

# Eastern Mennonite University Graduate & Professional Programs Catalog

2019-20



Eastern  
Mennonite  
University

SCHOOL OF GRADUATE &  
PROFESSIONAL STUDIES

Eastern Mennonite University  
Harrisonburg, Virginia

[emu.edu/graduate/catalog](http://emu.edu/graduate/catalog)

# Graduate Catalog Home

## Eastern Mennonite University Graduate Catalog 2019-20

- [All Graduate Program Information](#)
  - [Accreditations](#)
  - [EMU Mission, Vision and Values](#)
  - [Graduate Program Philosophy, Values and Goals](#)
  - [Academic Policies](#)
  - [Family Education Rights and Privacy Act of 1974](#)
  - [Nondiscrimination Policy](#)
  - [Office of Academic Access](#)
  - [Graduate Writing Standards](#)
  - [Finances](#)
  - [General Contact and Location Information](#)
  - [University Administration and Personnel](#)
  - [Emergency Contacts](#)
- [Biomedicine](#)
  - [About- Biomedicine](#)
  - [Admissions Requirements- Biomedicine program](#)
  - [Certificate Requirements- Biomedicine](#)
  - [Degree Requirements- Biomedicine](#)
  - [Course Descriptions- Biomedicine](#)
- [Center for Justice and Peacebuilding](#)
  - [About the Center for Justice and Peacebuilding](#)
  - [Admissions Requirements- Center for Justice and Peacebuilding](#)
  - [Academic Policies- Center for Justice and Peacebuilding](#)
  - [Degree Requirements- Center for Justice and Peacebuilding](#)
  - [Graduate Certificate Requirements - Center for Justice and Peacebuilding](#)
  - [Course Descriptions - Center for Justice and Peacebuilding](#)
- [Collaborative MBA](#)
  - [About Collaborative MBA](#)
  - [Admissions Requirements- Collaborative MBA](#)
  - [Academic Policies- Collaborative MBA](#)
  - [Degree Requirements- Collaborative MBA](#)
  - [Course Descriptions- Collaborative MBA](#)
- [Counseling](#)
  - [About MA in Counseling](#)
  - [Admission to MA in Counseling](#)
  - [Degree Requirements- Counseling](#)
  - [Course Descriptions-Counseling](#)
- [Doctor of Nursing Practice](#)
  - [About Doctor of Nursing Practice](#)
  - [Admissions Requirements- DNP](#)
  - [Degree Requirements - DNP](#)
  - [Course Descriptions- DNP](#)
- [Dual Degrees](#)
  - [Master of Divinity and Master of Arts in Conflict Transformation or Master of Arts in Restorative Justice Dual Degree](#)
  - [Master of Divinity and Master of Arts in Counseling Dual Degree](#)
  - [Master of Divinity and Master of Business Administration Dual Degree](#)
  - [MS in Nursing and MBA Dual Degree](#)
  - [MBA and Health Care Management Dual Degree](#)
  - [MS in Biomedicine and MA in Health Care Management \(HCM\) Degree](#)
- [Eastern Mennonite Seminary](#)
- [Education](#)
  - [About Education](#)
  - [Admissions Requirements- Education](#)
  - [Certificate Requirements- Education](#)
  - [Degree Requirements- Education](#)
  - [Course Descriptions- Graduate Teacher Education](#)
- [Health Care Management](#)
  - [About Health Care Management](#)
  - [Admissions Requirements- Health Care Management](#)
  - [Degree Requirements- Health Care Management](#)
  - [Certificate Requirements- Health Care Management](#)
  - [Course Descriptions- Health Care Management](#)
- [Interdisciplinary Studies](#)
  - [About Interdisciplinary Studies](#)
  - [Admissions - Interdisciplinary Studies](#)
  - [Program Policies- MAIS](#)
  - [Degree Requirements- MAIS](#)
- [Master of Science in Nursing](#)
  - [About MSN](#)
  - [Admissions Requirements- MSN](#)
  - [Degree Requirements- MSN](#)

- Course Descriptions- MSN
- Masters in Business Administration
  - About the MBA
  - Admissions Requirements- MBA
  - Certificate Requirements- Business
  - Degree Requirements- MBA
  - Course Descriptions- MBA
- Organizational Leadership
  - About Organizational Leadership
  - Admissions for Organizational Leadership
  - Certificate Requirements- Organizational Leadership
  - Degree Requirements- MA in Organizational Leadership
  - Course Descriptions- Organizational Leadership

# All Graduate Program Information

- [Accreditations](#)
- [EMU Mission, Vision and Values](#)
- [Graduate Program Philosophy, Values and Goals](#)
- [Academic Policies](#)
- [Family Education Rights and Privacy Act of 1974](#)
- [Nondiscrimination Policy](#)
- [Office of Academic Access](#)
- [Graduate Writing Standards](#)
- [Finances](#)
- [General Contact and Location Information](#)
- [University Administration and Personnel](#)
- [Emergency Contacts](#)

## Accreditations

### University Accreditations and Certifications

- Southern Association of Colleges and Schools (SACS) Commission on Colleges
- State Council of Higher Education for Virginia (SCHEV)
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Commission on Collegiate Nursing Education (CCNE) Council on Social Work Education (CSWE)
- National Council for Accreditation of Teacher Education (NCATE through CAEP)
- Association of Clinical Pastoral Education (ACPE)
- Association of Theological Schools in the United States and Canada (ATS)

Student achievement goals, measures and performance data is available on [emu.edu](http://emu.edu). More information on the individual accreditations and certifications is available below.

### Southern Association of Colleges and Schools (SACS) Commission on Colleges

Eastern Mennonite University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master's, and doctorate degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at [1866 Southern Lane, Decatur, Georgia 30033-4097](tel:1866SouthernLane) or call [404-679-4500](tel:4046794500) for questions about the accreditation of Eastern Mennonite University.

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

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

### NCATE Teacher Education Accreditation

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

### CACREP Counseling Accreditation

EMU's MA in counseling program is accredited in Community Mental Health Counseling by the [Council for Accreditation of Counseling and Related Educational Programs](#) (CACREP).

### CCNE Nursing Accreditation

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

### CSWE Social Work Accreditation

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

### Seminary Accreditations

## Association of Theological Schools (ATS)

Eastern Mennonite Seminary is accredited by SACS as well as the [Commission on Accrediting of the Association of Theological Schools in the United States and Canada](#).

## UMC Pastor Ordination

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

## Association for Clinical Pastoral Education (ACPE)

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

## Council of Mennonite Seminaries

The seminary is also a member of the Council of Mennonite Seminaries, which includes Anabaptist Mennonite Biblical Seminary, Elkhart, Indiana, and Mennonite Brethren Biblical Seminary, Fresno, California.

# EMU Mission, Vision and Values

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

## Mission

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

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

## Vision

EMU will be renowned for academic excellence and faithful discipleship in addressing the most significant challenges in our complex world.

We seek to be a leader among Christian universities, united by a hopeful and enquiring spirit, cultivating meaningful relationships locally and globally, and engaging the rich diversity of human identity, experience, and need.

## Values

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

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

*Approved by EMU Board of Trustees, June 23, 2017*

EMU's mission, vision and values are the foundation of EMU's [strategic plan](#).

# Graduate Program Philosophy, Values and Goals

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

## What is 'Leadership for the Common Good'?

Leadership for the common good is a belief

that developing authenticity in people is the way to help them transform their world. That the common good is established each time a person, organization, or community reaches beyond individual self-interest for the sake of the greater whole. To that end, our graduate programs are led by scholar practitioners who are experts in their fields and who focus our curriculum on personal formation, competency, and relationships in developing leaders who work to transform their world and enhance the common good in their workplaces and communities.

## Personal Formation

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

### **Competency**

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

### **Relationships**

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

### **Our Values**

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

### **Growing Spiritually**

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

### **Honoring Community**

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

### **Leading as Service**

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

### **Upholding Justice and Building Peace**

We recognize that all human beings 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. Peacebuilding requires upholding these values by applying one's personal and professional skills and resources to the problems, reducing violence and promoting just relationships and structures.

### **Planning for Sustainability**

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

### **Global Citizenship**

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

### **Health and Healing**

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

## **Academic Policies**

The information in this Graduate Catalog applies to the academic year 2019-20. The university reserves the right to change programs of study, academic requirements, the announced university calendar and other matters described herein without prior notice, in accordance with established procedures. Each graduate student should understand that published descriptions of degree requirements establish only minimum requirements. It is the prerogative of the graduate program to make changes in degree requirements at any time. The policies in the document are for all graduate programs. Please see individual program policies for additional information. In lieu of no specific EMU graduate program policy, the individual graduate department policies apply. Please review individual program policies for additional information. This Graduate Catalog is descriptive and is not to be construed as a legal contract.

Please see the Graduate Student Handbook for student life related policies.

### **Academic Integrity Policy**

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

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

## At EMU, academic integrity means

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

## Academic integrity includes

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

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

## Academic integrity violation for students may be evidenced as a

### Minimal Violation

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

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

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

### Substantial Violation

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

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

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

## Procedures (Graduate, Seminary, and Undergraduate)

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

### Procedures for Minimal Violations

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

### Procedures for Substantial Violations<sup>1</sup>

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

#### The professor will:

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

#### The dean will:

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

#### The student will either:

1. accept the decision or
2. submit an appeal to the respective dean in writing within five (5) working days following notification of the Academic Integrity Violation report.  
Reasons for the appeal must be clearly stated and based on one of the following:
  - a. Significant and relevant new evidence,
  - b. Alleged procedural error that may have affected the decision, or
  - c. Unduly harsh and arbitrary consequences of the academic integrity violation.

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

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

#### Consequences for Undergraduate Students

- **First-time substantial violation:** If a student cheats on a quiz, test, blog, forum, other online assignments, or exam or plagiarizes material in an assignment, assignment receives an F or 0 grade at faculty discretion. For an extreme first time offense, a professor may give the student an F for the course (e.g. essay taken from Internet, test answers from another source). At the discretion of the professor, educational and restorative outcomes could include enrolling in an Academic Integrity workshop, provided by EMU's Writing Program Director, revising and re-submitting the assignment.
- **Second-time substantial violation:** If the student repeats the above violation in the same or another course or commits another violation in the same or another course, a professor may give the student an F for the course, and the student may receive a Letter of Probation.
- **Third-time substantial violation:** If the student commits the violation for the third time, the professor may give the student an F for the course, and the student may receive a Letter of Indefinite Suspension/Disciplinary Withdrawal.
- Upon re-enrollment and a subsequent violation, the professor may give the student an F for the course, and the student may be subject to a Letter of Dismissal at the discretion of the university.
- When a professor gives a student an F for the course, the student will not be allowed to withdraw from the course. The student is prohibited from attending class after the professor assigns the F grade. The course continues to apply towards the number of credits the student is pursuing that semester.

#### Consequences for Graduate Students

- **Educative violation:** At the faculty member's discretion, this first-time violation may be used for the purpose of instruction when a student plagiarizes any type of assignment (quiz, test, blog, forum, other online assignments, or exam or plagiarizes material in an assignment). At the discretion of the professor, grade consequences may occur and educational and restorative outcomes could include enrolling in an Academic Integrity workshop, provided by EMU's Writing Program Director, revising and re-submitting the assignment.
- **First-time substantial violation:** If a student cheats on a quiz, test, blog, forum, other online assignments, or exam or plagiarizes material in an assignment, a professor may give the student an F for the course (e.g. essay taken from Internet, test answers from another source) and the student may receive a Letter of Probation. When a professor gives a student an F for the course, the student will not be allowed to withdraw from the course. The student is prohibited from attending class after the professor assigns the F grade. The course continues to apply towards the number of credits the student is pursuing that semester.



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

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

The graduate, seminary, and undergraduate units use this policy for processing academic integrity violations with the exception of student appeal. (See above.) This policy appears in yearly course catalogs; the *Student Handbook*; on graduate, seminary, and undergraduate websites. The Academic Integrity Policy flow chart is also available at <https://emu.edu/writing-program/docs/academicintegrity.pdf>.

Reviewed by Undergraduate Council, Graduate Council, and Faculty Senate

Approved by Academic Cabinet, March 25, 2009 and revised October 6, 2010

Revised by Academic Cabinet, February 26, 2013

Revised by Academic Cabinet, November 19, 2014

Revised by Provost's Council, December 16, 2015

Revised by Graduate Council, April 1, 2019 and Approved by Provost's Council, April 10, 2019

#### *Responsible party*

*The provost is responsible for this policy.*

#### *Policy Review*

*This policy is to be reviewed annually.*

*<sup>1</sup> Adapted from American Association of Collegiate Registrars and Admissions Officers (2007) *Academic Dishonesty: Developing and Implementing Institutional Policy**

## Admission to Candidacy

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

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

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

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

## Admission: Decisions and Appeals

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

## Admission: Matriculation Deferral

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

Individual graduate programs will work with applicants on documentation needed for re-applying.

## Advising

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

## Auditing

Students may enroll to audit classes when there is room in a class and with permission of the instructor or program director/coordinator. Individual programs may offer one or two options for auditing: 1) the standard audit or 2) the participation audit. Some courses may not be open to either type of audit. Please contact the teaching program for more information about participation expectations. No academic credit is granted for either type of audit. Students who enroll as auditors (standard or participation) will register and pay the designated audit fee. (See Financial section for audit fees). At the end of the class an audit designation will appear on the student's transcript.

## **Class Attendance**

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

## **Graduate Degree Requirements**

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

## **Senior Citizen Class Attendance**

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

## **Commencement Participation**

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

## **Course, Credit and Enrollment Information**

### **Completion of Coursework**

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

### **Course Cancellation**

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

### **Courses taken by EMU Students at Other Schools**

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

### **Courses Taken Through Eastern Mennonite Seminary**

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

### **Courses Taken As a Non-degree Student**

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

### **Course Syllabi**

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

### **Credit for Practicum/Internship Experience**

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

## Classroom and Study Time

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

## Classroom and Study Time for Online Students

EMU assumes that online students will spend a similar amount of time with online classes as face to face students. The formula is 3.5 to 4 hours per SH per week. Whether or not there are synchronous or asynchronous activities, the student should expect to spend 10 to 12 hours per week on course activities when enrolled in a typical 3 credit online course.

## Graduate Full-time Enrollment

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

## Grading System and Quality Points

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

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

## Academic Probation and Dismissal

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

Graduate students may be dismissed from a graduate program upon:

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

Dismissal decisions are made by the individual graduate programs.

## Grade Reporting

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

## Grade Appeals

A student who believes that a grade received for a course does not accurately reflect his/her achievement of course requirements and expectations should:

Confer with the instructor who assigned the grade, stating the reason(s) she/he believes a grade change is warranted.

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

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

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

## Graduation GPA

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

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

## Conflict and Grievance Procedure

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

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

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

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

The following informal and formal 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 are intended to comply with the requirements of Title IX of the Education Amendments of 1972 and the general employee grievance policy of Eastern Mennonite University. These procedures are subject to amendment and/or pre-emption by applicable law to the extent required to achieve compliance with existing or future regulations, statutes or court decisions and nothing herein is intended to deny or limit any person's right to any remedy under any state or federal law now or hereafter in effect. Furthermore, nothing contained in this document should be construed as legal advice. Persons are advised to seek legal counsel should they have specific legal questions or concerns.

A complete copy of these procedures is available from the President's Office.

## Intellectual Property (excerpt from Intellectual Property Policy)

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

Intellectual property refers to any copyrightable or patentable work.

Policy with respect to students attempts to balance student and institutional needs. Intellectual property created by *students* is considered the property of the student. The university, however, reserves the right to use such material, with appropriate discretion and attribution, in promotion of the university. Intellectual property created by students and employees jointly is considered to be jointly owned by the creators. (The employee shall have decision-making powers in regard to permissions and sales of jointly created property.)

*To view the complete Intellectual Property Policy, contact the provost office at: [provost@emu.edu](mailto:provost@emu.edu)*

# Student Complaint Policy\*

## Purpose

The purpose of this policy is to clarify expectations for dealing with student complaints.

## Policy Statement

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 at <http://www.emu.edu/about/student-complaint-form/> is to be completed. When it is submitted, it will be received by the Assistant to the President who will forward the complaint to the administrator who is most appropriate to respond to the complaint.

The administrator will respond in writing, within ten business days. The administrator will submit copies of the 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.

If an issue cannot be resolved by the university's internal processes, students may file a formal complaint with the State Council of Higher Education for Virginia (SCHEV) at <http://www.schev.edu/students/studentcomplaint.asp>.

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.

## Responsible Party

Responsibility for this policy lies with the President.

## Policy Review

*This policy is to be reviewed every five years.*

## Distribution

1. Faculty/Staff Handbook
2. Student Handbook

Approved by President's Cabinet, May 21, 2003 Revised March 12, 2007

Revised February 11, 2009

Updated March 2015

\* Formerly Open Communication Policy

## Outcomes Assessment

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

## Non-degree Seeking Students

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

## Registration

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

## Student Responsibility

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

## Time limits for completing degree requirements

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

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

## Transcripts

Requests for official transcripts should be made to the University Registrar's office, allowing one week for processing. Payment of account is required for the release of transcripts. Information regarding transcript requests may be found at: <http://emu.edu/registrar/transcript-ordering/>.

## Transfer Credits

EMU graduate programs accept a limited amount of graduate transfer credit from other colleges and universities. The University Registrar determines the eligibility of credits to transfer from another institution, and the director of the graduate program makes the final determination of the applicability of transfer credit to an individual's graduate program. See respective graduate program for additional transfer regulations. Transfer courses will be recorded with the same titles and grades as appear on the transcript from the previous school. Transfer grades will not apply toward the EMU grade point average.

## Policy for Taking a Course Outside of the Home Graduate Program

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

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

In each of the above situations the student will be charged the tuition rate of their home program.

Note: Tuition for the Master of Arts in Interdisciplinary Studies (MAIS) degree will be the charge per course of the program in which the course is taken.

## Policies for Graduate Certificates and Master's Degrees

### Policy for pursuing a Master's Degree and a Graduate Certificate

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

(Graduate Council approval April 20, 2015)

(Graduate Council update April 1, 2019)

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

(Graduate Council approval April 20, 2015 and March 12, 2018)

### Advising for students pursuing a Graduate Certificate (outside of their home program) and a Master's Degree:

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

(Graduate Council update and approval October 22, 2018)

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

Admissions criteria: If an EMU graduate program alumnus has graduated within the last 4 years and wishes to pursue an additional degree or certificate from within the same field of study, they only need to submit a one page letter of intent to the Admissions staff of the program they wish to enroll in noting the program they are interested in and why, and how they intend to use the new knowledge and skills in their current workplace, or new context if they are considering a career shift. If it has been longer than 4 years or the applicant wishes to pursue studies in a new field, he/she needs to submit an updated CV, one new letter of recommendation from someone he/she has been working with since graduation, and a 2-3 page essay explaining why he/she is interested in the program, goals for the program and how they hope to use the knowledge and skills gained. In both cases a recommendation from the program they graduated from must be obtained. Upon receiving the required documents, the admissions committee for the program they wish to pursue will review the request for admission and provide the alumnus with an official admissions decision.

## Graduate Certificate transfer credits

If within the same field of study, the graduate program will accept 6 credits from the alumnus's master's degree program, as long as those courses have been taken within the last five years. If an alumnus has taken some of the required courses for the Graduate Certificate those credits will be accepted in and the requirements waived. If a student has taken more than 6 credits of required courses for the Graduate Certificate, the course requirements can be waived, but the alumnus will be asked to pick additional classes that supplement the particular alumnus's skill set. If the alumnus has completed a Graduate Certificate and is coming back to do a full master's program, transfer credits will be considered under the program's normal transfer credit policy as well as the requirements for the master's degree/ Certificate outlined above. The same is true when an alumnus is pursuing a new field of study. (Graduate Council approval November 2, 2015)

## Student Services

Please see the Graduate Student Handbook for details concerning student services. The handbook can be viewed at [www.emu.edu/studentlife/student-handbook/](http://www.emu.edu/studentlife/student-handbook/)

# Family Education Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

- 1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.**  
Students should submit to the University Registrar a written request that identifies the records(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University Registrar's Office, the Registrar shall advise the student of the correct official to whom the request should be addressed.
- 2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.**

A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- 3. The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.**

The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.

- 4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is:  
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington DC 20202-5920

## DIRECTORY INFORMATION

Eastern Mennonite University's current definition of directory information is listed below in accordance with the Family Educational Rights and Privacy Act of 1974 as Amended.

Directory Information may be unconditionally released to the public without the consent of the student, unless he/she has specifically asked that prior consent be obtained before releasing such information. Directory Information includes:

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

Students will be notified each year by the University Registrar's Office as to what is considered Directory Information.

## **Nondiscrimination Policy**

Eastern Mennonite University does not discriminate on the basis of race, color, national or ethnic origin, sex, disability, age, sexual orientation, gender identity or any legally protected status. As a religious institution, EMU expressly reserves its rights, its understandings of, and its commitments to the historic Anabaptist identity and the teachings of Mennonite Church USA, and reserves the legal right to hire and employ individuals who support the values of the university.

