



GRADUATE CATALOG



EMU

GRADUATE & PROFESSIONAL PROGRAMS

emu.edu/catalog/graduate

2026-27

2026-27 Graduate Catalog
Eastern Mennonite University

Exported on 07/23/2026

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All Graduate Program Information

Accreditations

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- State Council of Higher Education for Virginia (SCHEV)
- ABET Engineering Accreditation
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Council for the Accreditation of Educator Preparation (CAEP)
- Commission on Collegiate Nursing Education (CCNE)
- Council on Social Work Education (CSWE)
- State Authorization Reciprocity Agreement (SARA)
- Association of Clinical Pastoral Education (ACPE)
- Association of Theological Schools in the United States and Canada (ATS)
- UMC Pastor Ordination
- Council of Mennonite Seminaries

Student achievement goals, measures, and performance data is available at <https://emu.edu/about/accreditation/student-achievement> . More information on the individual accreditations and certifications is available below.

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Eastern Mennonite University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, master's, and doctorate degrees. Eastern Mennonite University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Eastern Mennonite University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org¹).

State Council of Higher Education for Virginia (SCHEV)

The university is authorized by name to operate by the State Council of Higher Education for Virginia (SCHEV). Students and prospective students may find the information resources of the SCHEV of use in planning for college and careers, including SCHEV's institutional profile for each Virginia public college and university, and for each independent college or university participating in the Virginia Tuition Assistance Grant Program. Here is EMU's [SCHEV profile](https://research.schev.edu/iProfile//232043/Eastern-Mennonite-University)².

ABET Engineering Accreditation

EMU's Bachelor of Science in Engineering program is accredited by the Engineering Accreditation Commission of ABET, <https://www.abet.org>³, under the General Criteria.

CACREP Counseling Accreditation

EMU's graduate counseling program is accredited in the specialty area of clinical mental health

1. <http://www.sacscoc.org/>

2. <https://research.schev.edu/iProfile//232043/Eastern-Mennonite-University>

3. <https://www.abet.org/>

counseling by the [Council for Accreditation of Counseling and Related Educational Programs](#)⁴ (CACREP).

CAEP Teacher Education Accreditation

Our teacher education program has carried the highest national accreditation standards in the nation for more than 50 years. EMU's undergraduate teacher education programs, graduate initial licensure TESL program, and graduate Reading Specialist program in Virginia are accredited through the [Council for the Accreditation of Educator Preparation](#)⁵ (CAEP).

CCNE Nursing Accreditation

The baccalaureate and master's degree programs in nursing at Eastern Mennonite University are accredited by the [Commission on Collegiate Nursing Education](#)⁶, 655 K Street NW, Suite 750, Washington, DC 20001; (202) 887-6791.

The Doctor of Nursing Practice Program Goshen College-EMU DNP Consortium is accredited by the [Commission on Collegiate Nursing Education](#)⁷, 655 K Street NW, Suite 750, Washington DC 20001, (202) 887-6791.

Eastern Mennonite University's school nurse certification program is approved by the Pennsylvania Department of Education, and the pre-licensure program is approved by the Virginia Board of Nursing.

CSWE Social Work Accreditation

EMU is accredited by the [Council on Social Work Education](#)⁸ (CSWE), which serves as the national accrediting and standard-setting agency for both graduate and undergraduate social work programs. The EMU social work program also draws on the National Association of Social Workers' Code of Ethics to inform its goals, objectives, and ethical principles.

State Authorization Reciprocity Agreement for Distance Education

Eastern Mennonite University participates in the [State Authorization Reciprocity Agreements \(SARA\)](#)⁹.

The National Council for State Authorization Reciprocity Agreements (NC-SARA) is a non-profit organization that provides national leadership, in partnership with the four regional compacts, of the State Authorization Reciprocity Agreements (SARA) for distance education regulation across the member states and territories.

Seminary Accreditations

Association of Theological Schools (ATS)

Eastern Mennonite Seminary is accredited by SACSCOC as part of Eastern Mennonite University, and is also accredited by the [Commission on Accrediting of the Association of Theological Schools in the United States and Canada](#)¹⁰.

4. <http://www.cacrep.org/>

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

6. <https://www.aacnnursing.org/ccne-accreditation>

7. <https://www.aacnnursing.org/ccne-accreditation>

8. <http://www.cswe.org/>

9. <https://nc-sara.org/>

10. <http://www.ats.edu/>

UMC Pastor Ordination

The seminary is approved by the [United Methodist Church](#)¹¹ 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.](#)¹², 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, Values

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

EMU's Mission, Vision, Values

Mission

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

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

Vision

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

Values

We the community of learners—students, faculty, and staff—of Eastern Mennonite University value:

Academic Excellence

As a teaching university, we prioritize student learning. Our approach to teaching and learning is equitable and engaged as we seek to inspire curiosity, creativity and academic achievement.

11. <http://www.umc.org/>

12. <http://www.acpe.edu/>

Peace and Justice

As a leader in peacebuilding, conflict transformation, and restorative justice, we pursue peace by teaching and practicing justice and equity, intercultural understanding, and environmental sustainability. We value diversity and seek to form unifying, inclusive leaders.

Active Faith

As a community, we seek to embody faith in action and serve and learn together to repair harm and restore hope. Shaped by Anabaptist-Mennonite beliefs and practices and the life and teachings of Jesus, we practice compassion, mutual love, and appreciation for the diversity of religious and cultural expressions represented in our community.

Mission and approved by EMU Board of Trustees, June 23, 2017

Vision approved by EMU Board of Trustees, November 9, 2019

Values approved by EMU Board of Trustees, June 14, 2024

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, intercultural, 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.

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.

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 Access¹³](#) 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.

Finances

Graduate and Professional Studies Tuition and Fees

M.S. in Biomedicine, M.S. in Pre-Medicine, and GAP Year Certificate

Tuition (per credit hour)	\$992
Student Fees	\$26
1-8 credit hours (charge per credit hour, non-refundable)	\$51
9+ credit hours (flat fee, non-refundable)	
General Services Fee	\$170
1-8 credit hours (charge per credit hour, non-refundable)	\$341
9+ credit hours (flat fee, non-refundable)	

Center for Justice & Peacebuilding

Tuition (per credit hour)	\$823
Participation Audit (per credit hour)	\$548
Student Fees	
1-8 credit hours (charge per credit hour, non-refundable)	\$71
9+ credit hours (flat fee, non-refundable)	\$143
General Services Fee	
1-8 credit hours (charge per credit hour, non-refundable)	\$170
9+ credit hours (flat fee, non-refundable)	\$341
Summer Peacebuilding Institute (SPI) costs ¹⁴	
Strategies for Trauma Awareness & Resilience (STAR) costs ¹⁵	

13. <https://emu.edu/academics/access/>

14. <https://emu.edu/spi/costs>

Doctor of Nursing Practice

Tuition (per credit hour)	\$889
Participation Audit (per credit hour)	\$678
Audit (per credit hour)	\$468
General Services Fee	
1-8 credit hours (charge per credit hour, non-refundable)	\$170
9+ credit hours (flat fee, non-refundable)	\$341

Graduate Teacher Education, Harrisonburg

Tuition (per credit hour)	\$514
Participation Audit (per credit hour)	\$336
General Services Fee	
1-8 credit hours (charge per credit hour, non-refundable)	\$170
9+ credit hours (flat fee, non-refundable)	\$341

M.A. in Counseling

Tuition (per credit hour)	\$716
Audit (per credit hour)	\$474
Student health insurance (full-time students only)	\$5,052
Student Fees	
1-8 credit hours (charge per credit hour, non-refundable)	\$15
9+ credit hours (flat fee, non-refundable)	\$31
General Services Fee	
1-8 credit hours (charge per credit hour, non-refundable)	\$170
9+ credit hours (flat fee, non-refundable)	\$341

Master of Business Administration, Online Collaborative

Tuition (per credit hour)	\$784
General Services Fee	
1-8 credit hours (charge per credit hour, non-refundable)	\$170
9+ credit hours (flat fee, non-refundable)	\$341

15. <https://emu.edu/cjp/star/participant-info>

MS in Nursing

Tuition (per credit hour)	\$672
Participation Audit (per credit hour)	\$450
Audit (per credit hour)	\$223
General Services Fee	
1-8 credit hours (charge per credit hour, non-refundable)	\$170
9+ credit hours (flat fee, non-refundable)	\$341

MA in Organizational Leadership

Tuition (per credit hour)	\$640
Audit (per credit hour)	\$205

Other charges

Student health insurance ¹⁶ (International students, full-time M.A. in Theological Studies, full-time M.A. in Education (VA), and full-time M.A. in Counseling students only)	\$5,052
Application fee (non-refundable)	\$50
Final exam out of schedule	\$35

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

Published charge rates may be adjusted for changes in economic conditions and cost factors. This list continues on the [General Payment Information](#)¹⁷ web page.

Refer to the Graduate Housing webpage(emu.edu/business-office/graduate¹⁸) for more information on housing rates.

General Payment Information

Payment for semester tuition and room and board (less processed financial aid) is due one week before classes begin. Refer to the [general payment information page](#)¹⁹ for more information.

Payment Policy

Unpaid accounts may be subject to the following:

16. <https://emu.edu/business-office/health-insurance/>

17. <https://emu.edu/business-office/general-payment-info/>

18. <https://emu.edu/business-office/graduate>

19. <https://emu.edu/business-office/general-payment-info>

- 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](#)²⁰ 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.edu²¹ and follow the link to view your EMU account online under the accounts tab. **Parents/Authorized Payers** with pin numbers visit [EMU account online](#)²² to make a payment.

Payment Options

Payment Plan

- EMU offers a student payment plan through CASHNet. There is a \$35 per semester fee for the payment plan. To enroll please login to my.emu.edu²³ and click on “View my EMU Account Online” under the Accounts tab. Then follow the steps to enroll in the payment plan.
- With CASHNet you may use **major credit cards**. There is a convenience fee for this service. You may also make direct payments from your checking account for no charge.

Payment Methods Accepted

- **EMU’s preferred method of payment is online**, students login to your my.emu.edu²⁴ to view your “EMU Account Online” (link located under the accounts tab.) Parents with pin numbers (set up by their student) and authorized users pay [online here](#)²⁵.
- 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](#)²⁶ 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

20. <https://emu.edu/business-office/finance-charges>

21. <http://my.emu.edu/>

22. https://commerce.cashnet.com/cashneti/selfserve/ebilllogin.aspx?client=EMU_PROD&

23. <http://my.emu.edu>

24. <http://my.emu.edu>

25. <https://commerce.cashnet.com/emupay>

26. <https://www.flywire.com/pay/emu>

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 office²⁷ and is also included in the graduate student handbook.²⁸

Veterans Benefits

Students who wish to have EMU certify their eligibility to receive benefits from the Veterans Administration must submit a certificate of eligibility and provide additional information as needed for the proper certification of their benefits. EMU will not impose any penalty (late fees, denial of access to classes or campus facilities, etc.) on a student covered by Chapter 31, 33 or 35 benefits because of the individual's inability to meet financial obligations to the institution due to delayed disbursement of funding from the VA.

The Virginia State Approving Agency (SAA), is the approving authority of education and training programs for Virginia. Their office investigates complaints of GI Bill® beneficiaries. While most complaints should initially follow school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact our office via email saa@dvs.virginia.gov²⁹.

Financial Assistance for Graduate Programs

Church Match Grants

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

Federal Direct Student Loans

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

27. <https://emu.edu/financial-aid/graduate-students>

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

29. <mailto:saa@dvs.virginia.gov>

Students may borrow up to \$20,500 per academic year with an aggregate limit of \$100,000 (not including undergraduate loans) for new graduate federal student loan borrowers beginning on July 1, 2026.

The interest rate for direct student loans for 2025-26 is fixed at 7.94%. Processing fees of 1.057% 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](#)³⁰ page.

Federal Graduate PLUS Loans

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

University Student Services

Please see the [graduate and seminary student handbook](#)³¹ for details concerning student services.

Academic Policies

The information in this graduate catalog applies to the academic year. 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 and Seminary Student Handbook](#)³² for student life-related policies.

Academic Accountability

Policy

In accordance with EMU mission, vision, and life together statements, we expect academic integrity of all members of the community. Responses to violations of academic integrity are detailed below.

30. <https://studentaid.ed.gov/sa/types/loans/subsidized-unsubsidized>

31. <https://emuhelpdesk.atlassian.net/l/cp/zXME2x0r>

32. <https://emuhelpdesk.atlassian.net/wiki/spaces/EMUHandbook/pages/4034363771/Graduate+and+Seminary+Student+Handbook>

Context

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 communicate concepts, construct new knowledge, and think critically about their own and others' ideas. 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 work intentionally with students during the learning process, creating assignments that promote interpretative thinking. Honesty, integrity, 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 accountability means that community members are accountable to themselves, their colleagues (fellow students or fellow instructors), the university, and the fields of study in which they engage. To be academically accountable means to be able to give a transparent account of the academic work that we do. It means that we “leave tracks” and create trails so that others may learn where we started and how we ended up where we are.

A transparent account for academic work involves producing and submitting one's own work in papers, essays, projects, quizzes and tests; correctly and consistently acknowledging sources used; factually representing research results, one's credentials, and facts or opinions; and appropriately documenting use of technology.

Informed use: as much as possible, students, faculty and staff should be generative AI (gAI) “literate”

- know how gAI systems work
- gAI is ubiquitous and increasing in options
- gAI systems are associated with common applications and tools
- gAI can be good for tasks such as outlines, brainstorming, checking grammar, spelling, and/ or style

Ethical and Responsible use: as much as possible, students, faculty and staff should understand limitations, benefits, and risks of gAI

- Consider privacy and unequal access to gAI tools
- Information should not be submitted to an AI system unless you expect it to be publicly available and you own it
- gAI systems may be poorly referenced and/or the content may be unattributed to the original copyright owner
- Bias exists in the data and output
- gAI can “hallucinate” and may provide untrue information (fact checks are required)
- gAI searches have climate impacts (electricity and water usage)

Examples of violations of EMU's Academic Accountability Policy are below. Additional examples of violations are available in this document.³³

1. Not providing appropriate documentation to all information, ideas, and quotations taken from any source, including anything online;

33. <https://docs.google.com/document/d/1gl259tAEt86ggRzVnMEzNEXWDZ1C-7c9/edit>

2. Using resources such as notes, textbooks, online resources when not authorized by the instructor;
3. Giving or receiving unauthorized assistance to or from another person, face to face or electronically on or during or after a quiz or test;
4. Falsifying research results, withholding data, misrepresenting facts;
5. Presenting material as one's own from a site that sells essays or generates them for you (generative AI);
6. Frequently committing violations within a single document or repeatedly over time;
7. Using Google Translator, generative AI (gAI) 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; or
8. Recycling one's own previous work without proper citation and securing the instructor's approval.

Faculty should clearly describe allowances for generative AI usage on specific assignments on the spectrum of

- Free usage (no acknowledgment, documentation, or citation needed to use generative AI on this assignment)
- Fully prohibited (The assignment must be completed without assistance from others, including generative AI tools)
- Middle positions
 - describe which sections of a multi-layer assignment can incorporate use of AI
 - describe what types of actions might be allowed (eg. outlines, brainstorming, checking grammar)
 - describe how to use source citations for AI use.

Academic Accountability Procedures

The following procedure is appropriate for use in undergraduate and graduate settings.

When an instructor observes or suspects that an episode of academic misconduct has occurred, the process below should be followed. NOTE: The Academic Accountability Representative (AAR) is the director of the Academic Success Center and acts as a process facilitator. Instructors are mandated to contact the AAR about possible academic misconduct to the AAR.

1. The instructor contacts the AAR to discuss their observations and to share further details of the episode and any documentation of alleged violation. They decide whether or not to initiate a formal process.
2. Together, they (AAR & Instructor) explore possible reasons for the incident, plan for the instructor to converse with the student to understand each others' perspectives, and explore possible avenues for accountability. If the AAR and instructor conclude that no violation has occurred, the instructor will inform the student and copy the AAR;
3. Otherwise, the instructor meets with the student. (Sometimes, when the instructor meets with the student, this is the moment when the student and instructor resolve the issue without further involvement with the AAR.)
4. If the instructor and AAR have decided that a formal process is needed, the instructor informs the student about the concern (the paper submitted, the test taken) and that they will be

consulting with the university AAR to initiate a formal process and will inform the student of the consultation results.

5. The instructor completes a form reporting their concerns³⁴, which goes automatically to the AAR.
 6. The AAR checks on any prior episodes for this student. (AAR has access to all previous reports.)
 7. The AAR arranges a meeting with the student to occur within 2 business days. During this meeting, the student is in a safe place where privacy is ensured. The student is encouraged to share what happened. The AAR listens, asking prompting questions as appropriate. Ultimately, the AAR is seeking moments of learning, of redemption for the student, of restoration of the relationship between student and instructor.
1. The AAR reports to the instructor the pertinent details of the meeting with the student. The AAR will record notes of the meetings with instructor and student(s);
 2. The AAR will set up a planning meeting with the AAR, instructor, and student within 7 business days and inform the parties. The student will be informed that they may invite a trusted support person to this meeting if they choose;
 3. In the case that an accountability process extends beyond the last day of the course, the instructor will record an "Incomplete" grade for the course.
- The AAR/Instructor/Student meeting will include the following:
 1. The AAR will briefly explain the purpose of the meeting and facilitate decisions about ground rules;
 2. The student will explain their actions and what led up to those actions (What happened? What were you thinking at the time?);
 3. The instructor will explain their observations and concerns (What happened? What were you thinking at the time?);
 4. The instructor and student will discuss possible actions to remedy the situation and prevent its recurrence (What have you thought about since? What could make it right? What could keep it from happening again in the same way?);
 5. As appropriate on a case-by-case basis, the instructor and student will write and sign a detailed action plan to include dates and responsibilities of all parties. The plan should include due dates and the responsibilities of both parties.
 - The AAR will record all meetings with student and instructor, including the Action Plan in the Maxient case file and arrange further instruction if necessary.
 - Shortly before the Action Plan is due, AAR will check in with the student and instructor to monitor progress.
 - Once the Action Plan has been carried out and/or the situation has been resolved, the AAR will update the case notes to reflect this completion, and close the case in Maxient.
 - The instructor will replace any Incomplete grades with final grades.

Complications

1. *If the instructor and student cannot agree on an Action Plan*

34. https://cm.maxient.com/reportingform.php?EasternMennoniteUniv&layout_id=7

- a. The AAR will meet with the student and the instructor separately to evaluate points of disagreement and to develop potential solutions. The AAR will facilitate a meeting where both parties discuss the issues and proposed solutions.
- b. If the student and instructor cannot agree on an Action Plan after these individual meetings, the dean of the instructor's school in collaboration with the Dean of Students will identify an Action Plan or grade consequence.

2. *If the Action Plan is not satisfactorily completed by the student*

1. The instructor may assign a failing grade to the assignment or test in question.
2. Failure to complete the Action Plan will be recorded in the case notes in Maxient.

• *Repeated violations with accompanying failure to complete Action Plans*

1. If the student fails to complete multiple action plans, a Letter of Probation, or Letter of Indefinite Suspension/Disciplinary Withdrawal may be issued. The AAR and school dean will determine these responses and the dean will carry out the response.
2. If the instructor assigns 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.

Student Appeal

The student will submit an appeal form to the Provost in writing within five (5) working days following notification of the Academic Accountability report. The student may wish to work with their academic advisor or a Student Life staff member to complete the Appeal form. The student will send the completed form to the Provost.

Reasons for the appeal must be clearly stated and based on at least one of the following:

1. Significant and relevant new evidence;
2. Alleged procedural error that may have affected the decision; or
3. Unduly harsh and arbitrary consequences of the academic accountability violation
4. The Instructor, AAR, or other institutional representative did not follow through on the agreed upon plan.

On the basis of these factors, the provost will review the appeal and, in consultation with the AAR, make a decision to uphold or modify the academic accountability violation record. The Provost will communicate the decision to the student in writing within five (5) days after the receipt of the appeal. The decision is final.

Documentation

- Students who receive any type of academic accountability violation will have it documented in an internal record keeping system at EMU. This system is confidential with limited access.
- Academic accountability violations/probation/suspensions are never part of a student's official EMU transcript.

- Academic accountability violations will not prevent admission into any academic major at EMU.
- Academic accountability violations are not part of any student life recommendation for students transferring to another university.
- A review of academic accountability violations - in particular, reports marked “incomplete” - may be included when students are considered for student leadership positions, academic honors, participation in cross-cultural opportunities and recommendation for students transferring to another university.
- Academic accountability violations that are egregious and broad in scope may have more serious consequences, including a letter of academic conduct probation and/or a letter of indefinite academic conduct suspension/withdrawal.
- Students who have repeat academic accountability violations may receive a letter of academic conduct probation. This letter serves as official notification that additional academic conduct violations may warrant a letter of indefinite academic conduct suspension.

Responsible Party

The provost is responsible for this policy.

Policy Review

This policy is reviewed annually.

Policy Distribution

Undergraduate, Graduate and Seminary Catalogs, Undergraduate, Graduate, Seminary and Lancaster Student Handbooks.

*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

Revised by task force and approved by Provost's Council, May 4, 2021

Revised by Provost's Council, January 19, 2023 and December 12, 2023

Academic Warning and Dismissal

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

Graduate students may be dismissed from a graduate program upon:

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

Dismissal decisions are made by the individual graduate programs.

Admission: Decisions and Appeals

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

Admission: Matriculation Deferral

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

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

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.

Advising

Each graduate student is appointed a faculty member to serve as an advisor. Until the faculty advisor's appointment, the program director/coordinator serves as the advisor. The faculty advisor helps the graduate student with career planning and course selection. The advisor also functions as a mentor,

monitoring the student's academic progress and working as an informal advocate for the student to the program faculty. Requests to change academic advisors should be made to the program director/coordinator.

Auditing

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

Class Attendance

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

Application for Degree and Commencement Participation

Students are eligible to participate in commencement activities provided degree requirements will be completed by December following spring commencement. Students are not considered a graduate in terms of transcript or diploma until final coursework is complete.

Students expecting to graduate must complete an application for graduation provided by the university registrar's office. To be included in commencement planning, students must submit the application for graduation by January prior to commencement.

Candidates for graduation are expected to be present for commencement.

Degrees will be conferred in absentia upon written request to the Provost's office.

Students will only be listed in the commencement booklet and walk in the ceremony for the year that they originally applied to graduate. If the degree requirements are not completed as intended, they will not be eligible to be listed or walk again.

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 semester hours for the program of study in which they are enrolled. A cumulative grade point average of 3.00 is required for a graduate degree.

Graduate Full-time Enrollment

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

Conflict and Grievance Procedure

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

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

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

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

These [procedures](#)³⁵ are applicable to all students, faculty, and staff of EMU as well as applicants for faculty, staff, or student status. These procedures are intended to comply with the requirements of Title IX of the Education Amendments of 1972 and the general employee grievance policy of EMU. These procedures are subject to amendment and/or pre-emption by applicable law to the extent required to achieve compliance with existing or future regulations, statutes, or court decisions, and nothing herein is intended to deny or limit any person's right to any remedy under any state or federal law now or hereafter in effect. Furthermore, nothing contained in this document should be construed as legal advice. Persons are advised to seek legal counsel should they have specific legal questions or concerns.

A complete copy of these procedures is available in the [Graduate and Seminary Student Handbook](#)³⁶.

35. <https://emuhelpdesk.atlassian.net/wiki/spaces/PP/pages/4578639895/Conflict+and+Grievance+Policy+and+Procedure>

36. <https://emuhelpdesk.atlassian.net/wiki/spaces/EMUHandbook/pages/4034363771/Graduate+and+Seminary+Student+Handbook>

Course, Credit and Enrollment Information

Course Cancellation

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

Courses Taken by EMU Students at Other Schools

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

Courses Taken Through Eastern Mennonite Seminary

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

Courses Taken as a Non-Degree Student

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

Course Syllabi

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

Credit for Practicum/Internship Experience

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

Classroom and Study Time

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

Classroom and Study Time for Online Students

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

Grade Appeals

A student who wishes to appeal a grade follows these steps in the order listed:

1. Confer with the instructor who gave the grade, stating the reason(s) they feel a change of grade is warranted. At this conference, the instructor has the obligation to explain to the student the basis for determining the grade that the student has been awarded.
2. If the instructor does not feel that a change in grade is warranted, the student may appeal to the chair/program director of the department/program in which the course is offered. The student confers with the chair/program director, stating the reason(s) they feel a change of grade is warranted and what the instructor told them. The chair/program director confers with the instructor and provides a written response to the student.
3. A final appeal may be made to the respective dean by the student, following the same guidance.

