community assets and resilience will be studied as means of transforming trauma and enhancing psychosocial well-being within, but mainly after, complex violence and disaster situations. Students will be equipped to work with communities to recognize and build on their resilience as well as name and respond to the trauma experienced.

### **Transformative, Facilitative Leadership (3SH)**

Humanitarian workers throughout the world are faced with the need to collaborate, to quickly assess and to plan and manage projects. Personal traits and new leadership skills are essential for successful engagement. This course will start with personal formation including a focus on spiritual and values identification and development, interpersonal and intercultural relationships along with overall leadership self-assessment and a plan for development and accountability. Moving to the group, organization and community level, the course will encompass a survey of and engagement in requisite skills for humanitarians including forming collaborative coalitions and partnerships. Current and emerging theories of leadership will be addressed. Application in the students' current work is an ongoing part of the course.

### **Program/Project Planning, Management, and Evaluation (3SH)**

This course explores management needs through each phase of the project life-cycle, from initiating, planning, performing, and

closing projects. Projects are often funded differently than ongoing operations, thus special consideration is given to funding streams, grant writing and the effect of projects on overall organizational work. Secondly, this course is designed to prepare students to perform qualitative and quantitative program evaluations. The course format is participatory, experiential and adaptive. Students will conduct an actual professional assignment either in project planning or evaluation of an ongoing program.

### **Internship (3 SH)**

A required internship provides HAL graduate certificate students with direct experience in a humanitarian situation either domestically or internationally. During this internship the student is required to work on a significant project defined by the partner agency. Internships will be arranged through the HAL center director and with relevant agencies. This can be in the agency where the student is currently employed.

## [Calendar](#)

### [15 Month Curriculum Plan](#)

HAL 505

#### **Leadership in Crisis, Humanitarian Aid and Disaster Recovery**

January – April, 2017

HAL 530

#### **Transformative, Facilitative Leadership**

7-day residency in the Summer

Peacebuilding Institute May 18-26, 2017 or online – May-June, 2017

HAL 510

#### **Trauma, Vulnerability and Resilience**

Online July-August, 2017  
(Or 5-day residency in the Summer  
Peacebuilding Institute May 29-June 2,  
2017)

HAL 520  
**Collaborative Sector Analysis**  
Online – Sept.- Dec. 2016

HAL 540  
**Project and Program Planning,  
Management and Evaluation**  
Online – Jan-April, 2018  
(Or 5-day residency in the Summer  
Peacebuilding Institute May 29-June 2,  
2017)

HAL 550  
**Internship**  
On location with agency; dates flexible.

**Note** for students wishing to do the residency for HAL 510, 530 or 540. These are courses offered in the Summer Peacebuilding Institute of the Center for Justice and Peacebuilding (<https://emu.edu/cjp/spi/>) which are deemed appropriate for the HAL graduate certificate. If you choose to take one or more of these in residency rather than online, you must opt to take the course for credit, not training and pay an extra fee to cover food and housing. If you are coming with an agency scholarship, you would also need to pay the difference between your cost and the posted fee for the credit option.