EMU's designated coordinator for matters related to the nondiscrimination statement, which is part of EMU's affirmative action plan, is the university provost.

*This statement was updated by EMU's board of trustees on July 16, 2015.*

## **Office of Academic Access**

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

### **Accessing Services**

Upon acceptance to EMU, students with documented disabilities should meet with the Office of Academic Access, (540) 432-4233, in the Academic Success Center so documentation can be processed prior to the student's arrival on campus and registration for classes. The Office of Academic Access is located in Sadie Hartzler Library, third floor.

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

Students who wish to appeal a decision on their accommodations may use the University grievance procedures located in the President's Office or the Student Life Office.



# Graduate Writing Standards

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

Criteria	A excellent	B adequate expectations	C below expectations	Comments
<b>Content</b> <i>(quality of the information, ideas and supporting details)</i>	<ul style="list-style-type: none"> <li>shows clarity of purpose</li> <li>offers depth of content</li> <li>applies insight and represents original thinking</li> <li>follows guidelines for content</li> </ul>	<ul style="list-style-type: none"> <li>shows some clarity of purpose</li> <li>offers some depth of content</li> <li>applies some insight and some original thinking</li> <li>mostly follows guidelines for content</li> </ul>	<ul style="list-style-type: none"> <li>shows minimal clarity of purpose</li> <li>offers minimal depth of content or incorrect content</li> <li>applies minimal insight and original thinking</li> <li>does not follow guidelines for content</li> </ul>	
<b>Structure</b> <i>(logical order or sequence of the writing)</i>	<ul style="list-style-type: none"> <li>shows coherence, and logically developed paragraphs</li> <li>uses very effective transitions between ideas and sections</li> <li>constructs appropriate introduction and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>shows some coherence and some logically developed paragraphs</li> <li>uses some effective transitions between ideas &amp; sections</li> <li>shows some construction of appropriate introduction and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>shows minimal coherence and logically developed paragraphs</li> <li>uses minimal transitions between ideas and sections</li> <li>shows minimal construction of appropriate introduction and conclusion</li> </ul>	
<b>Rhetoric and Style</b> <i>(appropriate attention to audience)</i>	<ul style="list-style-type: none"> <li>is concise, eloquent and rhetorically effective</li> <li>effectively uses correct, varied and concise sentence structure</li> <li>is engaging to read</li> <li>writes appropriately for audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>is somewhat concise, eloquent, and rhetorically effective</li> <li>generally uses correct, varied, and concise sentence structure</li> <li>is somewhat engaging to read</li> <li>generally writes appropriately for audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>shows minimal conciseness, eloquence, and rhetorical effectiveness</li> <li>uses incorrect, monotonous or simplistic sentence structure</li> <li>is not engaging to read</li> <li>lacks appropriate writing for audience and purpose</li> <li>uses inappropriate jargon and clichés</li> </ul>	
<b>Information Literacy</b> <i>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</i>	<ul style="list-style-type: none"> <li>uses academic and reliable sources</li> <li>chooses sources from many types of resources</li> <li>chooses timely resources for the topic</li> <li>integrates references and quotations to support ideas fully</li> </ul>	<ul style="list-style-type: none"> <li>uses mostly academic and reliable sources</li> <li>chooses sources from a moderate variety of types of resources</li> <li>chooses resources with mostly appropriate dates</li> <li>integrates references and quotations to provide some support for ideas</li> </ul>	<ul style="list-style-type: none"> <li>lacks academic and reliable sources</li> <li>chooses sources from a few types of resources</li> <li>chooses a few resources with inappropriate dates</li> <li>integrates references or quotations that are loosely linked to the ideas of the paper</li> </ul>	
<b>Source Integrity</b> <i>(appropriate acknowledgment of sources used in research)</i>	<ul style="list-style-type: none"> <li>correctly cites sources for all quotations</li> <li>cites paraphrases correctly and credibly</li> <li>includes reference page</li> <li>makes virtually no errors in documentation style</li> <li>makes virtually no errors in formatting</li> <li>incorporates feedback given in previous written assignments</li> </ul>	<ul style="list-style-type: none"> <li>correctly cites sources for most quotations</li> <li>usually cites paraphrases correctly and credibly</li> <li>includes reference page with some errors</li> <li>makes some errors in documentation style</li> <li>makes some errors in formatting</li> <li>incorporates some feedback given in previous written assignments</li> </ul>	<ul style="list-style-type: none"> <li>provides minimal sources for quotations</li> <li>sometimes cites paraphrases correctly and credibly,</li> <li>includes reference page with many errors</li> <li>makes many errors in documentation style</li> <li>makes many errors in formatting</li> <li>lacks incorporation of feedback given in previous written assignments</li> </ul>	
<b>Conventions</b> <i>(adherence to grammar rules: usage, spelling &amp; mechanics of Standard Edited English or SEE)</i>	<ul style="list-style-type: none"> <li>makes virtually no errors in SEE conventions</li> <li>makes accurate word choices</li> </ul>	<ul style="list-style-type: none"> <li>makes some errors SEE conventions</li> <li>almost always makes accurate word choices</li> </ul>	<ul style="list-style-type: none"> <li>makes many errors in SEE conventions</li> <li>makes many inaccurate word choices</li> </ul>	
<p>The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common- knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).</p>				

# Finances

## Graduate and Professional Studies Tuition and Fees

Program	Tuition	Amount
MA Counseling	Per credit hour	\$660
Center for Justice & Peacebuilding	Per credit hour	\$756
Summer Peacebuilding Institute (SPI)		<a href="http://emu.edu/cjp/spi/costs">emu.edu/cjp/spi/costs</a>
Strategies for Trauma Awareness & Resilience (STAR)		<a href="http://emu.edu/cjp/star/costs">emu.edu/cjp/star/costs</a>
M.A. in Education, Harrisonburg	Per credit hour	\$475
M.A. in Education, Lancaster	Per credit hour	\$475
Master of Business Administration	Per credit hour	\$600
Collaborative Master of Business Administration	Per credit hour	\$759
M.A. in Organizational Leadership	Per credit hour	\$600
M.S. in Nursing	Per credit hour	\$610
M.S. in Biomedicine Full-time (9-15 hours)	Per semester	\$9000
M.S. in Biomedicine Part-time (1-8 hours)	Per credit hour	\$900
M.S. in Biomedicine Overload (> 15 hours)	Per credit hour	\$850
M.S. in Biomedicine Summer session	Per credit hour	\$850
M.A. in Healthcare Management	Per credit hour	\$640
M.A. in Interdisciplinary Studies		Tuition is the charge per credit hour of the program in which the course is taken.
Doctor of Nursing Practice	Per credit hour	\$796

## Other Charges

Where applicable, the standard Audit rate is approximately one third the regular tuition rate and the Participation Audit rate is approximately two thirds of the regular tuition rate. Not all programs offer both Audit and Participation Audit; please check with the specific program.	<a href="https://emu.edu/business-office/graduate">https://emu.edu/business-office/graduate</a>
M.A. in Education, Lancaster Technology fee (per semester)	\$75

Activity fee for M.A. in Counseling:	
1-8 credit hours (charge per credit hour)	\$3
9+ credit hours (charge per semester)	\$30
Activity fee for Center for Justice & Peacebuilding:	
1-8 credit hours (charge per credit hour)	\$15
9+ credit hours (charge per semester)	\$135
Activity fee for M.S. in Biomedicine & M.A. in Healthcare Management:	
Part-time student (charge per semester)	\$25
Full-time student (charge per semester)	\$50
General Student Services Fee 9+ credit hours (charge per semester, non-refundable)	\$100
General Student Services Fee 1 - 8 credit hours (charge per credit hour, non-refundable)	\$12 per credit hour
Student health insurance (International students, full-time CJP, and MA Counseling students only) (charge per year)	\$3054
Application fee (non-refundable)	\$50
M.S. in Biomedicine & M.A. in Healthcare Management Tuition Deposit	\$300
M.A. in Interdisciplinary Studies individualized master's fee	\$100
Doctor of Nursing Practice Residency Fee (2 residencies required)	\$500 each
Final exam out of schedule	\$35
Graduation fee (Graduate certificate)	\$25
Graduation fee	\$75

Published charge rates may be adjusted for changes in economic conditions and cost factors. This list continues on the General Payment Information web page. <http://www.emu.edu/business-office/general-payment-info/>

## General Payment Information

### Payment Terms

Payment for fall semester tuition, room and board less processed financial aid is due August 20, 2019.

Payment for spring semester tuition, room and board less processed financial aid is January 2, 2020.

### Payment Policy

Tuition, room and board charges, less processed financial aid, are due one week before classes begin for each semester. Unpaid accounts may be subject to the following:

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

To pay online log on to [my.emu.edu](http://my.emu.edu) and follow the link to view your EMU account online under the accounts tab. Parents with pin numbers and authorized users visit [https://commerce.cashnet.com/cashnet/selfserve/ebilllogin.aspx?client=EMU\\_PROD&](https://commerce.cashnet.com/cashnet/selfserve/ebilllogin.aspx?client=EMU_PROD&) to make a payment.

### Payment Options

#### Payment Plan

- EMU recently contracted with Higher One and CASHNet to provide student payment solutions, including an interest free payment plan option. There is a \$35 per semester fee for the payment plan. To enroll please login to [my.emu.edu](http://my.emu.edu) and click on "View my EMU Account Online" under the Accounts tab. Then follow the steps to enroll in the payment plan.
- The 5 month payment plan must be set up by July 14, 2019.
- With CASHNet you may use major credit cards. There is a convenience fee for this service. You may also make direct payments from your checking account for no charge.

### Payment Methods Accepted

- EMU's preferred method of payment is online, students login to your [my.emu.edu](http://my.emu.edu) to view the "EMU Account Online" (link located under the accounts tab.)
- EMU also accepts cash, personal checks, cashiers checks, credit cards, and money orders for payments on student accounts. There is a 3% convenience fee (minimum \$1.00 fee) for paying with a credit card.
- EMU has partnered with flywire to streamline the tuition payment process for our international students. With Flywire, you can pay from any country and any bank. You are offered excellent foreign exchange rates, allowing you to pay in your home currency (in most cases) and save a significant amount of money, as compared to traditional banks. You will also be able to track where your payment is in the transfer process via a student dashboard and an email confirmation will be sent to you when your payment is received by the school.

## Refund Policy

Students who withdraw, drop out, are dismissed, or otherwise cease enrollment prior to completing 60% of the semester or mini-term equivalent shall receive a refund equal to the percentage of the term remaining. Students who withdraw prior to the first day of classes shall receive a full refund of all payments except tuition deposits.

Aid recipients who change their course registration after the beginning of each semester must notify the financial assistance office. Enrollment status is very important to aid eligibility. Students who withdraw must also notify the financial assistance office. Financial aid refunds due to withdrawal are calculated using the percentage of term not completed as mandated by federal aid regulations.

More information about aid adjustments and refunds related to changes in enrollment status may be obtained from the Financial Assistance Office and is also included in the graduate Student Handbook. <http://www.emu.edu/business-office/general-payment-info>

## Financial Assistance for Graduate Programs

<http://www.emu.edu/financial-aid/graduate-students/>

### Church Match Grants

Students who receive tuition assistance grants that originate from a congregation, a church conference, or a group of churches who have pooled resources for the purpose of providing tuition assistance grants are eligible to receive a matching grant. Enrollment of at least 6 hrs/ semester in either the MAC or CJP program is required. The maximum grant eligibility is \$1000 per academic year and \$2000 during the lifetime of the student's studies. March 1 is the "preferred response date" for churches to inform EMU of their intent to send funds for students.

### Federal Direct Student Loans

All federal student loans for graduate students are unsubsidized. Loan funds come from the federal government to the school. The student is charged interest from the time the loan is disbursed until it is paid in full. If the student allows interest to accumulate, it will be capitalized which means added to the principal amount of the loan and increases the amount of loan the student will need to repay. Students may borrow up to \$20,500 per academic year.

The interest rate for Direct Student Loans borrowed after July 1, 2018 is fixed at 6.60%. Processing fees of 1.062% are automatically deducted from each disbursement of the loan. Repayment of the full amount begins six months after a student ceases to be enrolled at least half-time. See also the Federal Direct Loan Information page.

### Federal Graduate PLUS Loans

The Graduate PLUS Loan is another federal loan program for graduate students. Borrowers must be credit-worthy. Eligibility is determined after the unsubsidized Federal Direct Loans have been awarded. However, a student may decline the Direct Loan awards and borrow only the Graduate PLUS Loan. The interest rate is 7.60% (fixed) and repayment begins 60 days after the final disbursement. In-school deferment is an option for half-time or more enrollment, but interest payments are required. A loan origination fee of 4.248% is automatically deducted from each disbursement.

### University Student Services

Please see the [Graduate and Seminary Student Handbook](#) for details concerning student services. The handbook URL is <https://helpdesk.emu.edu/confluence/x/1F9AQ>

# General Contact and Location Information

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

## Main Campus Contact and Location

Mailing and street address:

Eastern Mennonite University

1200 Park Rd

Harrisonburg, VA 22802-2462

Telephone: 540-432-4000

Fax: 540-432-4444

TTY: 540-432-4599

## EMU Lancaster Contact and Location

Mailing address:

Eastern Mennonite University

PO Box 10936

Lancaster, PA 17605-0936

Toll-free: 866-368-5262

Local: 717-397-5190

Fax: 717-397-5281

## Undergraduate Admissions Contact and Location

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

Website: [emu.edu/admissions](http://emu.edu/admissions) Toll-free US: 800-368-2665

Local/international: 540-432-4118 [admiss@emu.edu](mailto:admiss@emu.edu)

## Financial Aid Office

Website: [emu.edu/financial-aid](http://emu.edu/financial-aid) Toll-free US: 800-330-9683

Local/international: 540-432-4137 [finaid@emu.edu](mailto:finaid@emu.edu)

## Alumni and Parent Engagement Office

Website: [emu.edu/alumni](http://emu.edu/alumni) Phone: 540-432-4206

[alumni@emu.edu](mailto:alumni@emu.edu)

## Seminary Contact and Location

Website: [emu.edu/seminary](http://emu.edu/seminary) Toll-free US: 800-710-7871

Local/international: 540-432-4260

Fax: 540-432-4598

[seminary@emu.edu](mailto:seminary@emu.edu)

## School of Sciences, Engineering, Art, and Nursing

Dean: [Dr. Tara Kishbaugh](#)

Administrative Assistant: [Barb Byer](#)

Location: University Commons, adjacent to current VACA offices

## School of Social Sciences and Professions

Dean: [Dr. David Brubaker](#)

Administrative Assistant: [Shirley Ewald](#)

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

## School of Theology, Humanities, and Performing Arts

Dean: [Dr. Sue Cockley](#)

Administrative Assistant: [Emily North](#)

Location: rotating between Roselawn 2nd floor and Seminary building

## EMU Technology Helpdesk

The campus helpdesk and user services department is located on the lower level of Sadie Hartzler Library. Website: [emu.edu/is](http://emu.edu/is)

540-432-HELP (4357)

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

General questions and concerns: [webmaster@emu.edu](mailto:webmaster@emu.edu)

## Media Contacts

Mia Kivlighan, EMU Media Relations Manager 540-432-4211, [mia.kivlighan@emu.edu](mailto:mia.kivlighan@emu.edu)

## University Administration and Personnel

University Administration and Personnel

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

## Board of Trustees

Learn more about the [members of our board](#)

Diann Bailey, Granby, CT  
Evon Bergey, Lancaster, PA  
Herman Bontrager, Ephrata, PA  
Randall Bowman, Richmond, VA  
Jonathan Bowman, Landisville, PA  
Victor Gomez, Dayton, VA  
Hans Harman, McGaheysville, VA  
Louise Hostetter, Harrisonburg, VA  
Charlotte Hunsberger, Telford, PA  
Clyde G. Kratz, Broadway, VA  
Chad Lacher, Souderton, PA  
Kevin Longenecker, Harrisonburg, VA  
Cedric Moore, Midlothian, VA  
Manuel Nuez, Devon, PA  
Kay Nussbaum, Chair, White Bear Lake, MN  
Glenna Ramer, Ooltewah, TN  
Eloy Rodriguez, New Providence, PA  
James Rosenberger, State College, PA  
Vaughn Troyer, Millersburg, OH  
Anne Kaufman Weaver, Brownstown, PA

## Mennonite Education Agency Board

Addie Banks, New York, NY  
Lynette Bontrager, Archbold, OH  
Ramiro Hernandez, Washington, IA  
Marlene Kropf, Port Townsend, WA  
Basil Marin, Harrisonburg, VA  
J. Richard Thomas, Chair, Ronks, PA  
Carol Roth, Clinton, MS  
Linwood Rush, Portland, OR  
James Logan, Souderton, PA  
Tom Stuckey, Archbold, O  
Roy W. Williams, Land O Lakes, FL  
John Yordy, Goshen, IN

[www.mennoniteeducation.org](http://www.mennoniteeducation.org)

## Emergency Contacts

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

Witnesses and victims of a campus crime or emergency, as well as anyone who is suspicious of people or situations on campus, are urged to contact:

- Campus security can be reached at 4911 from a campus phone or 540-432-4911 from an off-campus phone.
- In the residence halls, one of the residence directors will be on call 24 hours a day to respond to emergencies or incidents which occur on campus. The staff member can be reached by calling 540- 476-4578.

A telephone is located at the main entrance of each residence hall (except for Parkwood Apartments). Incidents can also be reported in person at the Facilities Management Office, or at the Student Life Office in the University Commons building.

See also: <http://www.emu.edu/safety-and-security/>

# Biomedicine

- [About- Biomedicine](#)
- [Admissions Requirements- Biomedicine program](#)
- [Certificate Requirements- Biomedicine](#)
- [Degree Requirements- Biomedicine](#)
- [Course Descriptions- Biomedicine](#)

## About- Biomedicine

Our [MS 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 master's degree can be earned after 48 SH of coursework (two full years of study) or a certificate with 24 SH of study (one full year of study).

## Admissions Requirements- Biomedicine program

### Timeline

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

### Admission Requirements

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

- Baccalaureate degree from an accredited institution with a minimal undergraduate grade point average of 2.50. (Gap Year Certificate applicants must have a minimal undergraduate grade point average of 3.0.)
- An appropriate standardized test score. GRE, MCAT, DAT, OAT and others are accepted.
- Prerequisite coursework for **pre-medical, pre-dental, and pre-veterinary applicants** (8 courses, 32 hours total):
  - Two general biology courses with laboratories (8 SH)
  - Two general chemistry courses with laboratories (8 SH)
  - Two organic chemistry courses with laboratories (8 SH)
  - Two physics courses with laboratories (8 SH)
- Prerequisite coursework for **all other pre-professional health applicants** (6 courses, 24 hours total):
  - 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 physics course with laboratory (4 SH)

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

#### Provisional Admittance:

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

A completed application includes:

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

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

## Health History and Immunization Requirements for Enrollment

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.



# Certificate Requirements- Biomedicine

## Biomedicine Certificate

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

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

### Curriculum (24 SH)

#### Natural Sciences (16-19 SH)

Certificate students can choose to take 4-7 of any of the natural science courses listed below. Additional natural science course options are available.

- BMC 551 Developmental Biology
- BMC 612 Human Anatomy
- BMC 562 Human Physiology
- BMC 561 Biochemistry
- BMC 552 Cell Biology
- BMC 561 Immunology
- BMC 563 Molecular Genetics
- BMS 562 Neurobiology
- BMS 570 Medical Microbiology
- BMS 585 Infectious Diseases (summer and online)
- BMS 540 DRUGS: Discovery, Design, Action (online)
- BMC 572 Cognitive Psychology

#### Cross Discipline (6 SH)

- BMC 610 Interdisciplinary Seminar I
- BMC 598 Biomedicine Practicum
- BMX 603 Cross Cultural Health Care

#### Electives (3-6 SH)

- BMS 530 MCAT Preparation
- \*An elective course can be taken in any other masters program at EMU

## Biomedical Teaching Certificate

The biomedical teaching certificate includes 15 semester hours of core curriculum courses and 13 hours of electives.

### Curriculum (28 SH)

#### Core Courses (15 SH)

- BMC 551 Developmental Biology
- BMC 612 Human Anatomy
- BMC 562 Human Physiology
- BMC 561 Biochemistry
- BMC 610 Interdisciplinary Seminar I
- BMC 611 Interdisciplinary Seminar II
- BMC 613 Research Design and Statistics
- BMX 603 Cross-cultural Healthcare
- BMC 623 Research in Biomedicine Summer
- BMC 623 Research in Biomedicine Fall
- BMC 598 Biomedicine Practicum
- BMX 611 Biomedicine Faith and Ethics

\*For the Biomedical Teaching concentration 1 of the 3 core required laboratory science courses (BMC 551, BMC 561 or BMC 612) may be replaced with equivalent hours in elective BMS courses.