At each level of appeal there is the responsibility to confer with the instructor who may be required to review the basis used in determining the grade that was awarded to the student. All grade changes must be authorized by the person who agreed to the change and must use the formal grade change process of the university registrar's office.

Timeline:

- An appeal to any grade assigned between September 1 and December 31 must be initiated by February 15 of the following year.
- An appeal to any grade assigned between January 1 and May 15 must be initiated by July 1.
- An appeal to any grade assigned between May 16 and August 31 must be initiated by October 15.

Grade appeals are not considered formal [grievances](#)³⁷. Formal grievances are 1) a lack of institutional policy; or 2) an error in institutional policies or procedures, such that a discriminatory or harmful outcome may have resulted.

Grade Reporting

Grades are available to students through myEMU at my.emu.edu/ICS/Acad/myStudent_Activities.jnz³⁸. Payment of account is required for the release of grades.

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.

37. <https://emuhelpdesk.atlassian.net/wiki/spaces/EMUHandbook/pages/4063363342/Conflict+and+Grievance+Policy+and+Procedure>

38. https://my.emu.edu/ICS/Acad/myStudent_Activities.jnz

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 - Allowed at the discretion of the instructor when a student has successfully completed most of the coursework but is unable to finish due to an emergency or an unforeseen circumstance. An incomplete shall be requested in writing by the student at least one week before the end of the term and must be approved in writing by the instructor who completes the Grade Change and Incomplete Grade form. The instructor will determine the date by which the student must complete course requirements using the following time deadlines and include this information in the written approval.

- A final grade for a fall semester course must be submitted to the Registrar's office by March 31 of the following spring semester.
- A final grade for a spring semester course must be submitted to the Registrar's office by September 30 of the upcoming fall semester.
- A final grade for a summer semester course must be submitted to the Registrar's office by November 30 of the upcoming fall semester.

An "I" grade not resolved by submission of the final grade by the date identified will be changed to an "F" by the university registrar's office.

Repeat Courses - When a course is repeated, both the initial grade and subsequent grade(s) appear on the transcript. Credit is awarded only once, and the higher grade is computed into the grade point average.

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.

Intellectual Property (excerpt from [Intellectual Property Policy](#)³⁹)

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.)

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.

Outcomes Assessment

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

Registration

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

Senior Citizen Class Attendance

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

Student Complaint Policy*

Eastern Mennonite University welcomes open communication from students regarding its policies and practices. Student feedback helps administrators determine effectiveness and clarify and improve

39. <https://emuhelpdesk.atlassian.net/wiki/spaces/PP/pages/4578640199/Intellectual+Property+Policy>

processes and procedures. If a student has a complaint it should be communicated to the administrator responsible for the area of the complaint. Most complaints can be dealt with through informal communication between the parties.

When a student wishes to lodge a more formal written complaint in writing, the following student complaint form is submitted: <http://emu.edu/about/student-complaint-form/>.

This form is directed to the executive advisor to the president, who determines the appropriate person to respond to the stated concerns. A formal written response will occur within five business days of notification of the concern. This response will be copied to the executive advisor to the president.

In the event that a student is not satisfied with the response to the complaint, the student may choose to follow up by utilizing the [Conflict and Grievance Policy and Procedure](#)⁴⁰⁴¹ for resolution, available in student handbooks. The university recognizes its obligation to ensure that students who make complaints do not suffer adverse treatment as a result of the complaint. In the event that a student alleges such treatment, the student shall be referred to the Conflict and Grievance Policy and Procedure for resolution.

If an issue cannot be resolved by the university's internal processes, students may file a formal complaint with the State Council of Higher Education for Virginia (SCHEV) at <https://www.schev.edu/index/students-and-parents/resources/student-complaints>.

Approved by President's Cabinet May 21, 2003

Revised March 12, 2007

Revised February 11, 2009

Updated March 2021

* Formerly Open Communication Policy

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.

Student Services

Please see the [Graduate and Seminary Student Handbook](#)⁴² for details concerning student services.

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

40. <https://emuhelpdesk.atlassian.net/wiki/spaces/PP/pages/4578639895/Conflict+and+Grievance+Policy+and+Procedure>

41. <https://emuhelpdesk.atlassian.net/wiki/spaces/PP/pages/4578639895/Conflict+and+Grievance+Policy+and+Procedure>

42. <https://emuhelpdesk.atlassian.net/wiki/spaces/EMUHandbook/pages/4034363771/Graduate+and+Seminary+Student+Handbook>

- Taking an elective class*

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

Time Limits for Completing Degree Requirements

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

Transcripts

Requests for official transcripts should be made to the university registrar's office, allowing one week for processing. Payment of account is required for the release of transcripts. Information regarding transcript requests may be found on the [Registrar's web page](#)⁴³.

Transfer Credits

EMU graduate programs accept a limited number of graduate transfer credits from other colleges and universities. The university registrar determines the eligibility of credits to transfer from another institution, and the director of the graduate program makes the final determination of the applicability of transfer credit to an individual's graduate program. A grade of "B" (or equivalent) or better must be earned for any course to be considered for transfer. See the 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 transferring school. Transfer grades will not apply toward the EMU grade point average.

Policies for Graduate Certificates and Master's Degrees

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

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

Approved by Graduate Council, April 20, 2015

Updated by Graduate Council, April 1, 2019

43. <https://emu.edu/registrar/transcript-ordering>

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

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

Approved and updated by Graduate Council, October 22, 2018

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

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

Graduate certificate transfer credits

A student who has completed a master's degree and then wishes to complete a graduate certificate in a related field of study may apply up to 6 credits from the master's degree toward the graduate certificate, as long as those credits have been completed within the past five years.

It may be that, within the courses completed for the master's degree, the student has completed more than 6 credits that meet requirements for the certificate. When this occurs, the student may apply the additional credits toward the certificate, but they will be required to complete additional new credits equivalent to the number of credits applying from the master's degree beyond the initial limit of 6. The additional credits should be chosen with the assistance of an advisor to supplement the student's skill set.

Approved by Graduate Council, November 2, 2015

General Contact and Location Information

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

Main Campus

Eastern Mennonite University, 1200 Park Rd, Harrisonburg, VA 22802-2462

540-432-4000

Fax: 540-432-4444

TTY: 540-432-4599

EMU Lancaster

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

Toll-free: 866-368-5262

Local: 717-397-5190

Fax: 717-397-5281

Graduate Admissions

The Admissions office is located on the first floor of the Seminary building.

Financial Aid Office

emu.edu/financial-aid⁴⁴

Toll-free US: 800-330-9683

Local/international: 540-432-4137

finaid@emu.edu⁴⁵

Alumni and Parent Engagement Office

emu.edu/alumni⁴⁶

540-432-4206

alumni@emu.edu⁴⁷

Seminary

emu.edu/seminary⁴⁸

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

Fax: 540-432-4598

44. <http://emu.edu/financial-aid>

45. <mailto:finaid@emu.edu>

46. <http://emu.edu/alumni>

47. <mailto:alumni@emu.edu>

48. <http://emu.edu/seminary>

seminar⁴⁹y@emu.edu⁵⁰

School of Sciences, Engineering, Art, and Nursing

Dean: Dr. Tara Kishbaugh⁵¹

Location: University Commons, adjacent to current VACA offices

School of Social Sciences and Professions

Dean: Dr. David Brubaker⁵²

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

School of Theology, Humanities, and Performing Arts

Dean: Dr. Daniel Ott⁵³

Administrative Assistant: Emily North⁵⁴

Location: Seminary building

EMU Technology Helpdesk

emu.edu/is⁵⁵

540-432-HELP (4357)

Location: lower level of Sadie Hartzler Library

helpdesk@emu.edu⁵⁶

General questions and concerns: w⁵⁷ebmaster@emu.edu⁵⁸

University Administration and Personnel

Faculty, staff and administration for all programs can be found at www.emu.edu/faculty-staff⁵⁹ or at the individual program webpages⁶⁰.

49. <mailto:seminary@emu.edu>

50. <mailto:y@emu.edu>

51. <https://emu.edu/faculty-staff/?show=tlk326>

52. <https://emu.edu/faculty-staff/?show=db252>

53. <https://emu.edu/faculty-staff/all-name?show=djo2223>

54. <https://emu.edu/faculty-staff/?show=ebn327>

55. <http://emu.edu/is>

56. <mailto:helpdesk@emu.edu>

57. <mailto:webmaster@emu.edu>

58. <mailto:ebmaster@emu.edu>

59. <https://emu.edu/faculty-staff/>

60. <https://emu.edu/graduate/masters>

Board of Trustees

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James Rosenberger '68, State College, Pennsylvania

Rajarshi Roy, Takoma Park, Maryland

Susan Taylor, Louisville, Kentucky

Learn more about the [members of our board](#)⁶¹.

Mennonite Education Agency representative:

Michael Danner

www.mennoniteeducation.org⁶²

Safety and Security

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

61. <https://emu.edu/president/trustees>

62. <http://www.mennoniteeducation.org/>

Emergency Situations and Contacts

Call 911 for any situation that requires **IMMEDIATE police, fire, or medical response. Security officers are on duty on campus 24 hours a day.**

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 at 4911** from a campus phone or 540-432-4911 from an off-campus phone.

Witnesses and victims of a campus crime or emergency, anyone who is suspicious of people or situations on campus, or anyone who would like to refer a student to the CARE Team are urged to use the Safety and Care Reporting Form⁶³.

EMU Alert Notifications

EMU Alerts is a notification system capable of sending emergency notifications instantly and simultaneously to registered mobile phones and email addresses. EMU has contracted with Rave Mobile Safety⁶⁴ as our EMU Alerts system provider. [Learn more about EMU Alerts⁶⁵](#).

Alertus is a notification system for computers connected to the EMU network (including personal computers and computers at home that are connected to the EMU network). Upon powering up, every networked computer will display an emergency message, when activated.

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

Crisis Communication and Preparedness

EMU's Crisis Management Preparedness Team⁶⁶ has joined colleges across the country in assessing crisis communication protocol. In the event that we need to get a message to all of our student body, we will immediately convene our crisis management team to assess the situation, prepare communications for parents and lead the campus during the crisis.

63. <https://emu.edu/safecampus/>

64. <http://www.ravemobilesafety.com/rave-alert/>

65. <https://emuhelpdesk.atlassian.net/wiki/spaces/HLZ/pages/4384260331/EMU+Alerts>

66. <https://emu.edu/crisis/>

Biomedicine Graduate Program

- About - Biomedicine Graduate Program(see page 36)
- Admission - Biomedicine Graduate Program(see page 36)
- Degree Requirements - Biomedicine Graduate Program(see page 37)
- Certificate Requirements - Biomedicine Graduate Program(see page 39)
- Course Descriptions - Biomedicine Graduate Program(see page 40)

About - Biomedicine Graduate Program

Eastern Mennonite University's Biomedicine Graduate Program⁶⁷ 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 42 semester hours (SH) of coursework (two full years of study) or a certificate with 21 SH of study (one full year of study). This program is approved by the Commission of the Southern Association of Colleges and Schools (SACS).

Admission - Biomedicine Graduate Program

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

Admission Requirements

Biomedicine graduate program entrance is based on:

- A baccalaureate degree from an accredited institution with a minimal undergraduate grade point average of 2.70.
- An appropriate standardized test score (GRE, MCAT, DAT, OAT) is sometimes useful for the admissions committee but is not required.
- Prerequisite coursework for **pre-medical, pre-dental, and pre-veterinary applicants** (8 courses, 32 credit hours total):
 - Two general biology courses with laboratories (8 SH)
 - Two general chemistry courses with laboratories (8 SH)
 - Two organic chemistry courses with laboratories (8 SH)
 - Two physics courses with laboratories (8 SH)
- Prerequisite coursework for **all other pre-professional health applicants** (6 courses, 24 credit hours total):
 - Two general biology courses with laboratories (8 SH)
 - Two general chemistry courses with laboratories (8 SH)
 - One organic chemistry course with laboratory (4 SH)
 - One physics course with laboratory (4 SH)

67. <https://emu.edu/ma-biomed/>

Provisional Admittance:

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

A completed application includes:

1. A completed [PostBacCAS](#)⁶⁸ application or direct application through the [EMU Biomedicine webpage](#)⁶⁹
2. Two academic letters of recommendation. At least one academic letter should be provided from a natural science professor from your most recent academic program. Recommendation letters can take some time in acquiring; please contact your references immediately for your letter of support. Letters should be uploaded through PostBacCAS or through your EMU Biomedicine application directly. Please contact us if you are having trouble accessing reference letters to discuss other options.
3. Official transcripts - request official transcripts (not student copies) from each college or university you have attended. The official transcripts should be uploaded to PostBacCAS or your EMU Biomedicine application.
4. Test scores - submit your most recent graduate standardized test results (GRE, MCAT, OAT, PCAT, DAT and/or VCAT) and language scores for international students (TOEFL and IELTS) to EMU's Graduate Admissions via email to ms-biomed@emu.edu⁷⁰ or by postal mail to Graduate Admissions, Eastern Mennonite University, 1200 Park Rd., Harrisonburg, VA 22802.

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

Health History and Immunization Requirements for Enrollment

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

Degree Requirements - Biomedicine Graduate Program**Master of Science in Biomedicine**

Degree: Master of Science

Semester Hours: 42

An MS in Biomedicine from EMU can open doors. After earning a two-year master's, our students have proven that they are prepared for the rigors of professional health school. Our graduates have

68. <https://postbaccas.liaisoncas.com/applicant-ux/#/login>

69. <http://emu.edu/ms-biomed>

70. <mailto:ma-biomed@emu.edu>

utilized their master's degree as a step towards allopathic and osteopathic degrees in Medicine, obtain jobs at prestigious research facilities, non-profit organizations, and various healthcare centers.

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

Biomedicine Core Courses (15-17 SH)

Complete all of the following courses:

- 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 and Statistics (2 SH)
- BMC 623 Research in Biomedicine (3-4 SH)
- BMX 603 Intercultural Health Care (3 SH)
- BMX 611 Biomedical Ethics (2 SH)

Natural Sciences Courses (17-19 SH)

Complete the following courses:

- BMC 561 Biochemistry Foundations (3 SH)*
- BMC 562 Human Physiology (4 SH)*
- BMC 612 Human Gross and Microscopic Anatomy (4 SH)*
- BMS 501 Biomedical Organic Chemistry I (3-4 SH) †*
- BMS 502 Biomedical Organic Chemistry II (3-4 SH) †*

*Another natural science elective course may be substituted for these courses.

† Requisite course if not completed as an undergraduate (applies to certain career paths only)

Social & Behavioral Sciences Courses (3-9 SH)

Choose 1-3 courses:

- BMS 572 Cognitive Psychology (3 SH)
- TRHS 561 The Biology of Trauma and Fostering Resilience (online) (3 SH)
- TRHS 571 Self-Care and Resilience for Healthcare Providers (online) (3 SH)
- TRHS 621 Trauma-Informed Strategies for Healthcare Providers (online) (3 SH)

Natural Science Electives

Choose courses from the options below to meet total semester hour requirements of 42 SH:

- BMC 552 Cell Biology (3 SH) (Fall 2026)
- BMS 530 MCAT Preparation Course OR BMS 531 DAT Preparation Course (3 SH)
- *BMS 556: Epidemiology (3H) (Fall 2027)
- *BMS 557: Toxicology for Public Health (2H) (Fall 2026)
- BMS 561 Immunology (3 SH) (Spring 2028)
- BMS 562 Neurobiology (3 SH) (Spring 2027)
- BMS 563 Molecular Genetics (3 SH) (Spring 2028)
- BMS 570 Medical Microbiology (3 SH) (Spring 2027)

- BMS 577 Analytical Chemistry I (3 SH) (Spring 2028)
- BMS 578 Analytical Chemistry II (3 SH) (Spring 2027)

Master of Science in Pre-Medicine

Degree: Master of Science

Semester Hours: 30 graduate credits + 20-28 undergraduate credits

Graduate Pre-Medicine Courses (8 SH)

- BMC 598 Biomedicine Practicum (1 SH)
- BMC 610 Interdisciplinary Seminar I (2 SH)
- BMC 611 Interdisciplinary Seminar II (2 SH)
- BMX 603 Intercultural Health Care (3 SH)

Graduate Biomedical Science Courses (22-26 SH)

Select from the following:

- BMC 552 Cell Biology (3 SH) (Fall 2026)
- BMC 561 Biochemistry Foundations (3 SH)
- BMC 562 Human Physiology (4 SH)
- BMC 612 Human Gross and Microscopic Anatomy (4 SH)
- BMS 501 Biomedical Organic Chemistry I (4 SH)
- BMS 502 Biomedical Organic Chemistry II (4 SH)
- BMS 530 MCAT Preparation Course OR BMS 531 DAT Preparation Course (3 SH)
- BMS 561 Immunology (3 SH) (Spring 2028)
- BMS 562 Neurobiology (3 SH) (Spring 2027)
- BMS 563 Molecular Genetics (3 SH) (Spring 2028)
- BMS 570 Medical Microbiology (3 SH) (Spring 2027)
- BMS 572 Cognitive Psychology (3 SH)

Recommended Undergraduate Courses (20-28 SH)

- BIOL 215 Organismal Biology (4 SH)
- BIOL 240 Molecular and Cellular Biology (4 SH)
- CHEM 223 General Chemistry I (4 SH)
- CHEM 224 General Chemistry II (4 SH)
- PHYS 151 College Physics I Lecture (3 SH), PHYS 153 College Physics I Lab (1 SH)
- PHYS 162 College Physics II Lecture (3 SH), PHYS 163 College Physics II Lab (1 SH)

Certificate Requirements - Biomedicine Graduate Program

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

Biomedicine Certificate

Semester Hours: 21

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

Biomedicine Core Courses (7 SH)

Complete all of the following courses:

- BMC 610 Interdisciplinary Seminar I (2 SH) or BMC 611 Interdisciplinary Seminar II (2 SH)
- BMX 603 Intercultural Health Care (3 SH)
- BMX 611 Biomedical Ethics (2 SH)

Natural Science and Social & Behavioral Sciences Electives Courses (14 SH)

- Select 14 SH from the following:
 - BMC 561 Biochemistry Foundations (3 SH)
 - BMC 562 Human Physiology (4 SH)
 - BMC 612 Human Gross and Microscopic Anatomy (4 SH)
 - BMS 501 Biomedical Organic Chemistry I (4 SH)
 - BMS 502 Biomedical Organic Chemistry II (4 SH)
 - BMC 552 Cell Biology (3 SH) (Fall 2026)
 - BMS 530 MCAT Preparation Course OR BMS 531 DAT Preparation Course (3 SH)
 - BMS 556: Epidemiology (3 SH) (Fall 2027)
 - BMS 557: Toxicology for Public Health (2H) (Fall 2026)
 - BMS 561 Immunology (3 SH) (Spring 2028)
 - BMS 562 Neurobiology (3 SH) (Spring 2027)
 - BMS 563 Molecular Genetics (3 SH) (Spring 2028)
 - BMS 570 Medical Microbiology (3 SH) (Spring 2027)
 - BMS 572 Cognitive Psychology (3 SH)
 - BMS 577 Analytical Chemistry I (3 SH) (Spring 2028)
 - BMS 578 Analytical Chemistry II (3 SH) (Spring 2027)
 - TRHS 561 The Biology of Trauma and Fostering Resilience (online) (3 SH)
 - TRHS 571 Self-Care and Resilience for Healthcare Providers (online) (3 SH)
 - TRHS 621 Trauma-Informed Strategies for Healthcare Providers (online) (3 SH)

Course Descriptions - Biomedicine Graduate Program

BMC 552 Cell Biology (3 SH)

A study of cellular architecture, communication, transport, motility, division, growth and death. Particular emphasis is placed on the study of cancer at the cellular level, and on a quantitative (mathematical) understanding of cellular movements. Students read and report on research articles. (Fall 2026)

BMC 561 Biochemistry Foundations (3 SH)

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

BMC 562 Human Physiology (4 SH)

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

BMC 598 Biomedicine Practicum (1-3 SH)

This course features experiential community learning in areas related to future vocation. Assigned shadowing or interactive experiences require 30-40 hours per semester credit hour outside of class as well as completing assigned related readings, maintaining a journal of experiences, providing feedback to other students. Typical experiences may involve interactions within hospitals, health care professionals, biomedical organizations, clinics, rescue squads, health departments, or life science education settings. Prerequisites: satisfactory completion of at least two graduate level courses and/or instructor permission. A maximum of 3 SH of practicum credit can be applied toward a degree.

BMC 610 Interdisciplinary Seminar I (2 SH)

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

BMC 611 Interdisciplinary Seminar II (2 SH)

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

BMC 612 Human Gross and Microscopic Anatomy (4 SH)

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

BMC 613 Biomedical Research Design and Statistics (2 SH)

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

BMC 623 Research in Biomedicine (1-3 SH)

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

BMS 501 Biomedical Organic Chemistry I (4 SH)

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

BMS 502 Biomedical Organic Chemistry II (4 SH)

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

BMS 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. Instruction is offered in both videos available on demand 24/7 and live sessions offered 5 times each week. Students will have access to their course tools for 6 months. Students will receive a pass/fail grade for this course.

BMS 531 DAT Preparation Course (3 SH)

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

BMS 556 Epidemiology (3 SH)

Epidemiology is the field of public health that describes the who, what, where, why, and when of disease occurrence in human populations. Epidemiology is the study of all health phenomena, such as infectious diseases, heart disease, addiction, and maternal and child health. Topics in this course include measures of disease frequency and association, design and analysis of observational studies, disease screening, and applications to public health policy. (Fall 2027)

BMS 557 Toxicology for Public Health (2 SH)

This course examines the basic principles of toxicology and the effects of chemicals on human health, and is designed for students in public health and the environmental sciences. Topics include exposure routes and mechanisms; dose/ response relationships; toxicity testing, disposition in the body; modifiers

of response; chemicals and cancer; birth defects; exposures in the home, workplace, and environment; and introductions to regulatory and food toxicology. The overall objective of this course is to provide the student with an introduction to the language and principles of toxicology such that these principles may be applied to public health situations, efforts to improve sustainability and reduce toxin use, and be communicated to the general public. (Fall 2026)

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. (Spring 2028)

BMS 562 Neurobiology (3 SH)

This course is an advanced survey of nervous system anatomy and physiology with an emphasis on recent advances in the field. There is a wide gamut of subject matter in the field of neuroscience, and this course familiarizes students with the breadth of the field while going into depth for several chosen topics, determined primarily by recent publications. We investigate neuroscience from neurotransmitter receptor structure and function to the philosophical study of consciousness. (Spring 2027)

BMS 563 Molecular Genetics (3 SH)

A study of the mechanisms of gene structure, stability, replication, transmission, and expression in eukaryotes. Themes include molecular evolution, viruses (including HIV), and heritable diseases. Students read and report on research articles. The laboratory involves an introduction to common techniques employed in molecular biology followed by directed research projects of the student's choosing. (Spring 2028)

BMS 570 Medical Microbiology (3 SH)

A comprehensive study of the field of microbiology, emphasizing the principles of medical microbiology and human symbioses. Included in the discussion will be additional focus on disease, treatment, emerging infectious diseases, biotechnology and global public health. Topics will be discussed using lectures, short lab periods, case studies and problem-based learning. (Spring 2027)

BMS 572 Cognitive Psychology (3 SH)

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

BMS 577 Analytical Chemistry I (3 SH)

An overview of the various aspects of analytical chemistry such as sampling, statistical analysis of data sets, quantitative and qualitative analysis, spectroscopy and chromatography, and trouble-shooting/instrument design and maintenance. Emphasis will be given to Gravimetric and Titrimetric analysis, Ultraviolet and visible spectroscopy, Advanced GCMS and ion-selective electrodes. One lecture, four hours of laboratory. Prerequisite: an annual safety training outside of class. (Spring 2028)

BMS 578 Analytical Chemistry II (3 SH)

An overview of the various aspects of analytical chemistry such as sampling, statistical analysis of data sets, quantitative and qualitative analysis, spectroscopy and chromatography, and trouble-shooting/instrument design and maintenance. Emphasis will be given to Atomic spectroscopy, NMR

spectroscopy including multi-dimensional analysis and nuclei beyond C and H, HPLC. One lecture, four hours of laboratory. Prerequisite: an annual safety training outside of class. (Spring 2027)

BMX 603 Intercultural 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 the fall semester to be eligible to take BMX 603 the following summer.*

BMX 611 Biomedical Ethics (3 SH)

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

Center for Justice and Peacebuilding

- [About - CJP](#)(see page 45)
- [Admission - CJP](#)(see page 47)
- [Academic Policies - CJP](#)(see page 49)
- [Degree Requirements - CJP](#)(see page 53)
- [Certificate Requirements - CJP](#)(see page 56)
- [Course Descriptions - CJP](#)(see page 57)

About - CJP

The Center for Justice & Peacebuilding (CJP) was established at Eastern Mennonite University (EMU) in 1994 to further the personal and professional development of individuals as peacebuilders and to strengthen the peacebuilding capacities of the institutions they serve. The program is committed to supporting justice advocacy, conflict transformation and peacebuilding efforts at all levels of society in situations of complex, protracted, violent or potentially violent social conflict anywhere in the world.