#### Biomedical Teaching Concentration Courses (6 SH)

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

#### Electives (12 SH)

Choose 4 of the below courses

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

#### Requisite courses

- BMS 501 Biomed Organic Chemistry I

\*\* Requisite course if not completed as an undergrad prerequisite. This course will count toward elective credit.

## Biomedicine Pre-Medical Certificate

With a Pre-Medical Certificate, you will simultaneously take undergraduate and graduate level pre-health courses. By taking basic natural science courses and more advanced science, psychology, ethics, and research courses, you will be adequately prepared for the MCAT and the rigors of medical school.

### Curriculum (48 SH)

#### Biomedicine Core Courses (35 SH)

- BMC 561 Biochemistry
- BMC 610 Interdisciplinary Seminar I
- BMC 611 Interdisciplinary Seminar II
- BMX 603 Cross-cultural Healthcare
- BIOL 245 Animal Form and Function
- CHEM 223 General Chemistry I
- CHEM 224 General Chemistry II
- PHYS 251 Physics I
- PHYS 262 Physics II
- BMC 598 Biomedicine Practicum
- BIOL 225 Molecules, Genes and Cells

#### Requisite Courses \*\*

- BMS 501 Biomed Organic Chemistry I
- BMC 502 Biomed Organic Chemistry II

\*\* Requisite courses if not completed as undergraduate prerequisites.

#### Other Pre-Medical Certificate Courses (10 SH)

- BMC 562 Human Physiology
- BMC 572 Cognitive Psychology
- BMS 530 MCAT Preparation

#### Other Electives (3 SH)

Choose one of the below

- BMC 561 Immunology
- BMS 562 Neurobiology
- BMS 570 Medical Microbiology
- BMS 585 Infectious Diseases (summer and online)
- BMS 540 DRUGS: Discovery, Design, Action (online)
- BMX 613 Behavior and Social Science Principles
- BMS 571 Abnormal Psychology
- BMS 574 Neuropsychology

## Gap Year Certificate

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

#### Fall Courses (Harrisonburg Campus)

Students can choose to take [3-4 of the natural science courses](#) listed below. Additional natural science course options are available.

- BMC 551 Developmental Biology
- BMC 612 Human Anatomy
- BMC 561 Biochemistry
- BMC 552 Cell Biology

- BMC 561 Immunology
- BMS 571 Abnormal Psychology

In place of a natural science course, one elective course can be taken in any other masters program at EMU.

Spring Courses (Washington, DC)

- BMS 599 Internship
- BMS 654 Internship Theory and Practice
- BMS 655 Servant Leadership

Summer Course (off campus)

- BMX 603 Cross Cultural Health Care

## Degree Requirements- Biomedicine

### MS in Biomedicine: Biomedical Science Concentration

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

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

### Course Schedule (48 hours for MS)

#### Biomedical Core Courses (30 semester hours)

BMC 551 Developmental Biology  
 BMC 612 Human Anatomy  
 BMC 561 Biochemistry  
 BMC 562 Human Physiology  
 BMC 613 Research Design & Statistics  
 BMX 611 Biomedicine Faith & Ethics  
 BMC 610 Interdisciplinary Seminar I  
 BMC 611 Interdisciplinary Seminar II  
 BMC 623 Research in Biomedicine  
 BMC 598 Biomedicine Practicum  
 BMX 603 Cross Cultural Health Care

#### Biomedical Science Concentration (13 SH)

BMC 562 Human Physiology  
 BMC 572 Cognitive Psychology  
 BMC 552 Cell Biology  
 BMC 561 Immunology  
 BMC 563 Molecular Genetics  
 BMS 562 Neurobiology  
 BMS 570 Medical Microbiology  
 BMS 585 Infectious Diseases  
 BMS 540 Drugs: Discovery, Design & Action

#### Requisite Courses

Requisite courses if not completed as undergraduate prerequisites. Both these courses will count towards elective credit.

BMS 501 Organic Chemistry I  
 BMS 502 Organic Chemistry II

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

*Offered with adequate enrollment*

BMS 530 MCAT Preparation Course  
BMS 552 Environmental Toxicology  
BMS 555 Plant Physiology  
BMS 557 Ecology & Field Biology  
+BMS 571 Abnormal Psychology  
BMS 573 Theories of Personality  
+BMS 574 Neuropsychology  
BMS 579 Analytical Chemistry I  
BMS 580 Analytical Chemistry II  
BMS 582 Thermodynamics  
BMS 583 Quantum Mechanics

+Recommended elective courses

Additional graduate level courses in education, business, counseling, or nursing may be selected as electives.

## MS in Biomedicine: Biomedical Teaching Concentration

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

### Course schedule (48 Course Hours)

#### Biomedical Core Courses (30 semester hours)

BMC 551 Developmental Biology  
BMC 612 Human Anatomy  
BMC 561 Biochemistry  
BMC 562 Human Physiology  
BMC 613 Research Design & Statistics  
BMX 611 Biomedicine Faith & Ethics  
BMC 610 Interdisciplinary Seminar I  
BMC 611 Interdisciplinary Seminar II  
BMC 623 Research in Biomedicine  
BMC 598 Biomedical Practicum  
BMX 603 Cross Cultural Health Care

#### Required Teaching Core (6 SH)

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

#### Education Electives (12 SH)

Select from the following:

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

## Course Descriptions- Biomedicine

### BMC 551 Developmental Biology (4 SH)

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.

### BMC 561 Biochemistry (3 SH)

A survey of structure-function relationships of biological molecules and systems. Emphasis is placed on enzymology, intermediary metabolism, and metabolic control.

### **BMC 610 Interdisciplinary Seminar I (2 SH)**

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

### **BMC 611 Interdisciplinary Seminar II (2 SH)**

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

### **BMS 501 Organic Chemistry I (4 SH)**

Study of the relationship between the three-dimensional structure and the reactivity of carbon compounds. The chemical and physical properties of organic compounds will be linked to an understanding of orbital theory, electronegativity, strain, and sterics. Reactions of simple organic compounds will be described in terms of electron movement (mechanisms) and kinetic vs. thermodynamic parameters. The laboratory sessions emphasize purification, isolation, and identification techniques, particularly chromatography, infrared spectroscopy, mass spectroscopy, and nuclear magnetic spectroscopy. Three lectures and one four-hour laboratory per week.

### **BMS 502 Organic Chemistry II (4 SH)**

Building on the prior course, this course deduces "new" mechanisms based on key principles of conformational preference, sterics, polarity, and bond strength. Aromatic compounds as well as oxygen and nitrogen containing compounds are studied so that the chemistry of biomolecules can be introduced. Structural determination of increasingly complex compounds by instrumental techniques, such as GC-MS, NMR, and IR will also be emphasized. The laboratory involves multi-step transformations, purifications, and advanced structure determination using primarily instrumental techniques. Three lectures and one four-hour laboratory per week.

### **BMS 561 Immunology (3 SH)**

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

### **BMC 612 Human Gross and Microscopic Anatomy (4 SH)**

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

### **BMC 623 Research in Biomedicine (3 SH)**

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

### **BMS 571 Abnormal Psychology (3 SH)**

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

### **BMC 562 Human Physiology (4 SH)**

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

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

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

### **BMC 563 Molecular Genetics (3 SH)**

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

### **BMS 572 Cognitive Psychology (3 SH)**

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

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

This course explores relationships between science and Christian faith by investigating scientific foundational ideas and their interaction with theology. Topics such as global and human origins, chance and complexity, human nature, mind, health and healing, environmental and medical ethics are examined and viewed through the lenses of Scripture, theology, and natural science. Students will be led to form and articulate a multidimensional world view that incorporates the realities of science and a holistic Christian faith.

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

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

### **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 per semester credit hour outside of class as well as completing assigned related readings, maintaining a journal of experiences, providing feedback to other students. Typical experiences may involve interactions within hospitals, health care professionals, biomedical organizations, clinics, rescue squads, health departments, or life science education settings. Prerequisites: satisfactory completion of at least two graduate level courses and/or instructor permission. A maximum of 4 SH of practicum credit can be applied toward a degree.

### **BMX 603 Cross Cultural Health Care (3 SH)**

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

### **BMS 570 Medical Microbiology (3 SH)**

A comprehensive study of the field of microbiology, emphasizing the principles of medical microbiology and human symbioses. Included in the discussion will be additional focus on disease, treatment, emerging infectious diseases, biotechnology and global public health. Topics will be discussed using lectures, short lab periods, case studies and problem-based learning.

### **BMC 552 Cell Biology (3 SH)**

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

### **BMS 585 Infectious Diseases (3 SH)**

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

### **BMS 530 MCAT Preparation Course (3 SH)**

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

# Center for Justice and Peacebuilding

- [About the Center for Justice and Peacebuilding](#)
- [Admissions Requirements- Center for Justice and Peacebuilding](#)
- [Academic Policies- Center for Justice and Peacebuilding](#)
- [Degree Requirements- Center for Justice and Peacebuilding](#)
- [Graduate Certificate Requirements - Center for Justice and Peacebuilding](#)
- [Course Descriptions - Center for Justice and Peacebuilding](#)

## About the Center for Justice and Peacebuilding

### Mission Statement:

CJP educates a global community of peacebuilders through the integration of practice, theory and research.

### Vision Statement:

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

### Values:

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

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

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

## Admissions Requirements- Center for Justice and Peacebuilding

### Application Process for Master's Degrees or Graduate Certificates

- **Complete the application** and submit a resume or curriculum vitae. Both parts must be submitted for your application to be complete.
- **Pay the 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.
- **Send official transcripts** from each college or university attended.
- **Gather three references** (including one academic and one professional). *Only two letters required when applying for a graduate certificate.* Send references to [www.emu.edu/cjp/grad/reference-form](http://www.emu.edu/cjp/grad/reference-form) to submit an online reference form.

### International Applicants

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

- 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).

*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 [cjpadmissions@emu.edu](mailto:cjpadmissions@emu.edu) for more details.

\*Reference forms must be submitted directly from the references and can be emailed to [cjpadmissions@emu.edu](mailto:cjpadmissions@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.\* A social science background is preferred but not required. Preference is given to students who have two or three years of experience (paid or voluntary) in any type of work that involves making the world more just and less violent. This includes, but is not limited to, community development, social movement organizing, mediation, relief work, restorative justice, working with communities traumatized by injustice or violence, and advocacy. If you want the practical tools and knowledge to help create a more just and equitable world but have been working in an unrelated field, please contact the Admissions Director so we can have a conversation about how our programs might meet your goals. Email the Admissions Director at [cjpadmissions@emu.edu](mailto:cjpadmissions@emu.edu).

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

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

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

## Academic Policies- Center for Justice and Peacebuilding

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

Review the university-wide graduate program policies found in the [graduate school catalog](#).

### Advisors

When a faculty member goes on sabbatical or is otherwise absent for part/all of the academic year, the Academic Program Coordinator will assume advising responsibilities in their absence unless alternate arrangements have been made. In the case of certain specialized Graduate Certificate 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 Academic Program Coordinator).

Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline 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 Academic Program Coordinator, the student's academic advisor and the instructor of the course. To receive this additional extension, a letter of petition is expected with full rationale for the reason unable to finish by the due date and a practical plan on how the student will finish if this extension is permitted. This must be submitted to the above persons at least one week before the end of the first extension. A student is encouraged to use this only when absolutely necessary.

\*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 their registration in future terms. Prior to registering a student the Academic Program Coordinator may check to see whether the student has any outstanding coursework. If so, the student may be asked to get special permission from their advisor before being allowed to register for additional classes. This will provide an opportunity to discuss their plans for completion of outstanding coursework.

## **Courses for reduced credit hours**

Students are welcome to take non-core 3 SH classes for 2 SH with permission of the instructor. A student is permitted to take up to 2 courses per semester for reduced hours. Syllabi for CJP classes will outline course assignments for reduced hours when applicable or will note if the class is not appropriate to be taken for reduced hours. Please note that no 2 and 3 SH courses cannot be taken for 1 SH. 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. 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.

## **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://emu.edu/broadcast/>) to cut down on the number of emails received at that address.

## **Leave of absence**

Graduate students who intend to interrupt their enrollment in the graduate program for more than one full year are required to submit a written request to the Academic Program Coordinator and academic advisor. This request will then be processed 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 Program Coordinator. Persons who are not currently degree-seeking students wishing to take CJP courses, will be asked to submit a registration form to the Academic Program Coordinator, including information on what class(es) they wish to take and the reason for wanting to take the class. 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 graduate 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 Graduate 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 Graduate 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 Graduate Certificate studies).

## Transfer Credit

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

Traditionally, a maximum of 6 SH may be applied to the MA degree (3 for a GC). Additional SH may be considered for transfer under special circumstances. All transfer work must have a grade of A or B and have been completed for graduate credit at an accredited college or university. Transfer credit taken more than five years before a student is admitted may not be used to satisfy degree requirements. Students requesting to transfer work must submit the request in writing with an official transcript from the university which previously awarded the credit.

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

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

### Student pursuing two Graduate Certificates (GC) or a GC and an MA from CJP

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

If a student wishes to pursue two Graduate Certificates (GC) – CT and RJ - a total of 6 credit hours will be shared between the two programs. The core (Foundations I or Analysis and Practice/Formation for Peacebuilding Practice) will be satisfied for both programs. Outside of those 6 credits, the student will need to take the number of additional credit hours and the specific courses needed to satisfy GC requirements. If a student wishes to pursue a GC in CT alongside an MA in RJ, an additional 3 credits is required. If a student wishes to pursue a GC in RJ alongside an MA in CT, an additional 6 credits is required, and specific RJ requirements for the GC must be fulfilled. *In the instance that a student has already taken courses that are required courses in the 2<sup>nd</sup> program being added, they do not have to retake those courses, but will need to select additional courses to fill out the required credit hours and meet their learning objectives. The Academic Program Coordinator will review individual cases and can make a decision on a case-by-case basis to accept more credit hours. Especially in cases where a recent GC graduate (like WPLP) wishes to add on the MA degree, it makes sense to consider bringing in all the credits.*

## Degree Requirements- Center for Justice and Peacebuilding

### MA Degree in Conflict Transformation 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 skills assessment course, electives, and the practicum. Students work with a faculty advisor to establish a course of study that will meet that student's vocational goals. When pursued full time, the program can be completed in two academic years; limited-residency students normally finish in three to five years. 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 (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.

#### Master of Arts Core (15 SH)

- PAX 534 Foundations for Justice & Peacebuilding I (6 SH) [see policy for limited-residency students satisfying Foundations I](#)
- PAX 634 Foundations for Justice & Peacebuilding II (6 SH)
- PAX 535 Research Methods for Social Change (3 SH)

#### Skills assessment courses (3 SH)

(Choose at least one):

- PAX 601 Mediation & Negotiation (fall)
- PAX 676 Restorative Justice Practices (spring)
- PAX 588 Nonviolent Mobilization for Social Change (spring)
- PAX 610 Facilitation: Process Design & Skills for Dialogue, Deliberation & Decision-making (spring)

#### Electives (18-21 SH)

#### Practicum PAX 682 (6-9 SH)

### MA Degree in Restorative Justice 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 (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

#### Master of Arts Core (15 SH)

- PAX 534 Foundations for Justice & Peacebuilding I (6 SH) [see policy for limited-residency students satisfying Foundations I](#)
- PAX 634 Foundations for Justice & Peacebuilding II (6 SH)
- PAX 535 Research Methods for Social Change (3 SH)

#### Restorative Justice Required Courses (9 SH):

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

#### Electives (12-15 SH)

#### Practicum PAX 682 (6-9 SH)

## Graduate Certificate Requirements - Center for Justice and Peacebuilding

### 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. Students work with a faculty advisor to develop a program that meets their needs.

#### Curriculum

Required coursework: PAX 534 Foundations I (6 SH) *OR* PAX 533 Analysis: Understanding Conflict (3 SH) *AND* PAX 532 Formation for Peacebuilding Practice (3 SH).

The remaining 9 credits are electives, chosen in consultation with the student's faculty advisor to meet their program goals and objectives.

### 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.

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

#### Curriculum

Curriculum for 18 SH Graduate Certificate in Restorative Justice:

- PAX 534 Foundations for Justice & Peacebuilding I – 6 SH *OR* PAX 533 Analysis (3 SH) *AND* PAX 532 Formation for Peacebuilding Practice (3 SH) in SPI
- PAX 571 Restorative Justice: Principles, Theories & Applications – 3 SH
- Practice course (PAX 676 Restorative Justice Practices or SPI restorative justice course) – 3 SH

Electives with advisor approval. Any CJP course can be beneficial depending on the student's area of interest. Below are some suggested options – 6 SH

- Online restorative justice courses (when offered)
- Justice in Transition/Building Justice (in SPI)
- Circle Processes (Fall/Spring for 1 credit; SPI for 2-3 SH)
- Organizational development courses (in SPI)
- Community Organizing (in SPI)

- STAR (Fall, Spring or SPI)
- Philosophy & Praxis of Forgiveness & Reconciliation (in SPI)
- Nonviolent Mobilization for Social Change (Spring)
- Mediation & Negotiation (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.
- Graduate Certificate is issued by Eastern Mennonite University's Center for Justice and Peacebuilding, a recognized leader in the field.

## Course Descriptions - Center for Justice and Peacebuilding

**Note regarding the syllabi linked below: at the end of course descriptions are syllabi from a recent time in which this course was taught. Do not rely on syllabi for upcoming course information regarding the faculty member teaching the course and the time/day/location for the course.**

### PAX 516 – Program Evaluation Through Qualitative Research (3 SH)

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).

[View Syllabus](#)

### PAX 532 – Formation for Peacebuilding Practice (3 SH)

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/).*

[View Syllabus](#)

### PAX 533 – Analysis: Understanding Conflict (3 SH)

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

[View Syllabus](#)

### PAX 534 – Foundations for Justice & Peacebuilding I (6 SH)

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.

[View Syllabus.](#)

### **PAX 535 – Research Methods for Social Change (3 SH)**

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.

[View Syllabus](#)

### **PAX 540 – STAR Level 1 (2 SH)**

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 trauma-affected people act out against others or become self-destructive. STAR combines theory with experiential learning to increase awareness of the impacts of trauma on the body, brain, beliefs and behaviors. The course offers tools for addressing trauma and breaking the cycles of violence. The STAR multidisciplinary framework draws on the fields of trauma and resilience studies (including neurobiology), restorative justice, conflict transformation, human security 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.

[View Syllabus](#)

### **PAX 563 - Forgiveness & Reconciliation (2-3 SH)**

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

[View Syllabus](#)

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

This course provides a critical examination of the values, principles, and practices of restorative justice. It provides a unique opportunity to explore 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.

[View Syllabus](#)

### **PAX 585 – Global Development (3 SH)**

This course introduces you to the field of global development through examining both the history of the field and the current debates and challenges faced by development practitioners. The purpose is to explore and critically evaluate the basic assumptions underlying the major competing theories and current approaches towards alleviating poverty and global inequality. This course approaches the phenomenon of development in its broadest sense as the study of change, with attention to global justice, equity, and the historical links between development, colonialism, and global capitalism. In the course, we will explore what development means, how to measure it, and how to understand attempts to balance between economic, ecological, and equity concerns. The course engages the key propositions that emerge in contemporary development debates, and offers frameworks for evaluating theories, interventions and policies. The course focuses especially on who decides, how decisions are made, and what the impacts are of development strategies on the environment and on the most vulnerable members of society. With this attention to power relations, we will consider critiques of the development project sensitive to race, gender, ecology and other political economy traditions, in dialogue with the dominant understanding of development as technical interventions for enhancing the market mechanism. This will provide a foundation for uncovering and assessing social and political structures, institutions, inequalities, and development policies as theories meet practice. The course is primarily run in a seminar discussion format. Guest speakers as well as class participants will be invited to share their own stories from the field of global development and peacebuilding.

[View Syllabus](#)

### **PAX 588 – Nonviolent Mobilization for Social Change (3 SH)**

"Each day, love comes to us and says What will you show up for? What, in the end, is the truth of your heart? We answer with our bodies. We show up for the struggle. We show up for each other. We show up just as we are. Precious, flawed limited, magnificent Human. We show up for change. We choose the power of movement. We love by showing up. - from "What Moves Us" by Shailja Patel

What does it mean to build movements for social change? In this course, we look at the power of ordinary people to effect change through social movements using community organizing, public activism, and advocacy. We will examine how to build bottom-up movements through a study of the Mississippi Freedom Struggle; analyze how contemporary movements challenge violence and oppression in and by the U.S.; and explore histories and models of nonviolent resistance around the world. Throughout, we pay special attention to the following four themes:

1. Culture, faith and spirituality 2. Political education 3. Relationship building and leadership development, and 4. Gender justice (within an intersectional anti-oppression framework) Participants will have the opportunity to develop practical skills and experience in community engagement, grassroots organizing, and lobbying. A weekend trip to Washington, D.C. for advocacy training and lobbying meetings with U.S. Congressional representatives is a mandatory component of this course.

For CJP MA in Conflict Transformation students this course satisfies the required skills assessment course if taken for 3 credits.

[View Syllabus](#)

### **PAX 601 – Mediation and Negotiation (3 SH)**

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

[View Syllabus](#)

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

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

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

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

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

[View Syllabus](#)

### **PAX 615 – Leading Organizational Change (3 SH)**

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 several Seminar courses that are geared primarily to second year graduate students at the Center for Justice & Peacebuilding. They require that a student have taken Foundations 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).*

[View Syllabus](#)

### **PAX 634 – Foundations for Justice & Peacebuilding II (6 SH)**



Foundations I and II give a comprehensive overview of justice and 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, with particular attention to the relationship between power and the production of justice and peacebuilding theories and practices. Throughout the two courses, you will be required to understand and integrate ethical application of theory, technical utilization of analysis tools, and systematic processes of planning and implementation for practice interventions across a myriad of sectors in society.

In 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, with increased sensitivity to race and gender as well as history, and political economy. Students work individually and in teams to learn new theories and concepts and to apply these ideas and skills to cases that progress in complexity from the community to the national and global levels (and back again). Throughout the course, we also examine the intersections and overlaps among the local and the global.

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

[View Syllabus](#)

### **PAX 640 - STAR Level 2 (2-3 SH)**

STAR (Strategies for Trauma Awareness and Resilience) Level 2 prepares participants to lead STAR-based activities and workshops and adapt STAR concepts to their individual training needs and environments. In this advanced training, participants are invited to reflect upon and share their experiences applying STAR in their lives and work. Participants also review the theory, concepts and activities from STAR I through the use of Village STAR, a practical, hands-on manual that presents key STAR concepts clearly, with simple illustrations. The training includes additional content, exercises, and skills for addressing trauma and building resilience to deepen the experiences from STAR 1. Participants will create and present action plans about how they will adapt and apply STAR concepts and pedagogy within their work and life contexts. Upon completing STAR 2, participants are invited to join the STAR online learning community, a group of STAR Practitioners working in a variety of contexts, sharing their questions, learnings and experience with diverse populations.

*Participants must have applied STAR concepts personally or professionally since completion of STAR Level I training (normally for a period of about 3-6 months).*

[View Syllabus](#)

### **PAX 669 – Psychosocial Trauma, Identity and Dignity (3 SH)**

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 several 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.*

[View Syllabus](#)

### **PAX 671 - Truth-telling, Reconciliation & Restorative Justice (2 SH)**

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

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

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

[View Syllabus](#)

### **PAX 672 – Circle Processes (1 SH)**

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

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

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

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

[View Syllabus](#)

### **PAX 673 – Independent Study (1-3 SH)**

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

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

### **PAX 676 – Restorative Justice Practices (3 SH)**

Restorative Justice embodies a set of foundational values which inform both RJ processes as well as how RJ programs are implemented. In this course we will explore those guiding values and principles and examine the many ways they guide us in providing RJ processes (with special attention to community conferencing) across various sectors (including courts, schools, prisons, neighborhoods, etc.). We will also explore the ways that core principles shape how RJ programs are implemented within communities, organizations, and institutions. Program implementation issues will include design, evaluation, and funding. Conducted in a seminar format, there will be both experiential and didactic learning components, and students will be engaged in practicing RJ skills as well as completing writing assignments that are directly related to individual skills, training, and interests. For MA in Conflict Transformation students this satisfies the Skills Assessment course requirement if taken for 3 credits, and is a required course for all MA in Restorative Justice students. The PAX 571 core RJ class is a pre- requisite for this class, unless given special permission due to RJ background /experience.

[View Syllabus](#)

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

The recent expansion of the Restorative Justice (RJ) field is almost breathtaking. We are now seeing an exponential volume of research, writing and practice exploding on the scene. This is exciting on one hand, daunting on another. There is general consensus that RJ as a field is at the edge of a totally new level of 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 several 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.*

[View Syllabus](#)

### **PAX 682 Practicum (6-9 SH)**



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

### **PAX 683 Thesis (6-9 SH)**

CJP full-time residential students are able to petition the Academic Committee for an exception to the general rule that all students will do a Practicum (PAX 682). Students will be vetted based on their experience and the quality of their proposal. A maximum of 2 persons per year will be granted this thesis option. This option is normally available only for those students planning on doing their practicum/thesis in the spring of their second year, and for those that will be in residence. An exception to these guidelines will be considered for a student who has proven him/herself to be both an excellent writer and a self-initiator. A student can make the case to write from a distance or on an alternate time table if he/she has:

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

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

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

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

The Bible has often been used to justify war and other forms of violence. The biblical story has also been read and interpreted as pertaining to only personal beliefs and behavior rather than communal concerns or social issues. The intent of this course is to explore the biblical story and what it says about issues of violence, justice, and peace. How are people who embrace the biblical story called to apply these understandings to their lives, individually and collectively? How have Christian communities around the world made use of the biblical story as a core component of their efforts to secure safety, self-determination, and healing? How can we use biblical narratives in our work to build peace and justice within communities? As we examine these questions, we will center perspectives and traditions of reading the Bible birthed by people experiencing direct violence and oppression.

### **PAX 684 - PAX 694 (1-3 SH)**

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

### **PAX 692 Re-imagining Identity**

When reflecting on your various identities and those ascribed to you, how does experiencing them shape the way you see yourself and view the World? In this course, we will journey together to explore some of the narratives we hold surrounding our various identities. We will individually and collectively dissect some of the impacts of these narratives and examine their psychosocial effects on ourselves and the communities to which we belong. We will boldly create safe spaces for one another to explore what healing may look like within ourselves and our communities. This will be done through a process of re-naming, re-claiming, re-shaping and re-imagining how we show up in the world. In this way, dignity and its power of honoring the value and worth of self and other, will become part of the fabric of our understanding and experience. Using Talibah Aquil's Arts Based Research Practicum Presentation "Ghana, Remember Me..." as a guide, you will also have the opportunity to creatively explore how to share in class your journey of re-imagining identity, using whatever medium you feel most connected to.

# Collaborative MBA

- [About Collaborative MBA](#)
- [Admissions Requirements- Collaborative MBA](#)
- [Academic Policies- Collaborative MBA](#)
- [Degree Requirements- Collaborative MBA](#)
- [Course Descriptions- Collaborative MBA](#)

## About Collaborative MBA

### Our Program Values

Following are the values we bring to leadership education:

- **Leading as Service** – Transformative leadership starts with self-awareness and leads to empowering and serving others.
- **Planning for Sustainable Organizations** – Business, organizational, community and global economic success, as well as an acknowledgement of our interdependence with our environment, are vital for healthy societies.
- **Building Community** – We live, learn, grow, and thrive in relationship with others. We believe that learning occurs best in the context of diverse community.
- **Global Citizenship** – We are interdependent and mutually accountable to local, national, and global communities. As a result, we believe in interdisciplinary, cross-cultural, and interfaith engagement around world problems.
- **Growing Spiritually** – As leaders, we are on a journey of spiritual formation and growth, drawing on our spiritual resources to improve our communities and organizations.

## Admissions Requirements- Collaborative MBA

### Admissions Requirements

1. Bachelor's degree from an accredited institution or equivalent.
2. Proficiency in and access to Microsoft Word, PowerPoint, and Excel.
3. Strong written and oral communication and quantitative skills.
4. Completed application materials. Select the institution in which you choose to enroll: [Bluffton University](#) | [Canadian Mennonite University](#) | [Eastern Mennonite University](#) | [Goshen College](#)

In determining admission into the program, we look at the overall strength of academic preparation and current and past managerial and leadership responsibilities.

### Technical Requirements

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

#### Specific Details

- Operating System: Windows 10; or Mac OS X Version 10.12 (Sierra).
- Hard drive of 250 GB or more.
- RAM: 8 GB or more recommended.
- Webcam and noise-cancelling headset or ear buds.
- Microsoft Office software:
  - MS Office (including MS Word, PowerPoint, & Publisher) Office 2013 or Office 365.
  - For MAC users, Office 2011 or Office 365.
- Broadband/high speed Internet access: A corporate office or hospital internet system is sufficient for speed, however firewalls might prevent the student from accessing certain software such as Moodle. Recommended home-based Internet services are DSL or cable (ideal). Satellite or cellular-based services are not recommended especially for videoconferencing. Satellite can work for accessing Moodle and forum discussions.
- Optimal Zoom videoconferencing: 600kbps/1.2Mbps (up/down) for HQ video. For gallery view: 1.5Mbps/1.5Mbps (up/down).

### TOEFL

Applicants whose native language is not English must submit scores for either the TOEFL or IELTS test. We require a score of 550 on the paper TOEFL for admission into the program.

A paper-based TOEFL score of 550 is equivalent to:

- 79-80 on the internet-based TOEFL
- 213 on the computer-based TOEFL
- 5-7.0 on the IELTS

## Academic Policies- Collaborative MBA

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](#)

#### **Canadian Mennonite University**

- [Canadian Mennonite University Courses & Timetable](#)

#### **Eastern Mennonite University**

- [Graduate Student Handbook](#)
- [Graduate Catalog](#)
- [Additional resources for EMU students](#)

#### **Goshen College**

- [Goshen College Graduate Catalog](#)

## **Degree Requirements- Collaborative MBA**

### **Degree requirements**

The Collaborative MBA is 36 SH including North American and International Residencies.

#### **Core Courses**

MBA 522 Leadership & Management for the Common Good (3 SH)

MBA 523 Human Capital Development (3 SH)

MBA 541 Global Sustainability (3 SH)

MBA 564 Organizational Behavior (3 SH)

MBA 585 Financial and Managerial Accounting (3 SH)

MBA 615 Narrative Leadership (3 SH)

MBA 623 Financial Management (3 SH)

MBA 647 Strategic Marketing Management (3 SH)

MBA 663 Managerial Economics (3 SH)

MBA 670 Strategic Leadership in a Multicultural World (3 SH)

MBA 671 Data Analytics for Decision Making (3 SH)

MBA 680 Sustainable Organizations and Global Citizenship (3 SH)

#### **International Residency**

One of our program 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.

## **Course Descriptions- Collaborative MBA**

### **Leadership and Management for the Common Good (3 SH)**

Complexity, globalization, and competing demands characterize the realities of leading and managing organizations in today's environment. The focus of the course is on developing systemic wisdom and long-term perspective. The course combines times for self-reflection, conversation, questioning, and integration of various leadership and management theories to identify approaches to leading people, systems, and organizations in ways that bring restoration, that offer hope, and that work toward promoting the common good.

### **Data Analytics for Decision Making (3 SH)**

The quality of decision-making in organizations is greatly influenced by the quality of data gathered and by information derived from that data. This course focuses on the use of tools and processes to enhance corporate decision-making strategies. Topics include research design, survey development, defining data and information requirements, how and where data is stored, informatics and business intelligence, critical thinking, and transforming data into meaningful information.

### **Global Sustainability (3 SH)**

The global economic system produces goods and services on a massive scale. Consumers benefit from access to necessities as well as increased comfort, convenience and choice. Producers benefit from opportunities to innovate and invest, while also providing employment and generating returns to investors. The question many are asking, however, is simple: Can the current system be sustained in the long run? To be sustainable, businesses and nonprofit organizations must find ways to generate value and minimize waste while simultaneously satisfying human needs and protecting ecological systems. This course examines the global economic system from a triple-bottom line perspective – planet, people and profit. It utilizes systems thinking and explores seven forms of capital: financial, manufactured, natural, human, social, cultural and spiritual.

### **Organizational Behavior (3 SH)**

Utilizing an experiential case study method, this course surveys the evolution of theory, practice, and research in the areas of organizational behavior. Learning topics include motivation theory, group dynamics, leadership, decision-making, conflict transformation, change theory, organization structure, emotional intelligence and communication. This course affirms a systemic perspective and approach to organizational behavior and affirms the concepts implicit in the concept of Leadership for the Common Good.

### **Financial and Managerial Accounting (3 SH)**

Managers and executives carry fiduciary responsibility for their organizations; it is therefore imperative that they know how to read financial statements, analyze financial health, assess financial risks, and communicate this knowledge effectively to others. The course emphasizes the role of the manager relating to finance and accounting through the analysis of quantitative information largely at the conceptual level. Topics include financial governance, understanding and reading financial statements, financial statement analysis, cost behavior, break-even analysis, budgeting, balanced scorecard, working capital management, and the use of short-term cash planning. The overall aim is to improve organizational decision-making based on financial, social, and ecological metrics.

### **Human Capital Development (3 SH)**

Developing human capital means creating and nurturing organizational environments in which human beings can develop and apply new ideas, competencies, skills, attitudes, and behaviors. This course will enhance your knowledge and understanding of the value created by an engaged workforce. The course will focus on supporting employees developing skills and abilities in an intrinsically engaging environment. In addition we will study ways individuals and organizations benefit from well-managed conflict while limiting destructive conflicts that sap organizational creativity and energy.

### **Sustainable Organizations and Global Citizenship (3 SH)**

This course integrates the three pillars of the Collaborative MBA Program; management, leadership and stewardship for organizational effectiveness and serving the common good. The keystone of the course is an 8-day international residency designed to engage students as reflective practitioners and invite them to develop an openness to new ways of experiencing and thinking about the world through interactions and learning in a different country. One core value of the Collaborative MBA is global citizenship, recognizing that organizations are interdependent and mutually accountable to local, national, and global communities; this suggests that a global perspective is important for today's business and organizational leaders. This 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.

### **Financial Management (3 SH)**

This course examines the quantitative tools managers use in decision making. Topics include an in-depth analysis of value chains, including supply chain and distribution channels, activity-based management, analysis of external funds needed, in-depth analysis of time value of money, and capital budgeting.

### **Managerial Economics (3 SH)**

This course applies insights from economic theory to the functions of managerial planning and decision making within a market-oriented business context. Specific content includes an overview of the market system, consumer demand theory, cost analysis, profit analysis, pricing strategies, the economics of technical change and innovation, the architecture of the firm, employee incentives, international economic impacts and government regulation. Leadership for the Common Good concepts are also offered as competing methods of improving the traditional market system.

### **Strategic Marketing Management (3 SH)**

This course focuses on the tasks of creating and communicating value and gaining loyal customers for an organization in today's dynamic global marketplace. Topics include marketing strategy and planning, marketing research, the impact of technology on strategic marketing decisions, consumer behavior, ethics in marketing, social media and its role in marketing, internet marketing, customer relationship management, database marketing, and marketing evaluation. Leadership for the Common Good concepts are also offered as a backdrop for an ethical marketing framework.

### **Narrative Leadership (3 SH)**

Effective leaders communicate to inspire talent to excel; to partner with investors and communities; to engage with customers and clients and to grow their impact in the world as part of a global community. These communications are understood and acted upon based on the perceived context of the communication. Effective leaders are attentive to the ways that they shape the narratives that form the context for this communication. This course helps leaders to shape their own story and the organizational stories to cultivate an authentic, trustworthy and compelling narrative whether oral or written, in person or embedded within social media, in small groups and with large audiences.

### **Strategic Leadership in a Multicultural World (3 SH)**

Historically the field of strategy has focused on strategies as mechanisms for winning and thus causing others to lose. Instead, we are learning that strategic partnerships and creation of manufacturing/ service processes that develop human capabilities and use material resources wisely are needed to position the organization for sustained success in the marketplace. This course will help leaders develop approaches that strategically position their organizations to achieve this success. Theoretically this course will be grounded in Michael Porter's recent work on "creating shared value."

# Counseling

- [About MA in Counseling](#)
- [Admission to MA in Counseling](#)
- [Degree Requirements- Counseling](#)
- [Course Descriptions-Counseling](#)

## About MA in Counseling

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 <http://emu.edu/graduate-counseling/faculty/> 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 <https://www.counseling.org/>. 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 <http://www.cacrep.org/>

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

## Admission to MA in Counseling

### Application

**Application Deadline:** March 1st

All of the following must be completed by the application deadline

1. **Completed Master of Arts in Counseling online application**
2. **Transcripts:** Official Transcripts can be mailed to MA in Counseling, 1200 Park Road, Harrisonburg, VA 22802 or Electronic Transcripts can be emailed directly to [counseling@emu.edu](mailto:counseling@emu.edu).
  - a. **Foreign Degree Translation-** If you have a degree from a college or university outside of the United States, you must have your coursework evaluated by a professional association. The evaluation must be a **detailed report including course designations (lower & upper division) in the report**. This detailed report should meet most transcript requirements for employment purposes. [Here is a list of transcript/translation evaluation services](#). Please note that there is a fee for the evaluation service, and this list is for your information only.
3. **Letters of reference:** Please supply the names and information of at least three references on the online application. At least two must be academic references. MA in Counseling will contact the references directly.
4. **Essay:** Submit a Statement of Purpose by writing a 1-3 page narrative that describes your: (a) academic/research interest and professional goals, (b) volunteer and professional experiences, (c) life experiences that have influenced your desire to become a counselor, and (d) view of compassionate service and social justice.
5. **Statement of Intent:** A non-refundable application fee of \$50.00. A link is provided in this section of the application through CashNet.
6. **Nationality and country of birth** (international applicants currently residing in the United States must indicate status with the U.S. Citizenship and Immigration Services). In addition to the requirements above, international applicants must submit a completed International Student Sponsor Agreement if accepted to the MA in Counseling program.

## **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**

Application due: March 1st  
Notification of Interview: March 8th  
Interview day: TBA

## **Admissions Interview Process**

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

## **How We Notify You of the Decision**

All applicants are notified of admission decision within one week after interview day. An official decision letter will be mailed to your address.

## **If You Are Accepted**

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

## **Deferral of Admission**

Applicants who are notified of admission, have the option to defer their enrollment for one year. Those considering deferment are asked to counsel with the Director as well as complete an application for deferment form.

## **Conditional Admission**

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

## **Requirements**

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

## **Enrollment and class size**

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

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

## **Transfer Credit**

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

# **Degree Requirements- Counseling**

**The MA in counseling program is a 60 semester hour** CACREP accredited Clinical Mental Health Counseling program. The curriculum meets educational requirements for professional licensure in accordance with the regulations of the Virginia Board of Behavioral Sciences.

## **Curriculum Focus**

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

To graduate, the student will have met all course requirements with a minimum GPA of 3.00, 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)

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

COUN 508 Counseling Techniques (3 SH)

COUN 517 Human Growth & Development (3 SH)

COUN 547 Counseling Theories (3 SH)

COUN 518 Integrated Counseling Process (3 SH)

COUN 527 Psychopathology (3SH)

COUN 528 Practicum (3SH) – 100 hours field work

COUN 567 Group Counseling (3SH)

COUN 617 Counseling Children & Adolescents (2 SH) 10 weeks

Elective Courses (1SH) 5 weeks (choose one)

- COUN 698 Mindfulness and Psychotherapy
- COUN 699 Sec A Topics: Sexual Health
- COUN 687 Expressive Arts
- COUN 699 Sec B Topics: Psychoanalysis

COUN 557 Assessment & Evaluation Procedures (3SH)

COUN 587 Crisis Counseling (2SH)

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

COUN 607 Multicultural Counseling (3 SH)

COUN 627 Marriage & Family Counseling (3 SH)

COUN 509 Supervision and Consultation (3 SH)

COUN 689 Internship I (3SH) – 600 total hours (2 semesters) field work

COUN 537 Counseling Research & Program Evaluation (2 SH)

COUN 618 Professional Seminar (2 SH)

COUN 637 Career Development (3 SH)

COUN 690 Internship II (3 SH)

COUN 697 Addictions Counseling (3 SH)

## Co/prerequisites

Counseling Techniques, Theories, PIFE prerequisite for Practicum

Counseling Techniques prerequisite for Integrated Counseling Process

CRPE during last two semesters

Admission to Internship prerequisite for Internship Practicum and Integrated Counseling Process are co- requisites

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

# Course Descriptions-Counseling

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



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

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

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

### **COUN 509 Supervision and Consultation (3 SH)**

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

### **COUN 510 Clinical Mental Health: History and Philosophy (2 SH)**

This course will outline and examine the historical roots of the formation of the field of clinical mental health counseling, the various philosophical foundations and trends that have influenced this formation, and how this has informed clinical practice. This course will also focus specifically on the role of trauma as both a causal event leading to the formation of this field, and to the symptomatology it has hoped to address in the clinic. The course will utilize specific historical, philosophical, and clinical texts to make this argument.

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

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

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

This course provides an overview of various approaches to working with clients emphasizing emotion theory and the role of empathic attunement in healing. Class sessions and readings will explore the interpersonal therapy process and demonstrate various ways to implement experiential techniques in 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 (3 SH)**

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

### **COUN 528 Practicum (3 SH)**

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

Prerequisites: COUN 507, COUN 508.

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

This course will offer an overview of the research methods used in counseling and program evaluation. Students will gain experience with literature databases, research ethics, research methodologies, basic statistics and statistical software such as SPSS, and communicating research findings, and proposing research to an Institutional Review Board.