Open to people from all countries and all religious traditions, CJP is an outgrowth of the centuries-old peace-church tradition. The program started as an active expression of the values of peace and nonviolence, social justice, public service, reconciliation, personal wholeness, and appreciation for diversity of all types as those were manifested in the Mennonite experience in domestic and international service in the areas of disaster response, humanitarian relief, socio-economic development, and conciliation. CJP quickly became a convening location for participants from similar organizations and other faith traditions working on promoting reconciliation and building sustainable peace in deeply divided societies.

CJP offers Graduate Programs in Conflict Transformation, Restorative Justice, and Transformational Leadership, and two certificate programs, as well as professional training and learning through the Summer Peacebuilding Institute (SPI), Strategies for Trauma Awareness & Resilience (STAR), and the Zehr Institute for Restorative Justice programs. SPI supports a wide variety of short-term courses that may be taken for graduate credit or for training. STAR offers courses that prepare participants to understand and address the impacts of trauma on communities as well as individuals with a particular focus on the traumas caused by overt violence and by the protracted experience of living in systems of oppression and injustice. The Zehr Institute offers webinars and convenes participants interested in approaching the problems of responding to harm in restorative ways.

Graduate Programs

CJP offers an MA or Graduate Certificate in Conflict Transformation or Restorative Justice and an MA in Transformational Leadership. The graduate programs are designed to accommodate busy practitioners by offering full- and limited-residency formats. The 18-credit Graduate Certificates offer students the opportunity to focus on specific areas of personal interest within the graduate degree curriculum. Graduate certificates are useful for adding new skills and knowledge to other professional disciplines, or they may be used to test the waters before enrolling in a degree program. All courses taken for a certificate can be transferred into one of the degree programs.

CJP is committed to creating and sustaining a mutual learning community that values the diversity and rich experience of our students, faculty, staff, and alumni. The program places a high value on the relationships developed in this community and hopes they will become the basis for long-term partnerships and continued mutual support and learning.

The program is practice-oriented; faculty hold terminal degrees and they are also practitioners who organize learning experiences to prepare practitioners, and the student body is made up of peacebuilding and justice practitioners from around the world. Students who relocate to Harrisonburg for the programs engage in mentored practice throughout the program with faculty and staff support. See <http://emu.edu/cjp/grad/> for more information. As more students are enrolling in online or hybrid courses and staying in their own communities while they study, we are working to connect them with the over 800 alumni of the degree programs and our extensive network of colleagues. CJP faculty also try to provide assignment options that can be tied to a student's work or volunteer activities.

The Summer Peacebuilding Institute (SPI)

The Summer Peacebuilding Institute is the interface between applied research, field work, and academic work. SPI provides specialized, intensive courses that are of specific benefit for practitioners working in situations of protracted conflict. The courses may be taken for academic credit or for professional training. SPI attracts 100-150 participants from 20+ different countries each year. EMU hosts SPI participants for four weeks in May and June of each year, during which time 10-12 courses are offered. Many MA and Graduate Certificate students enroll in SPI classes, particularly those students who are pursuing a degree in a limited-residency format. SPI is designed to minimize the need for students to be away from their job and community for long periods of time. See <http://www.emu.edu/cjp/spi/> for more information.

Strategies for Trauma Awareness & Resilience (STAR)

STAR is a trauma awareness and resilience program that brings together theory and practices from neurobiology, conflict transformation, human security, spirituality, and restorative justice to address the needs of trauma-impacted individuals and communities. STAR seeks to prepare individuals and communities to transform trauma and build resilience. Individuals can enroll in STAR for training or for credit, and the majority of students at CJP choose to take both STAR Level 1 and STAR Level 2 as a part of their graduate programs. See <http://www.emu.edu/cjp/star/about/> for more information.

The Zehr Institute for Restorative Justice

The [Zehr Institute for Restorative Justice](https://zehr-institute.org/)⁷¹, founded in 2012, promotes dialogue and networking within the restorative justice field and provides education and training through web-based and onsite programs.

Mission Statement:

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

71. <https://zehr-institute.org/>

Vision Statement:

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

Values:

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

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

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

Admission - CJP

Application Process for Master's Degrees and Graduate Certificates

- **Complete the application**⁷².
- **Pay the application fee of \$50 (U.S.)** which can be paid online through CASHNet⁷³ (International payments can be made using Flywire⁷⁴.) Cash and check are also accepted.
- **Submit a resume or curriculum vitae** to outline your professional and educational experience.
- **Arrange for official transcripts** from each college or university attended to be emailed directly to EMU.
- **Include three references in your admissions application:** one academic, one professional, and one character. *Only two letters are required when applying for a graduate certificate.* References will be emailed a reference form directly upon application submission. References will be able to submit their reference form directly through the form. Only reference forms received directly from the references will be accepted.

72. <https://emu.edu/cjp/apply>

73. <https://commerce.cashnet.com/emuem1?itemcode=EM1-CJP>

74. <https://www.flywire.com/pay/emu>

- **Complete an essay prompt** to outline what you plan to do with a degree from CJP, and to detail your experience with situations of conflict.

International Applicants

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

- Prior to application review, applicants whose native language is not English, submit scores for either the TOEFL, IELTS, or Duolingo test. CJP requires a 79-80 on the internet-based TOEFL or its equivalent, a 6.5-7.0 on the IELTS, or a 104 on the Duolingo. (Institutional code: 5181)
- After acceptance, submit a financial certificate demonstrating the student's ability to pay and a scanned copy of your passport ID page.
 - These two documents are required after admission in order for the program to issue a student visa application (I-20 form). Our recruitment specialist will contact you with more details about applying for a visa after you have been accepted into CJP.

Because the program works with many international students, the admissions committee assesses applicants' preparedness and fit with the program through transcripts, letters of recommendation, and the essay. (An arts-based option may be accepted in lieu of the essay. Contact cjpadmissions@emu.edu⁷⁵ for more details.)

Guidelines and Requirements

Applicants must have an undergraduate degree.* A social science background is preferred but not required. Preference is given to students who have two or three years of paid or voluntary experience - or five years, if applying for the MA in Transformational Leadership - 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.

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

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

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

IMPORTANT NOTICE: If you would like to apply for a scholarship, please complete the scholarship essay option, which is included as part of the admission application as soon as possible in order to have that scholarship applied to the next academic year. Our academic year runs from August to June. The

75. <mailto:cto:cto@emu.edu>

initial admission review begins March 1 for the following academic year and is rolling until the beginning of a semester.

Academic Policies - CJP

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

Review the university-wide graduate program policies found in [Academic Policies](#)(see page 16).(see page 4)

Advisors

When a faculty member goes on sabbatical or is otherwise absent for part or all of the academic year, the academic program coordinator will assume advising responsibilities in their absence unless alternate arrangements have been made. In the case of certain specialized graduate certificate (GC) programs where mentors are used, no academic advisor will be assigned. Refer to the [Academic Policies](#)(see page 16) on advising for more information.

Class participation and absences

Students should be aware of the importance of regular class attendance whether in person or online. Being absent for more than one class leads to a student missing a large portion of the class content, and this is especially true for those classes that meet in an intensive style format.

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 [Academic Policies](#)(see page 16)for more information.

Course extensions, incompletes and continued coursework

For fall and spring semesters, all coursework is due by the end of the semester. For SPI classes, coursework is due by the end of the summer term, and CJP's Academic Program Coordinator communicates the deadline with faculty and students each summer.

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

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

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

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

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

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

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

Registration: Prior to registering a student, the academic program coordinator may check to see whether the student has any outstanding coursework. If so, the student may be asked to get special permission from their advisor before being allowed to register for additional classes, which will provide an opportunity to discuss their plans for completion of outstanding coursework.

Courses for reduced credit hours

Students are welcome to take 3 SH elective classes for 2 SH with permission of the instructor. A student is permitted to take up to two courses per semester for reduced hours. Syllabi for CJP classes will outline course assignments for reduced hours when applicable or will note if the class is not appropriate to be taken for reduced hours. **Please note that 2 and 3 SH courses cannot be taken for 1 SH.**

Additionally, it is possible for a student to make a registration change to adjust the number of credits for which they are enrolled once the semester is underway. Any such changes follow the normal drop/add periods.

Credit hour limit

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

Directed/independent study coursework

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

Email accounts

Each graduate student is supplied with an EMU email address for the duration of their time of study and up to one year following graduation. EMU expects that while a student is enrolled in the program, the student will be responsible for the information sent to their EMU email address, which may include course expectations and deadlines, registration for classes, and community events.

Leave of absence

Graduate students who intend to interrupt their enrollment in the graduate program for more than one full year are required to submit a written request to the academic program coordinator and their academic advisor. This request will then be processed, and a decision will be given to the student. The program may choose to withdraw the student from the program for lack of sufficient academic progress.

Acceptable reasons for requesting a leave of absence include, but are not limited to, medical circumstances, inadequate financial resources to continue, or family crises. If a student does not submit a written request for a leave of absence for review and approval, their admission into the program may be revoked, and the student would need to reapply should they wish to continue in the degree program at a later date. Refer to [Academic Policies](#) (see page 16) for more information.

Non-degree seeking students

Non-degree seeking students may enroll to take certain fall or spring courses for graduate credit when there is room in a course. For non-degree seeking SPI students, permission to take the course will be granted by the academic program coordinator. Persons who are not currently degree-seeking students and wish to take CJP courses will be asked to submit an application to take non-degree courses which will be sent from the Graduate and Professional Recruitment Office to the academic program coordinator. Participants are expected to fulfill the course requirements in addition to regular attendance and participation.

Pass/Fail courses

For certain CJP courses, like Practicum and Praxis courses, a "pass" is the highest grade possible. The "pass" grade is not factored into the overall grade point average (GPA). Most classes are evaluated with a standard letter grade range: A, B, C. Refer to [Academic Policies](#) (see page 16) for more information.

Students switching MA to GC or GC to MA

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

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

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

Transfer credit

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

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

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

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

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

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

If a student wishes to pursue two graduate certificates - Conflict Transformation (CT) and Restorative Justice (RJ) - a total of 6 credit hours will be shared between the two programs. The core (Foundations

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

Degree Requirements - CJP

Master of Arts in Conflict Transformation Requirements

Degree: Master of Arts

Semester Hours: 39 (effective Fall 2024; previously 45)

The Master of Arts in Conflict Transformation (MACT) is awarded upon successful completion of 39 semester hours (SH). This includes an 12 credit required core, a high level conflict transformation course, a skills assessment course, elective credits, and the practicum. Students work with an academic 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 typically finish in three to five years. Normally all students are required to take 5-6 credits of their MACT residually, on EMU's campus, with one of those courses being PAX 635 Global Challenges, Local Struggles, Transnational Solidarities.

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

Master of Arts Core (12 SH)

- PAX 533 Analysis: Understanding Conflict (3 SH)
- PAX 532 Formation for Peacebuilding Practice (3 SH)
- PAX 635 Global Challenges, Local Struggles and Transnational Solidarities (3 SH)
 - *Upon completion of this course, students complete the comprehensive exam to advance to Masters candidacy*
- PAX 535 Research Methods for Social Change (3 SH)

Conflict Transformation Required Courses (6 SH)

- PAX 665 Designing Processes for Conflict Transformation (fall) (3 SH) OR PAX 645 The Promise of Peacebuilding (spring) (3 SH)

And choose one of the following:

- PAX 601 Mediation & Negotiation (fall) (3 SH)
- PAX 676 Restorative Justice Practices (spring) (3 SH)
- PAX 610 Facilitation: Process Design & Skills for Dialogue, Deliberation & Decision-making (spring) (3SH)

Electives (12-15 SH)

- Additional skills courses, other PAX courses, or other courses decided with your faculty advisor based on your interests and goals. CJP's annual Summer Peacebuilding Institute is also an excellent opportunity to pick up interesting elective courses taught by practitioner experts.

Practicum (6-9 SH)

- PAX 682 Practicum
 - CJP accepts one student petition per year to complete PAX 683 Thesis in lieu of PAX 682 Practicum

Master of Arts in Restorative Justice Requirements

Degree: Master of Arts

Semester Hours: 39 (effective Fall 2024; previously 45)

The Master of Arts in Restorative Justice (MARJ) is awarded upon successful completion of 39 SH. This includes a 12 credit required core, 9 credits of required restorative justice courses, elective courses, and the practicum. Students work with an academic advisor to establish a course of study that will meet that student's vocational goals. When pursued full-time, the program can be completed in two years; limited-residency students normally finish in three to five years. Normally all students are required to take 5-6 credits of their MACT residually, on EMU's campus, with one of those courses being PAX 635 Global Challenges, Local Struggles, Transnational Solidarities.

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

Master of Arts Core (12 SH)

- PAX 533 Analysis: Understanding Conflict (3 SH)
- PAX 532 Formation for Peacebuilding Practice (3 SH)
- PAX 635 Global Challenges, Local Struggles and Transnational Solidarities (3 SH)
 - *Upon completion of this course, students complete the comprehensive exam to advance to Masters candidacy*
- PAX 535 Research Methods for Social Change (3 SH)

Restorative Justice Required Courses (9 SH)

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

Electives (9-12 SH)

- Additional skills courses, other PAX courses, or other courses decided with your faculty advisor based on your interests and goals. CJP's annual Summer Peacebuilding Institute is also an excellent opportunity to pick up interesting elective courses taught by practitioner experts.

Practicum (6-9 SH)

- PAX 682 Practicum
 - CJP accepts one student petition per year to complete PAX 683 Thesis in lieu of PAX 682 Practicum

Master of Arts in Transformational Leadership Requirements

Degree: Master of Arts

Semester Hours: 36

Core courses (21 SH)

These courses are available in an online or hybrid format.

- PAX 533 Analysis for Conflict Transformation (3 SH)
- PAX 532 Formation for Peacebuilding Practice (3 SH)
- PAX 535 Research Methods for Social Change (3 SH)
- MBA 564 Organizational Behavior (3 SH)
 - *previously satisfied by OLS 510 Leadership for the Common Good (3 SH)*
- PAX 690 Stewardship, Innovation, and Entrepreneurship (3 SH)
 - *previously titled MBA 560 Stewardship, Innovation, and Entrepreneurship (3 SH)*
- PAX 568 Transformational Leadership for Creating Change
- Praxis courses
 - PAX 507 Praxis: Personal & Community Formation (1 SH)
 - PAX 508 Praxis: Project (1 SH)
 - PAX 509 Praxis: Integrative Capstone (1 SH)

Skills Electives (at least 6 SH)

A variety of courses focusing on leadership skills are available. Topics include:

- Group facilitation and designing facilitated processes
- Mediation and negotiation
- Program evaluation
- Circle processes
- Finance and accounting
- Project management and grant writing
- Ministering in times of trauma
- Pastoral care

Focus-Area Electives (9 SH)

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

- CM 631 Churches and Social Transformation (3 SH)
- CM 654 Race and Religion in America (3 SH)

- CM 724 Racial Healing and the Blue-Eyed Soul (3 SH)
- PAX 540 Strategies for Trauma Awareness & Resilience (STAR) 1
- PAX 640 Strategies for Trauma Awareness & Resilience (STAR) 2
- PAX 571 Restorative Justice: Principles, Theories & Applications (3 SH)
- PAX 677 Restorative Justice & Whole Systems Approaches (3 SH)

Certificate Requirements - CJP

Unique features of CJP's certificate programs:

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

Graduate Certificate in Conflict Transformation Requirements

Semester Hours: 18

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

Required coursework (9 SH)

- PAX 533 Analysis: Understanding Conflict (3 SH)
- PAX 532 Formation for Peacebuilding Practice (3 SH)
- PAX 665 Designing Processes for Conflict Transformation (FA) (3 SH) OR PAX 645 The Promise of Peacebuilding (SP) (3 SH)

Electives (9 SH)

Additional skills courses, other PAX courses or other courses decided with your faculty advisor based on your interests and goals. CJP's annual Summer Peacebuilding Institute is also an excellent opportunity to pick up interesting elective courses taught by practitioner experts.

Graduate Certificate in Restorative Justice Requirements

Semester Hours: 18

Restorative Justice (RJ) practitioners work with those affected by crime, violence and abuse to identify or create outcomes that heal relationships while holding those responsible accountable for the harms that were done. This graduate certificate is 18 SH, which consists of 6 SH in conflict analysis and formation for peacebuilding practice, 6 SH of restorative justice studies, and 6 SH of electives. The certificate can be completed in a variety of ways: through courses taken during the annual Summer Peacebuilding Institute (SPI), through the fall and spring semesters, or through part-time studies spread out over a longer period of time.

Required coursework (12 SH)

- PAX 533 Analysis: Understanding Conflict (3 SH)
- PAX 532 Formation for Peacebuilding Practice (3 SH)
- PAX 571 Restorative Justice: Principles, Theories & Applications (3 SH)
- PAX 676 Restorative Justice Practices (3 SH)

Electives (6 SH)

- Additional skills courses, other PAX courses or other courses decided with your faculty advisor based on your interests and goals. CJP's annual Summer Peacebuilding Institute is also an excellent opportunity to pick up interesting elective courses taught by practitioner experts.

Course Descriptions - CJP

Note that some courses contain a link to recent syllabi. Please do not rely on these syllabi for upcoming course information; it's likely the instructor and the time/day/location listed in the syllabus won't be accurate. Additionally, the classes listed below are regular course offerings (most of which are offered in the fall and spring semesters). Many additional electives are offered yearly through our Summer Peacebuilding Institute/SPI⁶.

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

This pass/fail One-Hour bi-weekly seminar for MA in Transformational Leadership (MATL) students contributes to creating a foundation for the student's personal development and partners with the development of the learning community that supports students throughout their time at CJP and beyond. PAX 507A nurtures the importance of community process while also providing one on one care. This online seminar is rooted in reflective conversations and is co-led by the student-teachers and the wisdom of all who inhabit our virtual learning community. **This seminar will explore themes of vocation/purpose, community creation, professional development and leadership.**



PAX 508 Praxis: Project (1-2 SH)

Praxis Project involves the online experience of connecting to a practice community of other

76. <https://emu.edu/spi/>

transformational leaders and coaching faculty while implementing a project in their organization or home community. A mix of asynchronous assignments and synchronous meetings allow students to engage in course material, engage in collective brainstorming of practice challenges/barriers, view transformational leadership through an emergence lens, and refine leadership skills in complex projects and programs.

Praxis Project is designed to be taken alongside another course to help students think through projects, programs, and/or interventions. Throughout the course, students will explore frameworks of leadership, group dynamics, and trauma-informed and resilient interpersonal engagement.

Praxis Project is a one or two credit pass/fail course; whether a student passes or fails is determined by whether a student attends course online sessions, whether assignments are turned in on time, and meet all requirements laid out in the assignment's guidance note.



PAX 509 Praxis: Capstone (1 SH)

The intent and design of Praxis: Capstone is to provide guided reflection in four areas: 1) Being a reflexive practitioner in transformational leadership; 2) Integrating and evaluating theories of change in their project context; 3) Adapting to emergent contexts with critical theory lenses; 4) Revisit and review goals and reflections on vocation explored in PAX 507.

Praxis: Capstone involves the online experience of integrating all MATL course materials and experiences in a reflective environment to assist students in mentally and physically documenting their work. A mix of asynchronous assignments and synchronous meetings allow students to reflect on their identities, theories of change, skill sets, challenges and barriers, and critical theory in their dynamic and ever-changing context.

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

Praxis: Capstone is a one-credit pass/fail course; whether a student passes or fails is determined by whether a student attends synchronous sessions and whether assignments are turned in on time, and meet all requirements laid out in the assignment's guidance note.



PAX 516 Program Evaluation Through Qualitative Research (3 SH)

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

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

Pre-requisite: PAX 535 Research Methods for Social Change; or permission of the instructor. *Note: This class is offered every other year.*



PAX 520 - PAX 529 (AUDIT ONLY)

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 professional development topics courses are one time offerings that may or may not be offered again and are not a required part of the graduate program. In these instances the courses are not offered for graduate credit, but only participation audit.

PAX 532 Formation for Peacebuilding Practice (3 SH)

As individuals working for peace, social justice, reduction of violence, and the possibility of reconciliation, ***we*** are the instruments of the work. How can we best prepare ourselves to take constructive action whether in a professional role or in a personal relationship? This course will explore four areas of awareness and accountability essential for effectiveness in our action efforts. These areas of content and engagement, described more fully in the syllabus, are self-awareness, self-assessment, self-management, and self- and community care.

In focusing on these four areas, we'll consider the values that inform our actions, the roles we play, the skills we have and need, and the processes available to us for doing the work. The course will make use of in-person instruction and conversation, video inputs, personal action and reflection, paired and plenary discussion, demonstration/presentation and a sampling of non-traditional forms of learning and integration (e.g arts-based methods, play, music/rhythm, etc). We will also plan and practice (as appropriate) selected strategies for structuring conversations and decision-making. Course participants will strengthen their abilities to understand and manage self, attend to self & community care, and assess appropriateness of action. And in this unusual time globally, we will practice and reflect on physical, intellectual, emotional, social and spiritual elements of well-being and growth.

This course meets a requirement for the MA or GC in Conflict Transformation, the MA or GC in Restorative Justice and the MA in Transformational Leadership. Everyone is expected to attend and participate in class and complete independent reading, research and writing outside of class. Further details on course requirements will be provided during the course and online on Moodle. **It cannot be taken for reduced credit.**

This course is also taught during our annual Summer Peacebuilding Institute (www.emu.edu/cjp/spi⁷⁷).



PAX 533 Analysis: Understanding Conflict (3 SH)

Analysis focuses on understanding the factors that cause and contribute to conflict, violence, and instability and those that restrain violence and support peacebuilding. Good analysis skills are a central component of designing effective strategies for transforming conflict and building peace.

Course participants will use lenses (visual or mental models or deductive research frameworks) including those related to identity (gender, religion, nationality, etc.), human needs, narratives, social power, power asymmetry, domination and oppression, culture, worldview, and others to understand conflict and propose possibilities for change. They will also consider the “built-in” lenses they carry with them and how these affect their perception and action. Case studies of conflicts at multiple levels will provide an opportunity to practice analysis skills individually and in small groups. The class will consider research strategies for gathering and organizing data for practical use and theories of change as an intermediate step to designing effective social change.

This 3 SH course meets a requirement for the MA or GC in Conflict Transformation, the MA or GC in Restorative Justice and the MA in Transformational Leadership. Everyone is expected to attend and participate in every session, and complete reading/viewing, activities and assignments outside of class. Further details on course requirements will appear in the course schedule document, and will be provided during the course and online on Moodle. *This course cannot be taken for reduced credit.*

This course is also taught during our annual Summer Peacebuilding Institute (www.emu.edu/cjp/spi/).⁷⁸

77. <http://www.emu.edu/cjp/spi/>

78. <http://www.emu.edu/cjp/spi/>



PAX 535 Research Methods for Social Change (3 SH)

“Research Justice’ is achieved when communities reclaim and access all forms of knowledge to affect change between community voices and those of institutions.”

Emancipatory peacebuilders, academics, and broader social justice movements use research to illuminate obscured relationships between power and oppression, cultivate stories, identify theories of change, and document histories and cultures of resilience. However, the dominant Euro-Western research methods and methodologies many practitioners learn often replicate the very paradigms and power relationships those in the justice and peacebuilding field seek to displace. Consequently, only certain forms of knowledge are valued and sought out, which subjugates indigenous and community-based ways of knowing and being. Therefore, this required 3-credit course for all MA candidates equips students with an expansive and justice-oriented qualitative research framework that introduces pathways for research to advance social change. This course is designed to invite all to explore their curiosities through inquiry in pursuit of a world with more justice and peace.

[1] DataCenter for Research Justice. (2015). *An introduction to research justice* [PDF], p. 6. Retrieved from <http://www.datacenter.org/new-toolkit-an-introduction-to-research-justice/>.

This course is not available for reduced credit or professional development. In addition to this course, students will be strongly advised to take one of the existing applied research project courses or complete a research project as part of another course or their practicum placement.



PAX 540 STAR Level 1 (2-3 SH)

Whether working in advocacy, healthcare, education, government, care-giving, activism, or in any kind of leadership or community building capacity, stressors add up - particularly in the midst (and aftermath?) of pandemic. Research and experience demonstrate that unaddressed trauma often leads to conflict and violence against self or with others, as trauma-affected people act out against others or become self-destructive. STAR combines theory with experiential learning to increase awareness of the impacts of trauma on the body, brain, beliefs and behaviors. The course offers tools for addressing trauma and breaking cycles of violence.

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

Learn more about STAR on the [STAR website](https://emu.edu/cjp/star/)⁷⁹!

79. <https://emu.edu/cjp/star/>



PAX 568 Transformational Leadership for Social Change (3 SH)

The complex, dynamic, and frequently chaotic contexts of the 21st century call for approaches to leadership that go beyond the individualistic, competitive and exclusive leadership paradigm after which many roles are often modeled. Social change in fast-paced and interdependent contexts requires a concerted collective effort to identify problems, envision new scenarios, articulate networks and set forth movements that inspire more just and flourishing societies. The challenges of social change demand new approaches to leadership.

In this course, we look at some of the challenges facing communities, such as increasing inequality, climate change, discrimination and oppressive power dynamics, and explore leadership approaches that can be transformational in leading social change. We discuss and experiment with leadership skills such as empathy, inclusivity, fairness, adaptability and creativity, vulnerability, curiosity, and reflect how transformational leaders can foment sustainable change in different areas, from the intra-personal to the communitarian, organizational (for-profit and not for profit), and society.

This class is a core requirement for all MATL students.



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

This course provides a critical examination of the values, principles, and practices of restorative justice. Our focus will be to firmly ground ourselves in restorative justice's relevance to the United States' criminal legal system, and to a self-reflective application of its principles to conflicts and harms in our own lives. We will start by examining the problems posed by the United States' legal system's dominant responses to harm and violence. Restorative justice often stands in contrast, addressing the needs of multiple stakeholders, drawing from faith based and indigenous approaches, and supporting interpersonal and structural healing after harm. Later, we will touch upon RJ's intersections with the fields of racial justice, education, trauma healing, sexual harms, intimate partner violence, earth stewardship and transitional justice.

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



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 competing theories and current approaches towards ending poverty, structural violence, 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. With 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. [This course is cross-listed with undergraduate course PXD-485.]



PAX 588 Nonviolent Social Change (3 SH)

Is nonviolence effective for creating sustainable social change in the face of institutional, political, and violent resistance? How is the philosophy of nonviolence connected to nonviolent strategy and tactics? And can nonviolence still be relevant today? In this course, we look at the power of social movements to effect change using strategic nonviolence, including forms of protest and persuasion, noncooperation, and nonviolent intervention and direct action. We examine the theory, practice, history, and research behind nonviolence, and explore debates and criticisms about the efficacy of nonviolent social change. Our work will be grounded in a close study of the US Civil Rights Movement, as well as other social change movements from India to Serbia to South Africa, and recent movements from Occupy to Arab Spring to Black Lives Matter to Environmental Justice.

Through case studies and our own experiences, we will practice assessment, visioning, planning, and tactical skills, and also apply what we have learned to issues we care about. As we discuss whether nonviolence is “the way” or “one way” for us today, we will investigate the intersections of nonviolent social change with peacebuilding practices and social justice movements. Along with readings and classroom discussions and activities, we will engage with multimedia resources like film and music, and connect to real-life scenarios through individual and group research and presentations.



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 and will also explore the varying contexts in which these processes take place and the variety of perspectives and worldviews that parties bring to a negotiation or mediation process.

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



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, whether it is a group of three or 3,000.

Through a variety of readings, exercises and reflections, the course will assist participants' formation as reflective practitioners enabling group processes. We will focus on developing self-awareness and awareness of group dynamics, while cultivating openness and offering a grounded 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, including with evident power imbalances and systemic oppression. 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 1 or an equivalent course is preferred. This class qualifies as a skills assessment course for the CJP MA degrees.



PAX 612 Creative Approaches to Peacebuilding (3 SH)

Creativity and the arts have historically been connected to peace and conflict. Human communities have used creative and artistic techniques to harmonize self, community and nature, to witness and make sense of the world, process and express feelings and emotions, to enact power and agency, to signify the past, reflect on the present and imagine the future. Creativity and arts have also been used to promote violent conflict, and as vehicles of colonization and imperialism. Amidst these multiple roles, peacebuilding practitioners and artists have continuously engaged with creative and artistic creation seeking to foster peace, resist oppression, denounce violence and promote healing, with different levels of impact. The challenges posed by current interconnected crises such as increasing inequality, climate crisis, discrimination, oppressive power dynamics and shrinking social spaces demand creative innovations to respond to violence, ignite justice and cultivate peace.

This course investigates creativity in peace and conflict and the roles of arts in peacebuilding. We will explore techniques of creativity for everyday life and artistic approaches, including movement and dance, sound and music, theater, drawing, and contemplative practices, in a participatory dynamic that combines theory, case studies and practice. The methodology is based on hands-on engagement, and invites observing one's own transformative processes, exchanging experiences and dialoguing with theories, authors and artistic creations through critical and contextual lenses. The course aims at providing a space where participants can explore perspectives on their peace(s) and conflicts and tap into their own creativity, vulnerability, confidence, and power, developing abilities for transformation and peacebuilding. Furthermore, we will discuss potential, limitations and ethical considerations of different initiatives, as well as trauma-responsive facilitation, planning, monitoring and evaluation. The objective is that participants can actively explore techniques and approaches to creatively adapt, incorporate and develop into their own peacebuilding practice.

This course was previously labeled with the PAX 691 course code.



PAX 635 Global Challenges, Local Struggles, and Transnational Solidarities (3 SH)

This course will focus on social and global processes of transformation by exploring global challenges, local experiences and struggles, and transnational solidarities that emerge in response to those challenges. It will be concerned with institutions, relations of power, and the relationship between power and the production of justice and peacebuilding theories and practices. It will pick up where the Foundations 1 sequence (“Analysis: Understanding Conflict” and “Formation for Peacebuilding Practice”) left off, aiming to add to students’ comprehensive overview of justice and peacebuilding practice and its multi-disciplinary, multi-level aspects.

Whereas the Foundations 1 sequence centered on personal, interpersonal, small group and organizational transformation analysis, theory and practice, this course will equip students to further develop their knowledge and skills for dealing with conflict and situations of injustice and building sustainable peace. Particular focus will be given to social, state, and political change with increased sensitivity to race, gender, ecology, and other political economy traditions. Particular attention will be given to the colonial legacies and decolonial possibilities in justice and peacebuilding, exploring decoloniality as both an epistemic and a political project.

Action and struggle for justice and peacebuilding are always found in peoples’ local, place-based experiences, but to gain understanding in order to effect change, we have to explore their global features. To do this we will examine the intersections and overlaps among the local and the global, including the transnational solidarities that connect local struggles around the world. Students will become familiar with theories and frameworks that help explain the causes and dynamics of larger-scale conflicts, injustice, and structural violence. Students will work individually and in small groups to apply these ideas and skills to cases that progress in complexity from the community to the national and global levels (and back again). Students will also continue to develop their self-awareness as well as their capacity for professional judgment and reflective practice with attention to vocation, values, ethics, faith and spirituality. **[This course is required for all MACT and MARJ students and is cross-listed with undergraduate course PXD-435.]**



PAX 640 STAR Level 2 (2-3 SH)

Strategies for Trauma Awareness and Resilience (STAR) Level 2 invites participants, who have completed STAR 1, to deepen their knowledge, skills, and confidence. The training invites participants to:

- Apply a trauma and resilience-informed lens to their personal and professional life
- Practice trauma-informed/responsive facilitation
- Deepen learning around the connection between personal and systemic trauma (individual healing and social justice)
- Explore the complex realities and implications of collective trauma - historical and current (racism, climate anxiety, pandemic, migration, etc.)
- Review and share plans and questions, while connecting with others who are applying STAR learning in their lives and work.

STAR Level 2 expands upon the foundational content provided in STAR 1: the impacts of trauma on the body, brain, beliefs and behavior; how unaddressed trauma can lead to cycles of harm, tools for interrupting these cycles, and ways to cultivate resilience in a culturally responsive manner. The focus in STAR 2 is to review these concepts and go deeper into the impact of collective trauma (historical and current) on individuals and groups. Participants in STAR 2 will have the opportunity to join the STAR Practitioner learning community for ongoing connection and exchange, along with access to conceptual and practical resources.

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

Learn more about STAR on the [STAR website](https://emu.edu/cjp/star/)⁸⁰!

80. <https://emu.edu/cjp/star/>



PAX 645 The Promise of Peacebuilding (3 SH)

Though peacebuilding definitions differ, the ultimate goal of peacebuilding is to put into place mechanisms for building peaceable societies and relationships. This course explores the aims of peacebuilding, how humanity has tried to bring about peace throughout history, and contemporary approaches. We will especially look at the contributions of civil society peacebuilding, and consider whether it reaches its goals contributing to social peace. We will hear stories from CJP alumni and partners as they explore the promise of peacebuilding in their context, with its successes, challenges, and possible next steps.

What is the Promise of Peacebuilding? Are we delivering on that promise? If so, how? If not, why not? The goal of the course is to expand knowledge about contemporary peacebuilding and make connections to people who are addressing violence and injustice in order to build durable peace. The course aims to help us become more familiar with the ways that civil society is contributing to the construction of peace when it has been its most successful, as well as when it has been ineffective at best or harmful at worst.

This course is one of the two classes that can fulfil a high-level Conflict Transformation program requirement for MA and GC students. It previously held the PAX 687 course code.



PAX 654 The Enneagram and Conflict (1 SH)

The enneagram is a framework for understanding personal motivations for behavior and it can be used as an analytical and practical tool for helping us understand interpersonal conflict and what to do about it. This course will explore the enneagram, the factors that motivate conflict, how various enneagram types engage in conflict, and what can be done to address interpersonal conflict through knowledge of enneagram types. Whether you are in leadership, working with troubled personal relationships, serving as a practitioner, or working in a helping profession, this course will provide knowledge of the framework and ways of using it to address conflict.



PAX 665 Designing Processes for Conflict Transformation (3 SH)

Many of the systems in which we live and work are dysfunctional, harmful and mired in conflict. One strategy for transforming them is through deliberative dialogue processes that engage the whole system: whether community, organization or society. Such processes can enable us to respond creatively to our most complex challenges and move us toward more equitable, just and positive relationships and structures. Through this class, we will explore how complexity and identity theories, conflict analysis, and power assessment inform collaborative process design. Using a series of mini-case studies, we will explore the complex interactions involved in adaptive and responsive design. We ask tough questions about what kind of processes are relevant for cultivating different phases and scales of change and explore ethics underpinning the praxis of process design rooted in awareness of our 'positionality' in the system. We will critically explore their underlying theories of change and theories of practice in ways that enable participants to become more creative and astute process designers, able to respond skillfully in their contexts.

This online class is a 3 SH class that can fulfill a high-level CT requirement for any students in the GC in Conflict Transformation or MA in Conflict Transformation programs.



PAX 671 Power, Difference, and Restorative Justice in Practice (2-3 SH)

For Restorative Justice practitioners, what core competencies support the work of addressing differences in culture and power? Although RJ practices seek to equalize power and difference, they do not eliminate them. In fact, RJ has often been accused of protecting institutions and their representatives by obfuscating harmful power dynamics.

This discussion, theory, and practice-based course offers an in-depth exploration of core competencies for working across lines of difference and power. Questions and topics include: organizing and working across lines of difference; addressing issues of power, identity, positionality; the origins of RJ and settler-colonialism; critiques of RJ from transformative justice; distinguishing between conflict and harm; and how RJ work is connected to historical and ongoing institutional harms. Students will develop, practice, and apply facilitation skills and reflective practices to address power dynamics in different contexts. By the end of this course, students will be equipped with the foundational knowledge and practical tools necessary to apply Restorative Justice facilitation in real-world situations and contribute to living and practicing restoratively in their personal, community, and professional lives.

This course is a restorative justice elective course developed through the annual Summer Peacebuilding Institute.



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, including the indigenous roots of the circle process
- creating safe, respectful space for dialog
- consensus decision making,
- structure of the circle process,
- facilitation of the circle process
- practical applications of circle process,
- problems and challenges in circles.

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

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

A 2-3 SH version of this class is typically offered during our annual Summer Peacebuilding Institute (www.emu.edu/cjp/spi/).⁸¹



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 originated as a *practice-based* discipline. In the following decades, the field expanded to include theory and research of RJ. At the core of any restorative practice, is a focus on steps to identify and address harms while finding ways to bring healing and make amends. The course will be

81. <http://www.emu.edu/cjp/spi/>

framed by four key values of RJ: inclusion, encounter, amends, and reintegration. The content of the course will be embedded in the foundational practice models that drive the Restorative Justice field like Victim Offender Conferencing/Dialogue, Family Group Conferencing, and Circle Processes. The class will explore structural applications of RJ philosophy, principles and practices in diverse situations: in educational settings, with justice-involved individuals, and among members of various communities who experience harm.

The emphasis throughout the semester is on each students' development as a practitioner. Sessions are set up to introduce, discuss and showcase various practice models in a variety of settings. RJ professionals will share knowledge and expertise derived from years of practicing in their field. Students will derive competence through engagement of case studies, developing a resource toolbox, reflective assessment, peer and instructor feedback, engaging with professionals, and most importantly, practice as a facilitator.

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 students enrolled in the MA and Certificate in Restorative Justice programs.



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

The reemergence of Restorative Justice (RJ) in the last 40+ years initially focused on interpersonal harm and violence, yet, more recently, is expanding to include collective harms caused by governments, corporations, or institutions against marginalized people. Rather than conceiving it as a method of 'social reform', if we understand RJ as a 'social movement' and study and apply it in that context, there is a greater potential for both serious interpersonal and structural transformation. This course is designed to empower RJ practitioners and theorists who are prepared to position themselves as change agents for justice systems shifts. This course will examine the relationship between institutional and interpersonal harms and dissect systemic harm that is an end result. Through case study research and discussions, we will explore the potential benefits and limitations of restorative and transitional justice principles and practices in building areas of accountability for systemic harms. Students will work collaboratively through a specific case study to identify and create theories of change for systemic transformation. The knowledge gained from the case study will then be applied to areas of personal interest through a three-phase process, culminating in a final project and presentation.

This is one of several seminar courses that are geared primarily to second year graduate students in the Center for Justice & Peacebuilding. These seminar courses will be capped at 15 students, with up to 18 students with special instructor permission. This course satisfies a core requirement for MA in RJ students. 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 PAX 571 Restorative Justice OR, for MAED students, EDRJ 551 Foundations of Restorative Justice in Education. In addition, it is strongly recommended that students take PAX 533 Analysis or PAX 534 Foundations 1 OR, for MAED students, EDRJ 581 Analyzing Conflict in Educational Settings prior to enrolling in this course.



PAX 682 Practicum (6-9 SH)

The Center for Justice & Peacebuilding is a practice-oriented academic program. The theories of change and the practice skills offered at CJP are meant to prepare individuals for a career in real world settings of complex conflict and injustice. The practicum is a time for learning and preparing for a career through personal involvement in and reflection on initiatives in actual situations. It is also a time to learn new theories and practice skills at the practicum site. Overall this hands on experience, with extensive interaction with people outside the classroom, and in organizations dealing with the subjects of students' specializations, provides first-time or additional work experience for CJP students. Their experience is critical to employers as well as overall career development. Therefore, being prepared academically and having additional work experience through a practicum strengthens the individual student's ability and capacity to offer a full range of experience to the people they will eventually work for and serve. In addition to doing an organizational practicum, CJP students may do a research-based practicum (independent or nested within an organization). For more information, refer to the [practicum webpage](https://emu.edu/cjp/grad/practicum)⁸².

The practicum is required for MA in Conflict Transformation and MA in Restorative Justice students. In very select cases, a student may be granted permission to pursue a thesis (PAX 683 described below) in lieu of a practicum.

82. <https://emu.edu/cjp/grad/practicum>

Center for Justice & Peacebuilding's GRADUATE PROGRAM Practicum Packet	
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PAX 683 Thesis (6-9 SH)

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

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

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

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



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).

Graduate Counseling Program

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About - Graduate Counseling Program

Our Mission

We strive to achieve the highest standards of training for clinical mental health counselors, emphasizing applied clinical skill and professional readiness, counselor identity formation, service to the underserved, multicultural development and awareness, social justice through advocacy, reflective self-awareness, and the celebration and appreciation of difference within a community environment.

CACREP Accreditation

EMU's Graduate Counseling Program is accredited in Clinical Mental Health Counseling by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Graduates of CACREP-accredited programs often experience greater ease in obtaining state counseling licensure and increased license portability across state lines. They are also frequently viewed as exceptional candidates for doctoral programs.

For more information about the counseling profession, contact the [American Counseling Association](#)⁸³.

Dedicated, Dynamic Faculty

Our faculty members are experienced practitioners who are dedicated to mentoring students. Whether collaborating on research projects, engaging in reading groups, presenting at conferences, or providing clinical supervision, faculty are committed to preparing strong clinicians. Each student is paired with an advisor and receives ongoing feedback regarding strengths and areas for growth. **All faculty identify as professional counselors**, contributing to active, engaging conversations about the work of counseling.

Ethical Standards in Counseling

Students learn the **ethical standards** of the counseling profession and the [American Counseling Association](#).⁸⁴ Faculty mentors guide students in forming a strong professional counselor identity by nurturing innate strengths while cultivating new skills and the capacity to hold the complexities of the human experience.

83. <https://www.counseling.org/>

84. <https://www.counseling.org/>

Cohort Model

Approximately 40 students across three cohorts are enrolled in the program each year. Most students complete the program in three years, including summer coursework. Some pursue the intensive track and complete the program in two years, also including summer coursework. Students in both tracks are considered full-time. We also accommodate working professionals who need a part-time pace.

Program Features

The Graduate Counseling Program is a 60-credit, CACREP-accredited Clinical Mental Health Counseling degree designed for people with busy lives. Many of our students work while enrolled, balancing professional and family responsibilities. Some commute from Roanoke, Winchester, Charlottesville, and Washington D.C., to participate in our cohort model and experiential training.

Our two-day back-to-back course schedule (usually Tuesday/Wednesday or Wednesday/Thursday) is intentionally designed to accommodate even the busiest schedules.

Two degree options

- **Clinical Mental Health Counseling Degree (MA)**

A 60-credit, CACREP-accredited master's degree that prepares students for clinical practice and meets educational requirements for Licensed Professional Counselor (LPC) licensure in Virginia.

- **Dual Seminary and Counseling Degree (MDiv + MA)**

A dual-degree option enabling students to earn both the MDiv and MA in Clinical Mental Health Counseling in approximately one year less, and at a lower cost, than pursuing the degrees separately. This option is ideal for students preparing for vocational ministry and clinical work.

Admission - Graduate Counseling Program

Application Deadline: January 15th

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

1. **Complete the Graduate Counseling online application**⁸⁵, which will request:
 - a. **Letters of reference.** Provide the names and contact information for at least three references on the online application. At least two must be academic or professional references. References will receive an email directly with a link to complete the reference form.
 - b. **A non-refundable application fee of \$50.00.**
2. **Arrange for official transcripts** to be mailed to: Graduate and Professional Programs, 1200 Park Road, Harrisonburg, VA 22802 or sent electronically directly to graduate@emu.edu⁸⁶.
 - a. **Foreign Degree Translation (if applicable).** Applicants with a degree from a college or university outside of the United States must have their coursework evaluated by a

85. <https://emu.tfaforms.net/4877880>

86. <mailto:graduate@emu.edu>

professional evaluation service. The evaluation must include a detailed course-by-course report with lower and upper division designations. **Note:** There is a fee for this service. This list of transcript/translation evaluation services⁸⁷ is for your information only.

3. **Essay.** Submit a 1-3 page narrative essay describing your:
 - a. academic/research interests 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.
 - e. **Note:** The essay prompt is automatically emailed to you when your application is submitted.
4. **Nationality and Immigration Status.** International applicants currently residing in the United States must indicate their status with U.S. Citizenship and Immigration Services. If accepted, international applicants must also submit a completed **International Student Sponsor Agreement**.
5. **English Language Proficiency (if applicable).** Applicants whose native language is not English must submit Test of English as a Foreign Language (TOEFL) scores demonstrating a minimum score of 79 on the internet-based test (equivalent to 550 on the paper-based test and 213 on the computer-based test). EMU's institutional code is 5181. Applicants who have completed a degree at an institution where all instruction is in English are exempt from submitting TOEFL scores.

EMU admits students of any gender, race, color, national/ethnic origin, and regardless of disability. EMU reserves the right to use student class materials and outputs for institutional research purposes. Confidentiality will be respected.

Admission Timeline

Application due: January 15

Notification of interview: January 22

Interview day: January 31

Admission Interview Process

To help both the candidate and the program discern fit and readiness, our admissions interview process includes individual faculty interviews, a group meeting, and a writing prompt.

How We Notify You of the Decision

All applicants are notified of the admission decision within two weeks after interview day.

If You Are Accepted

If you are offered admission, you must notify the Graduate Counseling administrative assistant of your enrollment decision by email within 15 days of receiving your acceptance letter. If we do not hear back from you by that deadline, we will assume that you have declined the offer, and your application record will be withdrawn.

Deferral of Admission

Applicants who are admitted may request to defer enrollment for one year. Those considering deferment should consult with the program director and complete a deferment application form.

87. <https://emu.edu/graduate-counseling/docs/evaluation-services-2022.pdf>

2-Year vs. 3-Year Track

Students are recommended to complete the program through the **3-year curriculum track**, though an intensive **2-year track** is also available.

Applicants interested in the 2-year track must:

- have a **minimum undergraduate GPA of 3.5**, and
- submit a **supplementary statement** explaining why the intensive track is the best fit. The statement may highlight previous academic success, professional or volunteer experience, personal development, or other relevant information.

Conditional Admission

A limited number of students may be granted **conditional admission** each fall. Conditional admission is for applicants who fall slightly below requirements for unconditional admission but demonstrate the ability and motivation to succeed in graduate-level work.

At the end of the fall semester, faculty review the student's progress and may:

- lift the conditional status,
- extend conditional status, or
- deny continuing enrollment.