### **COUN 537 Counseling Research and Program Evaluation (2 SH)**

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 (1 SH)**

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

### **COUN 547 Counseling Theories (3 SH)**

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

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

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

### **COUN 567 Group Counseling (3 SH)**

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

### **COUN 587 Crisis Counseling (2 SH)**

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

### **COUN 607 Multicultural Counseling (3 SH)**

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

### **COUN 617 Counseling Children and Adolescents (2 SH)**

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

### **COUN 618 Professional Seminar**

This professional seminar is a culminating course in the EMU MA in Counseling program, and it serves to highlight the professional identity development, multicultural competence, theoretical orientations, and therapeutic presence and skills of its students. Primarily an experiential and discussion-based course, its focus will be on practicing and honing concrete skills and advanced interventions as well as deepening students' understanding of theories of psychotherapy, case-conceptualization, and history and philosophy that have supported the development of professional counseling. Students will engage in lectures, class discussions, lab experiences, and will facilitate a counseling group for students enrolled in COUN 567: Group Counseling.

### **COUN 627 Marriage and Family Counseling (3 SH)**

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

### **COUN 637 Career Development (3 SH)**

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

### **COUN 677 Independent Studies**

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

### **COUN 687 Expressive Therapies: Archetypal Explorations (1 SH)**

This course is an experiential introduction to the creative process in counseling through the lens of archetypal symbol and mythology. Participants will be invited to explore the literal and figurative context in which archetypes emerge, will identify through the use of metaphor, imagery, and poetry the power of creative expression, and will find ample opportunity to discuss, reflect, and process with peers. Instructor will be drawing on a range of literature with specific guidance from the work of Dr. Carl Jung and Dr. Clarissa Pinkola Estés.

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

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

Prerequisite: Admission to Internship.

### **COUN 697 Addictions Counseling (3 SH)**

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

### **COUN 698 Mindfulness & Psychotherapy (1 SH)**

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

### **COUN 699 Topics Sec. B - Listening in Psychoanalysis' (1 SH) TBA**

In this course elective, I frame psychoanalysis as a practice of deep listening. Listening has the capacity to transform sensation into feeling and feeling into an emotionally-informed thought. While the emphasis on listening has always been present, the influences of post-Kleinian theory and the British Independent Group have radically shifted the way contemporary psychoanalysts listen and understand clinical work. Questions about diagnostic categories are now less important than a person's unique capacity to feel, dream, play and learn from experience. In this course, I will provide an introduction to psychoanalysis through a Bionian and Winnicottian lens. We will practice psychoanalytic listening through the discussion of case studies. Finally, I will give you the opportunity to reflect on how these theories and techniques inform your emerging identity as a professional counselor.

# Doctor of Nursing Practice

- [About Doctor of Nursing Practice](#)
- [Admissions Requirements- DNP](#)
- [Degree Requirements - DNP](#)
- [Course Descriptions- DNP](#)

## About Doctor of Nursing Practice

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

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

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

### Mission, Vision, and Values

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

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

Our values strongly inform the **Doctor of Nursing Practice (DNP)** curriculum, offering a unique and nuanced approach to nursing and spirituality. You will find the program emphasizes:

- Servant leadership
- Innovative problem-solving
- Intercultural competency

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

## Admissions Requirements- DNP

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

### Admission Criteria and Application Process

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

### Application process

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

### Residency Requirements

A required residency will be held each year, usually in January. A final project presentation residency will be held at the end of the program.

# Degree Requirements - DNP

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

- Completion of 33 credit hours accepted by Goshen College and Eastern Mennonite University for the Doctor of Nursing Practice degree
- Completion of courses as listed in the DNP curriculum plan including successful completion of DNP project
- Full financial settlement

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

## Course Descriptions- DNP

### **NURS 700: Foundations for Clinical Scholarship – 3 SH**

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

### **NURS 702: Health Information Technology – 3 SH**

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

### **NURS 704: Biostatistics – 3 SH**

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

### **NURS 706: Population Health & Epidemiology – 3 SH**

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

### **NURS 708: Translational Science – 3 SH**

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

### **NURS 710: Healthcare Policy – 3 SH**

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

### **NURS 712: Organizational & Systems Leadership – 3 SH**

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

### **NURS 800: DNP Project Development – 3 SH**

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

### **NURS 802: DNP Project Implementation – 6 SH**

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

### **NURS 804: DNP Project Analysis & Dissemination – 3 SH**

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

### **NURS 898: Final Project Research & Writing – 1 SH**

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

### **NURS 690: DNP Practicum – 1-9 SH**

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

# Dual Degrees

- [Master of Divinity and Master of Arts in Conflict Transformation or Master of Arts in Restorative Justice Dual Degree](#)
- [Master of Divinity and Master of Arts in Counseling Dual Degree](#)
- [Master of Divinity and Master of Business Administration Dual Degree](#)
- [MS in Nursing and MBA Dual Degree](#)
- [MBA and Health Care Management Dual Degree](#)
- [MS in Biomedicine and MA in Health Care Management \(HCM\) Degree](#)

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

### About

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

### Degree Requirements

- 70 hours of coursework for the [master of divinity](#) degree - 51 SH of the MDiv core curriculum and 19 of Ministry Track electives
- 33 hours of coursework for the [master of arts in conflict transformation](#) degree - 15 SH from core requirements and 18 SH of CJP electives, a skills assessment course and the practicum (chosen in consultation with academic advisor) [Learn more about the MACT degree here](#)  
OR
- 33 hours of coursework for the [master of arts in restorative justice](#) degree - 15 SH from core requirements and 18 SH of CJP electives, RJ required courses and the practicum (chosen in consultation with academic advisor) [Learn more about the RJ degree here](#)

### Seminary Core Curriculum

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

For the MDiv several integrative courses are included as designated electives.  
MDiv- 8-9 SH from these designated electives

- CM 631 Churches and Social Transformation
- SMCL 652 Managing Congregational Conflict
- Anabaptist Studies course or CM 671 United Methodist History

To fulfill 3 SH of MDiv biblical studies requirements, one of these two courses:

- BVG 541 Biblical Foundations for Justice and Peacemaking
- CTE 713 Sermon on the Mount: Peace, Justice and the Reign of God

### Master of Arts in Conflict Transformation Curriculum

- PAX 534 and PAX 634 Foundations for Peacebuilding I and II (12 credits)
- PAX 535 Research Methods for Social Change (3 credits)
- PAX 682 Practicum (6-9 credits)
- Skills assessment courses (Choose at least one):
  - PAX 601 Mediation & Negotiation (3 credits)
  - PAX 676 Restorative Justice Practices (3 credits)
  - PAX 588 Nonviolent Mobilization for Social Change (3 credits)
  - PAX 610 Facilitation: Process Design & Skills for Dialogue, Deliberation & Decision-making (3 credits)

### Master of Arts in Restorative Justice

- PAX 534 and PAX 634 Foundations for Peacebuilding I and II (12 credits)
- PAX 535 Research Methods for Social Change (3 credits)
- PAX 682 Practicum (6-9 credits)
- Additional required RJ courses (9 credits):

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

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

## About

A dual degree student will graduate with two masters degrees in less time than it would take to complete those degrees individually. The dual degree master of divinity and master of arts in counseling combines the theological, biblical and pastoral training of a master of divinity with the psychologically and spiritually grounded professional counseling training of the master of arts in counseling degree.

## Admissions Requirements

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

## Degree Requirements

- 60 hours of course work for the [master of divinity](#) degree. Advisors will help students decide how the master of divinity core requirements will be reduced.
- 60 credit hours toward the [master of arts in counseling](#) degree. Three of these hours are designated as a counseling elective, which could occur in the seminary context.

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

Students will generally spend two full years in the master of arts in counseling program. The sequencing of the seminary studies will be decided on an individual basis.

## Seminary core requirements

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

## Master of arts in counseling core requirements

- Professional Identity, Function & Ethics
- Counseling Techniques
- Psychopathology
- Counseling Theories
- Integrated Counseling Process
- Group Counseling
- Multicultural Counseling
- Counseling Children & Adolescents
- Expressive Therapies
- Counseling Research & Program Evaluation
- Marriage & Family Counseling
- Career Development
- Assessment & Evaluation Procedures
- Addictions Counseling
- Crisis Counseling
- Foundations in Research & Program Evaluation
- Supervision and Consultation
- Clinical Mental Health: Health and Philosophy
- Human Growth and Development
- Internship and practicum experiences are also required.

# Master of Divinity and Master of Business Administration Dual Degree

## About

A dual degree student will graduate with two masters degrees in less time than it would take to complete those degrees individually. The dual degree master of divinity and master of business administration combines the theological, biblical and pastoral training of a master of divinity with business and organizational leadership training that focuses on the values of stewardship, sustainability, justice, and social entrepreneurship.

## Admissions Requirements

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

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

## Degree Requirements

- 70 hours of study in the [master of divinity](#) program (53 hours of core curriculum and 17 electives)
- 36 hours in the [MBA program](#) (21 hours of core curriculum, 9 hours of integrative electives and 6 hours of MBA electives)

## Seminary core requirements

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

## MBA requirements

- OLS510 Leadership and Management for the Common Good
- OLS515 Introduction to Leadership Studies
- OLS530 Organizational Behavior
- OLS540 Managerial Finance and Accounting I
- MBA640 Managerial Finance and Accounting II
- MBA630 Managerial Economics
- MBA680 Sustainable Organizations for the Common Good

9 SH from the required seminary electives

- SMCL 671 (MBA 671) Leadership and Administration
- CTE 702 (MBA 702) Christian Ethics
- BVG 541 (MBA 541) Biblical Foundations for Justice and Peacebuilding

6 SH elective courses from among the following:

- MOL510 Leadership Seminar
- MBA555 Legal Aspects of Human Resources
- MBA560 Stewardship, Innovation & Social Entrepreneurship
- OLS610 Strategic Marketing Management
- OLS665 Project Management & Grant Writing

## MS in Nursing and MBA Dual Degree

The **MSN** courses are delivered online with the exception of 2 residency requirements for orientation to the program (1.5 days), as well as during **NURS 503** Conflict course (3 days).

The MBA courses can only be taken through the hybrid/residency MBA program offered at the Harrisonburg campus, which is delivered face-to-face one evening every other week alternating with synchronous online sessions in the other weeks.

The ability to partner with the [collaborative MBA program](#) in order to fulfill MBA courses fully online will be evaluated on a selective basis.



## Admission Requirements

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

## Course Requirements

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

## Shared Courses Between the MBA Health Care Track & the MSN – 9 SH

- NURS 515 – Health Care Delivery System
- NURS 516 – Application of Legal & Ethical Principles to Health Care Leadership
- NURS 626 – Managing in a Complex Health Care Environment

## MSN Requirements – 23 SH

- NURS 501 – Introduction to Sacred Covenant Conceptual Framework
- NURS 510 – Historical, Philosophical, and Theoretical Framework
- NURS 512 – Epidemiology & Informatics
- NURS 503 – Practice Skills for Conflict Transformation
- NURS 511 – Translational Scholarship for Evidence-Based Practice
- NURS 629 – Instructional Methodologies for Nurse Leaders
- NURS 620 – Safety, Risk Reduction, and Quality Care
- NURS 630 – Nursing Capstone (with the addition of an MBA faculty advising the project to ensure the presence of sustainability content)

## MBA Requirements – 24 SH

- OLS 510 – Leadership & Management for the Common Good
- OLS 515 – Introduction to Leadership Studies
- OLS 530 – Organizational Behavior (NOTE – NURS 628 Org Behavior may be substituted if schedule requires)
- OLS 540 – Managerial Finance and Accounting I
- MBA 640 – Managerial Finance and Accounting II
- OLS 610 – Strategic Marketing Management
- MBA 630 – Managerial Economics
- MBA 560 – Stewardship, Innovation, and Social Entrepreneurship (or elective)

# MBA and Health Care Management Dual Degree

## About

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

## Admission Requirements for the Dual MBA/HCM degree

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

## Course requirements for the Dual MBA/HCM degree (60 SH total)

### Dual MBA/HCM Core Curriculum (21 SH)

Core courses currently shared between the MBA and HCM degrees

- OLS 510 – Leadership & Management for the Common Good (3 SH)
- OLS 515 – Introduction to Leadership Studies (3 SH) (counts as an MHM elective)
- OLS 530 – Organizational Behavior (3 SH) or NURS 628 Systems Approach to Organizational Behavior (3 SH)
- OLS 540 – Managerial Finance & Accounting I (3 SH)

NURS 515 – The Health Care Delivery System (3 SH)  
NURS 516 – Application of Legal & Ethical Principles to Health Care (3 SH)  
NURS 626 – Managing in a Complex Health Care Environment (3 SH)

### **Additional MBA course requirements (12 SH)**

MBA 555 – Human Resource Management (3 SH)  
MBA 560 – Stewardship, Innovation & Social Entrepreneurship (3 SH)  
MBA 629 – Data Analytics (3 SH)  
MBA 640 – Managerial Finance & Accounting II (3 SH)

### **Additional HCM course requirements (27 SH)**

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

## **MS in Biomedicine and MA in Health Care Management (HCM) Degree**

### **About**

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

### **Admission Requirements**

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

### **Course requirements for the Dual Biomedicine/HCM degree (72 SH total)**

#### **Dual Biomedicine/HCM Core Courses (24 SH)**

Core courses currently shared between the Biomedicine and HCM degrees.

BMC 598 – Biomedicine Practicum (1-2 SH)  
BMC 610 – Interdisciplinary Seminar I (2 SH)  
BMC 611 – Interdisciplinary Seminar II (2 SH)  
BMC 613 – Research Design & Statistics (2 SH)  
BMC 623 – Research in Biomedicine (3 SH)  
BMC 670 – Health Care Internship (3 SH)  
BMX 603 – Cross Cultural Health Care (3 SH)  
BMX 611 – Biomedicine Faith & Ethics (2 SH)  
one Natural Science course (3-4 SH)  
one Social Science course (3-4 SH)

#### **Additional Biomedicine course requirements (24 SH)**

##### **Natural Sciences (18-19 SH)**

BMC 551 – Developmental Biology  
BMC 612 – Human Anatomy  
BMC 562 – Human Physiology  
BMC 561 – Biochemistry

BMC 552 – Cell Biology  
BMC 561 – Immunology  
BMC 563 – Molecular Genetics  
BMS 562 – Neurobiology  
BMS 570 – Medical Microbiology  
BMS 585 – Infectious Diseases (summer and online)  
BMS 540 – DRUGS: Discovery, Design, Action (online)

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

*Offered with adequate enrollment*

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

\* An elective course can be taken in [any other master's program at EMU](#)

### **Additional HCM course requirements (24 SH)**

#### **Required Health Care Management Courses (18 SH)**

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

#### **Health Care Electives (6 SH)**

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

# Education

- [About Education](#)
- [Admissions Requirements- Education](#)
- [Certificate Requirements- Education](#)
- [Degree Requirements- Education](#)
- [Course Descriptions- Graduate Teacher Education](#)

## About Education

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

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

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

<http://www.caepnet.org/>

### 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 **\$47 5 per semester hour**, whether you're working on a degree, a certificate, re-certification, or professional development.

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

### 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) that support collaboration and resourcefulness to advocate for self as teacher, colleagues, parents, and students.

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

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

## Admissions Requirements- Education

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 for degree or licensure/endorsement areas includes the following:

1. Completed application to the Graduate Teacher Education program with a nonrefundable application fee of \$50.00. <https://emu.edu/maed/admissions>
2. Official transcripts from each college or university attended.
3. Two academic recommendations on EMU provided forms from: (a) a building level administrator/supervisor and (b) someone qualified to speak to the applicant's academic ability and potential. [www.emu.edu/maed/forms](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 valid teaching license, a copy of which must be submitted by the applicant for the graduate file. Applicants applying for the TESL concentration with PreK-12 initial licensure in VA; the Trauma and Resilience in Educational Environments certificate and concentration; or the Restorative Justice in Education certificate and concentration are exempt from the teaching license requirement.
6. Evidence of one year of licensed teaching in a public or private school setting (preferred), or evidence of one year of successful work with youth in a public or private school setting pursuant to employment with a non-school entity (e.g. – a non-profit organization).

- i. Applicants applying for the TESL emphasis with K-12 initial licensure in VA are exempt from the teaching experience requirement.
  - ii. Applicants who seek admission without meeting this criteria must provide a written explanation of their relevant experience, rationale for seeking admission, and their relevant post-program goals for consideration by TEAC (this does not automatically satisfy requirement #6).
7. Applicants seeking initial licensure in Virginia through EMU's Graduate Teacher Education program are required to pass the Virginia Communication and Literacy (VCLA) assessment and meet the mathematics entry requirement prior to admission. (See Required Licensure /Endorsement Exam Scores for equivalent basic skills assessment in the Graduate Teacher Education handbook (or [www.emu.edu/education/test-scores/](http://www.emu.edu/education/test-scores/).)
  8. A personal interview with the director or assistant director of the Graduate Teacher Education program, or designee.
  9. Full time students must submit an EMU graduate student Health Evaluation. [www.emu.edu/studentlife/health/forms/](http://www.emu.edu/studentlife/health/forms/)

In addition to the requirements above, international applicants must submit the following information:

1. Nationality and country of birth. A financial certificate demonstrating the student's "ability to pay" is required in order for the program to issue a student visa application (I-20 form). International applicants currently residing in the U.S. must indicate status with the U.S. Citizenship and Immigration Services.
2. For applicants whose native language is not English, one of three conditions may be used to satisfy English proficiency. (1) A score of 550 on the paper-based or 80 on the internet-based Test of English as a Foreign Language (TOEFL). EMU's institutional code is 5181; (2) A written recommendation from qualified personnel from EMU's Intensive English Program; or (3) Evidence that the applicant studied and received a degree from a college or university where degree instruction was in English.

## Applications for Graduate Certificates

1. A completed application to the Graduate Teacher Education program with a nonrefundable application fee of \$50.00.
2. Official transcripts from the college or university attended for highest degree earned with evidence of degree conferred.
3. A personal interview with the director or assistant director of the Graduate Teacher Education program or, in the case of a school cohort participant, recommendation of district administrator.
4. Evidence of one year of licensed teaching in a public or private school setting (preferred), or evidence of one year of successful work with youth in a public or private school setting pursuant to employment with a non-school entity (e.g. – a non-profit organization). Applicants applying for the TESL emphasis with K-12 initial licensure in VA are exempt from the teaching experience requirement. Applicants who seek admission without meeting this criteria must provide a written explanation of their relevant experience, rationale for seeking admission, and their relevant post-program goals for consideration by TEAC (this does not automatically satisfy requirement #4).

# Certificate Requirements- Education

## Restorative Justice in Education Graduate Certificate

### About

This graduate certificate is awarded through the graduate teacher education program as internal recognition for having obtained a focused area of coursework in restorative justice in education. Practitioners may complete 15 semester hours of course work for the certificate only, or as part of their master's in education degree.

### Certificate Requirements

To qualify for the graduate certificate in restorative justice in education, candidates must complete twelve required semester hours (SH) and three elective semester hours from the following courses.

#### Required (12 SH)

- EDCC 521 Peacebuilding and Conflict Transformation (3)
- EDRJ 551 Foundations of Restorative Justice in Education (3)
- EDRJ 621 Restorative Discipline: Accountability and Restoration in Schools (3)
- EDRJ 601 Facilitating Circle Processes (3)

#### Elective (3 SH)

Three hours of elective courses are to be taken from the following Education (ED), CJP (PAX), or MOL courses.

- EDCC 501 Creating Cultures of Change (3)
- EDCC 531 Social and Ethical Issues in Education (3)
- EDCI 511 Teaming and Collaboration (3)
- EDCI 541 Supporting Positive Classroom Behaviors (3) (SPED focus)
- EDDA 501 At-Risk Issues in School and Community (3)
- EDDA 511 Teaching Diverse Learners (3)
- EDDA 571 Trauma, Restoration, and Resilience in Educational Environments (3)
- EDDA 631 Research in Risk and Resiliency (3)
- EDRJ 581 Analyzing Conflict in Educational Settings (3)
- PAX 540 STAR: Strategies for Trauma Awareness & Resilience (3)
- PAX 571 Restorative Justice (3)
- PAX 615 Leading Organizational Change (3) (has pre- reqs)
- MOL 600 Developing Healthy Organizations: Team Building & Collaboration (3)

# Trauma and Resilience in Educational Environments Graduate Certificate

## About

This graduate certificate is awarded through the graduate teacher education program as internal recognition for having obtained a focused area of coursework in trauma and resilience in educational environments. Practitioners may complete 15 semester hours of course work for the certificate only, or as part of their master's in education degree.

## Certificate Requirements

To qualify for the graduate certificate in trauma and resilience in educational environments, candidates must complete fifteen required semester hours (SH) as listed.

### Required (15 SH)

- EDDA 571 Trauma, Restoration, and Resilience in Educational Environments (3)
- EDDA 631 Research in Risk and Resilience (3)
- EDDA 541 Self-Care and Resilience of Educators (3)
- EDCI 561 Neuro-Education: Application of Research on the Brain, Trauma, Resilience, and Learning in the K-12 Classroom (3)
- EDRJ 551 Foundations of Restorative Justice in Education (3) OR EDRJ 621 Restorative Discipline (3) OR other elective per adviser

## Degree Requirements- Education

### MA in Education: Curriculum & Instruction

This component of EMU's graduate teacher 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 graduate teacher education at <https://emu.edu/maed/curriculum-design>.