Admission Requirements

Expectations for admission include:

- an undergraduate GPA of at least **3.00**,
- strong references indicating clear support for graduate-level work,
- a relevant and well-written essay, and
- the ability to communicate clearly and effectively in the interview.

Additional factors considered include undergraduate field of study, performance in prior graduate work, counseling-related experience, and other evidence of academic and professional success.

The admissions committee may make exceptions to requirements in special cases.

Enrollment and Class Size

Program enrollment is limited in order to maintain a 10:1 student-to-faculty ratio. Part-time students are welcome to apply. Part-time status is defined as **taking fewer than nine semester hours** in a semester.

New students are admitted for the **fall semester**. After the deadline of January 15, the admissions committee will continue reviewing applications **if space remains available**.

Transfer Credit

Transfer credits may be considered upon approval by the program director. To be eligible:

- A grade of **B or better** must have been earned.
- Courses must be applicable to a comparable degree at the institution where they were taken.
- Courses taken **more than five years before admission** require substantial documentation of prior work and current competence.
- Courses taken **more than ten years before admission** may not be used toward degree requirements.

- **Practicum and internship credits are not eligible** for transfer.

Normally, a **maximum of 12 credit hours** from an accredited institution may be applied toward the degree. Transfer credit decisions are made by the Admissions Committee on a case-by-case basis.

Accelerated BA in Psychology to MA in Counseling

The accelerated program is a collaboration between EMU's undergraduate department of psychology and the graduate counseling program. The program is designed to award exceptional students both a BA in psychology and an MA in counseling through a five- or six-year curriculum.

Students should express interest in the program during their first year as an undergraduate in order to be assigned an advisor to help plan their course of study. In order for students to take undergraduate psychology courses in the accelerated undergraduate sequence, they must:

1. Provide evidence of a minimum high school GPA of 3.6/4.0.
2. Receive recommendation of a psychology advisor by the end of the first year.
3. Maintain a 3.6 GPA in the first semester of classes.
4. Successfully achieve psychology candidacy by the end of the second year.

Students will formally apply to the MA in counseling program during their third year of undergraduate studies and must meet regular standards for admission into the counseling program.

Non-matriculated and MAIS Students

The following courses are approved courses for non-matriculated students:

- COUN 507 Professional Identity, Function & Ethics
- COUN 517 Human Growth & Development
- COUN 547 Counseling Theories
- COUN 637 Career Development
- COUN 527 Psychopathology
- COUN 617 Counseling Children and Adolescents
- COUN TBA Elective Course - TBA
- COUN 697 Addictions Counseling
- COUN 557 Assessment & Evaluation Procedures
- COUN 530 Advanced Psychopathology

Some courses may have prerequisites. Additional courses other than those listed above may be offered on a case by case basis.

Non-matriculated students are allowed to complete up to 9 credits (up to 3 credits per semester). In order to continue taking courses, non-matriculated students must submit an application and be admitted to the program. Students admitted to the program who decide not to pursue the master's degree will complete a formal process of withdrawal from the program.

The course instructor(s) and/or the Graduate Counseling program director will meet with non-matriculated students interested in registering for the class to explain the nature of the course(s), cohort implications, and course content. Instructors will determine approval for admission to the course and submit a decision to the program director and administrative assistant.

Students in the MAIS program who wish to take courses in the Graduate Counseling program will also be limited to taking the courses listed above or on a case by case basis. MAIS students must conduct a brief interview with the course instructor and program director for admission to the course, as room permits.

Degree Requirements - Graduate Counseling Program

Clinical Mental Health Counseling

Degree: Master of Arts in Clinical Mental Health Counseling

Semester Hours: 60

The Master of Arts in Clinical Mental Health Counseling is 60 semester hours, with 59 semester hours of required courses and 1 semester hour of an elective course. To graduate, the student will have met all course requirements with a minimum GPA of 3.00, obtained satisfactory internship references, met program assessment criteria for competency, and obtained the formal approval of the faculty for graduation.

Clinical Mental Health Counseling Curriculum (60 SH)

Full-time students should be able to complete the program in three years.

- COUN 507 Professional Identity, Function and Ethics (3 SH)
- COUN 508 Counseling Techniques (3 SH)
- COUN 509 Supervision and Consultation (3 SH)
- COUN 517 Human Growth and Development (3 SH)
- COUN 518 Integrated Counseling Process (3 SH)
- COUN 527 Psychopathology (3 SH)
- COUN 528 Practicum (100 hours field work) (3 SH)
- COUN 530 Advanced Psychopathology (2 SH)
- COUN 536 Counseling Research & Program Evaluation (3 SH)
- COUN 547 Counseling Theories (3 SH)
- COUN 557 Assessment and Evaluation Procedures (3 SH)
- COUN 567 Group Counseling (3SH)
- COUN 587 Crisis Counseling (2 SH)
- COUN 607 Multicultural Counseling (3 SH)
- COUN 610 Advanced Multicultural Counseling (2 SH)
- COUN 617 Counseling Children and Adolescents (10 weeks) (2 SH)
- COUN 627 Marriage and Family Counseling (3 SH)
- COUN 637 Career Development (3 SH)
- COUN 689 Internship I (600 total hours of fieldwork over 2 semesters) (3 SH)
- COUN 690 Internship II (3 SH)
- COUN 697 Addictions Counseling (3 SH)
- Elective Courses (Choose one. Elective course offerings vary by year)
 - COUN 698 Mindfulness and Psychotherapy (1 SH)
 - COUN 699 Topics: Clinical Practice in Neurobiology (2 SH)

- COUN 699 Topics: Jungian Dream Analysis (2 SH)
- COUN 688 Summer Internship (1 or 2 SH)

Co/prerequisites

- Counseling Techniques, Theories, PIFE - prerequisite for Practicum
- Counseling Techniques - prerequisite for Integrated Counseling Process
- Admission to Internship process - prerequisite for Internship (including Summer Internship elective)

Course Descriptions - Graduate Counseling Program

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 the development of their own counselor identity. Within this course, students are introduced to the counseling profession and given the opportunity to examine current ethical and legal issues related to practice. The course provides 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 assists students in exploring and articulating the process of ethical decision-making within the context of professional counseling.

[COUN507 syllabus.pdf⁸⁸](#)

COUN 508 Counseling Techniques (3 SH)

An intensive practical experience in the art of forming a counseling relationship. Personal feedback on interpersonal interactions and supervision of videotaped interviews are used to help students attain competency in the thoughtful and effective use of techniques within the counseling encounter and relationship.

[COUN508 syllabus.pdf⁸⁹](#)

COUN 509 Supervision and Consultation (3 SH)

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

[COUN509 syllabus.pdf⁹⁰](#)

88. <https://emuhelpdesk.atlassian.net/wiki/download/attachments/7192053043/COUN507%20syllabus.pdf?api=v2&cacheVersion=1&modificationDate=1760635935622&version=1>

89. <https://emuhelpdesk.atlassian.net/wiki/download/attachments/7192053043/COUN508%20syllabus.pdf?api=v2&cacheVersion=1&modificationDate=1760635935360&version=1>

90. <https://emuhelpdesk.atlassian.net/wiki/download/attachments/7192053043/COUN509%20syllabus.pdf?api=v2&cacheVersion=1&modificationDate=1760635935360&version=1>

COUN 517 Human Growth and Development (3 SH)

This course provides an advanced overview of current research and theory on life-span human development and enhances students' understanding of significant developmental changes across the life span. Emphasis is placed on physical, cognitive, emotional, and social development, as well as diversity and socialization in relation to perceptions of development. Professional, clinical, legal, and ethical issues are also addressed.

[COUN517 syllabus.pdf⁹¹](#)

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 explore the interpersonal therapy process and demonstrate ways to implement experiential techniques in therapy. Students further define their theoretical orientation and apply a variety of counseling approaches and techniques. Each student constructs a research paper integrating their theoretical approach with techniques, interventions, and applicable counseling methods. Class sessions 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.

[COUN518 syllabus.pdf⁹²](#)

COUN 527 Psychopathology (3 SH)

This course provides an overview of psychopathology and treatment planning, with an emphasis on children and adolescents. An interactive, developmental perspective for conceptualizing psychopathology and resilience is employed. Particular attention is given to the influence of development, neurobiological mechanisms, and contextual features on the emergence, exacerbation, and alleviation of psychopathology. Contemporary diagnostic and treatment issues are critically reviewed.

[COUN527 syllabus.pdf⁹³](#)

COUN 528 Practicum (3 SH)

The practicum experience is designed to give beginning counseling students the opportunity to apply the skills and knowledge they are developing throughout the program. **Prerequisites:** COUN 507 and COUN 508.

[COUN528 syllabus.pdf⁹⁴](#)

COUN 530 Advanced Psychopathology (2 SH)

Advanced Psychopathology builds skills in integrating theory with diagnosis and intervention planning by examining the treatment of key diagnostic categories through multiple theoretical lenses. The course emphasizes evidence-based practices while also providing support for alternative approaches.

91. <https://emuhelpdesk.atlassian.net/wiki/download/attachments/7192053043/COUN517%20syllabus.pdf?api=v2&cacheVersion=1&modificationDate=1760635935359&version=1>

92. <https://emuhelpdesk.atlassian.net/wiki/download/attachments/7192053043/COUN518%20syllabus.pdf?api=v2&cacheVersion=1&modificationDate=1771595566431&version=2>

93. <https://emuhelpdesk.atlassian.net/wiki/download/attachments/7192053043/COUN527%20syllabus.pdf?api=v2&cacheVersion=1&modificationDate=1771596666653&version=2>

94. <https://emuhelpdesk.atlassian.net/wiki/download/attachments/7192053043/COUN528%20syllabus.pdf?api=v2&cacheVersion=1&modificationDate=1771596819565&version=2>

[COUN530 syllabus.pdf⁹⁵](#)

COUN 536 Counseling Research and Program Evaluation (3 SH)

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

[COUN536 syllabus.pdf⁹⁶](#)

COUN 547 Counseling Theories (3 SH)

This course provides an overview of central theories of counseling and psychotherapy. Key theoretical concepts are introduced through readings, lectures, videos, and small-group exercises. Students become familiar with the central tenets of each theory and engage in practical application and skill development exercises.

Co-requisite: COUN 507.

[COUN547 syllabus.pdf⁹⁷](#)

COUN 557 Assessment and Evaluation Procedures (3 SH)

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

[COUN557 syllabus.pdf⁹⁸](#)

COUN 567 Group Counseling (3 SH)

This course introduces students to the theory and practice of group counseling. Students receive training in establishing, leading, and evaluating counseling groups of various types. The course explores theoretical approaches to group counseling, principles of group dynamics (including leadership tasks, developmental stages, and member roles), and ethical, legal, and professional issues. Special consideration is given to multiculturalism, life-span development concerns, and the therapist's personal leadership style.

[COUN567 syllabus.pdf⁹⁹](#)

COUN 587 Crisis Counseling (2 SH)

This course introduces basic crisis intervention strategies and theory, offering practical applications across various crisis situations. Students explore assessment, intervention, and crisis treatment issues,

95. <https://emuhelpdesk.atlassian.net/wiki/download/attachments/7192053043/COUN530%20syllabus.pdf?api=v2&cacheVersion=1&modificationDate=1760635935054&version=1>

96. <https://emuhelpdesk.atlassian.net/wiki/download/attachments/7192053043/COUN536%20syllabus.pdf?api=v2&cacheVersion=1&modificationDate=1771596328220&version=2>

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99. <https://emuhelpdesk.atlassian.net/wiki/download/attachments/7192053043/COUN567%20syllabus.pdf?api=v2&cacheVersion=1&modificationDate=1771596899698&version=2>

with special emphasis on the impact of trauma on individuals, families, and communities. Students engage in crisis intervention role-plays and compile a comprehensive community resource guide for the local community.

[COUN587 syllabus.pdf](#)¹⁰⁰

COUN 607 Multicultural Counseling (3 SH)

Multiculturalism is both an intellectual movement and an ethical imperative within counseling and psychology. This course introduces multicultural knowledge, skills, and awareness to support effective work with clients. Through activities, discussion, readings, and media, students explore theoretical movements in multiculturalism, develop skills for working with clients who differ from them, and examine their own values, beliefs, and cultural identities and how these influence therapeutic relationships and interventions.

[COUN607 syllabus.pdf](#)¹⁰¹

COUN 610 Advanced Multicultural Counseling (2 SH)

This course provides advanced multicultural knowledge, skills, and awareness for professional counseling practice. Through activities, discussion, readings, and media, students deepen their understanding of multicultural theory and further develop skills for working with diverse populations. Students continue exploring their own cultural identities and how these influence therapeutic relationships and interventions.

[COUN610 syllabus.pdf](#)¹⁰²

COUN 617 Counseling Children and Adolescents (2SH)

This course introduces counseling theories, interventions, and assessments appropriate for children and adolescents. Emphasis is placed on the principles and practice of play therapy. Students identify special populations and issues for further exploration.

[COUN617 syllabus.pdf](#)¹⁰³

COUN 627 Marriage & Family Counseling (3SH)

This course provides an overview of relational counseling from a systems perspective. Students will survey the predominant systems theories essential for working with couples and families. Special emphasis is placed on evidence-based treatments, as well as current research on attachment theory and the role of attachment in couple and family distress. Students will develop familiarity with attachment issues through an emotion-focused lens and gain proficiency in both assessment and intervention. As part of the course, each student will construct a personal family genogram, analyze their family using a systems approach, and practice case conceptualization and treatment planning across various theoretical frameworks.

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101. <https://emuhelpdesk.atlassian.net/wiki/download/attachments/7192053043/COUN607%20syllabus.pdf?api=v2&cacheVersion=1&modificationDate=1760635935050&version=1>

102. <https://emuhelpdesk.atlassian.net/wiki/download/attachments/7192053043/COUN610%20syllabus.pdf?api=v2&cacheVersion=1&modificationDate=1771596732750&version=2>

103. <https://emuhelpdesk.atlassian.net/wiki/download/attachments/7192053043/COUN617%20syllabus.pdf?api=v2&cacheVersion=1&modificationDate=1771597177455&version=2>

[COUN627 syllabus.pdf](#)¹⁰⁴

COUN 637 Career Development (3 SH)

Students are introduced to career development theory and practice, emphasizing developmental considerations, testing, educational and career program planning, and technology-based applications. The interrelationships among work, family, and life roles are explored, with special emphasis on gender, diversity, and specific populations. Legal, ethical, faith, and values considerations are addressed.

[COUN637 syllabus.pdf](#)¹⁰⁵

COUN 677 Independent Studies

Independent study addresses specific issues not covered in standard offerings. Approval by the instructor and program director is required. Methodology may include assigned readings, written reports, or other instructional methods. Students must have completed three courses and qualify academically before approval is granted. A limited number of independent study hours may apply toward the degree.

COUN 687 Expressive Therapies

This experiential course introduces the use of expressive arts in counseling. Students learn to integrate poetry, drawing, collage, assemblage, movement, ritual, and music into clinical work. Activities focus on promoting resilience, autonomy, and growth using a person-centered approach. The course draws from the work of Dr. Malchiodi, Helen Benoit Anderson, and others.

[COUN687 syllabus.pdf](#)¹⁰⁶

COUN 688 Summer Internship (1-2SH)

The summer internship provides advanced students with supervised field experience to apply counseling skills and knowledge. Students meet weekly to review cases and discuss theory, intervention, and technique questions. Internship sites are selected from approved mental health settings.

[COUN688 syllabus.pdf](#)¹⁰⁷

COUN 689/690 Internship (3 SH)

The internship experience allows advanced students to apply counseling skills and knowledge in supervised field settings. Students meet weekly for case review and discussion of theory and intervention. A minimum of 600 counseling hours is required.

Prerequisite: Admission to Internship.

[COUN689 syllabus.pdf](#)¹⁰⁸

[COUN690 syllabus.pdf](#)¹⁰⁹

104. <https://emuhelpdesk.atlassian.net/wiki/download/attachments/7192053043/COUN627%20syllabus.pdf?api=v2&cacheVersion=1&modificationDate=1760635934508&version=1>

105. <https://emuhelpdesk.atlassian.net/wiki/download/attachments/7192053043/COUN637%20syllabus.pdf?api=v2&cacheVersion=1&modificationDate=1771596603984&version=2>

106. <https://emuhelpdesk.atlassian.net/wiki/download/attachments/7192053043/COUN687%20syllabus.pdf?api=v2&cacheVersion=1&modificationDate=1760635936145&version=1>

107. <https://emuhelpdesk.atlassian.net/wiki/download/attachments/7192053043/COUN688%20syllabus.pdf?api=v2&cacheVersion=1&modificationDate=1760635937145&version=1>

108. <https://emuhelpdesk.atlassian.net/wiki/download/attachments/7192053043/COUN689%20syllabus.pdf?api=v2&cacheVersion=1&modificationDate=1760635934508&version=1>

COUN 697 Addictions Counseling (3 SH)

This course examines personal, social, emotional, physiological, and environmental factors related to addictions, with primary emphasis on chemical addictions. Students explore evaluation, diagnosis, and treatment processes, as well as ethical and legal issues unique to addictions counseling.

[COUN697 syllabus.pdf¹⁰](#)

COUN 698 Mindfulness & Psychotherapy (1 SH)

This course provides a foundation for integrating mindfulness, meditation, and mindful self-compassion into therapy. The course emphasizes personal practice, theoretical understanding, and skill-building through enactments and role-play. Students gain practical tools and familiarity with supporting research.

[COUN698 syllabus.pdf¹¹](#)

COUN 699 Topics Sec. A - Neurobiology of Trauma (2 SH)

This course provides a foundational understanding of the neurobiology of the human stress response and explores neuroscience as it relates to psychosocial stress, resilience, and well-being. Interpersonal Neurobiology is presented as an integrative framework.

[COUN699A syllabus¹²](#)

COUN 699 Topics - Jungian Dream Analysis (2 SH)

This course will provide you with the foundational tools you need to investigate dreams through a Jungian lens and to apply what you find to your waking life.

[COUN699B_JungianDreamAnalysis syllabus.pdf¹³](#)

COUN 699 Topics - Sexual Health in Counseling (1 SH)

This elective introduces biopsychosocial conceptualizations of healthy and pathological sexual behaviors. Students examine personal attitudes and beliefs, explore the counselor's role in sexual wellness, and review diagnosis and treatment planning for sexual concerns. Emphasis is placed on ethical decision-making and multicultural responsiveness.

[COUN699 Sexual Health syllabus.pdf¹⁴](#)

109. <https://emuhelpdesk.atlassian.net/wiki/download/attachments/7192053043/COUN690%20syllabus.pdf?api=v2&cacheVersion=1&modificationDate=1771596483043&version=2>

110. <https://emuhelpdesk.atlassian.net/wiki/download/attachments/7192053043/COUN697%20syllabus.pdf?api=v2&cacheVersion=1&modificationDate=1771596550563&version=2>

111. <https://emuhelpdesk.atlassian.net/wiki/download/attachments/7192053043/COUN698%20syllabus.pdf?api=v2&cacheVersion=1&modificationDate=1771597219598&version=2>

112. <https://emuhelpdesk.atlassian.net/wiki/download/attachments/4262167037/COUN699A-Neurobiology.pdf?api=v2>

113. https://emuhelpdesk.atlassian.net/wiki/download/attachments/7192053043/COUN699B_JungianDreamAnalysis%20syllabus.pdf?api=v2&cacheVersion=1&modificationDate=1760635934507&version=1

114. <https://emuhelpdesk.atlassian.net/wiki/download/attachments/7192053043/COUN699%20Sexual%20Health%20syllabus.pdf?api=v2&cacheVersion=1&modificationDate=1760635936413&version=1>

	Master of Arts in Counseling Course Syllabus
Course Information (COUN 5000)	Location/Date/Time Fall 2024 11:00am-12:00pm
Course Overview This course provides an overview of the field of counseling and the role of the counselor. It covers the history, theory, and practice of counseling, as well as the ethical and legal issues that arise in the field.	Instructor(s) Dr. [Name], PhD, MEd, NCC Email: [Email] Phone: [Phone]
Student Objectives Upon completion of this course, students will be able to:	Learning Objectives 1. Identify the major theoretical approaches to counseling and the role of the counselor. 2. Apply the principles of counseling to the development of a counseling plan. 3. Evaluate the effectiveness of counseling interventions. 4. Demonstrate the skills necessary to provide counseling services.
Course Description This course provides an overview of the field of counseling and the role of the counselor. It covers the history, theory, and practice of counseling, as well as the ethical and legal issues that arise in the field.	Course Description This course provides an overview of the field of counseling and the role of the counselor. It covers the history, theory, and practice of counseling, as well as the ethical and legal issues that arise in the field.
Course Goals and Objectives	Course Goals and Objectives
1) Identify the major theoretical approaches to counseling and the role of the counselor. a) Identify the major theoretical approaches to counseling and the role of the counselor. b) Identify the major theoretical approaches to counseling and the role of the counselor. c) Identify the major theoretical approaches to counseling and the role of the counselor. d) Identify the major theoretical approaches to counseling and the role of the counselor. e) Identify the major theoretical approaches to counseling and the role of the counselor. f) Identify the major theoretical approaches to counseling and the role of the counselor. g) Identify the major theoretical approaches to counseling and the role of the counselor. h) Identify the major theoretical approaches to counseling and the role of the counselor. i) Identify the major theoretical approaches to counseling and the role of the counselor. j) Identify the major theoretical approaches to counseling and the role of the counselor. k) Identify the major theoretical approaches to counseling and the role of the counselor. l) Identify the major theoretical approaches to counseling and the role of the counselor. m) Identify the major theoretical approaches to counseling and the role of the counselor. n) Identify the major theoretical approaches to counseling and the role of the counselor. o) Identify the major theoretical approaches to counseling and the role of the counselor. p) Identify the major theoretical approaches to counseling and the role of the counselor. q) Identify the major theoretical approaches to counseling and the role of the counselor. r) Identify the major theoretical approaches to counseling and the role of the counselor. s) Identify the major theoretical approaches to counseling and the role of the counselor. t) Identify the major theoretical approaches to counseling and the role of the counselor. u) Identify the major theoretical approaches to counseling and the role of the counselor. v) Identify the major theoretical approaches to counseling and the role of the counselor. w) Identify the major theoretical approaches to counseling and the role of the counselor. x) Identify the major theoretical approaches to counseling and the role of the counselor. y) Identify the major theoretical approaches to counseling and the role of the counselor. z) Identify the major theoretical approaches to counseling and the role of the counselor.	1) Identify the major theoretical approaches to counseling and the role of the counselor. a) Identify the major theoretical approaches to counseling and the role of the counselor. b) Identify the major theoretical approaches to counseling and the role of the counselor. c) Identify the major theoretical approaches to counseling and the role of the counselor. d) Identify the major theoretical approaches to counseling and the role of the counselor. e) Identify the major theoretical approaches to counseling and the role of the counselor. f) Identify the major theoretical approaches to counseling and the role of the counselor. g) Identify the major theoretical approaches to counseling and the role of the counselor. h) Identify the major theoretical approaches to counseling and the role of the counselor. i) Identify the major theoretical approaches to counseling and the role of the counselor. j) Identify the major theoretical approaches to counseling and the role of the counselor. k) Identify the major theoretical approaches to counseling and the role of the counselor. l) Identify the major theoretical approaches to counseling and the role of the counselor. m) Identify the major theoretical approaches to counseling and the role of the counselor. n) Identify the major theoretical approaches to counseling and the role of the counselor. o) Identify the major theoretical approaches to counseling and the role of the counselor. p) Identify the major theoretical approaches to counseling and the role of the counselor. q) Identify the major theoretical approaches to counseling and the role of the counselor. r) Identify the major theoretical approaches to counseling and the role of the counselor. s) Identify the major theoretical approaches to counseling and the role of the counselor. t) Identify the major theoretical approaches to counseling and the role of the counselor. u) Identify the major theoretical approaches to counseling and the role of the counselor. v) Identify the major theoretical approaches to counseling and the role of the counselor. w) Identify the major theoretical approaches to counseling and the role of the counselor. x) Identify the major theoretical approaches to counseling and the role of the counselor. y) Identify the major theoretical approaches to counseling and the role of the counselor. z) Identify the major theoretical approaches to counseling and the role of the counselor.

 Master of Arts in Counseling Course Syllabus		Institution/Date/Time Eastern Carolina University 1000 University Blvd. Raleigh, NC 27608 Fall 2019 Fall 2020	Institution/Date/Time Eastern Carolina University 1000 University Blvd. Raleigh, NC 27608 Tuesday, 12:00 - 1:30 PM
Eastern Carolina University Eastern Carolina State Eastern Carolina University 1000 University Blvd. Raleigh, NC 27608 Phone: (919) 487-2222 Fax: (919) 487-2222 Email: admissions@ecu.edu Website: www.ecu.edu Eastern Carolina University is an equal opportunity institution.			
Course Description: This course provides an overview of relational counseling from a variety of perspectives. A history of the professional approach to counseling is presented along with an overview of the theoretical approaches to counseling. The course includes a review of the history of counseling, the role of the counselor, the role of the client, the role of the family, the role of the community, and the role of the culture. The course also includes a review of the history of counseling, the role of the counselor, the role of the client, the role of the family, the role of the community, and the role of the culture. The course also includes a review of the history of counseling, the role of the counselor, the role of the client, the role of the family, the role of the community, and the role of the culture.			
Course Goals and Objectives: 1. Students will understand the history and development of a systems perspective in the history of counseling and family therapy (ECU-PSY 300, ECU-PSY 301, ECU-PSY 302, ECU-PSY 303, and ECU-PSY 304). 2. Students will understand the history and development of a systems perspective in the history of counseling and family therapy (ECU-PSY 300, ECU-PSY 301, ECU-PSY 302, ECU-PSY 303, and ECU-PSY 304). 3. Students will understand the history and development of a systems perspective in the history of counseling and family therapy (ECU-PSY 300, ECU-PSY 301, ECU-PSY 302, ECU-PSY 303, and ECU-PSY 304). 4. Students will understand the history and development of a systems perspective in the history of counseling and family therapy (ECU-PSY 300, ECU-PSY 301, ECU-PSY 302, ECU-PSY 303, and ECU-PSY 304). 5. Students will understand the history and development of a systems perspective in the history of counseling and family therapy (ECU-PSY 300, ECU-PSY 301, ECU-PSY 302, ECU-PSY 303, and ECU-PSY 304). 6. Students will understand the history and development of a systems perspective in the history of counseling and family therapy (ECU-PSY 300, ECU-PSY 301, ECU-PSY 302, ECU-PSY 303, and ECU-PSY 304). 7. Students will understand the history and development of a systems perspective in the history of counseling and family therapy (ECU-PSY 300, ECU-PSY 301, ECU-PSY 302, ECU-PSY 303, and ECU-PSY 304). 8. Students will understand the history and development of a systems perspective in the history of counseling and family therapy (ECU-PSY 300, ECU-PSY 301, ECU-PSY 302, ECU-PSY 303, and ECU-PSY 304). 9. Students will understand the history and development of a systems perspective in the history of counseling and family therapy (ECU-PSY 300, ECU-PSY 301, ECU-PSY 302, ECU-PSY 303, and ECU-PSY 304). 10. Students will understand the history and development of a systems perspective in the history of counseling and family therapy (ECU-PSY 300, ECU-PSY 301, ECU-PSY 302, ECU-PSY 303, and ECU-PSY 304).			

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 Master of Arts in Counseling Course Syllabus		
Course Information CO-Bachelors Fall 2024 6 ECTS credits 1 semester	Location/Start Time Maastricht and LUX Tuesdays 3:30 - 5:00	
Responsible Lecturers Rickman A. M. (MSc) Gertjan van der Wal, PhD Email: gertjan.van.der.wal@maastrichtuniversity.nl Office Phone: 145 00 6324	Responsible Lecturers Rickman A. M. (MSc) Gertjan van der Wal, PhD, MEd Email: gertjan.van.der.wal@maastrichtuniversity.nl Office Phone: 145 00 6324	
Student Group:	Small: 8-10 students (group of well-motivated office from a sign up to 10) and cohort: Small 8-10 (to ensure sufficient learning group) also offering an e-learning cohort. Large: 15+ larger motivated learning group (also sign up to be categorized) and e-learning cohort.	
Course Description		
This introductory experience is designed to give informal students the opportunity to practice the skills and knowledge they have developed through their counseling training. Students will receive case studies, discussion and reflect on their own experiences and learn from others. The student can also gain experience in life through their own experiences in their own social context (e.g. family, school, and work).		
Course Learning Objectives		
Advancing the Informal/Peer 21st Century Learning Skills & Global World/Health Studies		
1. Students will develop their ability to apply research concerning human development (e.g. 10-12, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 31-32, 33-34, 35-36, 37-38, 39-40, 41-42, 43-44, 45-46, 47-48, 49-50, 51-52, 53-54, 55-56, 57-58, 59-60, 61-62, 63-64, 65-66, 67-68, 69-70, 71-72, 73-74, 75-76, 77-78, 79-80, 81-82, 83-84, 85-86, 87-88, 89-90, 91-92, 93-94, 95-96, 97-98, 99-100, 101-102, 103-104, 105-106, 107-108, 109-110, 111-112, 113-114, 115-116, 117-118, 119-120, 121-122, 123-124, 125-126, 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140, 141-142, 143-144, 145-146, 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162, 163-164, 165-166, 167-168, 169-170, 171-172, 173-174, 175-176, 177-178, 179-180, 181-182, 183-184, 185-186, 187-188, 189-190, 191-192, 193-194, 195-196, 197-198, 199-200, 201-202, 203-204, 205-206, 207-208, 209-210, 211-212, 213-214, 215-216, 217-218, 219-220, 221-222, 223-224, 225-226, 227-228, 229-230, 231-232, 233-234, 235-236, 237-238, 239-240, 241-242, 243-244, 245-246, 247-248, 249-250, 251-252, 253-254, 255-256, 257-258, 259-260, 261-262, 263-264, 265-266, 267-268, 269-270, 271-272, 273-274, 275-276, 277-278, 279-280, 281-282, 283-284, 285-286, 287-288, 289-290, 291-292, 293-294, 295-296, 297-298, 299-300, 301-302, 303-304, 305-306, 307-308, 309-310, 311-312, 313-314, 315-316, 317-318, 319-320, 321-322, 323-324, 325-326, 327-328, 329-330, 331-332, 333-334, 335-336, 337-338, 339-340, 341-342, 343-344, 345-346, 347-348, 349-350, 351-352, 353-354, 355-356, 357-358, 359-360, 361-362, 363-364, 365-366, 367-368, 369-370, 371-372, 373-374, 375-376, 377-378, 379-380, 381-382, 383-384, 385-386, 387-388, 389-390, 391-392, 393-394, 395-396, 397-398, 399-400, 401-402, 403-404, 405-406, 407-408, 409-410, 411-412, 413-414, 415-416, 417-418, 419-420, 421-422, 423-424, 425-426, 427-428, 429-430, 431-432, 433-434, 435-436, 437-438, 439-440, 441-442, 443-444, 445-446, 447-448, 449-450, 451-452, 453-454, 455-456, 457-458, 459-460, 461-462, 463-464, 465-466, 467-468, 469-470, 471-472, 473-474, 475-476, 477-478, 479-480, 481-482, 483-484, 485-486, 487-488, 489-490, 491-492, 493-494, 495-496, 497-498, 499-500, 501-502, 503-504, 505-506, 507-508, 509-510, 511-512, 513-514, 515-516, 517-518, 519-520, 521-522, 523-524, 525-526, 527-528, 529-530, 531-532, 533-534, 535-536, 537-538, 539-540, 541-542, 543-544, 545-546, 547-548, 549-550, 551-552, 553-554, 555-556, 557-558, 559-560, 561-562, 563-564, 565-566, 567-568, 569-570, 571-572, 573-574, 575-576, 577-578, 579-580, 581-582, 583-584, 585-586, 587-588, 589-590, 591-592, 593-594, 595-596, 597-598, 599-600, 601-602, 603-604, 605-606, 607-608, 609-610, 611-612, 613-614, 615-616, 617-618, 619-620, 621-622, 623-624, 625-626, 627-628, 629-630, 631-632, 633-634, 635-636, 637-638, 639-640, 641-642, 643-644, 645-646, 647-648, 649-650, 651-652, 653-654, 655-656, 657-658, 659-660, 661-662, 663-664, 665-666, 667-668, 669-670, 671-672, 673-674, 675-676, 677-678, 679-680, 681-682, 683-684, 685-686, 687-688, 689-690, 691-692, 693-694, 695-696, 697-698, 699-700, 701-702, 703-704, 705-706, 707-708, 709-710, 711-712, 713-714, 715-716, 717-718, 719-720, 721-722, 723-724, 725-726, 727-728, 729-730, 731-732, 733-734, 735-736, 737-738, 739-740, 741-742, 743-744, 745-746, 747-748, 749-750, 751-752, 753-754, 755-756,		

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Graduate Teacher Education

- About - Graduate Teacher Education(see page 93)
- Admission - Graduate Teacher Education(see page 94)
- Degree Requirements - Graduate Teacher Education(see page 96)
- Certificate Requirements - Graduate Teacher Education(see page 100)
- Course Descriptions - Graduate Teacher Education(see page 102)

About - Graduate Teacher Education

EMU's Graduate Teacher Education program provides quality professional learning opportunities that equip educators to influence decision making and put their beliefs into practice through a wide range of instructional and non-instructional tasks.

EMU's teacher education programs have carried the highest national accreditation standards for more than 45 years. EMU's undergraduate teacher education programs are accredited through the Council for the Accreditation of Educator Preparation¹¹⁵ (CAEP).

Course Offerings Year-Round

EMU's Graduate Teacher Education program offers courses in several locations as well as online. Graduate courses can be applied toward a master's degree, a graduate certificate, recertification, or professional development.

- <https://emu.edu/maed/curriculum>
- <https://emu.edu/lancaster/graduate-teacher-education/courses/>

Mission Statement

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

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

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

115. <https://caepnet.org/>

student learning enhancement.

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

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

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

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

Admission - Graduate Teacher Education

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

Application To Master of Arts In Education

A completed application for degree or licensure/endorsement areas includes the following:

1. Official transcripts from each college or university attended.
2. Two academic recommendations from (a) a building level administrator/supervisor, and (b) someone qualified to speak to the applicant's academic ability and potential. (These will be completed through the application portal.)
3. A bachelor's degree from an accredited institution with at least a cumulative 3.0 GPA (based on 4.0) OR a graduate GPA of 3.0 based on six or more credits.
4. An interview with the director of the graduate teacher education program.
5. Full time students (9 hours per semester) applying to EMU's main campus in Virginia must submit an EMU graduate student health evaluation¹¹⁶.

International Students:

Due to the part-time nature of our Graduate Teacher Education program, we are not currently able to sponsor international students for F-1 or J-1 visas. However, online programs are available to students in their home country. In addition, we welcome international students who possess other permission to live and study in the U.S. For these students, in addition to the requirements above, international applicants must submit the following information:

1. Passport copy and proof of existing status with U.S. Citizenship and Immigration Services (visa that permits residence and study, or Green Card).
2. For applicants whose native language is not English, one of three conditions may be used to satisfy English proficiency.
 - a. Test scores for either the TOEFL, IELTS, or Duolingo test. Minimum score requirements are: 550 on the paper-based or 80 on the internet-based Test of English as a Foreign

116. <https://emu.edu/studentlife/docs/grad-health-form.pdf>

- Language (TOEFL); a 6.5 - 7.0 on the IELTS, or a 104 on the Duolingo. (EMU's institutional code is 5181.)
- b. A written recommendation from qualified personnel from EMU's Intensive English Program.
 - c. Evidence that the applicant studied and received a degree from a college or university where degree instruction was in English.

Application to Graduate Certificate Programs

1. Official transcripts from the college or university attended for highest degree earned with evidence of degree conferred.
2. An interview with the director of the graduate teacher education program or, in the case of a school cohort participant, recommendation of district administrator.

For All Education Applicants

Only completed applications will be considered by the Director of Graduate Teacher Education in Harrisonburg and the Director of Graduate Teacher Education in Lancaster.

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

Persons holding a bachelor's degree who are pursuing personal or professional development may enroll in courses, special institutes, or site-based curricular offerings without being admitted to the Graduate Teacher Education program. Those who are not enrolled in a program of study must apply for non-degree status in order to register for individual courses.

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

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

Changes to program/certificate concentrations are subject to approval from the Director of Graduate Teacher Education in Harrisonburg and the Director of Graduate Teacher Education in Lancaster. Candidates must submit a written request that provides the current concentration, the requested concentration, and the reason for the request to change concentrations. Candidates must also submit evidence that all admission criteria for the requested concentration are met.

Degree Requirements - Graduate Teacher Education

Master of Arts in Education: Curriculum & Instruction

Degree: Master of Arts in Education

Semester Hours: 36

This component of EMU's Graduate Teacher Education program provides a course of study for elementary, middle, and high school practitioners to enhance existing skills and meet the challenges found in today's schools. Emphasis is placed upon adapting and designing curriculum for diverse populations, designing integrated interdisciplinary instruction, upgrading professional knowledge in recent research in current issues, teaming with school and community professionals, and enhancing specific professional and concentration area competencies.

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

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

Curriculum & Instruction Curriculum and Course Plan

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

Program Core (12 SH)

[Early in program]

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

[Later in program]

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

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

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

Reflective Practice (3 SH)

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

Master of Arts in Education: Diverse Needs: Teaching English as a Second Language or Trauma & Resilience in Educational Environments

Degree: Master of Arts in Education

Semester Hours: 36

Practitioners concentrate on special needs of diverse populations, with further focus in the chosen area of emphasis:

1. Teaching English as a Second Language (TESL)
2. Trauma and Resilience in Educational Environments (TREE)

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.

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 (21 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)+
- EDSL 591 ESL Assessment and Support (3 SH)+
- EDDA 511 Teaching Diverse Learners (3 SH)
- EDLA 501 Foundations of Literacy (3 SH)
- EDLA 521 Integrated Literacy Instruction (3 SH)+

Reflective Practice (3 SH)

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

+ required as part of the graduate certificate program

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 (12 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: Brain Research, Trauma, and Learning (3 SH)+

Reflective Practice (3 SH)

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

Electives (9 SH)*

Nine semester hours to be selected from the following or other approved courses by advisor:

- **ED (Graduate Teacher Education) Courses**
 - EDCI 511 Teaming and Collaboration (3 SH)
 - EDDA 501 Fostering Resilience through School and Community Partnerships (3 SH)
 - EDDA 511 Teaching Diverse Learners (3 SH)
 - EDRJ 551 Foundations of Restorative Justice in Education (3 SH)
 - EDRJ 581 Analyzing Conflict in Educational Settings (3 SH)
 - EDSL 581 Language and Culture (3 SH)

*decisions made in collaboration with academic advisor

+ required as part of the certificate program

Master of Arts in Education: Restorative Justice in Education (RJE)

Degree: Master of Arts in Education

Semester Hours: 36

Long a pioneer in the field of restorative justice, Eastern Mennonite University is 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](https://emu.edu/cjp/)¹¹⁷
- [Zehr Institute for Restorative Justice](https://emu.edu/cjp/grad/restorative-justice)¹¹⁸

117. <https://emu.edu/cjp/>

118. <https://emu.edu/cjp/grad/restorative-justice>

- Annual Restorative Justice in Education Conference¹¹⁹

Making a Difference in Our Schools

The restorative justice in education concentration enrolls K-12 educators, higher education professionals, administrators and school leaders, social workers, and school counselors. The following learning goals are addressed:

- 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 581 Analyzing Conflict in Educational Settings (3 SH)
- EDRJ 601 Facilitating Circle Processes (3 SH) +
- EDRJ 621 RJE Principles and Practices for Schools (*Prerequisite: EDRJ 551*) (3 SH) +

Reflective Practice (3 SH)

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

Electives (9 SH)*

9 semester hours to be selected from the following or other approved courses by advisor:

• Graduate Teacher Education Courses

- EDCI 511 Teaming and Collaboration (3 SH)
- EDCI 541 Supporting Positive Classroom Behaviors (3 SH)
- EDDA 501 Fostering Resilience through School and Community Partnerships (3 SH)
- EDDA 511 Teaching Diverse Learners (3 SH)
- EDDA 571 Trauma, Restoration, & Resilience in Educational Environments (3 SH)
- EDDA 631 Research in Risk and Resilience (3 SH)
- EDRJ 625 RJE Practicum (*Prerequisite: RJE graduate certificate completion OR MA in Ed admission and completion of RJE concentration area courses*) (3 SH)

119. <https://emu.edu/maed/rje-conference>

*decisions made in collaboration with academic advisor
+ required as part of the graduate certificate program

Transfer Credits

EMU graduate programs accept a limited amount of graduate transfer credit from other colleges and universities. The university registrar determines the eligibility of credits to transfer from another institution, and the director of the graduate program makes the final determination of the applicability of transfer credit to an individual's graduate program. 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.

Courses taken by EMU Students at Other Schools

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

Certificate Requirements - Graduate Teacher Education

Restorative Justice in Education Graduate Certificate

Semester Hours: 15

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

Certificate Requirements

To qualify for the graduate certificate in restorative justice in education, candidates must complete 12 required semester hours (SH) and 3 elective semester hours.

Required (12 SH)

- EDCC 521 Peacebuilding and Conflict Transformation (3 SH)
- EDRJ 551 Foundations of Restorative Justice in Education (3 SH)
- EDRJ 601 Facilitating Circle Processes (3 SH)
- EDRJ 621 RJE Principles and Practices for Schools (*Prerequisite: EDRJ 551*) (3 SH)

Elective (3 SH)

Three semester hours of elective courses are to be taken from the following courses:

- EDRJ 581 Analyzing Conflict in Educational Settings (3 SH)
- EDCC 501 Creating Cultures of Change (3 SH)
- EDCC 531 Social and Ethical Issues in Education (3 SH)

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

Trauma and Resilience in Educational Environments Graduate Certificate

Semester Hours: 15

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

Certificate Requirements

To qualify for the graduate certificate in trauma and resilience in educational environments, candidates must complete 15 required semester hours (SH) as listed.

Required (12 SH)

- EDDA 541 Self-Care and Resilience for Educators (3 SH)
- *EDDA 571 Trauma, Restoration, and Resilience in Educational Environments (3 SH)
- EDDA 631 Research in Risk and Resilience (3 SH)
- EDCI 561 Neuro-Education: Brain Research, Trauma, and Learning (3 SH)

**EDDA 571 is foundational and should be the first course taken.*

Elective (3 SH)

Three semester hours of elective courses are to be taken from the following courses:

- EDCI 511 Teaming and Collaboration (3 SH)
- EDDA 501 Fostering Resilience through School and Community Partnerships (3 SH)
- EDDA 511 Teaching Diverse Learners (3 SH)
- EDRJ 551 Foundations of Restorative Justice in Education (3 SH)
- EDRJ 581 Analyzing Conflict in Educational Settings (3 SH)
- EDSL 581 Language and Culture (3 SH)

TESOL (Teachers of English to Speakers of Other Languages) Graduate Certificate

Semester Hours: 15

This graduate certificate is awarded through the Graduate Teacher Education program as internal recognition for having obtained a focused area of coursework in teaching English as a second language. Practitioners may complete 15 semester hours of course work for the certificate only or as part of the master's in education degree.

Certificate Requirements

To qualify for the graduate certificate in TESOL, candidates must complete 15 required semester hours (SH) as listed.

Required (15 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)
- EDSL 591 ESL Assessment and Support (3 SH)
- EDLA 501 Foundations of Literacy OR EDLA 521 Integrated Literacy

Teaching and Learning Graduate Certificate

Semester Hours: 15

This graduate certificate is awarded through the Graduate Teacher Education program as internal recognition for having obtained a focused area of coursework in teaching and learning. Practitioners may complete 15 semester hours of course work for the certificate only or as part of the master's in education degree with the curriculum and instruction concentration.

Certificate Requirements

To qualify for the graduate certificate in teaching and learning, candidates must complete 15 required semester hours (SH) as listed.

Required: Any five of the following six courses (15 SH)

- COUN 517 Human Growth and Development (3 SH)
- EDCC 531 Social and Ethical Issues in Education (3 SH)
- EDCI 501 Curriculum and Instructional Strategies (3 SH)
- EDCI 541 Supporting Positive Classroom Behavior (3 SH)
- EDCI 601 Assessment of Learners (3 SH)
- EDLA 501 Foundations of Literacy (VDOE requires for PK-3/SPED) (3 SH)

Course Descriptions - Graduate Teacher Education

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: Brain Research, Trauma, and Learning (3 SH)

Explores research on how the brain processes, stores, and retrieves information, and on the impact of trauma and resilience on learning and behavior. In this regard, advances in neuroscience and the

cognitive sciences provide insight into how life events, instructional design, instructional delivery, and educational environments can reshape brain structure and function in ways that can support or hinder a student's motivation, engagement, achievement, and behavior. Intended for K-12 teachers, educational specialists, and administrators.

Classroom Technology Courses (EDCT)

EDCT 501 Technology to Enhance Learning (3 SH)

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

EDCT 531 Everything Google for the Classroom (3 SH)

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

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

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

EDCT 561 Designing Personal and Authentic Learning Experiences (3 SH)

Inspires educators to implement real-world, personal, authentic learning experiences that lead to student success, investigating relevant problems and creating products that have real-life purposes while offering a rich variety of strategies and ideas to spark interest and deepen content knowledge. Educators acquire skills in the 5 Cs of communication, creativity, critical thinking, collaboration, and citizenship.

EDCT 571 Becoming a Quality Online Educator (3 SH)

Develops teacher know-how to tailor online instruction for short and long term instruction to K-12 students. Teachers learn how to design lessons, short term, and long term units of study in highly applicable formats considering grade level and differentiation needs of students. Teacher friendly.

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

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

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

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

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

Participants will identify, use and evaluate 21st Century Learning Tools that can be used to address the top level of the "new" Bloom's Taxonomy – Creating. These tools will be used in the context of

designing and delivering instruction that is consistent with current best practices for integrating technology.

Educational Technology Courses (EDET)

EDET 511 Leveraging Educational Technology for Communication and Collaboration (3 SH)

Leverages educational technology tools for empowering students as collaborators and communicators. Educators examine a variety of learning tools and platforms with a focus on authentic application.

EDET 521 Fostering Creativity with Educational Technology (3 SH)

Fostering creativity reflects the goal of equipping students as authors and investigators. Educators explore learning tools for the purpose of igniting student imagination and facilitating student production of original work.

EDET 541 Promoting Citizenship through Educational Technology (3 SH)

Promoting citizenship in a digital age includes building media literacy and digital safety among all members of the learning community. Educators engage legal, ethical, and interpersonal frameworks that inform their own practice and their support of students.

EDET 551 Unleashing Technology for Powerful Learning (3 SH)

Unleashing technology learning tools can promote powerful learning for all students. Educators design instruction that activates the cognitive science research on retrieval, spacing, interleaving, and metacognition.

Trauma and Resilience Courses (EDDA)

EDDA 501 Fostering Resilience through School and Community Partnerships (3 SH)

Partnerships between schools and community stakeholders play a vital role in fostering resilience in educational environments. This course serves as a forum for engaging dialogue among educators, counselors, law enforcement personnel, social service agents, and other community service workers regarding trauma and resilience. Participants will examine current trends and program development models that empower collaboration within communities.

EDDA 511 Teaching Diverse Learners (3 SH)

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

EDDA 541 Self-Care & Resilience for Educators (3 SH)

Educators experience stressful work events and environments that contribute to burnout, compassion fatigue, and various forms of trauma. As a result, educators may feel less effective, engaged, and motivated. To best serve students, meet their own professional goals, and maintain their own health and well-being, educators benefit from an awareness of self and an ongoing practice of self-care. This course provides information and strategies for the development of individual, collaborative, and organizational practices to address burnout, compassion fatigue, and promote resiliency.

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 (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.