### Program Core (12 SH)

[Early in program]

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

[Later in program]

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

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

- EDCI 501 Curriculum and Instructional Strategies (3 SH)
- EDCI 511 Teaming and Collaboration (3 SH)
- EDCI 561 Neuro-Education: Application of Research on the Brain, Trauma, Resilience, and Learning (3 SH)
- EDDA 511 Teaching Diverse Learners (3 SH)
- A Literacy course: *The following courses are recommended:*

Elementary: EDLA 501 Foundations of Literacy (3 SH)

Middle and High: EDLA 521 Integrated Literacy Instruction (3 SH)

- Electives- (6 SH) chosen from other MA in Education concentrations

### Reflective Practice (3 SH)

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

## 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.

Literacy concentration has six hours of elective options.

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.

#### Program Core (12 SH)

[Early in program]

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

[Later in program]

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

#### Concentration Area (21 SH)

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

#### Reflective Practice (3 SH)

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

## Reading Specialist Curriculum and Course Plan

#### Program Core (12 SH)

[Early in program]

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

[Later in program]

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

#### Concentration Area (24-25 SH required)

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

#### Reflective Practice (3 SH)

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

## MA in Education: Diverse Needs—Trauma & Resilience, 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 (in VA only)
2. Teaching English as a Second Language (TESL) for MA degree and/or add-on certification
3. Trauma and Resilience in Educational Environments
4. Special Education

This component contains a common core of courses that address language/literacy competence with diverse populations, intervention strategies for diverse learners, and developing leadership skills in teaming, collaboration and consultation with parents, school and community social agencies. In Virginia, initial teaching licensure is available in TESL with additional course work, a supervised practicum, and an internship. A foundations course in Curriculum & Instruction is required of candidates without a teaching license as an elective prior to taking EDDA 511 Teaching Diverse Learners and EDCC 501 Creating Cultures of Change.

## Diverse Needs: Teaching English as a Second Language (TESL) Curriculum and Course Plan

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

### Program Core (12 SH)

[Early in program]

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

[Later in program]

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

### Concentration Area (24 SH)

- EDSL 551 Methods of Teaching ESL/FL (3 SH)
- EDSL 571 Language Acquisition and Grammar (3 SH)
- EDSL 581 Language and Culture (3 SH)
- EDDA 511 Teaching Diverse Learners (3 SH)
- EDCI 511 Teaming and Collaboration (3 SH)
- (in VA) EDLA 501 Foundations of Literacy (3 SH)
- (in VA) EDLA 511 Literacy Assessment (3 SH)
- EDPC 601 Practicum: TESL (3 SH)
- \*\*EDSL 591 ESL Assessment and Support (3 SH) (substitutes for EDLA 511 in VA)
- (in PA) EDSL 541 Foundations of ESL (3 SH)
- (in PA) EDSL 611 Professional Development Portfolio (1 SH)

### Reflective Practice (3 SH)

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

NOTE: In addition, candidates who have not reached a level of proficiency in a foreign language at Intermediate Level II must take additional hours of foreign language to achieve that level or submit a successful ACTFL assessment. Candidates who have had equivalent course work may substitute elective replacements.

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

\*\*Required in Pennsylvania

## Diverse Needs: Trauma and Resilience in Educational Environments Curriculum and Course Plan

### Program Core (12 SH)

[Early in program]

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

[Later in program]

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

### Concentration Area (15 SH)

- EDDA 571 Trauma, Restoration & Resilience in Educational Environments (3 SH)+
- EDDA 631 Research in Risk and Resilience (3 SH)+
- EDDA 541 Self-Care and Resilience for Educators (3 SH)+
- EDCI 561 Neuro-Education: Application of Research on the Brain, Trauma, Resilience, and Learning in the K-12 Classroom (3 SH)+
- EDRJ 551 Foundations of Restorative Justice in Education (3 SH) or EDRJ 621 Restorative Discipline: Accountability & Restoration in Schools (3 SH)+



### Reflective Practice (3 SH)

- EDPC 611 Action Research Project: Trauma & Resilience (3 SH)

### Electives (6 SH)\*

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

#### Ed (Graduate Teacher Education) Courses

- EDDA 501 At-Risk Issues in School and Community (3 SH)
- EDDA 511 Teaching Diverse Learners (3 SH)
- EDRJ 551 Foundations of Restorative Justice in Education (3 SH)
- EDRJ 581 Analyzing Conflict in Educational Settings (3 SH)
- EDRJ 621 Restorative Discipline: Accountability & Restoration in Schools (3 SH)

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

- PAX 612 Building Resilience in Body, Mind, & Spirit (1, 2, or 3 SH)
- PAX 590 Peacebuilding & Public Policymaking (3 SH)

#### OLS (Organizational Leadership) Courses

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

\*decisions made in collaboration with academic adviser

+ required as part of the certificate program

## Diverse Needs: Special Education Curriculum and Course Plan

### Program Core (12 SH)

[Early in program]

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

[Later in program]

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

### Concentration Area (21 SH)

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

### Reflective Practice (3 SH)

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

## Restorative Justice in Education (RJE)

Long a pioneer in the field of restorative justice, Eastern Mennonite University is now the first in the country to offer restorative justice programs within a graduate teacher education program. EMU programs and offerings that are related to this interdisciplinary study track include:

- Center for Justice and Peacebuilding (<http://emu.edu/cjp/>)
- Zehr Institute for Restorative Justice (<http://emu.edu/cjp/restorative-justice/>)
- Restorative Justice blog (<https://emu.edu/now/restorative-justice/>)

### Making a Difference in Our Schools

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

## Restorative Justice in Education Curriculum and Course Plan

## Program Core (12 SH)

[Early in program]

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

[Later in program]

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

## Concentration Area Courses (12 SH)

- EDRJ 551 Foundations of Restorative Justice in Education (3 SH) +
- EDRJ 621 Restorative Discipline: Accountability and Restoration in Schools (3 SH) +
- EDRJ 581 Analyzing Conflict in Educational Settings (3 SH)
- EDRJ 601 Facilitating Circle Processes (3 SH) +

## Reflective Practice (3 SH)

- EDPC 611 Action Research Project: Restorative Justice in Education (3 SH)

## Electives (9 SH)\*

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

### Ed (Graduate Teacher Education) Courses

- EDCI 511 Teaming and Collaboration (3 SH)
- EDCI 541 Supporting Positive Classroom Behaviors (SPED focus) (3 SH)
- EDDA 501 At-Risk Issues in School and Community (3 SH)
- EDDA 511 Teaching Diverse Learners (3 SH)
- EDDA 571 Trauma, Restoration, & Resilience in Educational Environments (3 SH)
- EDDA 631 Research in Risk and Resilience (3 SH)

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

- PAX 533 Analysis: Understanding Conflict (3 SH)
- PAX 540 STAR: Strategies for Trauma Awareness & Resilience (3 SH)
- PAX 571 Restorative Justice: Principles, Theories, and Applications (3 SH)
- PAX 615 Leading Organizational Change (3 SH) (has pre-reqs)

### MOL (MA in Organizational Leadership) Courses

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

\*decisions made in collaboration with academic adviser

+ required as part of the certificate program

# Course Descriptions- Graduate Teacher Education

See schedule of course offerings at [www.emu.edu/maed](http://www.emu.edu/maed)

## Core Courses (EDCC)

### EDCC 501 Creating Cultures of Change (3 SH)

Emphasizes concepts such as reflective practice, student centered learning, and processes for transformative change. Applying a constructivist perspective, participants will learn how to become meaningful change agents in classrooms and educational settings.

### EDCC 521 Peacebuilding and Conflict Transformation (3 SH)

Explores the theories and processes of conflict transformation and peacebuilding within educational contexts. Focus is on peaceable climates and conflict transformation approaches that integrate peace curricula for individual classroom settings and within specific schools. The goal is to nurture peaceful, just and caring relationships within communities through active processes of tending, friending and mending. As such, educators, nurses and counselors will examine educational systems and relational literacy approaches, as well as their own personal beliefs, conflict resolution style(s), relationships, communication skills, curriculum and instructional strategies, discipline systems and classroom organization processes.

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

Examines historical, sociological, philosophical, ethical, legal, and multicultural issues in education. The course is designed to further equip students as a decision maker and leader in educational settings. Special attention is given to discussion of how public policy in education is shaped by the community's social and ethical concerns. Student presentations, round-tables, case studies, and large group discussion are used.

## **EDCC 551 Action Research in Educational Settings (3 SH)**

Examines quantitative and qualitative research studies that impact education. Presents action research theory and design so that students may apply action research to their individual programs. Participants are taught within the course to use computer technology to conduct a literature review, collect, analyze and interpret data. Participants prepare an action research proposal, ready to be fine-tuned with their program mentor. Prerequisite: Admission to Candidacy.

## **Curriculum and Instruction Courses (EDCI)**

### **EDCI 500 Foundations of Curriculum Development (1-3 SH)**

Explores curriculum development through the design and delivery of instruction for student learning. Students will learn how to plan for instruction including daily and unit lesson planning, how to create learning objectives, enabling activities and tasks, and how to develop formative and summative assessments.

### **EDCI 501 Curriculum and Instructional Strategies (3 SH)**

Examines the philosophical foundations of curriculum development and implementation. Curriculum mapping, interdisciplinary inquiry, activity curricula and culturally responsive development will be discussed.

### **EDCI 511 Teaming and Collaboration (3 SH)**

Focuses on collaborative strategies for learning among educators, parents, and community to collaboratively maximize students' achievement. Models of consensus building, team building, team planning, facilitation skills, and school-parent collaboration will be examined. Students will work in teams to research their own learning development.

### **EDCI 541 Supporting Positive Classroom Behavior (3 SH)**

Explores current research-based best practices to support positive behavior development in children, particularly those identified as having specific learning and/or behavioral challenges. Through a restorative discipline approach lens, this course focuses on culturally sensitive strategies to prevent harmful behaviors and explores research and best practice interventions for reoccurring behavior.

### **EDCI 561 Neuro-Education: Application of Research on the Brain, Trauma, Resilience, and Learning in the K-12 Classroom (3 SH)**

Explores research on how the brain processes, stores, and retrieves information, and on the impact of trauma and resilience on learning and behavior. In this regard, advances in neuroscience and the cognitive sciences provide insight into how life events, instructional design, instructional delivery, and educational environments can reshape brain structure and function in ways that can support or hinder a student's motivation, engagement, achievement, and behavior. Intended for K-12 teachers, educational specialists, and administrators.

## **Classroom Technology Courses (EDCT)**

### **EDCT 501 Technology to Enhance Learning (online 3 SH)**

Activities that offer choice, foster creativity, and inspire imagination promote a more personalized learning experience for students. Participants will explore and use technology tools to help them craft instruction to engage and captivate their students!

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

Explores Google tools that can be built into lessons to assist with classroom management and instruction. Participants will collaborate on ways to use these tools to have the greatest positive impact in their classrooms. Participants should be comfortable with surfing the web.

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

Explores 21st century workplace success beyond basic knowledge and skills. In Problem-Based Learning, students not only understand content more deeply but also learn how to take responsibility and build confidence, solve problems, work collaboratively, communicate ideas, and be creative innovators. Participants will identify, use and evaluate technology resources in the context of designing and delivering instruction using the Problem-Based Learning instructional method.

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

Participants will identify, use and evaluate technology resources in the context of designing and delivering instruction that is consistent with current best practices for integrating technology. The Virginia Computer/Technology SOLs and the National Educational Technology Standards for Teachers will be referenced throughout the course.

### **EDCT 681 Online Learning Tools for the Classroom (online 3 SH)**

Explores online tools that can be used in the classroom to assist with classroom management and instruction. Participants will collaborate on ways to use these tools to have the greatest impact in their classrooms. Participants should be comfortable with surfing the web.

### **EDCT 691 "Creating" with 21st Century Tools (3 SH)**

Participants will identify, use and evaluate 21st Century Learning Tools that can be used to address the top level of the "new" Bloom's Taxonomy – Creating. These tools will be used in the context of designing and delivering instruction that is consistent with current best practices for integrating technology.

## **Trauma and Resilience Courses (EDDA)**

### **EDDA 501 At-Risk Issues in School and Community (3 SH)**

Serves as a forum for engaging dialogue among educators, counselors, law enforcement personnel, social service agents, and other community service workers regarding at-risk issues. It emphasizes current trends and program development models empowering collaboration within communities.

#### **EDDA 511 Teaching Diverse Learners (3 SH)**

Focuses on the application of integrated strategies, differentiated instruction, curriculum compacting and adaptations for diverse populations, i.e. students served under alternative education, special education services, ESL and gifted/talented programs.

#### **EDDA 571 Trauma, Restoration, and Resilience in Educational Environments (3 SH)**

Introduces school personnel to the core concepts of adverse experiences, toxic stress, trauma, restoration, self-care, and resilience in the school environment, and provides a research-based, strength-based approach to creating a trauma-informed, resilience-fostering school environment.

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

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

### **Special Education Courses (EDDS)**

#### **EDDS 511 Foundations and Procedural Issues in Special Education (3 SH)**

Traces the historical development of special education through landmark legislation and litigation, and the laws and regulations as they impact the practice of educating children with disabilities. Students will be able to demonstrate an understanding of the legal rights and responsibilities of the teacher related to special education referral and evaluation and the rights and procedural safeguards that students are guaranteed. Gives understanding of the reasons behind procedures required by law and provides practical applications of the required procedures.

#### **EDDS 611 Curriculum & Instructional Support for Special Education Students (3 SH)**

Addresses research and best practice in curriculum development, instructional planning and behavior management to support students with high incidence disabilities: cognitive (ID), learning (LD), and emotional needs (ED). Emphasizes culturally sensitive integration of students into family life, schools and community programs and services.

### **Literacy and Reading Specialist Courses (EDLA)**

#### **EDLA 501 Foundations of Literacy (3 SH)**

Examines the psychological, social, cultural and linguistic components of the developmental processes of reading and writing. The focus of the course is to develop an understanding of how children learn to read; to understand the spelling system of English orthography and how that influences word knowledge in reading and writing; to acquire an ability to select materials appropriate to the child's developmental stage and to explore what teachers can do to provide appropriate instruction. Appropriate instruction is based on the findings of the National Reading Panel and feature research and its implications in phonemic awareness, phonics, fluency, comprehension and vocabulary.

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

Analyzes and uses research based assessment measures that enable the teacher to make wise instructional decisions and provide documentation of progress, identifying each student's needs from a developmental perspective. Participants will construct and use affective measure of literacy behaviors, administer running records of leveled text, administer an informal reading inventory which includes measurements of rate, fluency, oral reading accuracy and oral and silent comprehension, assess developmental word knowledge, phonemic awareness, phonics and vocabulary, and elicit and assess writing samples. National and state assessments will be examined and issues concerning their use will be addressed.

#### **EDLA 521 Integrated Literacy Instruction (3 SH)**

Focuses on literacy learning throughout the curriculum and addresses integrated, interdisciplinary approaches to learning in K-12 classrooms. The course will explore instructional strategies, materials, and issues that impact the development and extension of literacy across the curriculum. Students will use technology to share information and design appropriate instruction. Research in literacy instruction and specifically in oral language, reading, writing, and viewing will be a focus area.

#### **EDLA 531 Literacy in Community & Family Arenas (online 3 SH)**

Addresses literacy development in a larger scope than traditionally covered through school, focusing on personal, cultural and political issues related to adult literacy. Addresses adult literacy in the context of various settings, including family literacy, workplace literacy and community literacy programs.

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

Develops understanding for systematically teaching phonics, spelling, and vocabulary in beginning, transitional and intermediate readers. Major topics include the development of word knowledge across the curriculum, strategies for instruction, and the role of assessment. Participants will learn to administer the Developmental Spelling Analysis (DSA), a dictated word inventory that can be used to guide instruction and monitor student progress. Writing samples will also be analyzed for spelling errors that can inform instruction.

#### **EDLA 591 Differentiated Literacy Instruction (3 SH)**

Develops an understanding of how children in grades 3 to 8 learn to read and write with and emphasis on differentiation and best practices to assist a variety of learners--reluctant, low-performing, gifted and at the same time designed to increase fluency, phonics, vocabulary and comprehension. Examines current reading research based on the findings of the National Reading Panel; and consider its implication for classroom instruction.

#### **EDLA 601 Multicultural Children's Literature (3 SH)**

Explores multicultural children's literature for children in a variety of genre. Elementary classroom activities including critical thinking and writing are demonstrated. Introduces teachers to a wide spectrum of literature for children, focusing on literature by and about persons from a variety of ethnic and cultural groups. Participants will develop skills for evaluating the works as well as design curricula for their own classrooms. Students will be expected to examine their own beliefs and practices, examine the literature that they make available to the children in their classrooms, and to design curricula that will educate for a diverse world.

#### **EDLA 611 Adolescent/Young Adult Literature (online 3 SH)**

Concentrates on literature written for and by adolescent/ young adult readers while relying on works typically classified as young adult literature as well as literary "classics" found within the curriculum for middle, junior and senior high classrooms. Employs reader-response theory.

#### **EDLA 651 Developing an Effective Reading Program (3 SH)**

Provides practical knowledge about developing and implementing K-12 reading programs. Develops the strategies and understandings needed to provide a diverse student body with effective reading instruction and provides support for making changes in teaching and in program design to increase student achievement. Emphasis will be placed on examining the personal characteristics of literacy leaders as well as examining the organization and management of school environments needed to support literacy development. Emphasizes professional development, leadership and advocacy for reading professionals and provides opportunity to re-vision the classroom and school-wide reading program and current intervention programs in light of existing research and best practice.

#### **EDLA 681 Reading and Writing Strategies for the Collaborative Classroom (3 SH)**

Examines and implements current research and instructional strategies for incorporating reading, writing, vocabulary development and research in collaborative settings across the curriculum. Focuses on the reading/writing connection and the processes of teaching reading, writing, vocabulary, and research as tools for critical thinking. Attention is given to differentiating instruction for diverse student populations, adolescent literacy, and 21<sup>st</sup> century literacies. Emphasizes the need for teachers and students to become authors within educational settings and to write for authentic audiences.

### **Reflective Practice Courses (EDPC)**

#### **EDPC 601 TESL Practicum (3 SH)**

Gives candidates field experience in teaching English as Second Language. The course accommodates candidates who are currently teaching as well as candidates seeking initial TESL licensure. Forty (40) contact hours of teaching and observation is required along with preparing a professional knowledge base for the TESL classroom.

#### **EDPC 601 Literacy Practicum (3 SH)**

Focuses on applying literacy knowledge and expertise in a clinical or classroom setting. School age students, who experience needs in reading and writing, will be paired with a tutor (graduate student) for structured tutoring under the supervision of a reading specialist. A case study method of assessing literacy progress will be implemented.

#### **EDPC 611 Action Research Project (3 SH)**

Incorporates a written report and delivery of a student-designed action research project. Under faculty supervision, Action Research Projects may take a variety of formats: curriculum restructuring projects, staff development projects, research for public policy change, research for publication, etc. Prerequisite: EDCC 551 Action Research in Educational Settings.

### **Restorative Justice in Education Courses (EDRJ)**

#### **EDRJ 551 Foundations of Restorative Justice in Education (3 SH)**

Introduces Restorative Justice in Education (RJE) as a culture and a set of practices that are implemented to facilitate learning communities, supporting and respecting the inherent dignity and worth of all. Viewing RJE as a holistic approach, this course examines the three core components of RJE: creating just and equitable learning environments; nurturing healthy relationships; and repairing harm and transforming conflict. Class focuses on the underlying values of RJE and the foundational beliefs that guide RJE, and includes application of case studies and situations provided by class participants.

#### **EDRJ 581 Analyzing Conflict in Educational Settings (3 SH)**

Explores various models of understanding the nature of conflict, including but not limited to identity, human needs and motivations, power dynamics, structural violence, change theories, systems analysis, and trauma. Analytic frameworks will be applied specifically to educational situations. Historic cases drawn from news media will be used to practice analytical skills before applying the frameworks to more localized cases. Participants will strengthen their reflective practice skills, using self-assessments to consider how their own perspectives impact their ability to see and analyze conflicts.

#### **EDRJ 601 Facilitating Circle Processes (3 SH)**

Explores the use of circle processes to build and sustain healthy learning environments in schools or other educational settings. Theoretical foundations and core assumptions will be discussed and ways circles can be utilized to build community, resolve conflict, create safe learning spaces, and promote social and emotional competency. Participants, including educators, administrators, school counselors, or other school based personnel, will learn how to design and implement Circles in education related contexts.

#### **EDRJ 621 Restorative Discipline: Accountability and Restoration in Schools (3 SH)**

Designed for teachers, counselors, administrators, social workers and others who work with students, school climate, and student achievement in K-12 schools. Restorative discipline is based on restorative justice theory and fills the relationship gap in current school discipline practices. The model articulated in this course views misconduct first as a violation of relationships and secondarily as a violation of school rules and expectations. The misbehaving student has the primary responsibility of repairing the harm done. All of this is in the context of community building in the classroom and school to create positive human connection and relationships.