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 (3 SH)

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

EDLA 581 Word Study (1 SH)

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

guide instruction and monitor student progress. Writing samples will also be analyzed for spelling errors that can inform instruction.

EDLA 591 Differentiated Literacy Instruction (3 SH)

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

EDLA 601 Multicultural Children's Literature (3 SH)

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

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

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

EDLA 651 Developing an Effective Reading Program (3 SH)

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

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

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

Reflective Practice Courses (EDPC)

EDPC 601 TESL Practicum (3 SH)

Gives candidates field experience in teaching English as Second Language. The course accommodates candidates who are currently teaching as well as candidates seeking initial TESL licensure. Forty (40)

contact hours of teaching and observation is required along with preparing a professional knowledge base for the ELL 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.

EDPC 622 Reflective Teaching Seminar (1 SH)

Reflective Teaching Seminar consists of sessions scheduled throughout the semester, and is an integral part of the student teaching semester. The seminar encourages students to practice the reflective teaching model and provides support for students as they complete their student teaching and prepare for the first years of teaching. Seminar sessions provide opportunities for professional development and the creation of the Documentation of Student Learning capstone project during the first student teaching placement.

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 RJE Principles and Practices for Schools (3 SH)

Applies restorative justice principles to individual student, classroom, school, and community-based practices that support safe, just, and caring schools. Restorative justice practices are based on restorative justice values and principles that promote relational approaches to school discipline, communication, pedagogy, and other interactions. Designed for teachers, counselors, administrators, social workers, and others who work within educational contexts. Participants engage with both formal and informal RJE practices, including the facilitation of classroom meetings, restorative circles, and family group conferences. *Prerequisite: EDRJ 551 Foundations of RJE*

EDRJ 625 RJE Practicum

Gives candidates field experience opportunities for the implementation of Restorative Justice in Education (RJE) practices. Forty (40) contact hours of RJE practice and observation is required along with preparing a case study on current RJE implementation. Candidates will complete the practicum with an assigned mentor either in their current educational setting or with an RJE practitioner in another context. *Prerequisite: RJE Graduate Certificate OR Admission to MA in Education program and completion of RJE Concentration Courses.*

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 (3 SH)

Explores current topics and issues in the study of language acquisition, language development, and grammar. Explores first and second language acquisition, multiple second language teaching strategies, and support services to assist English Language Learners (ELLs) in language and content learning. Offers teachers practical ideas for teaching grammar in the context of today's classroom.

EDSL 581 Language and Culture (3 SH)

Enables students to gain a deeper understanding of the intricate ways in which culture and language influence each other. Surveys the basics of sociolinguistics and language policy through case studies from communities around the world. Includes a critical evaluation of the role of culture in the second-language classroom.

EDSL 591 ESL Assessment and Support (3 SH)

Explores assessment tools and practices as they relate to second language learners. Emphasizes the

assessing and monitoring of oral language, reading and writing and content area subjects. Examines support services both in language acquisition and content learning.

EDSL 611 ESL Professional Development Portfolio (1 SH)

Includes discussions and readings on professional development appropriate for teaching English as a Second Language Learners. Requires the development of a professional portfolio that includes three major components: (a) a personal educational philosophy for instructing English Language Learners, (b) a brief classroom action research project, and (c) a personal professional development plan.

Master of Business Administration

- About - MBA(see page 111)
- Admission - MBA(see page 111)
- Academic Policies - MBA(see page 112)
- Degree Requirements - MBA(see page 114)
- Certificate Requirements - Business Administration(see page 114)
- Course Descriptions - MBA(see page 115)

About - 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.

Admission - MBA

Application Timeline

Applications are accepted at any time, but should be submitted by June 30 for a fall entry into the program.

Admission Criteria

Persons applying to the MBA program should meet the following requirements:

1. Bachelor's degree from an accredited institution with a minimum GPA of 2.7 on a 4.0 scale. Exceptions may be considered for applicants with extensive and significant (length and role) organizational leadership experience.
2. Two years of work experience is advised. Exceptions may be considered for an applicant with a business-related undergraduate degree, or other graduate degrees or studies, or significant leadership role(s) proximal to admission.

3. English language proficiency. For non-native English speakers, a TOEFL score of at least 550 (paper based) or equivalent is required.
4. Demonstrated strong written and oral communication and quantitative skills, and proficiency using ubiquitous business applications (e.g. word processing, spreadsheet, presentation).
5. Conditional admission may be granted to a limited number of students who come just below the requirements for unconditional admission, but who otherwise demonstrate the ability, experience, and motivation to adequately perform graduate level work. The faculty evaluates performance at the end of the first course and first semester, and a decision is made whether to lift the conditional status, extend the conditional status, or deny continuing enrollment.

Application Process

A completed application includes:

1. A completed EMU MBA online application.
2. A non-refundable application fee of \$50.
3. Official transcript(s) from each college or university attended.
4. Two letters of recommendation, including one from an employer.
5. An interview with the MBA director.

An MBA admissions committee composed of program faculty makes the final admission decision.

You can contact [Joanna Greenawalt¹²⁰](mailto:joanna.greenawalt@emu.edu), Recruitment Specialist, for more information.

Academic Policies - MBA

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

Review the university-wide graduate program policies found at the beginning of this graduate school catalog.

Class participation and absences

Class attendance and engagement is an important part of the learning process in MBA courses. Due to the typical one-meeting-per-week schedule, each class session carries a heavy percentage of course content. Students are advised to organize their schedules to miss no more than 15% of scheduled class time, which is no more than one session per 6-week course. Refer to the MBA program class absence policy for more details.

Graduation GPA Calculation

For the MBA program, the program requires a 3.0 minimum GPA. Graduation GPAs are calculated from the quality points earned on all courses applied towards the completed degree or certificate.

Incomplete grades

A grade of "Incomplete" may be granted at the discretion of the instructor when two conditions are met.

¹²⁰. <mailto:joanna.greenawalt@emu.edu>

1. When an emergency or other unforeseen problem arises which prevents the student from completing coursework.
2. When the coursework the student has submitted in the course to date has been satisfactory.

The student must request, in writing, a grade of “Incomplete” from the instructor **at least one week before the end of the semester** in which they are enrolled in the course. If the instructor chooses to grant an Incomplete, the student will have up to 60 days from the date of receiving an Incomplete to complete all of their coursework. A student may also request, in writing, a second extension for up to another 30 days with compelling rationale. The program director is responsible for approving the incomplete and any extension (either the initial 60 days or a subsequent 30 days).

A grade of “Incomplete” which is not resolved by the 60-day deadline (unless extended) will be changed to reflect the grade earned based on work actually submitted. If the instructor has not submitted a grade to replace the “I” within 60 days, the **“I” will be changed to an “F”** (unless an additional 30 days has been granted). A grade of “Incomplete” may not be extended beyond a total of 90 days (three months).

Leave of Absence

Graduate students who intend to interrupt their studies in a graduate program for more than one full semester are required to submit a written request to the program director. The written request must state the reason for the requested leave and the amount of time anticipated until studies can resume. (Acceptable reasons for requesting a leave of absence include, but are not limited to, medical circumstances, financial challenges, or a family crisis.) A response will be given within 30 days of receipt of the written request.

If a student does not submit a written request for a leave of absence for review and approval, their admission to the graduate program may be revoked due to lack of sufficient academic progress. The student would retain the right to reapply for admission at a later date.

Transfer Credit Policy

Candidates may request to transfer up to six hours of coursework from other regionally accredited colleges or universities. A transfer of credit request form must be completed. Requests for transfer credit approval may be directed to the program director and will be considered on a course by course basis as applicable to the particular concentration area. A candidate must submit an official transcript from the university that awarded the graduate credit.

All transfer credit must meet the following criteria:

- The coursework was completed within five years of admission to the EMU program.
- The credit must reflect applicability to EMU’s MBA goals and program purposes.
- All transfer work must have a grade of A or B from a regionally accredited college or university.

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

Degree Requirements - MBA

Degree: Master of Business Administration

Semester Hours: 36

Program may be completed fully online except for two short residencies (see details below).

The MBA is 36 semester hours (SH) which includes North American and international residencies.

Core Courses (36 SH)

- MBA 522 Leadership and Management for the Common Good (3 SH)
- MBA 523 Human Capital Development (3 SH)
- MBA 541 Global Sustainability (3 SH)
- MBA 564 Organizational Behavior (3 SH)
- MBA 585 Financial and Managerial Accounting (3 SH)
- MBA 615 Narrative Leadership (3 SH)
- MBA 623 Financial Management (3 SH)
- MBA 647 Strategic Marketing Management (3 SH)
- MBA 663 Managerial Economics (3 SH)
- MBA 670 Strategic Leadership in a Multicultural World (3 SH)
- MBA 671 Data Analytics for Decision Making (3 SH)
- MBA 680 Sustainable Organizations and Global Citizenship (3 SH)

North American Residency

Typically, each cohort will begin with a long weekend at one of the partner schools. This time will serve as an orientation to the program and allow time for students to get to know one another. Students will begin their first course during this residency, MBA 522 Leadership and Management for the Common Good.

International Residency

One of our program's core values is **global citizenship**. We believe that organizations today are interdependent and mutually accountable to local, national, and global communities. As a result, we believe in interdisciplinary, cross-cultural, and interfaith engagement. To that end, a global perspective is important for today's business and organizational leaders. This one-week international residency not only provides students with a global perspective but also a context in an on-going case study for the entire MBA curriculum. In addition, this residency is also a resume enhancing, hands-on experience that provides perspective for student's day-to-day work and their development as leaders in their organization.

Certificate Requirements - Business Administration

Graduate Certificate in Business Administration

Semester Hours: 15

Program may be completed fully online

Professionals with graduate degrees tend to work in and with organizations, and most are also called to lead and manage businesses, public agencies, or nonprofit entities. A graduate certificate in business administration will provide to professionals outside the business field some of the foundational skills and tools necessary to lead effectively. For professionals already in business or leadership roles, the graduate certificate is an intermediate step between a bachelor's and a master's degree in the field.

Requirements

Within the EMU Master of Business Administration (MBA) program, this certificate prepares graduates to make significant contributions to their organizations in ways that also benefit their communities and humanity. The MBA is distinct in its orientation toward promoting the common good and viewing organizational leaders as vital influencing agents in the turn toward a more sustainable future—social, ecological, and economic. This comprehensive lens includes a strong stakeholder approach and an emphasis on ethics and stewardship of the earth and its many resources. The graduate certificate in business administration is a subset of EMU's MBA program and is designed to provide administrative skills and tools to professionals who seek, or find themselves in, organizational leadership roles. The 15-hour certificate may be completed in as little as one year, and all credits earned may be applied toward the EMU MBA if students wish to complete the full master's degree. Certificate graduates are prepared to organize, create, and manage organizations or programs and projects, working to inspire and lead social change for the common good.

Standard Required Courses (15 SH):

- MBA 663 Managerial Economics (3 SH)
- MBA 671 Data Analytics for Decision Making (3 SH)
- MBA 564 Organizational Behavior (3 SH)
- MBA 585 Financial and Managerial Accounting (3 SH)
- MBA 523 Human Capital Development

Several graduate certificate curriculum packages exist to offer functional specialization; contact program director for more information.

Course Descriptions - MBA

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

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

MBA 523 Human Capital Development (3 SH)

Developing human capital means creating and nurturing organizational environments in which human beings can develop and apply new ideas, competencies, skills, attitudes, and behaviors. This course will enhance your knowledge and understanding of the value created by an engaged workforce. The course will focus on supporting employees developing skills and abilities in an intrinsically engaging

environment. In addition we will study ways individuals and organizations benefit from well-managed conflict while limiting destructive conflicts that sap organizational creativity and energy.

MBA 541 Global Sustainability (3 SH)

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

MBA 564 Organizational Behavior (3 SH)

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

MBA 585 Financial and Managerial Accounting (3 SH)

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

MBA 615 Narrative Leadership (3 SH)

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

MBA 623 Financial Management (3 SH)

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

MBA 647 Strategic Marketing Management (3 SH)

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

MBA 663 Managerial Economics (3 SH)

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

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

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

MBA 671 Data Analytics for Decision Making (3 SH)

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

MBA 680 Sustainable Organizations and Global Citizenship (3 SH)

This course integrates the three pillars of the Collaborative MBA Program; management, leadership and stewardship for organizational effectiveness, and serving the common good. The keystone of the course is an 8-day international residency designed to engage students as reflective practitioners and invite them to develop an openness to new ways of experiencing and thinking about the world through interactions and learning in a different country. One core value of the Collaborative MBA is global citizenship, recognizing that organizations are interdependent and mutually accountable to local, national, and global communities; this suggests that a global perspective is important for today's business and organizational leaders. This course is designed as a capstone course, even though it is scheduled midway through the program; it prompts students to test and apply what they have learned in their first year, then the experience becomes an ongoing case study for all subsequent work in the program.

Nursing Graduate Program

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- Admission - MSN and Graduate Certificates(see page 120)
- Degree Requirements - MSN(see page 122)
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- Admission - DNP(see page 131)
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About - MSN and Graduate Certificates

Be part of our **community of online learners**! Recent graduates praise the values-based program that provided a supportive network for their professional exploration and development.

What is unique about EMU's Master of Science in Nursing (MSN) and Certificate programs?

- 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 inter-professional focus means you'll study business, education, conflict transformation, and nursing.
- Our **sacred covenant framework**¹²¹ of nursing is based on faith and values, high professional standards, and bringing people to wholeness and healing.
- Small class sizes enhance community-building.
- Our program is primarily asynchronous online distance learning with some synchronous online class sessions.
- Many of EMU's expert nursing faculty have extensive cross-cultural experience.
- Earn up to 400 faculty-supervised practicum hours that can be applied towards a future DNP degree.

MSN with 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 often find jobs in the following areas:

- Unit managers and directors 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

121. <https://emu.edu/nursing/covenant>

- 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.

MSN with Leadership in Trauma Awareness and Resilience Concentration

This program allows students to explore their leadership skills recognizing the potential trauma that clients and staff have experienced. Having such an awareness, the nurse leader creates healthy work and care environments that advocates for patient and staff to enhance their resilience. These skills are applicable for the nurse leader in a broad array of nursing roles within the diverse health care environment.

Course work throughout the program involves direct application to their current work setting. Further, students in their final semester implement a quality improvement initiative to improve this setting. Such assignments provide for understanding their health care context with broader and deeper views, while also transforming the health care environment.

The first four courses in this concentration are taken through the Trauma Awareness and Resilience in Healthcare Settings Certificate Program.

MSN with 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 and also can submit their post-CSN course credits towards the PDE Level II certificate. However, school nurses from states other than Pennsylvania will find the program beneficial as well. Graduates of other Pennsylvania Department of Education approved school nurse certification programs can also transfer their credits into the MSN 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.

Graduate Certificate in School Nursing

EMU Nursing offers a Graduate Certificate in School Nursing (CSN) approved by the Pennsylvania Department of Education. The purpose of the Graduate Certificate in School Nursing is to prepare registered nurses to meet the health needs of children of all ages in diverse school settings. This post baccalaureate program consists of 12 credits of coursework, including a practicum, leading to a certificate as a **Level I Educational Specialist-School Nurse** in Pennsylvania.

Courses are offered online. This certification program can be taken as part of the MSN with 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 with Leadership and School Nurse concentration. Since courses are offered in an online format, this program can be **accessible to all nurses from any state**.

Upon completion of the Graduate Certificate in School Nursing curriculum, students who are RNs in Pennsylvania are eligible to apply for the School Nurse Certificate (Education Specialist I) issued by the Pennsylvania (PA) Department of Education. The PA DOE requires conversion to an Education Specialist Level II certificate within six service years as a Certified School Nurse.

Graduate Certificate in Trauma Awareness and Resilience in Healthcare Settings

EMU offers a Graduate Certificate in Trauma Awareness and Resilience in Healthcare Settings. **This program is open to anyone working in any capacity in a healthcare setting.** This program allows students to explore their leadership skills recognizing the potential trauma that clients and staff have experienced. It explores the physiology of trauma, as well as social and cultural impacts. Having such an awareness, the leader can create healthy work and care environments that advocate for patients and staff to enhance their resilience. Students will develop self-awareness and self-care skills. These skills are applicable to leaders in a broad array of roles within the diverse health care environment.

Course work throughout the program involves direct application to the student's current work setting. The final course in the program allows students to focus on a topic of their choice, finding applicable research, and applying it to their work setting.

Admission - MSN and Graduate Certificates

Application Requirements

- Bachelor's degree from an accredited institution. A degree in nursing is not needed for the Trauma Awareness and Resilience in Healthcare Certificate.
- License to practice as a registered nurse in the US. Not needed for the Trauma Awareness and Resilience in Healthcare Certificate.
- Active employment as a Registered Nurse which provides work experience needed for application in MSN programs.
- A 3.0 undergraduate grade point average.

Application Process

A completed application includes all of the following:

- EMU's MS in Nursing (MSN) [application](https://emu.tfaforms.net/4877880)¹²²
- A current resume.
- Official transcripts (not student copies) from each college or university attended. Transcripts should be sent to admissions.online@emu.edu
- Conversation with the MSN/Certificate director and/or the school nurse coordinator

122. <https://emu.tfaforms.net/4877880>

MSN with Leadership and Management Concentration

Deadlines

June 1 is the preferred deadline for submission of all application materials for a fall semester start, with final decision of admission made within 14 business days.

Application

Applicants are accepted to the program on a rolling basis. Applicants will be notified as committee decisions are made.

MSN with Leadership in Trauma Awareness and Resilience Concentration

Deadlines

June 1 is the preferred deadline for submission of all application materials for a fall semester start, with final decision of admissions made within 14 business days.

Application

Applicants are accepted to the program on a rolling basis. Applicants will be notified as committee decisions are made.

MSN with Leadership and School Nursing Concentration/Graduate Certificate in School Nursing

Deadlines

For those students needing to obtain a Pennsylvania Level 1 School Nurse Certificate:

- April 15 is the preferred deadline for submission of all application materials for mid-May start, with final decision of admission within 14 business days. The program begins with a mandatory virtual orientation, in mid-May, with classes starting immediately after orientation.

For those students who already have a Level 1 School Nurse Certificate:

- June 1 is the preferred deadline for submission of all application materials for a fall semester start, with final decision of admissions within 14 business days.
- If the Level 1 Certificate courses were completed at EMU within the last year, no additional program orientation is required except for attendance at the virtual orientation to MSN courses.

Application

Applicants are accepted to the program on a rolling basis. Applicants will be notified as committee decisions are made.

Graduate Certificate in Trauma and Resilience in Healthcare Settings Admissions

Admission Requirements

- Bachelor's degree in any field from a regionally accredited institution.
- Minimum 3.0 GPA for application. Applicants with a GPA below 3.0 will be considered on an individual basis and may be required to demonstrate academic ability prior to enrolling in the program.

Application Procedure

A completed application includes all of the following:

- EMU Trauma and Resilience in Healthcare Settings application submitted online
- Request official transcripts (not student copies) from each college or university you have attended. The official transcripts should be sent to admissions.online@emu.edu¹²³.

Degree Requirements - MSN

Degree: Master of Science

Semester Hours: 37-39

Program is completed fully online.

MSN with Leadership and Management Concentration

Core Courses (35 SH)

- NURS 503 Practice Skills for Conflict Transformation (3 SH)
- NURS 510 Historical, Philosophical and Theoretical Foundations of Nursing (3 SH)
- NURS 512 Knowledge Development: Informatics, Epidemiology and Outcomes (3 SH)
- NURS 515 Health Care Delivery System (3 SH)
- NURS 516 Applications of Legal & Ethical Principles to Healthcare Leadership (3 SH)
- NURS 610 Translational Scholarship for Evidenced-Based Practice (3 SH)
- NURS 620 Safety, Risk Reduction, and Quality Care (4 SH)
- NURS 623 Managerial and Financial Leadership in Nursing (3 SH)
- NURS 628 Organizational Behavior (3 SH)
- NURS 621 Person-Centered Instructional Design for Nurses (3 SH)
- NURS 630 Leadership Project (4 SH)

NOTE: For both students taking 1 course or 2 courses per semester, NURS 610 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.

MSN with Leadership in Trauma Awareness and Resilience Concentration

Required Courses (38 SH)

- NURS 510 Historical, Philosophical and Theoretical Foundations of Nursing (3 SH)
- NURS 610 Translational Scholarship for Evidenced Based Practice (3 SH)
- NURS 512 Knowledge Development: Epidemiology and Informatics (3SH)
- NURS 515 Health Care Delivery System (3 SH)
- NURS 516 Application of Legal and Ethical Principles to Health Care Leadership (3 SH)
- 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)

¹²³. <mailto:admissions.online@emu.edu>

- **Trauma-related Courses Option #1/Graduate Certificate in Trauma and Resilience in Healthcare Settings (15 SH)**
 - *TRHS 541 Trauma, Restoration and Resilience in Healthcare Settings (3 SH)
 - *TRHS 561 The Biology of Trauma and Fostering Resilience (3 SH)
 - *TRHS 571 Self-Care and Resilience for Healthcare Providers (3 SH)
 - *TRHS 621 Trauma-Informed Strategies for Healthcare Providers (3 SH)
 - *TRHS 631 Research in Risk and Resilience (3 SH) - *required only for Graduate Certificate*
- **Trauma-related Courses Option #2 (only if Option #1 courses are not running)**
 - NURS 503 Skills in Conflict Transformation (3 SH)
 - Elective options to fulfill the 39 SH requirements for graduation:
 - PAX 540 STAR Level 1 (2-3 SH)
 - PAX 640 STAR Level 2 (2-3 SH)
 - PAX 571 Restorative Justice Principles, Theories, & Applications (3 SH)
 - EDDA 571 Trauma, Restoration, and Resilience in Educational Environments (3 SH)

NOTE: For both students taking 1 course or 2 courses per semester, NURS 610 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.

MSN with Leadership and School Nursing Concentration

Core Courses (38 SH)

- EDCC 521 Peacebuilding and Conflict Resolution (3 SH) - *if not taking NURS 503*
- EDCC 531 Social & Ethical Issues in Education (3 SH)
- EDDA 571 Trauma Restoration and Resilience in Educational Environment (3 SH)
- *EDDS 601 Advocacy Issues Within Special Education (3 SH) - or accepted in transfer from another PDE-approved program
- NURS 503 Practice Skills for Conflict Transformation (3 SH) – *if not taking EDCC 521*
- *NURS 504 School Nursing: Legal Mandates (3 SH) - or accepted in transfer from another PDE-approved program
- *NURS 505 School Nursing: Theory and Diverse Learners (3 SH) - or accepted in transfer from another PDE-approved program
- *NURS 506 School Nursing Practicum (3 SH) - or accepted in transfer from another PDE-approved program
- NURS 510 Historical, Philosophical and Theoretical Foundations of Nursing (3 SH)
- NURS 610 Translational Scholarship for Evidenced Based Practice (3 SH)
- 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)

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

NOTE: For both students taking 1 course or 2 courses per semester, NURS 610 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.

Course Descriptions - MSN

EDCC 521 Peacebuilding and 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.

EDCC 531 Social and 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.

EDDA 571 Trauma Restoration and Resilience in Educational Environment (3 SH)

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.

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.

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 504 School Nursing: Legal Mandates (3 SH)

This course examines the roles and responsibilities of school nurses and the laws governing the practice of school nursing. The importance of the school nurse's responsibility to promote the health of students, enhance their ability to learn, and promote health among school personnel will be emphasized in this course. Current legal issues in school health as well as emerging roles and responsibilities of School Nurses will also be explored.

NURS 505 School Nursing: Theory and Diverse Learners (3 SH)

This course examines the roles and responsibilities of the school nurse in relation to promotion, restoration, and maintenance of health of school children. Management and evaluation of coordinated school health programs are discussed with an understanding for the need for outcome criteria. Principles of community health are applied. Significant emphasis will be placed on accommodations and adaptations for diverse learners.

NURS 506 School Nursing Practicum (3 SH)

This course follows the School Nursing: Theory and Diverse Learners course. In addition to the online learning activities, students will complete a 120 hour clinical practicum in various school settings. The dissemination of hours is as follows: 30 hours in the elementary setting, 30 hours in the middle school setting, 30 hours in the high school setting, and 30 hours with the diverse learner population. Clinical practicum assignments are individually planned with the approval of the course instructor.

(Prerequisite: NURS 505)

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 engage with the Sacred Covenant model that underpins Eastern Mennonite University's approach and evaluate the ways in which nurse theorists and other historical leaders have 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 610 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 and NURS 630).

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 515 Health Care Delivery System (3 SH)

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

NURS 516 Applications of Legal and Ethical Principles to Health Care 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 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 in the following summer. In essence, the spring semester is the Plan phase of your QI project. (NOTE: Prerequisite to this course is NURS 610 and NURS 630)

NURS 623 Managerial and Financial Leadership in Nursing (3 SH)

This course will focus around two major but integrated concepts regarding nursing leadership: a) the unique challenges faced when leading healthcare organizations or groups; and b) the basic financial knowledge to function as a nurse leader in these organizations. Through an integrated approach, students will examine managerial and leadership topics in healthcare including working with interdisciplinary & diverse teams of professionals and non-professionals, creating healthy work environments in stressful environments that fosters the voice of professionals, recruiting and retaining healthcare professionals, and meeting the needs of community members. As students examine each of these topics, students will also learn the basic financial concepts needed when addressing the management topics. Financial content will focus on equipping the students in order to be successful in their day-to-day leadership roles and will require only basic math functions (multiply, divide, addition, and subtraction). Combining the basic financial skills with a questioning approach to problem solving healthcare unique leadership issues, students will gain the foundational knowledge needed to consider both “margin and mission”.

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 621 Person-Centered Instructional Design for Nurses

This course equips nurse leaders with the knowledge and skills to employ instructional design principles for person-centered education delivery to diverse audiences. The practical demands of diverse audiences, health literacy 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 deliver education and improve consumer health literacy will be explored. Participants will explore adult learning theories and cultural considerations for educational delivery while designing a workplace-based teaching project.

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. (Prerequisite: NURS 610 and NURS 620)

PAX 540 STAR Level 1 (2-3 SH)

Whether working in advocacy, healthcare, education, government, care-giving, activism, or in any kind of leadership or community building capacity, stressors add up - particularly in the midst (and aftermath?) of pandemic. Research and experience demonstrate that unaddressed trauma often leads to conflict and violence against self or with others, as trauma-affected people act out against others or become self-destructive. STAR combines theory with experiential learning to increase awareness of the impacts of trauma on the body, brain, beliefs and behaviors. The course offers tools for addressing trauma and breaking cycles of violence.

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

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

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

This course is offered every fall and in the Summer Peacebuilding Institute.

PAX 640 STAR Level 2 (2-3 SH)

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

- review and deepen learning around trauma awareness and resilience
- grapple with the complex realities and implications of structural and historical harms

- practice and deepen capacity for trauma-informed facilitation, and
- share plans and questions, while connecting with others who are applying STAR learning in their lives and work.

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

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

Learn more about STAR on the [STAR website](https://emu.edu/cjp/star/)¹²⁴!

TRHS 541 Trauma, Restoration and Resilience in Healthcare Settings (3 SH)

This course will introduce the core concepts of adverse experiences, toxic stress, trauma, restoration, self-care, and resilience in the healthcare setting and provide a research-based, strength-based approach to creating a trauma-informed, resilience-fostering healthcare setting. (Prerequisite: a bachelor's degree)

TRHS 561 Biology of Trauma and Fostering Resilience (3 SH)

This course will provide a foundational understanding of the biology of the human stress response. This interdisciplinary graduate course explores trauma through a biological lens, integrating neuroscience, physiology, immunology, endocrinology, epigenetics, and systems biology with clinical and social perspectives. Students will examine how traumatic stress alters brain structure and function, neuroendocrine and immune responses, gene expression, and developmental trajectories across the lifespan. The course emphasizes translational applications, linking biological mechanisms to clinical assessment, intervention, prevention, and policy to foster resilience.

TRHS 571 Self-care and Resilience for Healthcare Providers (3 SH)

This course provides information and strategies for the development of self-care practices to address burnout, compassion fatigue, and promote resiliency. Strategies to serve students, meet professional goals, and maintain health and well-being will be developed.

TRHS 621 Trauma-Informed Strategies for Healthcare Providers (3 SH)

Many clients in the clinical setting, in all genres of care may have, or may be, experiencing traumatic events. This can profoundly influence their client's health and well-being and response to care. The nurse may be unaware of the specific traumatic events impacting each client in the clinical setting and may, without knowledge and discernment, exacerbate the impacts of trauma. Traumatic events may cause a client to respond to therapy and care in ways that are more destructive than healing. When the nurse is well trained to identify signs of trauma, the nurse can initiate a care plan that provides with tools for resilience. This course will provide strategies to intervene in trauma-informed and restorative ways for healthcare providers, co-workers, and clients. Organizational environments that offer healing and restoration will be explored.

124. <https://emu.edu/cjp/star/>

TRHS 631 Research in Risk and Resilience (3 SH)

This course will examine current evidence-based research on trauma, risk and resiliency and protective factors for the healthcare provider and potential clients. Participants will research and review literature regarding the needs of the multiple populations and strategies to build resiliency in healthcare settings, for healthcare providers, co-workers, and clients.

About - DNP

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

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

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

Mission, Vision, and Values

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

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

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

- Servant leadership
- Innovative problem-solving
- Intercultural competency

EMU nursing programs are unique in their holistic view of nursing as a calling to service to others. We believe that nurses and patients form mutually-beneficial bonds, each providing gifts to the other. This relationship is echoed in the student-teacher dynamic, again, with one providing benefit to the other. We call this approach to nursing practice and higher education the **Sacred Covenant Model of Nursing**¹²⁵.

125. <https://emu.edu/nursing/covenant/>

Admission - DNP

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

Admission Criteria and Application Process

- Earned a Master's in Nursing from a CCNE- or NLNAC-accredited program or any master's in a business/health-related degree (e.g. MPH, MBA, MHA) from a regionally accredited school, with a cumulative GPA of 3.3 or higher
 - If the applicant's bachelor's degree is not in nursing, the master's degree must be in nursing.
 - If the Master's degree is not in Nursing, the Co-Directors will review the applicant's transcripts and professional experience for evidence of meeting the MSN Essentials.
 - Non-MSN applicants must be working in the field of nursing/healthcare (either directly or indirectly).
 - The program will be longer than 33 credits if the master's degree is not in nursing.
- 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

Application process

- Complete the [DNP application online](https://emu.tfaforms.net/4877880)¹²⁶
- Current resume or curriculum vitae

Degree Requirements - DNP

Degree: Doctor of Nursing Practice

Semester Hours: 33

Program may be completed fully online

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

1. Completion of 33 semester hours (SH) accepted by Goshen College and Eastern Mennonite University for the Doctor of Nursing Practice degree
2. Completion of courses as listed in the DNP curriculum plan including successful completion of DNP project
3. Completion of 1000 practicum hours (400 may be transferred in)
4. Full financial settlement

¹²⁶ <https://emu.tfaforms.net/4877880>

Required courses (33 SH)

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

Course Descriptions - DNP

NURS 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.

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, and scholarly writing. A guided executive summary is the major writing assignment for 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 full semester course.

Certificate Requirements - Nursing Graduate Certificates

Graduate Certificate in School Nursing

Semester Hours: 12

Program may be completed fully online

The purpose of the Graduate Certificate in School Nursing¹²⁷ is to prepare registered nurses to meet the health needs of children of all ages in diverse school settings. This postbaccalaureate program consists of 12 credits of coursework, including a practicum, leading to a post-baccalaureate certificate. This certificate may fulfill state CE requirements and is an excellent resource for practice.

127. <https://emu.edu/msn/school-nurse-certification>

Courses are offered online. This certificate program can be taken as part of the Master of Science in Nursing (MSN) with the leadership and school nurse concentration or independent of the MSN. For students wishing to pursue an MSN, the certification program provides an easy transition into the MSN Leadership and School Nurse concentration.

We strongly encourage you to investigate the prerequisites for school nurses in your state before applying to make sure this program meets the requirements. *These 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)

Graduate Certificate in Trauma and Resilience in Healthcare Setting

Semester Hours: 15

Program may be completed fully online

This [graduate certificate](#)¹²⁸ is designed to educate and support bedside nurses and other healthcare professionals who are increasingly confronted by the impact of trauma in the course of routine patient or client care. Our experienced professors and collaborative online classroom environment can enhance your skills to respond effectively to your patients and build relationships that enhance patient care.

- TRHS 541 Trauma, Restoration and Resilience in Healthcare Settings (3 SH)
- TRHS 561 Biology of Trauma and Fostering Resilience (3 SH)
- TRHS 571 Self-care and Resilience for Healthcare Providers (3 SH)
- TRHS 621 Trauma-Informed Strategies for Healthcare Providers (3 SH)
- TRHS 631 Research in Risk and Resilience (3 SH)

Course Descriptions - Nursing Graduate Certificates

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.

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

¹²⁸. <https://emu.edu/online/healthcare-trauma-resilience>

in this course. Current legal issues in school health as well as emerging roles and responsibilities of School Nurses will also be explored.

NURS 505 School Nursing: Theory and Diverse Learners (3 SH)

This course examines the roles and responsibilities of the school nurse in relation to promotion, restoration, and maintenance of health of school children. Management and evaluation of coordinated school health programs are discussed with an understanding for the need for outcome criteria. Principles of community health are applied. Significant emphasis will be placed on accommodations and adaptations for diverse learners.

NURS 506 School Nursing: Practicum (3 SH)

This course follows the School Nursing: Theory and Diverse Learners course. In addition to the online learning activities, students will complete a 120 hour clinical practicum in various school settings. The dissemination of hours is as follows: 30 hours in the elementary setting, 30 hours in the middle school setting, 30 hours in the high school setting, and 30 hours with the diverse learner population. Clinical practicum assignments are individually planned with the approval of the course instructor. (Prerequisites: NURS 504 and NURS 505)

TRHS 541 Trauma, Restoration and Resilience in Healthcare Settings (3 SH)

This course will introduce the core concepts of adverse experiences, toxic stress, trauma, restoration, self-care, and resilience in the healthcare setting and provide a research-based, strength-based approach to creating a trauma-informed, resilience-fostering healthcare setting. Prerequisite: bachelor's degree.

TRHS 561 The Biology of Trauma and Fostering Resilience (3 SH)

This interdisciplinary graduate course explores trauma through a biological lens, integrating neuroscience, physiology, immunology, endocrinology, epigenetics, and systems biology with clinical and social perspectives. Students will examine how trauma alters brain structure and function, neuroendocrine and immune responses, gene expression, and developmental trajectories across the lifespan. The course emphasizes translational applications, linking biological mechanisms to clinical assessment, intervention, prevention, and policy.

TRHS 571 Self-care and Resilience for Healthcare Providers (3 SH)

This course provides information and strategies for the development of self-care practices to address burnout, compassion fatigue, and promote resiliency. Strategies to serve students, meet professional goals, and maintain health and well-being will be developed.

TRHS 621 Trauma-Informed Strategies for Healthcare Providers (3 SH)

Many clients in the clinical setting, in all genres of care may have, or may be, experiencing traumatic events. This can profoundly influence their client's health and well-being and response to care. The nurse may be unaware of the specific traumatic events impacting each client in the clinical setting and may, without knowledge and discernment, exacerbate the impacts of trauma. Traumatic events may cause a client to respond to therapy and care in ways that are more destructive than healing. When the nurse is well trained to identify signs of trauma, the nurse can initiate a care plan that provides with tools for resilience. This course will provide strategies to intervene in trauma-informed and restorative ways for healthcare providers, co-workers, and clients. Organizational environments that offer healing and restoration will be explored.

TRHS 631 Research in Risk and Resilience (3 SH)

This course will examine current evidence-based research on trauma, risk and resiliency and protective factors for the healthcare provider and potential clients. Participants will research and review literature regarding the needs of the multiple populations and strategies to build resiliency in healthcare settings, for healthcare providers, co-workers, and clients.

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 catalog¹²⁹.

129. <https://emuhelpdesk.atlassian.net/wiki/x/ZYDwrgE>

Dual Degrees

- Master of Divinity and Master of Arts in Conflict Transformation or Master of Arts in Restorative Justice Dual Degree(see page 138)
- Master of Divinity and Master of Arts in Counseling Dual Degree(see page 140)
- Master of Arts in Theological Studies and Master of Arts in Conflict Transformation or Master of Arts in Restorative Justice(see page 141)
- Master of Arts in Clinical Mental Health Counseling and Master of Arts in Theological Studies(see page 143)

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

About MDiv and MA Conflict Transformation or MA Restorative Justice Dual Degree

This degree¹³⁰ 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

- 69 credit hours of coursework for the Master of Divinity¹³¹ degree - 50 SH of the MDiv core curriculum and 19 SH of electives AND
- 30 credit hours of coursework for the Master of Arts in Conflict Transformation¹³² degree - 12 SH from core requirements and 6 SH of CT specialization (PAX 665 Designing Processes for CT OR PAX 645 Promise of Peacebuilding, and a skills assessment course), 3-6 elective credits, and a 6-9 credit practicum (chosen in consultation with an academic advisor)
OR
- 30 credit hours of coursework for the Master of Arts in Restorative Justice¹³³ degree - 12 SH from core requirements, 9 SH RJ required courses, and the 6-9 credit practicum, with the potential of 3 elective credits (chosen in consultation with an academic advisor)

Seminary Core Curriculum¹³⁴ (42 credits)

- FS 503 Formation in Spiritual Practices (3 SH)
- FS 504 Formation in Narrative Identity (3 SH)
- BIBL 511 Old Testament: Text in Context (3 SH)
- BIBL 512 New Testament: Text in Context (3 SH)
- CTH 501/512 Christian Traditions I and II (6 SH)
- FS 698/699 Formation in Vocation and Leadership I & II (3 SH)

130. <https://emu.edu/seminary/degree-programs/mdiv-mact#restorative>

131. <https://emuhelpdesk.atlassian.net/wiki/spaces/SemCat/pages/5289967897/Master+of+Divinity>

132. <https://emu.edu/cjp/grad/conflict-transformation>

133. <https://emu.edu/cjp/grad/restorative-justice>

134. <https://emuhelpdesk.atlassian.net/wiki/spaces/SemCat>

- CTT 634 Living Theology (3 SH)
- CM 643 Missio Dei in Cultural Context (3 SH)
- CTE 702 Christian Ethics (3 SH)
- 12 hours of Biblical studies (12 SH)

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

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

Additional MDiv electives (18 SH), including

- at least one SMCL course and one CM course.

Master of Arts in Conflict Transformation Curriculum (30 credits)

- PAX 533 Analysis: Understanding Conflict (3 SH)
PAX 532 Formation for Peacebuilding Practice (3 SH)
- PAX 635 Global Challenges, Local Struggles and Transnational Solidarities (3 SH)
- PAX 535 Research Methods for Social Change (3 SH)
- PAX 665 Designing Processes for Conflict Transformation (3 SH) OR PAX 645 Promise of Peacebuilding
- Skills assessment courses - choose at least one:
 - PAX 601 Mediation & Negotiation (3 SH)
 - PAX 676 Restorative Justice Practices (3 SH)
 - PAX 610 Facilitation: Process Design & Skills for Dialogue, Deliberation & Decision-making (3 SH)
- One - two elective course (3-6 SH)
- PAX 682 Practicum (6-9 SH)

OR

Master of Arts in Restorative Justice (30 credits)

- PAX 533 Analysis: Understanding Conflict (3 SH)
PAX 532 Formation for Peacebuilding Practice (3 SH)
- PAX 635 Global Challenges, Local Struggles and Transnational Solidarities (3 SH)
- PAX 535 Research Methods for Social Change (3 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)
- One elective course (3 SH) - *optional depending on practicum credits*
- PAX 682 Practicum (6-9 SH)

Master of Divinity and Master of Arts in Counseling Dual Degree

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

A dual degree student will graduate with two master's degrees in less time than it would take to complete those degrees individually. The dual degree [Master of Divinity and Master of Arts in Clinical Mental Health Counseling](#)¹³⁵ combines the theological, biblical, and pastoral training of a [Master of Divinity](#)¹³⁶ with the psychologically and spiritually grounded professional counseling training of the Master of Arts in Clinical Mental Health 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 Graduate 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/MA in CMHC dual degree are requested by March 1. Applications may be accepted after this date.

Degree Requirements (120 credits)

- 60 credit hours of coursework for the Master of Divinity degree. Advisors will help students decide how the Master of Divinity core requirements will be reduced.
- 60 credit hours toward the Master of Arts in Clinical Mental Health Counseling degree. One of these credits is 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 or three full years in the Graduate Counseling Program. The sequencing of the seminary studies will be decided on an individual basis.

Seminary core requirements¹³⁷ (60 credits)

- FS 503 Formation in Spiritual Practices (3 SH)
- FS 504 Formation in Narrative Identity (3 SH)
- FS 601 Formation in Ministry I (3 SH)
- FS 602 Formation in Ministry II (3 SH)
- BIBL 511 Old Testament: Text in Context (3 SH)
- BIBL 512 New Testament: Text in Context (3 SH)
- CTH 501 Christian Traditions I (3 SH)
- CTH 512 Christian Traditions II (3 SH)
- CTT 634 Living Theology (3 SH)
- CM 643 *Missio Dei* in Cultural Context (3 SH)

135. <https://emu.edu/graduate-counseling/dual-degree>

136. <https://emu.edu/seminary/degree-programs/mdiv>

137. <https://emu.edu/seminary/degree-programs/mdiv.html/languages>

- CTE 702 Christian Ethics (3 SH)
- 12 hours of Biblical languages or the alternate language track¹³⁸

Master of Arts in Counseling core requirements(see page 85) **(60 credits)**

- COUN 507 Professional Identity, Function and Ethics (3 SH)
- COUN 508 Counseling Techniques (3 SH)
- COUN 509 Supervision and Consultation (3 SH)
- COUN 517 Human Growth and Development (3 SH)
- COUN 518 Integrated Counseling Process (3 SH)
- COUN 527 Psychopathology (3 SH)
- COUN 530 Advanced Psychopathology (2 SH)
- COUN 536 Counseling Research & Program Evaluation (3 SH)
- COUN 547 Counseling Theories (3 SH)
- COUN 557 Assessment and Evaluation Procedures (3 SH)
- COUN 567 Group Counseling (3 SH)
- COUN 587 Crisis Counseling (2 SH)
- COUN 607 Multicultural Counseling (3 SH)
- COUN 610 Advanced Multicultural Counseling (2 SH)
- COUN 617 Counseling Children and Adolescents (2 SH)
- COUN 627 Marriage and Family Counseling (3 SH)
- COUN 637 Career Development (3 SH)
- COUN 697 Addictions Counseling (3 SH)
- Internship and practicum experiences are also required.

Master of Arts in Theological Studies and Master of Arts in Conflict Transformation or Master of Arts in Restorative Justice

These MATS dual degrees combine academic theological rigor with training and formation in faith-based peacebuilding. Persons considering career pathways outside traditional, credentialed ministry professions can complete the dual MATS-MACT or MATS-MARJ in as little as two years of full-time study.

Both degrees are 60 semester hours.

MA in Theological Studies Curriculum (24-28 SH + 12 SH overlap with MACT or the MARJ)

15 credits of required core courses:

FS 503 Formation in Spiritual Practices (3)

BIBL 511 Hebrew Bible: Text in Context or BIBL 512 New Testament: Text in Context (3)

CTH 501 Christian Traditions I or CTH 511 Christian Traditions II (3)

CTT 634 Living Theology (3)

138. <https://www.emu.edu/seminary/degree-programs/mdiv/languages/>

FS 698 Formation in Vocation and Leadership I (2)

FS 699 Formation in Vocation and Leadership II (1)

9 -13 credits of Seminary electives:

BIBL 560 Jesus, Justice and Violence (3)

CM 635 Faith-Based Social Transformation (3)

CTT 640 Topics: Liberation Theologies (3)

Any CTE (Ethics) course (3)

SMCL 564 Theological Reflection on Trauma (1) taken after PAX 540 Strategies for Trauma Awareness and Resilience I

Up to 12 credits of PAX coursework will fulfill the remaining MATS degree requirements.

MA in Conflict Transformation Curriculum (32-36 credits + 7 SH overlap with MATS)

12 credits of required core courses:

Foundations I sequence (6)

PAX 533 Analysis: Understanding Conflict (3)

PAX 532 Formation for Peacebuilding Practice (3)

Foundation 2 (3)

PAX 635 Global Challenges, Local Struggles and Transnational Solidarities (3)

PAX 535 Research Methods for Social Change (3)

6 credits of Conflict Transformation courses:

PAX 665 Designing Processes for Conflict Transformation or PAX 687 Promises of Peacebuilding (3)

Skills assessment courses - choose at least one

PAX 601 Mediation & Negotiation (3)

PAX 676 Restorative Justice Practices (3)

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

5-12 credits of electives:

Additional skills courses, other PAX courses or other courses decided with your faculty advisor based on your interests and goals. CJP's annual Summer Peacebuilding Institute is also an excellent opportunity to pick up interesting elective courses taught by practitioner experts.

6-9 credits of practicum:

PAX 682 Practicum (6-9)

Up to 7 credits of Seminary Coursework will fulfill the remaining MACT degree program.

MA in Restorative Justice Curriculum (32-36 credits + 7 SH overlap with MATS)

12 credits of required core courses:

Foundations I sequence (6)

PAX 533 Analysis: Understanding Conflict (3)

PAX 532 Formation for Peacebuilding Practice (3)

Foundation 2 (3)

PAX 635 Global Challenges, Local Struggles and Transnational Solidarities (3)

PAX 535 Research Methods for Social Change (3)

9 credits of Restorative Justice courses:

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

PAX 676 Restorative Justice Practices (3)

PAX 677 Restorative Justice and Whole System Approaches (3)

2-9 credits of electives:

Additional skills courses, other PAX courses or other courses decided with your faculty advisor based on your interests and goals. CJP's annual Summer Peacebuilding Institute is also an excellent opportunity to pick up interesting elective courses taught by practitioner experts.

6-9 credits of practicum:

PAX 682 Practicum (6-9)

Up to 7 credits of Seminary coursework will fulfill the remaining MARJ degree requirements.

Master of Arts in Clinical Mental Health Counseling and Master of Arts in Theological Studies

Degree Requirement - 84 SH

Master of Arts in Clinical Mental Health Counseling (60)

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

- COUN 536 Counseling Research & Program Evaluation (3 SH)
- COUN 547 Counseling Theories (3 SH)
- COUN 557 Assessment and Evaluation Procedures (3 SH)
- COUN 567 Group Counseling (3SH)
- COUN 587 Crisis Counseling (2 SH)
- COUN 607 Multicultural Counseling (3 SH)
- COUN 610 Advanced Multicultural Counseling (2 SH)
- COUN 617 Counseling Children and Adolescents (10 weeks) (2 SH)
- COUN 627 Marriage and Family Counseling (3 SH)
- COUN 637 Career Development (3 SH)
- COUN 689 Internship I (600 total hours of fieldwork over 2 semesters) (3 SH)
- COUN 690 Internship II (3 SH)
- COUN 697 Addictions Counseling (3 SH)
- Elective Courses (choose one)

Master of Arts in Theological Studies Curriculum

24 SH + 12 SH overlap with MAC

15 credits of required core courses:

- FS 503 Formation in Spiritual Practices (3)
- BIBL 511 Hebrew Bible: Text in Context or BIBL 512 New Testament: Text in Context (3)
- CTH 501 Christian Traditions I or CTH 511 Christian Traditions II
- CTT 634 Living Theology (3)
- FS 698 Formation in Vocation and Leadership I (2)
- FS 699 Formation in Vocation and Leadership II (1)

9 credits of Seminary electives:

- CTE (ethics) courses
- BIBL (biblical studies) courses
- CM (Context of Ministry) courses
- CTT (theology) courses
- SMCL 564 Theological Reflection on Trauma (1), taken after COUN 699 Topics: Neurobiology of Trauma