## **Teaching English as a Second Language Courses (EDSL)**

### **EDSL 551 Methods of Teaching ESL/FL (3 SH)**

Enables students to identify, compare, and contrast various approaches to language teaching, and underlying beliefs about language learning/teaching. There will be exposure to a variety of teaching techniques in each of the main language skills (listening, speaking, reading, writing, grammar, and vocabulary). Attention will be given to ways of assessing language proficiency and doing needs assessment for a variety of student populations in order to shape instruction effectively.

### **EDSL 561 The English Language (3 SH)**

Explores the tools of linguistic analysis, including phonetics, phonology, morphology, and syntax, and examine broader concepts of language typology, variation, and the history of English.

### **EDSL 571 Language Acquisition & Grammar (online 3 SH)**

Explores current topics and issues in the study of language acquisition, language development, and grammar. Explores first and second language acquisition, multiple second language teaching strategies, and support services to assist English Language Learners (ELLs) in language and content learning. Offers teachers practical ideas for teaching grammar in the context of today's classroom.

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

Enables students to gain a deeper understanding of the intricate ways in which culture and language influence each other. Surveys the basics of sociolinguistics and language policy through case studies from communities around the world. Includes a critical evaluation of the role of culture in the second-language classroom.

### **EDSL 591 ESL Assessment and Support (3 SH)**

Explores assessment tools and practices as they relate to second language learners. Emphasizes the assessing and monitoring of oral language, reading and writing and content area subjects. Examines support services both in language acquisition and content learning.

### **EDSL 611 ESL Professional Development Portfolio (1 SH)**

Includes discussions and readings on professional development appropriate for teaching English as a Second Language Learners. Requires the development of a professional portfolio that includes three major components: (a) a personal educational philosophy for instructing English Language Learners, (b) a brief classroom action research project, and (c) a personal professional development plan.

# Eastern Mennonite Seminary

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

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

# Health Care Management

- [About Health Care Management](#)
- [Admissions Requirements- Health Care Management](#)
- [Degree Requirements- Health Care Management](#)
- [Certificate Requirements- Health Care Management](#)
- [Course Descriptions- Health Care Management](#)

## About Health Care Management

Our Master's in Health Care 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 our health care management degree:

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

## Admissions Requirements- Health Care Management

### Application Timeline

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

### Admission Requirements

**Health Care Management graduate program entrance is based on:**

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

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 Health Care Management program.
3. Secure two letters of recommendation: one from a professor from your most recent academic program and one from a work supervisor OR one from a work supervisor and one from a colleague if you have been employed for the last five years. Applicants must provide titles, correct email addresses, and telephone numbers for all references. Applicants are responsible for requesting recommendation letters. Letters can be sent electronically to [mhm@emu.edu](mailto:mhm@emu.edu).
4. Submit a brief essay on why you wish to enroll in EMU's Master's in Health Care Management program, and what impact you believe the program will have on your career. Information regarding relevant volunteer or work experiences in the health care field by the applicant can be included in the optional "other" essay section.

## Degree Requirements- Health Care Management

### MA in Health Care Management

Our master's in health care 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, interdisciplinary seminars, social science and bioethics courses, and finally in a thesis project.

### Curriculum



## Core Biomedicine Courses

### Natural Sciences (choose 1) 3-4 SH

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

### Social Sciences (choose 1) 3 SH

- BMS 571 Abnormal Psychology
- BMS 572 Cognitive Psychology

### Cross Discipline - 14-15 SH

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

## Required Health Care Management Courses - 18 SH

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

### Health Care Electives - 9 SH

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

# Certificate Requirements- Health Care Management

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

### Natural and Social Sciences, 3 SH (choose 1)

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

### Cross Discipline, 7-8 SH

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

## Required Health Care Management Courses, 15 SH

- NURS 515 The Health Care Delivery System

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

#### Health Care Electives, 3 SH (choose 1)

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

## Course Descriptions- Health Care Management

### Required Health Care Management Courses (18 SH)

#### **NURS 515 The Health Care Delivery System (3)**

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

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

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

#### **OLS 540 Managerial Finance and Accounting I (3)**

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

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

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

#### **OLS 530 Organizational Behavior (3)**

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

OR

#### **NURS 628 Systems Approach to Organizational Behaviour (3)**

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

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

Students will study contemporary and forecasted societal stresses—from community level to global—and learn of the critical role of organizations in both contributing toward, and helping to mitigate, these stresses broadly classified as ecological, social, and economic. Students will then learn a broad range of organizational leadership and management theories, styles, and practices to identify approaches to leading people, systems, and organizations in ways that bring restoration, that offer hope, and that work toward promoting the common good.

OR

#### **OLS 515 Introduction to Leadership Studies (3)**

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

## Health Care Electives (9 SH)

### **NURS 702 Health Information Technology (3)**

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

### **OLS 555 Human Resource Management (3)**

Properly managing human resources should be a critical part of any organization's overall strategy for success. This course will provide the student with a comprehensive introduction to Human Resource Management (HRM) by exploring today's Human Resource (HR) environment including current trends in HRM. The course examines the principles of employee recruitment and selection, job design and job analysis, employment law, employee compensation, training and development, and safety and health.

The goal of this HRM course is to provide current and emerging managers with a deeper insight into their crucial role in the management of people and with an understanding of current best practices in the field of human resources.

### **OLS 610 Strategic Marketing Management (3)**

Provides an introduction to the principles and practices of marketing. Topics include marketing structure, channels of distribution, consumer behavior, pricing, advertising, industrial marketing, telemarketing and marketing research. Aspects of international marketing and service marketing are included. Consumer behavior topics include psychological, sociological and anthropological variables that influence consumer motivation and actions.

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

Most organizations manage their work and accomplish their missions through a multitude of projects. Organizational success takes effective management skills to not only manage individual projects but also direct the web of complex programs of multiple, interrelated projects, skillfully working with diverse stakeholders, demanding deadlines, and available resources. Focusing on the promotion of leadership for the common good as a project manager adds another level of complexity.

Course participants will improve their capacity to balance the art and science of managing projects by building technical competencies, adopting practices of leadership and self-management, and focusing on leadership for the common good competencies.

### **NURS 503/PAX503 Practice Skills for Conflict Transformation (3)**

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

## Cross Discipline Courses (14-15 SH)

### **BMC 610 Interdisciplinary Seminar I (2)**

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

### **BMC 611 Interdisciplinary Seminar II (2)**

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

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

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

### **BMC 598 Biomedicine Practicum (1) (optional)**

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

### **BMX 603 Cross Cultural Health Care (3)**

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

### **BMX 611 Biomedicine, Faith, and Ethics (2)**

This course explores relationships between science and Christian faith by investigating scientific foundational ideas and their interaction with theology. Topics such as global and human origins, chance and complexity, human nature, mind, health and healing, environmental and medical ethics are examined and viewed through the lenses of Scripture, theology, and natural science. Students will be led to form and articulate a multidimensional world view that incorporates the realities of science and a holistic Christian faith.

### **BMC 670 Health Care Internship (3)**

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

## **Social Sciences Electives (3 SH)**

### **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.

## **Natural Science Electives (3-4 SH)**

### **BMS 585 Infectious Diseases (3)**

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

### **BMS 570 Medical Microbiology (3)**

A comprehensive study of the field of microbiology, emphasizing the principles of medical microbiology and human symbioses. Included in the discussion will be additional focus on disease, treatment, emerging infectious diseases, biotechnology and global public health. Topics will be discussed using lectures, short lab periods, case studies and problem-based learning.

### **BMC 612 Human Gross and Microscopic Anatomy (4)**

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

### **BMC 562 Human Physiology (4)**

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

### **BMC 551 Developmental Biology (4)**

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

# Interdisciplinary Studies

- [About Interdisciplinary Studies](#)
- [Admissions - Interdisciplinary Studies](#)
- [Program Policies- MAIS](#)
- [Degree Requirements- MAIS](#)

## About Interdisciplinary Studies

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

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

## Admissions - Interdisciplinary Studies

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

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

## Program Policies- MAIS

1. The name of the degree listed on the transcript will be MA in Interdisciplinary Studies. In addition, students will choose one or two areas of specialization from the graduate programs of study.
2. Students are admitted to the Master of Arts in Interdisciplinary Studies program by the MAIS Admissions Committee consisting of the MAIS Program Director, the Program Director of the student's primary program of study, and the Program Director of the secondary program of study. The course plan must include a minimum of 12 SH and a maximum of 18 SH from the Primary program and a minimum of 9 SH and a maximum of 12 SH from the Secondary program. A coherently designed plan that does not follow these guidelines is an additional option but will need Dean approval. In this case the admissions committee will consist of the MAIS Program Director, the Program Director of the student's primary program of study, and the Dean. This policy regarding credits in the course plan and the Admissions Committee will be reviewed annually.
3. The proposal for individualized study must come through the MAIS Program Director. Admission in the program is contingent on a "MAIS Course Plan Schedule" being developed by the student and the MAIS Program Director. The "MAIS Course Plan Schedule" must then be approved and signed by each member of the MAIS Admissions Committee. The MAIS Program Director is responsible to oversee consultation between the graduate programs included in the course of study.
4. Once the plan of study is completed, assuming all other admission criteria are met (See below for admission criteria), the MAIS Program Director sends the applicant a letter of acceptance. The Primary Program Director will provide on-going advising throughout the student's enrollment.
5. The MAIS degree must include a minimum of 36 semester hours of graduate level work. Prerequisite courses may be negotiated within the proposed course of study. Such courses do not count toward the 36 SH degree requirements.
6. An individualized program can be designed for any area that is mutually agreed upon by the MAIS Program Director, the sponsoring graduate departments, and the student.
7. The MAIS Program Director will oversee the development of a set of core student specific competencies, such as research skills, and ethical reasoning, that will be expected to be met within the MAIS degree.
8. Students may request to transfer credits from other regionally accredited colleges or universities based on the credit transfer policy of their "primary graduate program." A transfer of credit request form must be completed. Requests for transfer credit should be directed to the MAIS Program Director and will be considered on a course by course basis.
9. The degree must include some capstone or thesis project. Such a project can satisfy up to 6 hours of the degree.
10. MAIS students are subject to all the policies pertaining to graduate students.
11. Given an approved course of study, MAIS students have the same access to those courses within a program as other degree students within that program.
12. The cost of the degree will include an individualized master's fee of \$100 paid to the Dean's Office. The fee is to cover individualized advising and other overhead associated with managing the individualized course of study. The MAIS student will be responsible for any additional fees associated with the primary program. In addition there will be a \$50 application fee that will also be paid to the Dean's Office.
13. Tuition will be the charge per course of the program in which the course is taken.
14. MAIS students are permitted to use up to 12 SH hours towards earning a Graduate Certificate from their primary or secondary program. In the case of a 15 SH Grad Certificate, one additional course would be needed. In the case of an 18 SH Grad Certificate, two additional courses would be needed. The specific additional courses required to earn the Graduate Certificate would be determined by the relevant Program Director with the student.

## Degree Requirements- MAIS

### Interdisciplinary Studies Program Highlights

- A 36-hour program that offers an individualized curriculum created by the student, overseen by a faculty advisor from university faculty appropriate to the course of study.

- Customize your curriculum from over 100 courses.
- Choose an advisor from our long list of outstanding faculty to shepherd you through your program.
- Finish the degree in as little as 24 months, attending classes part time

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

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

# Masters in Business Administration

- [About the MBA](#)
- [Admissions Requirements- MBA](#)
- [Certificate Requirements- Business](#)
- [Degree Requirements- MBA](#)
- [Course Descriptions- MBA](#)

## About the MBA

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 8 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. <https://emu.edu/mba/nonprofit-certificate/>

### 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

### 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.

# Admissions Requirements- MBA

## Admission Criteria

Persons applying to the MBA program must hold a bachelor's degree from an accredited institution. The MBA program requires applicants with a minimum of two years of work experience. Those MBA applicants who did not complete an undergraduate business major may need to take a series of prerequisite courses preparing them for the level of work in the program.

## Application Process

[Apply online](#)

Application packets are also available from the MBA office. A completed application includes:

1. A completed EMU MBA application: [online application](#)
2. A non-refundable application fee of \$50.
3. [Official transcripts](#) from each college or university attended.
4. [Two letters of recommendation](#) including one from an employer.
5. GMAT scores.\*
6. Interview with the MBA director.

An MBA admissions committee composed of program faculty makes the final admission decision. Students who have not yet completed their prerequisite courses or who have not yet taken the GMAT may, on a case by case basis, be conditionally admitted to the program (see below). Please contact the MBA program coordinator to arrange for an interview.

\*Applicants are exempt from taking the GMAT if they have a Master's degree in a relevant field and can provide documentation about their qualifying entrance exam (e.g., GRE or LSAT). Performance on the GMAT will assist in admissions, placement, and prereq courses.

You can contact [Patty Eckard](#), MBA office coordinator, for more information.

## Conditional Admission Criteria

In some cases, students may wish to begin their studies before completing all prerequisite classes or before taking the GMAT. Students may apply for conditional admittance if they have fulfilled all other admission criteria prior to beginning course work. Students are limited to one semester as a conditionally admitted student and must have a grade point average of no less than 3.0 to petition for full admission to the program.

Persons may register for prerequisite or other MBA courses for professional development purposes without seeking admission to the MBA program. MBA co-directors must approve all course registrations of non-degree seeking students.

# Certificate Requirements- Business

## 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.

### 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 (12 SH)

- 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\* (6 SH):

- MBA 515: 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

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.

## Required Courses (15 SH):

- OLS510: Leadership and Management for the Common Good
- OLS530: Organizational Behavior
- OLS540: Managerial Finance and Accounting I
- OLS515: Introduction to Leadership Studies 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

# Degree Requirements- MBA

## Prerequisites Required for MBA (8 SH)

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

**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.

**PMBA 431 Financial Accounting (2 SH)**

Introduces accounting principles and practices and interpretation of financial statements. No background in accounting is assumed. The course includes a description and derivation of financial statements prepared by accountants and a discussion of a conceptual framework which provides rationale for accounting practices. The course also covers corporation accounting and examines the use of accounting information in the planning and controlling of the firm's operations. (Online prerequisite)

**PMBA 441 Introduction to Finance (3 SH)** Provides an introduction to the theory and practice of business finance. The course emphasizes the problems faced by financial managers. Topics include the role of financial markets, interest rates, time value of money, valuation of securities, capital budgeting and working capital management. (Online prerequisite)

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

## MBA- General Management Concentration (36 SH)

The program (36 credit hours) takes two years, usually in 24 consecutive months, including a three credit hour capstone course 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.*

OLS 510 – Leadership and Management for the Common Good  
OLS 515 – Introduction to Leadership Studies  
OLS 530 – Organizational Behavior  
OLS 610 – Strategic Marketing Management  
OLS 560 – Leadership Seminar  
MBA 560 – Stewardship, Innovation, and Social Entrepreneurship  
OLS 540 – Managerial Accounting and Finance I  
MBA 555 – Human Resource Management  
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)

## MBA - Nonprofit Entrepreneurial Management Concentration (36 SH)

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.

*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.*

- OLS 510 – Leadership and Management for the Common Good
- OLS 515 – Introduction to Leadership Studies
- OLS 530 – Organizational Behavior
- OLS 610 – Strategic Marketing Management
- OLS 560 – Leadership Seminar
- MBA 560 – Stewardship, Innovation, and Social Entrepreneurship or ELECTIVE
- OLS 540 – Managerial Accounting and Finance I
- MBA 555 – Human Resources Management 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 & Grant Writing (Every other year odd)

## MBA- Health Services Administration Concentration (36 SH)

Health care services and health care management are among the strongest employment fields in the Shenandoah Valley, as well as nationally. Retiring baby boomers and the rising average age indicate an increased demand for health care and retirement services. The growing demand calls for innovative leadership in health services administration in all sectors of health care. Future leaders face challenges of meeting an organization's goals and providing adequate services.

The Health Service Administration concentration supports innovative delivery of services across a broad spectrum of health providers from church-related organizations to community-based organizations. The program serves practicing health care providers who desire to earn a graduate degree. Please see the section on Curriculum for information about specific course offerings

*NOTE: Course requirements and order may change as the program evolves. Students are accountable to the sequence of course work under the catalog in which they entered the program and as updated from time to time on the MBA website. Should program courses change and the student desire to replace an old requirement with a new one, he/she must petition the directors for the change to occur.*

- OLS 510 – Leadership & Management for the Common Good
- OLS 515 – Introduction to Leadership Studies
- OLS 530 – Organizational Behavior
- OLS 540 – Managerial Finance and Accounting I
- OLS 560 – Leadership Seminar
- 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 – Human Resource Management\* or
- OLS 665 – Project Management & Grant Writing 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.

## Course Descriptions- MBA

### **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.

### **PMBA 431 Financial Accounting (2 SH)**

Introduces accounting principles and practices and interpretation of financial statements. No background in accounting is assumed. The course includes a description and derivation of financial statements prepared by accountants and a discussion of a conceptual framework which provides rationale for accounting practices. The course also covers corporation accounting and examines the use of accounting information in the planning and controlling of the firm's operations. (Online prerequisite)

### **PMBA 441 Introduction to Finance (3 SH)**

Provides an introduction to the theory and practice of business finance. The course emphasizes the problems faced by financial managers. Topics include the role of financial markets, interest rates, time value of money, valuation of securities, capital budgeting and working capital management. (Online prerequisite)

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

Students will study contemporary and forecasted societal stresses—from community level to global—and learn of the critical role of organizations in both contributing toward, and helping to mitigate, these stresses broadly classified as ecological, social, and economic. Students will then learn a broad range of organizational leadership and management theories, styles, and practices to identify approaches to leading people, systems, and organizations in ways that bring restoration, that offer hope, and that work toward promoting the common good.

### **OLS 515 Introduction to Leadership Studies (3 SH)**

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

### **OLS 530 Organizational Behavior (3 SH)**

All organizations are organic, interconnected systems that take on a life of their own regardless of the individuals that occupy various roles in the system. Leaders need to understand their organizational systems and the behavior of those systems if they hope to effectively lead or change them. This course will explore organizational behavior and organizational development from a systems perspective, including concepts of change and conflict. It will rely heavily on case studies and student participation. (Year 1 Spring Course)

### **OLS 540 Managerial Finance and Accounting I (3 SH)**

Managers and executives carry fiduciary responsibility for their organizations; it is therefore imperative that they know how to read financial statements, analyze financial health, assess financial risks, and communicate this knowledge effectively to others. The course emphasizes the role of the manager relating to finance and accounting through the analysis of quantitative information largely at the conceptual level. Topics include financial governance, understanding and reading financial statements, financial statement analysis, cost behavior, break even analysis, budgeting, balanced scorecard, working capital management, and the use of short-term cash planning. The overall aim is to improve organizational decision-making based on financial, social, and ecological metrics.

### **MBA 555 Human Resource Management (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)

### **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.

### **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.

### **MBA 640 Managerial Finance and Accounting II (3 SH)**

This course is a continuation of OLS 540 – Managerial Finance and Accounting I. From the Finance discipline, this course covers the investment decisions managers make. Furthermore, the course examines the contributions of Activity Based Costing and Value Chain Analysis for decision making. The course digs deeper into financial statement analysis, including a thorough analysis of cash flows. We also examine the impact of time value of money on financial evaluations and capital budgeting decisions. Lectures, textbook and other readings, course management software, and cases help bring the relevant topics to life. The overall aim of the course is to continue to improve organizational decision- making based on financial, social, and ecological metrics.

### **MBA 650 Sustainable Organizations for the Common Good (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.

### **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.

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

Most organizations manage their work and accomplish their missions through a multitude of projects. Organizational success takes effective management skills to not only manage individual projects but also direct the web of complex programs of multiple, interrelated projects, skillfully working with diverse stakeholders, demanding deadlines, and available resources. Focusing on the promotion of leadership for the common good as a project manager adds another level of complexity.

Course participants will improve their capacity to balance the art and science of managing projects by building technical competencies, adopting practices of leadership and self-management, and focusing on leadership for the common good competencies

### **NURS 515 The Health Care 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 information. 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 (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.

### **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.

# Master of Science in Nursing

- [About MSN](#)
- [Admissions Requirements- MSN](#)
- [Degree Requirements- MSN](#)
- [Course Descriptions- MSN](#)

## About MSN

**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?

- Students develop leadership skills while being mindful of what is just, culturally competent, respectful and sacred.
- Course assignments are structured for direct application in the student's professional work setting.
- An interprofessional focus means you'll study business, education, conflict transformation, and nursing.
- Our sacred covenant framework of nursing is based on faith and values, high professional standards, and bringing people to wholeness and healing. [http:// www.emu.edu/msn/sacred-covenant/](http://www.emu.edu/msn/sacred-covenant/)
- Small class sizes enhance community-building.
- Our program is primarily online distance learning with some synchronous classes.
- EMU's expert nursing faculty often have extensive cross-cultural experience
- Earn up to 400 faculty supervised practicum hours that can be applied towards a future DNP degree.

## Leadership and Management Concentration

Nursing is rapidly evolving as a profession along with health care in general. Graduates of a master of science in nursing leadership and management program can find jobs in the following areas:

- Unit managers in hospitals
- Supervisors or directors in public health, long term care or other agencies
- Specific roles in institutions - such as safety, infection control, case management, or patient education
- College level teaching in nursing at an associate or baccalaureate level. If at the baccalaureate level, you will need to consider a PhD or DNP in the future.

## Leadership and School Nurse Concentration

The program is consistent with current Pennsylvania state and national school nurse standards and guidelines. It focuses on health care management for school-aged children and is designed to prepare registered nurses to meet the health needs of children of all ages in diverse school settings. Graduates of this program meet the requirements for a Pennsylvania certificate as a Level I Educational Specialist-School Nurse. However, school nurses from states other than Pennsylvania will find the program beneficial as well.

Graduates of a Master of Science in leadership and school nurse concentration can find jobs in the following areas:

- School and camp settings.
- Supervisors or directors in public health, or other agencies.
- College level teaching in nursing at an associate or baccalaureate level. If at the baccalaureate level, you will need to consider a PhD or DNP in the future.

## School Nurse Certification Program

EMU Nursing offers a School Nurse Certification Program (SNCP) approved by the Pennsylvania Department of Education. The purpose of the School Nurse Certification Program is to prepare registered nurses to meet the health needs of children of all ages in diverse school settings. This postbaccalaureate program consists of 12 credits of coursework, including a practicum, leading to a certificate as a **Level I Educational Specialist-School Nurse** in Pennsylvania.

Courses are offered online. This certification program can be taken as part of the Master of Science in Nursing (MSN) with the leadership and school nurse concentration or independent of the MSN. For students wishing to pursue an MSN, the certification program provides an easy transition into the MSN Leadership and School Nurse concentration. Since courses are offered online and in a blended format this program can be **accessible to all nurses from any state**.

Upon completion of the School Nurse Certification Program curriculum, students who are RN's in Pennsylvania, are eligible to apply for the School Nurse Certificate (Education Specialist I) issued by the Pennsylvania (PA) Department of Education. The PA DOE requires conversion to an Education Specialist Level II certificate within six service years as a Certified School Nurse.

# Admissions Requirements- MSN

## Application requirements

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

## Application process

A completed application includes all of the following:

- EMU MS in [nursing application](#)
- Non-refundable application fee of \$50 paid online
- Two reference forms – one from an employer and one academic – submitted online
- Official transcripts from each college or university attended. Transcripts should be sent to: Eastern Mennonite University Attn: MSN Program 1200 Park Road Harrisonburg VA 22802
- Interview with the MSN Director and/or the School Nurse Coordinator

## MSN Leadership and Management deadlines

May 15 is the deadline for submission of all application materials, with final decision of admissions by June 1. The program begins with a 1 semester hour course in August including a mandatory day and a half orientation, in late July/early August, at the Harrisonburg, Virginia, campus.

### Application

Applicants are accepted to the program on a rolling basis. Applicants will be notified as committee decisions are made.

## MSN Leadership and School Nurse and School Nurse Certification deadlines

For those students needing to obtain a Pennsylvania Level 1 School Nurse Certificate

- February 1 for submission of all application materials, with final decision of admissions by February 15. The program begins with a mandatory one and one half day on-campus orientation in Lancaster, Pennsylvania, in early May, with classes starting in mid-May.

For those students who already have a Level 1 School Nurse Certificate

- May 15 is the deadline for submission of all application materials, with final decision of admissions by June 1. The program begins with a 1 semester hour course in August including a mandatory day and a half orientation, in late July/early August, at the Harrisonburg, Virginia, campus.
- If the Level 1 Certificate courses were completed at EMU within the last year, no additional program orientation is required. However, students are required to attend a video conference based orientation to the first MSN course which occurs in late July.

# Degree Requirements- MSN

## Leadership and Management Concentration

NURS 501 Introduction, Sacred Covenant Conceptual Framework (1 SH)  
NURS 510 Historical, Philosophical and Theoretical Foundations of Nursing (3 SH)  
NURS 516 Application of Legal & Ethical Principles to Health Care Administration (3 SH)  
NURS 515 Health Care Delivery System (3 SH)  
NURS 628 Systems Approach to Organizational Behavior (3 SH)  
NURS 626 Managing in a Complex Environment (3 SH)  
NURS 512 Knowledge Development: Epidemiology and Informatics (3 SH)  
NURS 511 Translational Scholarship for Evidenced Based Practice (3 SH)  
NURS 503 Practice Skills for Conflict Transformation (3 SH)  
NURS 620 Safety, Risk Reduction, and Quality Care (4 SH)  
NURS 629 Instructional Methodologies Nurse Leaders (2 SH)  
NURS 622 Nursing Administration Finance (2 SH)  
NURS 630 Leadership Project (4 SH)

### **TOTAL Credit Hours 37**

*NOTE: For both full-time and part-time students, NURS 511 is a prerequisite to NURS 620 which is a prerequisite to NURS 630. In addition, these courses must be taken sequentially in the student's last year in the program. Finally, all work must be completed before one is eligible for enrollment in NURS 630.*

## Leadership and School Nursing Concentration

\*NURS 504 School Nursing: Legal Mandates (3 SH)  
 \*NURS 505 School Nursing: Theory and Diverse Learners (3 SH)  
 \*NURS 506 School Nursing Practicum (3 SH)  
 \*EDDS 601 Advocacy Issues Within Special Education (3 SH)  
 NURS 501 Introduction, Sacred Covenant Conceptual Framework (1 SH)  
 NURS 510 Historical, Philosophical and Theoretical Foundations of Nursing (3 SH)  
 EDCC 531 Social & Ethical Issues in Education (3 SH)  
 EDDA 571 Trauma Restoration and Resilience in Educational Environment (3 SH)  
 EDCC 521 Peacebuilding & Conflict Resolution (3 SH) - *if not taking NURS 503*  
 NURS 503 Practice Skills for Conflict Transformation (3 SH) – *if not taking EDCC 521*  
 NURS 511 Translational Scholarship for Evidenced Based Practice (3 SH) Spring  
 NURS 620 Safety, Risk Reduction, and Quality Care (4 SH)  
 NURS 628 Systems Approach to Organizational Behavior (3 SH)  
 NURS 630 Leadership Project (4 SH)

**Total Credit Hours:** 38 or 39

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

*NOTE: For both full-time and part-time students, NURS 511 is a prerequisite to NURS 620 which is a prerequisite to NURS 630. In addition, these courses must be taken sequentially in the student's last year in the program. Finally, all work must be completed before one is eligible for enrollment in NURS 630.*

### School Nurse Certification Program - *the following courses are required for the PA Department of Education Educational Specialist Level I Certification: School Nurse*

NURS 504 School Nursing: Legal Mandates (3 SH)  
 NURS 505 School Nursing: Theory and Diverse Learners (3 SH)  
 NURS 506 School Nursing Practicum (3 SH)  
 EDDS 601 Advocacy Issues Within Special Education (3 SH)

**Total Credit Hours:** 12

## Course Descriptions- MSN

### **NURS 501 Conceptual Framework for Sacred Covenant (1 SH)**

This one semester hour course introduces new MSN students to master's level education and to the conceptual framework of the EMU Nursing program. Engagement with the approaches to leadership in nursing from an Anabaptist –Mennonite framework will enable the student to incorporate distributive justice, social justice, and relational justice into their practice. Students will become a community of learners, deepen effective communication strategies, and develop a plan for lifelong learning. Expectations and tools for graduate level writing and study will be reviewed.

### **NURS 510 Historical, Philosophical and Theoretical Foundations of Nursing (3 SH)**

This course focuses on establishing emotionally intelligent nursing professionalism as a basis for fostering leadership within both the nursing profession and society. In considering aims for personal growth, students will evaluate the ways in which nurse theorists and other historical leaders role modeled professionalism and intelligent interpersonal and inter-professional relationships. Specific attention will be paid to nursing professionalism and the means through which nurses can advance the profession of nursing individually and collectively.

### **NURS 516 Applications of Legal & Ethical Principles to Healthcare Leadership (3 SH)**

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

### **NURS 515 Health Care for Practice & Advocacy (3 SH)**

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

### **NURS 511 Translational Scholarship for Evidence- Based Practice (3 SH)**



This course is designed to allow the learner to critically appraise research in order to translate current evidence into practice. Attention will be given to issues of research ethics, practice concerns, diverse populations and identifying gaps in evidence. The learners will investigate the role of the nurse leader in making the case for evidence-based practice. Learners will examine barriers to EBP, assess and work toward change as necessary to implement EBP, learn how to prepare staff for EBP, develop a structure for EBP, determine resources needed for EBP, use technology for EBP and complete a review of literature related to a quality improvement project. (NOTE: This course is a prerequisite to NURS 620)

### **NURS 503 Practice Skills for Conflict Transformation (3 SH)**

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

### **NURS 512 Knowledge Development: Informatics, Epidemiology and Outcomes (3 SH)**

This course combines concepts from Epidemiology and Informatics in a manner that allows the student to simultaneously apply content from both areas in an ongoing case study. Students will develop competence in the application of epidemiological tools and processes such as surveillance, incidence and prevalence, mapping and risk to chronic or infectious disease conditions. An ecosocial approach to causality is explored. Students will demonstrate competence in use of data tools, databases, and interdisciplinary communication systems. The application of informatics technology to enhance outcomes on individual, group and population levels within an ethical framework is a major focus. Students will comprehend how knowledge is acquired, processed, generated, and disseminated.

### **NURS 626 Managing in the Complex Healthcare Environment (3 SH)**

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

### **NURS 628 Organizational Behavior (3 SH)**

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

### **NURS 620 Safety, Risk Reduction, and Quality Care (4 SH)**

This course examines issues of safety, risk reduction and quality of care at all levels of the health care system, and the role of nurse leaders in this area. The Institute for Medicine [IOM] states that health care should be safe, effective, equitable, patient-centered, efficient, and timely. This course is structured to cover each of these criteria and is broken into two sections. The first seven weeks examine the science and application of science for quality improvement as a preventive process. In the second section, the principles and methods for quality and safety as well as how organizations respond to safety issues will be reviewed. A variety of other issues related to quality and safety will be integrated throughout the course including the role of nursing and nurse leaders in the establishment of a quality and safety culture; the interchange between quality, cost, and value; as well as how quality is impacted by and impacts global and cultural aspects of health care.

Concurrent with this content, students will be creating and finalizing the methodology for their MSN capstone evidence-based quality improvement project with the end-result being the completion of an official proposal to a designated Capstone Project Faculty Advisor. Once approved, this project will be implemented in the subsequent NURS 630 course during the following summer. In essence, the spring semester is the Plan phase of your QI project. (NOTE: Prerequisite to this course is NURS 511; this course is a prerequisite to NURS 630)

### **NURS 622 Nursing Administration Finance (2 SH)**

The goal of this course is to equip master's students with enough knowledge about financial management in the context of health services to be successful in their day-to-day managerial activities. Only basic math is required (multiply, divide, add, and subtract) along with a willingness to ask questions and challenge the answers the math provides. Combining the basic mathematical skills, a questioning approach to problem solving, and the concepts/tools gained in this course students will gain the foundational knowledge needed to consider both "margin and mission".

### **NURS 629 Instructional Methodologies for Nurse Leaders (2 SH)**

The aim of this course is for the nurse leader to develop a working knowledge of principles of instructional design that can be applied to the development of education for individuals or groups of patients, nursing staff or other members of the health care team. The practical demands of diverse audiences and inter-professional communication will be considered. Learners will explore principles of teaching and learning including theories of adult learning. Information and communication technologies as a means to delivery education will be explored. Learners will design, implement and evaluate a final teaching project within their work context.

### **NURS 630 Leadership Project (4 SH)**

This course integrates master's prepared executive skills with the challenge of implementing a change process in a new role or setting. In addition to participating in discussion forums, the course involves literature review and reading, reflective and scholarly writing, and leading and evaluating a quality improvement project. The student will partner with a nurse-leader preceptor to implement a change project at either a higher level within the organization than the student's current practice level, in a different setting than their current role or setting, or in a multidisciplinary setting. Working with the faculty and preceptor to apply content and approaches studied during the MSN program, all projects must include a system change with analysis of the system and ethical challenges, consideration of primary, secondary, and tertiary strategies to accomplish projected outcomes, interpretation of the financial impact of the project, evaluation of potential social, distributive and interactional justice issues, and integration of the nurse's voice throughout the progression of the project. (NOTE: Prerequisite is NURS 511 & NURS 620)

#### **NURS 504: School Nursing: Legal Mandates (3 SH)**

This course examines the roles and responsibilities of school nurses and the laws governing the practice of school nursing. The importance of the school nurse's responsibility to promote the health of students, enhance their ability to learn, and promote health among school personnel will be emphasized in this course. Current legal issues in school health as well as emerging roles and responsibilities of School Nurses will also be explored.

#### **NURS 505: School Nursing: Theory and Diverse Learners (3 SH)**

This course examines the roles and responsibilities of the school nurse in relation to promotion, restoration, and maintenance of health of school children. Management and evaluation of coordinated school health programs are discussed with an understanding for the need for outcome criteria. Principles of community health are applied. Significant emphasis will be placed on accommodations and adaptations for diverse learners.

#### **NURS 506: School Nursing: Practicum (3 SH)**

This course follows the School Nursing: Theory and Diverse Learners course. In addition to the 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. (Prerequisites are NURS 504 & NURS 505)

#### **EDDS 601: Advocacy Issues Within Special Education (3 SH)**

This course is designed to assist the teacher/nurse practitioner in recognizing the impact and importance of decision-making and the dynamics of advocacy. This course includes, but is not limited to, current topics in special education, self-determination by and for students, development of the essential professional advocacy competencies, advocating for students with special needs, the rights of children, and the inclusive setting. Students will participate in an exploration of advocacy websites, develop an online product such as a wiki, blog, Facebook page, etc. or a brochure to use in their professional practice when working with families and colleagues. In addition, students will develop a personal position on advocacy.

#### **EDCC 521: Peacebuilding & Conflict Resolution (3 SH)**

This course is an introduction to the theories and processes of conflict transformation and peacebuilding within educational and/or counseling contexts. Creating a culture of peace in education goes beyond solving problems. The goal is to nurture peaceful, just and caring relationships within communities. As such, educators, nurses and counselors will examine educational systems and relational literacy approaches, as well as their own personal beliefs, conflict resolution style(s), relationships, communication skills, curriculum and instructional strategies, discipline systems and classroom organization processes. Participants will learn restorative teaching approaches and conflict resolution strategies and develop culturally sensitive peace curricula (modeling integrated, infused, or direct instruction) for specific classroom, clinical or community settings.

#### **EDDA 571: Trauma Restoration and Resilience in Educational Environments**

Most children experience traumatic events, and those events can profoundly influence their cognitive, physical, emotional, and social development. School staff may be unaware of the specific traumatic events impacting each child, and school environments may inadvertently exacerbate the impacts of trauma. Traumatic events may cause a child to have academic difficulty, behavior that interferes with learning or violates codes of student conduct, and troubled relationships with peers and school staff. Conversely, trauma-informed, resilience-fostering school environments can mitigate the impact of trauma and enhance the protective factors that provide the foundation for health, academic success, and positive peer and staff interactions. This course will introduce school personnel to the core concepts of adverse experiences, toxic stress, trauma, restoration, self-care, and resilience in the school environment, and provides a research-based, strength-based approach to creating a trauma-informed, resilience-fostering school environment.

#### **EDCC 531: Social & Ethical Issues in Education (3 SH)**

This course examines historical, sociological, philosophical, ethical, legal, and multicultural issues in education. The course is designed to further equip you as a decision maker and leader in educational settings. Special attention is given to discussion of how public policy in education is shaped by the community's social and ethical concerns.

# Organizational Leadership

- [About Organizational Leadership](#)
- [Admissions for Organizational Leadership](#)
- [Certificate Requirements- Organizational Leadership](#)
- [Degree Requirements- MA in Organizational Leadership](#)
- [Course Descriptions- Organizational Leadership](#)

## About Organizational Leadership

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.

[emu.edu/mba/](http://emu.edu/mba/)

## Admissions for Organizational Leadership

### Application Timeline

Rolling admission with applications accepted at any time.

### Admission Process

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

- A completed MA in organizational leadership application
- A non-refundable \$50 application fee.
- Official transcripts listing all college or university courses taken.
- 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.

### Admissions Criteria

- Applicants must hold a bachelor's degree from an accredited institution with a cumulative GPA of at least 2.5 on a 4.0 scale.
- Applicants must provide documentation of having had two years of work experience with supervision or significant collaborative responsibilities.
- Applicants must arrange a personal interview with the director of the MA in organizational leadership program and complete the writing assessment.

## Certificate Requirements- Organizational Leadership

### Graduate Certificate in Transformative Leadership

#### Core Courses

- MBA 510: Leadership & Management for the Common Good (3 SH)
- OLS 530: Organizational Behavior OR PAX 615 Leading Organizational Change (3 SH)
- OLS 515: Introduction to Leadership Studies OR MOL 620 Transformative Leadership in Dynamic Contexts(3 SH)

#### Electives

Two electives (3 SH each) from any of our graduate programs

## Degree Requirements- MA in Organizational Leadership

This two-year, 35-semester hour, cohort-based MAOL program is designed for adults who have already been working in mid-level management or higher for at least two years and who already possess a bachelor's degree from an accredited school.

OLS 510: Leadership & Management for the Common Good (3)  
OLS 515: Introduction to Leadership Studies (3)  
OLS 530: Organizational Behavior (3)  
OLS 540: Managerial Finance and Accounting I (3)  
OLS 560: Leadership Seminar (3)  
PAX 615 : Leading Organizational Change (3)  
OLS 670 : Project Management/Intrapreneurship (3) OR OLS 665: Project Management/Grant Writing (3)  
MOL 541 Mentorship Program I (1)  
MOL 600: Developing Healthy Organizations: Team Building & Collaboration (3)  
MOL 620: Transformative Leadership in Dynamic Contexts (3)  
MOL 542: Mentorship Program II (1)  
MOL 690: Appalachian Cross-Cultural experience (3)  
Elective (3)

## Course Descriptions- Organizational Leadership

### **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 515: Introduction to Leadership Studies (3 SH)**

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

### **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.

### **OLS 560: Leadership Seminar (3 SH)**

This course provides students with exposure to writings (both contemporary and classical) that address a wide variety of issues in leadership. The primary aim of the course is to offer students opportunities to engage in thought provoking and critical discussion of leadership issues.

### **MOL 541-542: Mentorship Program (2 SH)**

Students will be paired with mentors from the business community to meet at least every other month during each semester. The pairs will be provided with questions to guide their discussions, but pairs are encouraged to discuss any leadership-related topic that students are experiencing at work or with regard to the program material. Students will collaborate with their mentors to develop a final project that summarizes their mentoring experience, or an aspect of the experience

### **PAX 615: Leading Organizational Change (3 SH)**

Using a case study approach, this course engages students in role playing and teams to explore the challenges of leading organizational change through a variety of scenarios in for-profit, not-for-profit, and NGO settings. Students will focus on their own case studies as well as those provided by the instructor. (Prerequisite: Organizational Behavior)

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

Most organizations manage their work and accomplish their missions through a multitude of projects. Organizational success takes effective management skills to not only manage individual projects but also direct the web of complex programs of multiple, interrelated projects, skillfully working with diverse stakeholders, demanding deadlines, and available resources. Focusing on the promotion of leadership for the common good as a project manager adds another level of complexity.

Course participants will improve their capacity to balance the art and science of managing projects by building technical competencies, adopting practices of leadership and self-management, and focusing on leadership for the common good competencies.

During the last full class period each student will be expected to present their project plan to the class. Presentations will likely be time-limited and as such will focus on knowledge of the material and delivery of the "elevator pitch" more than on the depth of plan presented.

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

The focus of this course is skill development for working with others in the organization and outside the organization to accomplish shared goals. Topics include effective non-violent communication, the formation and development of teams, working with boards, appreciative inquiry, and interest-based negotiation.

**MOL 620: Transformative Leadership in Dynamic Contexts (3 SH)**

This course explores the newest dimensions and challenges of leadership that strengthen and extend leadership skills through practice in rapidly changing and complex, diverse, multi-generational, multi-cultural and multi-dimensional systems, such as health care, government, education, non-governmental organizations and multi-national for-profit organizations.

**MOL 690: Appalachian Cross-Cultural Experience (3 SH)**

This course integrates the three pillars of the MAOL program; management, leadership and stewardship for organizational effectiveness and serving the common good. It includes an eight-day residency designed to engage students as reflective practitioners and invite them to develop an openness to new ways of experiencing and thinking about the world through interactions and learning in a different setting and culture. A core value of the program is global citizenship, recognizing that organizations are interdependent and mutually accountable to local, national, and global communities; this suggests that a global perspective is important for today's business and organizational leaders.